

Decision of the FIBAA Accreditation and Certification Committee



16th Meeting on November 27, 2024

PROGRAMME ACCREDITATION

Project Number:	23/052 Cluster 1
Higher Education Institution:	Universitas Hasanuddin
Location:	Makassar, Indonesia
Study programme:	Bachelor of Bugis-Makassar Literature Bachelor of Indonesian Literature Master of Linguistics

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:

HEI reviews the recommended literature and ensures that current discussions are reflected in the introductory texts and materials considering benchmarking with international study programmes in the respective field (see chapter 3.3).

✓ **Condition fulfilled – Decision by the FIBAA Accreditation and Certification Committee on November 26, 2025.**

Period of Accreditation: November 27, 2024 until November 26, 2029

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Hasanuddin, Indonesia

Bachelor/Master programme:

Bachelor of Bugis-Makassar Literature

Bachelor of Indonesian Literature

Master of Linguistics

Qualification awarded on completion:

Bachelor of Bugis-Makassar Literature (*Sarjana Sastra* (S.S.))

Bachelor of Indonesian Literature (*Sarjana Sastra* (S.S.))

Master of Linguistics (*Magister Humaniora* (M.Hum.))

Programme cycle starts in:

BML and BIL: August

ML: August and February

Initial start of the programme:

BML: July 11, 1996

BIL: December 11, 1960

ML: October 21, 1993

Type of accreditation:

All programmes: Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Bugis-Makassar Literature (Sarjana Sastra (S.S.)), Bachelor of Indonesian Literature (Sarjana Sastra (S.S.)), Master of Linguistics (Magister Humaniora (M.Hum.)) was made between FIBAA and Universitas Hasanuddin on June 26, 2023. On 27 February, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Andrea Dlaska

Middlesex University London

Professor em. of Language Studies

(Assessment, Internationalisation, Intercultural Communication, Degree Programmes with English as the Language of Instruction)

Prof. Dr. Ali Formen

Semarang State University Associate Professor

(Teacher Education, Comparative Education, Early Childhood Education, Muslim/Islamic Education Policy, Professional Development)

Denisa Koch

Erich Kästner Comprehensive School Homberg High School Teacher, Conference Chairwoman, Language Support Coordinator

(Specialised Lessons English & German, Didactics, Methodology, Internal Differentiation, Scaffolding, Creation/Reflection of Language-Sensitive Teaching Materials, Language Acquisition, Language Sensitivity, Literacy)

Janina Kofoet

University of Hamburg

Student General Linguistics (M.A.)

Dr. Soe-Tjen Marching

University of London

Lecturer at SOAS University of London

(Indonesian Literature, Study of Languages, Politics in Indonesia, Women and Gender Studies)

Prof. Dr. Edwin Wieringa

University of Cologne University Professor

(Indonesian Language and Literature, Southeast Asian Studies, Islamic Studies)

FIBAA project manager:

Nina Rotermund

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 online conference. The online conference took place on May 27 – 29, 2024 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 13, 2024. The statement on the report was given up on November 18, 2024. It has been taken into account in the report at hand.

Summary

Bachelor programmes

The Bachelor of Bugis-Makassar Literature (Sarjana Sastra (S.S.) and Bachelor of Indonesian Literature (Sarjana Sastra (S.S.) offered by Universitas Hasanuddin fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 27, 2024 and finishing on November 26, 2029, under one 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.

Master programmes

The Master of Linguistics (Magister Humaniora (M.Hum.) offered by Universitas Hasanuddin fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 27, 2024 and finishing on November 26, 2029, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects², namely course materials. They recommend the accreditation on condition of meeting the following requirements **for all programmes**:

- **Condition 1** (see chapter 3.3): HEI reviews the recommended literature and ensures that current discussions are reflected in the introductory texts and materials considering benchmarking with international study programmes in the respective field.

Proof of meeting this condition is to be submitted by August 27, 2025.

The panel members identified several areas where the study programmes could be further developed and recommends **for all programmes**:

- offering more opportunities for students to engage in the international discourse/ discussions (participation in conferences, exchanges, international guest lecturers etc.). (see chapter 1.2);
- building a network of guest lecturers on a national and international level and ensuring that guest lecturers are integrated in a more strategic way (see chapter 3.3);
- developing special training sessions for the students at the Faculty of Cultural Studies (see chapter 3.6);
- seeking academic discussion (e.g. by participating in international conferences) besides the existing cooperation in terms of access to manuscripts (see chapter 4.3);
- allocating by the HEI an adequate funding for initiating international research collaboration beyond ASEAN countries (see chapter 4.3);

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

- extending the opening hours of the library (see chapter 4.4);
- considering the feedback from the alumni in the measures for the development of the study programme in view of employability (see chapter 5).

For **Bachelor of Bugis-Makassar Literature**, the panel recommends:

- sharpening and enriching the definition profiles, for example by including entrepreneurship as a key focus (see chapter 1.3);
- broadening the understanding of Bugis-Makassarese literature beyond I La Galigo (e.g. historical literature) (see chapter 3.1);
- embedding ethnic and local cultures more deeply within the global context in the study programmes (see chapter 3.4).

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

- (re-)defining the graduate profiles and adjust the curriculum to better prepare students, including incorporating teacher training (see chapter 1.3);
- widening the concept of what literature is and considering and explaining the measures the use of literature as a tool for critical thinking about commonly held mainstream opinions (see chapter 3.1);
- embedding ethnic and local cultures more deeply within the global context in the study programmes (see chapter 3.4).

For **Master of Linguistics**, the panel recommends:

- sharpening the definition of graduate profiles based on alumni feedback and enabling students to evaluate the career paths they can pursue after graduation (e.g., teaching, translating, interpreting) (see chapter 1.3);
- clarifying the focus of the ML and taking more account of the linguistic richness of Indonesia (rather than focusing on the standard variety of Indonesian language) (see chapter 3.1);
- offering more elective courses based on the sharpened graduate profiles, for example integrating such courses as teaching linguistics (methodology and didactics), language acquisition, research and theory, interpreting and translation (see chapter 3.1);
- integrating concepts of second language acquisition, second language learning, and focusing on the linguistic and cultural varieties in Indonesia within the global context (see chapter 3.4).

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

There is one criterion in which the programme exceeds the quality requirements:

- Student support by the faculty (see chapter 4.1).

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

Information

Information on the Institution

Universitas Hasanuddin (hereinafter “**Unhas**”) is a state institution of higher education (HEI) located in Makassar, South Sulawesi, Indonesia. Unhas was established on 10 September 1956 as a Centre of excellence in developing human resources, science, technology, art, and culture influenced by Indonesia's status as a maritime nation. Before the official establishment of Unhas in 1956, the University was part of the Faculty of Economics in 1947, a branch of the Faculty of Economics of the Universitas Indonesia, Jakarta. The University was given a mandate to be an autonomous University in 2015 (fully implemented since year 2016) through Indonesian Government Regulation No. 53.

Throughout its history, Unhas engaged on academic activities that relate to teaching and learning, research and community service. The following strategic goals determine the activities of the University:

Vision:

“A center of excellence in the development of human resources, science, technology, arts, and culture, grounded in the Indonesian Maritime Continent.”³

Mission:

1. To provide qualified learning environment to develop the capacity of innovative and proactive learners.
2. To preserve, develop, find, and create sciences, technology, arts, and cultures.
3. To implement and disseminate sciences, technology, arts, and cultures for the prosperity of Indonesian maritime society.

Values

1. Integrity: honesty, courage, responsibility, determination
2. Innovation: the combination of creativity, quality-orientation, independence, pioneering
3. Catalytic: bravery, determination, dedication, and competitiveness
4. Wisdom: appropriateness, fairness and civilised, holism and adaptability

Strategic Goals:

1. To produce scholars of morality and integrity qualities
2. To develop science and technology based on the concept of Indonesia Maritime Continent
3. To apply and disseminate science and technology for the benefits of humankind.
4. To improve international reputation of Unhas
5. To develop a good University governance and build a modern environmentally friendly campus.

Universitas Hasanuddin comprises 17 faculties currently offering 225 study programmes consisting of 12 vocational study (diploma) programmes, 70 Bachelor programmes, 70 Master programmes, 30 Doctoral programmes, nine Professional programmes as well as 34 specialist programmes with a total student body of around 35,000 students. All study programmes

³ <https://www.unhas.ac.id/about/> (last call May 15, 2024)

currently have been nationally accredited by the National Accreditation Board of Higher Education (BAN-PT).

Unhas is rated "Excellent" by BAN-PT. The University's "A" (excellent/superior) accreditation by the BAN-PT since 2018 ensures that the study programmes meet stringent academic standards and are recognised nationally for their excellence.

In 2023, Unhas ranked 1st nationally for international accreditation or certification based on the key performance indicator of accredited study programme number. In line with Unhas strategic goals, 63 study programmes have been internationally accredited or certified by international accreditation agencies such as ABET, ASIIN, ABEST-21, AUN-QA and IABEE, and FIBAA⁴. For the last years, Unhas has been facilitating and empowering all study programmes to be internationally recognised through several priority development programmes such as international classes, student and staff exchange, joint research and publication, credit earning, joint degree, as well as international accreditation.

Furthermore, Unhas reputation is based on:

- Global Recognition: Universitas Hasanuddin's inclusion in the QS World University Ranking in the range of 1001-1200 in 2021 demonstrates its global recognition. This rank places the University among the top institutions worldwide, enhancing the credibility and attractiveness of its study programmes to both local and international students.
- Impact and Innovation: The University's 79th position in the Times Higher Education impact rankings in 2021⁵, and being the second in Indonesia, showcases its commitment to making a positive impact on society through research and innovation.
- Specialisation in Disaster Management: Universitas Hasanuddin's recognition as the Disaster Management Campus by the Indonesian National Agency for Disaster Management (BNPB) in 2021 is significant in addressing the specific needs and challenges of the region. The recognition highlights the University's expertise and dedication in preparing professionals to manage and mitigate natural disasters effectively, making it an attractive choice for students interested in this field.
- Expertise in Geographic Information System (GIS): The acknowledgement as the Geographic Information System Advisor by the Environmental System Research Institute Indonesia in 2021 further establishes the University's competency in this area. As GIS continues to gain importance in various sectors, students seeking expertise in this field will find the study programmes at Universitas Hasanuddin appealing.

Unhas strategic direction consists of long-term planning (Unhas Development Plan 2030) which is further derived to a series of medium-term plans (currently Unhas Strategic Planning 2020-2024) as the basis of preparing the Annual Planning. The Unhas Development Plan 2030 consists of five themes that can be summarised in the following figure.

⁴ ABET: Accreditation Board for Engineering and Technology, ASIIN: Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematic, ABEST-21: The Alliance on Business Education and Scholarship for Tomorrow, AUN-QA: ASEAN University Network Quality Assurance; IABEE: Indonesian Accreditation Board for Engineering Education

⁵ <https://www.timeshighereducation.com/rankings/impact/2021/overall>, last call May 15, 2024

Figure 1: The Strategic Themes of Unhas Development Plan 2030



Currently, Unhas is implementing the third milestone (University Strategic Plan 2020-2024) of Unhas Development Plan 2030 in which the main strategic goal is to become an excellent and innovative University based on Indonesia Maritime Continent (IMC). The term IMC was firstly introduced by the late President Habibie and refers to the uniqueness of the region consisting of land, sea and air with rich diversities in terms of natural resources, societies, economics, arts and cultures, as well as health. Consequently, all programmes within Unhas must develop their scientific uniqueness as a comparative advantage to similar programmes at other institutions.

The main strategic goals of the University Strategic Goals 2020-2024 are:

1. improving graduate quality, relevancy, and competitiveness,
2. improving quality, relevancy, and innovation of research and community services,
3. down-streaming research results into markets,
4. strengthening good university governance, campus infrastructure and facilities.

The **Bachelor of Bugis-Makassar Literature (BML)** (*in Bahasa: Sastra Daerah*) study programme known in Bahasa as *Sastra Daerah*, was established in 1996 under Decree No. 234/DIKTI/KEP/1996 by the Indonesian Minister of Education and Culture. Initially accredited with a "C" grade in 2011 by the National Accreditation Board of Higher Education (Decree No. 021/BAN-PT/Ak-XIV/S1/VII/2011), the accreditation was valid until 2014. In 2015, the programme was re-accredited with a "B" grade (Decree No. 972/SK/BAN-PT/Akred/S/IX/2015), valid until 2020. The most recent accreditation in 2020 also awarded a "B" grade (Decree No. 5891/SK/BAN-PT/Ak-PPj-IX/2020), valid until 4 September 2025. UNHAS wants to contribute to global society with such special study programme.

The **Bachelor in Indonesian Literature (BIL)** (*in Bahasa: Sastra Indonesia*) study programme, known in Bahasa as *Sastra Indonesia*, was established on 11 December 1960 under Decree No. 101248/U.U., signed by Soepardo, Secretary-General of National Education, with J.E. Tatengkeng as its head. The programme offers two main concentrations:

Indonesian Language and Indonesian Literature, both enhanced by cultural studies. In 2018, the BIL was accredited with an “A” grade by the National Accreditation Board of Higher Education. Guided by the Unhas Vision and Mission, the programme aims to produce professional and competitive graduates skilled in language, literature, research, and community service.

The **Master of Linguistics (ML)** is a postgraduate programme established under the Director of Higher Education Decree No. 591/DIKTI/Kep/1993, signed by Bambang Soehendro. Since 2021, the ML programme has held an “*Excellent*” accreditation from the National Accreditation Board of Higher Education in Indonesia.

Further development of the programme, statistical data and evaluation results

The development of the study programmes is carried out through curriculum reviews which are conducted periodically (once in four years) or at a certain time if necessary. The curriculum update is conducted in accordance with scientific developments and feedback from internal and external stakeholders. Academic and supporting staff are encouraged to attend various training, workshops and seminars to improve their qualifications and competencies. The faculty leaders also provide opportunities for academic and supporting staff to continue their education to a higher strata level. Academic interaction develops primarily through research, community services, as well as discussion activities, workshops, training and seminars held by the faculty every year. Academic staff and student interactions occur in the teaching and learning process in the classroom, research collaborations, final project guidance, community service programmes, academic guidance, and student organisation activities.

Furthermore, the development of these three study programs aims to increase the annual enrolment of potential students, improve content and learning strategies, and enhance the attainment of the Intended Learning Outcomes (ILOs).

The **Bachelor of Bugis-Makassar Literature (BML)** each academic year consistently offered 50 study places. Female applicants consistently outnumbered male applicants. The peak application rate was 302% in 2018/2019 and dropped to 112% by 2023/2024. The percentage of study places filled decreased from 104% in 2018/2019 to 64% in 2023/2024. The average duration for 2018/2019 graduates was 4.4 years, with an average grade of 3.8, which slightly improved to 3.7 for the next available data set.

Table 1: Statistical data Bachelor of Bugis-Makassar Literature

		1. Cohort (2018/2019)	2. Cohort (2019/2020)	3. Cohort (2020/2021)	4. Cohort (2021/2022)	5. Cohort (202/2023)	6. Cohort 2023/2024
# Study Places offered by HEI		151	62	59	54	55	93
# Applicants	Σ	154	62	87	88	84	56
	f	100	46	68	65	64	38

		1. Cohort (2018/2019)	2. Cohort (2019/2020)	3. Cohort (2020/2021)	4. Cohort (2021/2022)	5. Cohort (202/2023)	6. Cohort 2023/2024
	m	54	16	19	23	20	18
Application rate		101.99%	100.00%	147.46%	162.96%	152.73%	60.22%
# First-Year Students (<i>accepted applicants</i>)	Σ	52	46	51	42	40	32
	f	36	35	39	29	30	22
	m	16	11	12	13	10	10
Rate of female students		0.69	0.76	0.76	0.69	0.75	0.69
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	1	0	0	0	0
Rate of foreign students		0	0.02	0	0	0	0
Percentage of occupied study places		34.44%	74.19%	86.44%	77.78%	72.73%	34.41%
# Graduates	Σ	13	7	0	0	0	0
	f	10	7	0	0	0	0
	m	3	0	0	0	0	0
Success rate (<i>students who finished their studies</i>)		12	0	0	0	0	0
Dropout rate (<i>students who dropped their studies</i>)		1	2	0	0	0	0
Average duration of study		0	0	0	0	0	0
Average grade of final degree		0	0	0	0	0	0

The number of study places offered for **Bachelor in Indonesian Literature** ranged from 57 to 84, with a notable increase in 2023/2024 to 80 places. Female applicants consistently made up the majority of applicants each year. The application rate peaked in 2018/2019 and declined in 2023/2024. All available places were filled each year, indicating a 100% occupancy rate for each cohort. Only one foreign student was enrolled, with foreign participation rates being very low overall. The average duration of study was 3.9 years in 2018/2019 and 4.0 in 2019/2020. The average grade of the final degree improved slightly from 3.72 in 2018/2019 to 3.87 in 2019/2020.

Table 2: Statistical data Bachelor in Indonesian Literature

		1. Cohort (2018/2019)	2. Cohort (2019/2020)	3. Cohort (2020/2021)	4. Cohort (2021/2022)	5. Cohort (2022/2023)	6. Cohort 2023/2024
# Study Places offered by HEI		74	84	70	58	57	80
# Applicants	Σ	930	493	478	382	324	285
	f	558	296	287	229	194	171
	m	372	197	191	153	130	114
Application rate		1256.76%	586.90%	682.86%	658.62%	568.42%	356.25%
# First-Year Students (accepted applicants)	Σ	74	84	70	58	57	80
	f	44	50	42	35	34	48
	m	30	34	28	23	23	32
Rate of female students		0.59	0.60	0.60	0.60	0.60	0.60
# Foreign Students	Σ	0	1	0	0	0	0
	f	0	0	0	0	0	0
	m	0	1	0	0	0	0
Rate of foreign students		0.00	0.01	0.00	0.00	0.00	0.00
Percentage of occupied study places		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	Σ	33	11	0	0	0	0
	f	25	9	0	0	0	0
	m	8	2	0	0	0	0
Success rate (students who finished their studies)		33	11	0	0	0	0
Dropout rate (students who dropped their studies)		6	0	0	0	0	0
Average duration of study		3,9	4,0	0	0	0	0
Average grade of final degree		3,72	3,87	0	0	0	0

Each year, 15 study places were offered for **Master of Linguistics**. The majority of applicants were female, especially noticeable in the 2022/2023 cohort (17 female applicants). The highest application rate was in 2020/2021, with a significant decline in 2023/2024. Only one foreign student (female, in 2019/2020) was admitted, resulting in a low overall rate of foreign participation. The dropout rate was notable in 2020/2021 and 2022/2023, each with five students dropping out. The average duration of study decreased from 3 years in 2018/2019 to 1.9 years in 2023/2024. The average grade of the final degree showed fluctuations, with an

improvement from 3.59 in 2018/2019 to a peak of 3.9 in 2021/2022 and 2022/2023, then a slight drop to 3.6 in 2023/2024.

Table 3: Statistical data Master of Linguistics

		1. Cohort (2018/2019)	2. Cohort (2019/2020)	3. Cohort (2020/2021)	4. Cohort (2021/2022)	5. Cohort (2022/2023)	6. Cohort 2023/2024
# Study Places offered by HEI		15	15	15	15	15	15
# Applicants	Σ	8	12	35	15	15	7
	f	6	9	19	9	17	4
	m	2	3	16	6	5	3
Application rate		53.33%	80.00%	233.33%	100.00%	146.00%	46.67%
# First-Year Students (accepted applicants)	Σ	8	12	35	15	22	7
	f	6	9	19	9	17	4
	m	2	3	16	6	5	3
Rate of female students		0.75	0.75	0.54	0.6	0.77	0.57
# Foreign Students	Σ	0	1	0	0	0	0
	f	0	1	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0.00	0.08	0.00	0.00	0.00	0.00
Percentage of occupied study places		53.33%	80.00%	233.33%	100.00%	146.67%	46.67%
# Graduates	Σ	12	4	8	8	25	12
	f	8	2	8	4	14	10
	m	4	2	0	4	11	2
Success rate (students who finished their studies)		12	4	8	8		12
Dropout rate (students who dropped their studies)		0	1	5	0	5	0
Average duration of study		3	2,6	2,1	2,3	2,3	1,4
Average grade of final degree		3,59	3,81	3,87	3,9	3,9	3,6

Appraisal:

The data on new student registrations for the three study programmes shows ongoing fluctuations. To address this, each programme will implement improvements in facilities, infrastructure, curriculum, and content to attract more students. The capacity each year is determined based on available resources and historical data. This approach aims to ensure a high-quality learning environment that aligns with the curriculum and supports the achievement of the desired graduate outcomes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objectives of the Bachelor and Master Study Programmes align with the following desired qualifications: 1) Indonesian Qualifications Framework (IQF) as per Presidential Regulation No. 8 of 2012; 2) National Higher Education Standards based on Ministry of National Education Regulation No. 20 of 2020; 3) UNHAS vision and mission; 4) UNHAS Curriculum Guidelines; and 5) The IQF, which mandates that Bachelor's degree students meet at least qualification level 6, while Master's degree students must meet academic proficiency at qualification level 8.

Bachelor of Bugis-Makassar Literature

The objectives of the BML programme are developed based on national curriculum guidelines, taking into account market demands and the needs of both internal and external stakeholders. Internal stakeholders include students, lecturers, and educational staff, while external stakeholders comprise alumni, industry users, the Regional Language and Literature Study Programme Associations (ADISABDA), the Indonesian Regional Lecturers Association of Culture (IKADBUDI), and the Regional Language Teaching Association of Indonesia (PPBDI). Intended Learning Outcomes (ILO) of BML are presented in the Table below:

Table 4 Intended Learning Outcomes of BML

Intended Learning Outcomes (ILO) of BML		
Field	Code	Description
Attitude (S)	ILO1	Internalizing <i>Pancasila</i> (five principles of Indonesia) values in social life.
	ILO2	Applying Bugis-Makassar cultural values in everyday life
Knowledge (P)	ILO3	Able to understand the theory and forms of artistic and cultural expression in South Sulawesi.
	ILO4	Able to master the theoretical concepts of language, literature, culture, and philosophy.
Ability (KU)	ILO5	Able to analyse the language, literature, and culture of Bugis-Makassar.
	ILO6	Able to transform local treasures into various popular media.
	ILO7	Able to establish partnerships and form an entrepreneurial spirit based on maritime culture.
	ILO8	Able to identify cultural problems of South Sulawesi.
Competence (KK)	ILO9	Able to understand the La Galigo text and the values contained in it.
	ILO10	Able to translate and interpret Bugis-Makassar classic texts.
	ILO11	Able to apply information technology in the fields of language, literature and culture of South Sulawesi.
	ILO12	Able to communicate local cultural treasures in a global context.

BML students are required to be proficient in reading, transcribing, and translating texts written in *Iontara script* (used in Bugis-Makassar palm-leaf manuscripts that document knowledge on topics such as history, science, customs, and laws) and *serang script* (an Arabic script used after the Bugis-Makassar people converted to Islam, similar to the Jawi script in Malay). Additionally, BML students must be able to analyse the language, literature, and cultural heritage of Bugis-Makassar.

Bachelor in Indonesian Literature

The BIL programme aims to produce graduates who are professional and competitive in education, research, and community service in Indonesian language and literature. Tracer study results show that graduates are employed as researchers, language center instructors, Indonesian language teachers, and in various other roles such as secretaries, writers, journalists, and staff in public and private companies. The graduate profile includes roles such as research assistant, creative writer, and editor, with required skills in research, writing, and creativity. Knowledge needed covers research methods, linguistic, literary, and cultural services, as well as writing techniques and editorial theories.

Intended Learning Outcomes (ILO) of BIL are presented in the Table below:

Table 5 Intended Learning Outcomes of BML

Intended Learning Outcomes (ILO) of BIL		
Field	Code	Description
ATTITUDE (S)	ILO1	Able to internalize religious values, humanity, and diversity as an academic person with Maritime character and social, patriotic, and entrepreneurial concerns.
	ILO2	Mastering the theory and application of linguistic, literary, and cultural theories.
KNOWLEDGE (P)	ILO3	Mastering the methods and application of linguistic, literary, and cultural research methods
	ILO4	Mastering the theory and methods of language, literature, and culture extension.
Ability (KU)	ILO5	Able to implement science and technology by applying logical, critical, systematic, and innovative thinking with applied-humanities values according to their expertise based on scientific rules, procedures, and ethics in producing solutions, ideas, designs, and art criticism.
	ILO6	Able to demonstrate independent, quality, and measurable work in making appropriate decisions in the expertise field's problem-solving context.
	ILO7	Able to arrange a scientific description of the study results in the form of a thesis or final project report, and upload it on the university website, and be able to manage learning independently.
	ILO8	Able to maintain and develop a network with supervisors, colleagues, and friends both inside and outside the institution.
	ILO9	Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.
Competence (KK)	ILO10	Able to apply theory, methods, and research techniques, language, literature, and culture.
	ILO11	Able to carry out linguistic, literary, and cultural counseling.
	ILO12	Able to speak and write creatively.

Master of Linguistics

The objectives of the ML programme are developed during the national curriculum process, considering market demands and stakeholder needs, including input from the Master of Linguistics Study Programme Association and the Linguists Professional Association. The graduate profile of ML includes:

- **Academician:** Graduates who apply linguistic and cultural theories, including forensic linguistics, sociolinguistics, and maritime language studies in society.
- **Researcher:** Graduates who use linguistic research methods, integrated with other fields and modern technology, to produce publishable work in reputable journals.
- **Language Practitioner:** Graduates who apply macro-linguistic theories for language planning, maintenance, consulting, and editing.

Intended Learning Outcomes (ILO) of ML are presented in the Table below:

Table 6 Intended Learning Outcomes of ML

Intended Learning Outcomes (ILO) of BML		
Field	Code	Description
Attitude (S)	ILO1	Internalizing <i>Pancasila</i> (five principles of Indonesia) values in social life.
	ILO2	Applying Bugis-Makassar cultural values in everyday life
Knowledge (P)	ILO3	Able to understand the theory and forms of artistic and cultural expression in South Sulawesi.
	ILO4	Able to master the theoretical concepts of language, literature, culture, and philosophy.
Ability (KU)	ILO5	Able to analyse the language, literature, and culture of Bugis-Makassar.
	ILO6	Able to transform local treasures into various popular media.
	ILO7	Able to establish partnerships and form an entrepreneurial spirit based on maritime culture.
	ILO8	Able to identify cultural problems of South Sulawesi.
Competence (KK)	ILO9	Able to understand the La Galigo text and the values contained in it.
	ILO10	Able to translate and interpret Bugis-Makassar classic texts.
	ILO11	Able to apply information technology in the fields of language, literature and culture of South Sulawesi.
	ILO12	Able to communicate local cultural treasures in a global context.

Field	Code	Description
Attitude (S)	ILO1	Have integrity and professional ethics according to the values of Pancasila (the core ideology of the Government of Indonesia)
Knowledge (P)	ILO2	Mastering pure linguistic theories in phonology, morphology, syntax, semantics, discourse, language history, and language comparison.
	ILO3	Mastering applied linguistic theories in a multidisciplinary context.
	ILO4	Mastering the theory and application of linguistic research methodology
Ability (KU)	ILO5	Able to develop logical, critical, systematic, and creative thinking
	ILO6	Able to carry out research based on scientific principles and ethics
Competence (KK)	ILO7	Able to devise language planning and maintenance programs
	ILO8	Able to solve social and cultural problems in the realm of language

Appraisal:

The qualification objectives of each programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. This ensures that graduates are well-prepared to meet both professional expectations and societal challenges. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. Some students, after graduating with a Master of Linguistics, work as teachers. Therefore, after graduation, they attend specialized teaching training to qualify for these roles.

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

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

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

Bachelor of Bugis-Makassar Literature

To implement the Decree of the Minister of Education and Culture Number 83/P/2020, the BML organized a public lecture with international speakers and collaborated with various foreign institutions. These collaborations include the production of a La Galigo book through the FIB UNHAS seminar, advancements in Indonesian language research through guest lectures at the Università degli Studi at Napoli L'Orientale, and skill development in researching and translating local languages through KITLV Netherlands and Leiden University. Additionally, Leiden University's work on Bugis-Makassar manuscripts and the University of Hamburg's

DREAMSEA project contributed to enhancing competencies in local languages and preserving endangered manuscripts. Furthermore, there is a cooperation with Korean drama & TV comparing Makassar film and Korean films.

Bachelor in Indonesian Literature

The BIL supports international engagement through student and faculty participation in global initiatives. Notably, a BIL student, joined the IISMA program at the University of Sussex, UK. Faculty members have taught at Hankuk University in South Korea, collaborated on joint research with Universiti Kebangsaan Malaysia, and participated in various international academic activities, enhancing the programme's reputation. Additional activities include faculty involvement in editorial work in Italy and volunteering in the UK.

Additionally, in their lectures, students also engage in comparative studies of local literature and other global literature.

Master of Linguistics

The Master of Linguistics (ML) programme aligns with international standards in areas such as regulations, human resources, infrastructure, financial systems, information systems, and research collaboration. ML academic staff with international experience include served as a guest lecturer at Hankuk University of Foreign Studies in South Korea and Universiti Kebangsaan Malaysia, and one professor, who conducted joint research at the University of California, Los Angeles. In addition, some students have international experience and share it in the class.

Appraisal:

Although the programmes are primarily oriented towards local content, their design effectively incorporates the necessary international aspects, ensuring that graduates are well-prepared for global employability. The panel identifies potential for further enhancing the international dimension of the study programmes and **recommends** offering more opportunities for students to engage in the international discourse/ discussions (participation in conferences, exchanges, international guest lecturers etc.). Implementing this recommendation will also positively impact international publications, as required by the Ministry Education, Culture, Research, and Technology. This can elevate the reputation of the study programmes and the HEI as a whole.

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

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

Bachelor of Bugis-Makassar Literature

The BML stands out as the only Regional Literature Study Programme in Indonesia focusing on Bugis-Makassar Language, Literature, and Cultural Studies, with a unique emphasis on manuscripts written in Lontara and Serang scripts, including the renowned La Galigo script.

This distinctiveness attracts prospective students, as reflected in the number of applicants exceeding the available quota.

Bachelor in Indonesian Literature

The BIL stands out in creative writing and literary journalism, with many graduates working as writers, editors, and journalists in local and national media. According to data from the Ministry of Education and Culture⁶, nine top universities offer Indonesian Literature Study Programmes, including two with "A" accreditation, one with "Excellent" accreditation, four with "B" accreditation, and two unaccredited programmes. Among the top programmes, the BIL at Universitas Hasanuddin is accredited with an "A".

Master of Linguistics

Nationally, the ML is one of only four Master's Study Programmes in Indonesia to have received "Excellent" accreditation out of 23 programmes. According to the Ministry of Education and Culture database⁷, four Master's programmes hold "Excellent" accreditation, one has "A" accreditation, seven have "B" accreditation, and nine are yet to be accredited. As the first postgraduate linguistics programme in East Indonesia, the ML has demonstrated strong quality and received an "Excellent" accreditation from the National Accreditation Board for Higher Education. With highly qualified human resources and sufficient financial resources, ML is well-equipped to develop staff, students, and community interests through training and research. Tracer study results show that most ML graduates align with the intended graduate profiles, including roles as lecturers, researchers, and linguistics practitioners.

Positioning of the study programme on the job market for graduates ("Employability")

Bachelor of Bugis-Makassar Literature

Based on tracer study data from UNHAS⁸, BML graduates have found employment in both government and non-government sectors, working as educators, research assistants, language practitioners, and entrepreneurs. The unique focus on Lontara manuscripts is a key strength, allowing BML graduates to use science and technology to introduce these manuscripts globally. This expertise in Lontara language, literature, and culture enhances their employability, particularly in fields related to the job market.

Bachelor in Indonesian Literature

BIL graduates are successfully employed across various sectors, including as researchers, language instructors, Indonesian language and literature teachers, tutors, university lecturers, secretaries in public and private organizations, writers, journalists, and employees in both public and private companies.

Master of Linguistics

The student profiles of the ML programme can be divided into two main groups: fresh graduates and employed graduates. According to data from the university's tracer study⁹ and an internal tracer study, ML graduates have found employment in various sectors, both government and non-government, e.g. in Ministry of Education and Culture, National Research and Innovation Agency (BRIN), Culture and Tourism Department of Bone Regency and *Polri* (Indonesian Police).

⁶ https://pddikti.kemdikbud.go.id/data_prod.

⁷ https://pddikti.kemdikbud.go.id/data_prodi.

⁸ <https://tracerstudy.unhas.ac.id/>.

⁹ <https://tracerstudy.unhas.ac.id/>.

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

Bachelor of Bugis-Makassar Literature

The BML programme aligns with the 2020-2024 Universitas Hasanuddin Strategic Plan and the 2030 Long-Term Development Plan, as well as the Faculty of Cultural Sciences' Strategic Plan. Its vision and mission derive from the university's overarching goal to be a Centre of Excellence in the Development of Humans, Science, Technology, Arts, and Culture, with a focus on the Maritime Continent. Specifically, the BML aims to become the leading center for the study and development of Makassar Bugis Language, Literature, and Culture in Indonesia by 2023, contributing to the broader goals of science, art, and cultural studies within the faculty and university.

Bachelor in Indonesian Literature

The BIL aligns its vision and mission with the university's and faculty's strategic plans, which are guided by the long-term development goals of both the university and the faculty. The Indonesian Literature Study Programme emphasizes the role of language, literature, and culture in developing the maritime continent, aligning with the university's vision as a "Centre of Excellence in Human Development, Science, Technology, Arts, and Culture Based on the Indonesian Maritime Continent."

Master of Linguistics

Since 2021, the ML has aligned its strategy with the broader strategic framework of UNHAS, which aims to become a world-class university. The Faculty of Cultural Sciences also supports the implementation of the Three Pillars of Higher Education—Education, Research, and Community Service—on both national and international levels. The ML's strategic activities are guided by the 2020-2025 UNHAS strategic plan, ensuring that the program's objectives and qualifications align with the university's mission to become a World Class University (WCU). Consequently, the ML organizes its academic programmes in full adherence to WCU standards.

Appraisal:

The reasons given for the positioning in the educational market of these study programmes 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. However, the panel suggests that the HEI could enhance its support for students' employability by providing more targeted resources and opportunities, as well as by sharpening the curriculum to better align with current job market demands. Therefore, the panel **recommends** the following:

- **BML:** sharpening and enriching the definition profiles, for example by including entrepreneurship as a key focus.
- **BIL:** (re-)defining the graduate profiles and adjusting the curriculum to better prepare students, including incorporating teacher training.
- **ML:** sharpening the definition of graduate profiles based on alumni feedback and enabling students to evaluate the career paths they can pursue after graduation (e.g., teaching, translating, interpreting).

In the statement on the report, the University indicates that for the **BML**, they offer entrepreneurship course programmes such as a Creative Economy and Business Ethics course. The entrepreneurship program for BML is focused on Bugis-Makassar culture, for example, producing batik fashion products with *lontarak* motifs.

For the **BIL**, the University describes that the curriculum better prepares students and incorporates teacher training. This is in line with the results of the tracer study (alumni tracking) on the absorption of Indonesian Literature alumni, many of whom chose to become Indonesian language teachers. The curriculum includes a course on the methodology of teaching Indonesian language and literature. In this course, students are prepared to become reliable and qualified teachers. There are many trainings related to the teaching profession. This training is to improve competence in the field of teaching. This training also involves Indonesian literature lecturers for better teaching skills. In the future, more and more choose to become teachers.

For the **ML**, the University clarifies that alumni can become lecturer or teacher in field language and culture. They can become a private tutor in the field linguistics, a language planner for create method revitalization language and culture local as well as documentation language. Graduates can apply linguistic and cultural theories, forensic linguistics, sociolinguistics, maritime language and cultural studies, ethnographic research methods, and educational linguistics in society. In addition, alumni can become researchers in pure linguistic field or applied linguistics, working in an office or at the Indonesian Research Agency office as local language and culture researcher to study language areas and local traditions under threat. Graduates can apply linguistic research methods that are integrated with other fields using the latest technology to obtain useful information which can be published in reputable international journals. Moreover, alumni can become a language practitioners like content writers for print media, digital media, practitioners in language technology and become software developer based on language, translator, oral language interpreter in conferences, language experts in the field of forensic linguistics, diplomatic language experts, or language consultant to give understanding communication cross culture.

The study programmes are convincingly integrated into the HEI's overall strategic concept, and their 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

Admission of new students is carried out once a year. Prospective new students must also pass one of the student admission schemes. Based on the Regulation of the Minister of Education and Culture¹⁰¹¹, there are three main admission schemes, namely:

1. The National Selection of State Universities (NSSU). This scheme is based on academic grades and achievements determined by the University;
2. The Joint-Entrance Selection for State Universities (JSSU). This scheme is based on the computer-based Written Examination (CBWE) results and other criteria jointly determined by the University;
3. Other selections set by respective University.

The University also manages several independent admission schemes, which are described as follows:

1. Leadership Talent Development Programme for Student Council President. This scheme is a Leadership Talent Development Programme that provides opportunities for prospective students who are experienced as Student Council Presidents and have superior achievements to study at UNHAS.
2. Sports, Arts and Sciences Achievement (SASA). This scheme is provided to attract prospective students who have academic/sports/arts/scientific achievements.
3. Non-Subsidized Scheme. This scheme is designed for prospective students with sufficient academic and financial ability.
4. International Class. This programme is specifically designed so that graduates have knowledge and skills, foreign language skills to compete in the free-market era and study abroad experience (international exposure). This scheme is provided for local and international students with foreign language knowledge, skills and abilities (specifically English).

According to Hasanuddin University Rector Regulation concerning Hasanuddin University New Student Admission¹², prospective new students must have a Certificate of Study Completion and Certificate of Graduation from Senior High School or equivalent. Prospective new students who have declared to have passed the selection are determined by the Rector's Decree. Prospective new students must also register according to the specified schedule, if not, the students will be suggested to declare to withdraw. After registration, the prospective new students must carry out administrative and academic registration.

The selection process and method used by the LSP and the SAL follow the University, the Ministry of Education, Culture, Research, and Technology and the Rector's Consortium of Higher Education throughout Indonesia. Admissions through NSSU and JSSU are reviewed by the Ministry Education, Culture, Research, and Technology, while the Independent Schemes are reviewed by the University in coordination with the faculty (Dean and Vice Dean for Academic and Student). All information is available on the website.¹³

¹⁰ Number 6 of 2020 concerning the Admission of New Bachelor Students at State Universities

¹¹ The Ministry of Education, Culture, Research, and Technology (*Indonesian: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, abbreviated Kemendikbudristek*) is a government ministry of the Indonesian government responsible for education, cultural, research, and technology affairs. Its formation resulted from the merger of the Ministry of Education and Culture and the Ministry of Research and Technology in April 2021

¹² Number 36621/UN4.1/PP.37/2017

¹³ see: <https://dikmawa.unhas.ac.id/admission-en/> (last access on July 26, 2024)

Counselling for prospective students

The University website¹⁴ and the faculty website¹⁵ provide up-to-date information about curriculum and programme specifications that prospective students can access. The curriculum and programme specification of LSP and SAL can be accessed on the website. In addition, prospective students can get information via telephone or email the University or the Faculty of Law's communication and public relations section. They can also visit the University and get specific information from the public relations division. Every year, the University updates information about how many students can be admitted to each study programme within the University's scope, including the LSP and SAL.

Furthermore, prospective students can also get information through the UNHAS Open Day. This event aims to introduce all faculties and study programmes available at the University, including LSP and SAL. The event also provides other University-related information, such as extracurricular and student organisations, enrolment, scholarship information and career opportunities. The University provides another source of information, namely the Red Corner programme, through the Instagram from 2020 to 2022. Through this programme, each study programme can socialise its study programme and open a question-and-answer session so that participants can interact directly with the study programme.

Selection procedure

Before the announcement of the new student admission for the Bachelor programme, the faculty determines a capacity plan of new students by considering the quality and ability of available facilities, infrastructure and human resources. As stipulated in the Rector's Regulation concerning Hasanuddin University New Student Admissions¹⁶, the Rector determines each study programme's capacity by considering the capacity plan proposed by the Dean.

The admission process for prospective students in the LSP and the SAL starts in January for NSSU, March for JSSU and May for the Independent Schemes every year, along with the admissions of new students from UNHAS. The LSP provides approximately 460 new student quotas each year, while the SAL provides 110 new student quotas according to capacity. This capacity is influenced by study programme graduates in the previous year to keep the percentage of academic staffs and students rational.

The National Student Admission Policy in the form of NSSU and JSSU was fully managed by the Higher Education Entrance Test Institute, which is officially established by the Ministry of Research, Technology and Higher Education of the Republic of Indonesia to facilitate the implementation of University entrance tests for prospective new students in a structured and measurable manner. The NSSU scheme is conducted without a test where prospective students apply to universities with the required documents, namely, complete report cards and academic achievements. The academic achievement search is based on report card scores and non-academic achievements in secondary education and entering the ranking quota in the school, which is determined based on school accreditation. Furthermore, JSSU takes place after the NSSU process is complete. NSSU is carried out in the CBWE method. The CBWE

¹⁴ see: <https://www.unhas.ac.id> (last access on July 26, 2024)

¹⁵ see: <https://lawfaculty.unhas.ac.id/lang-en.html> (last access on July 26, 2024)

¹⁶ No. 36621/UN.4.1/PP.37/2017

consists of a Scholastic Potential Test to measure the cognitive abilities of prospective students and an Academic Competency Test to assess other competencies.

The Independent Admission Scheme is fully managed by the University. The assessment of the Leadership Talent Development Programme for Student Council President is based on Semester 1 to 5 Report Card scores with a study period of three years, supported by a track record of academic and organisational achievement as Student Council President. The SASA scheme is assessed based on JSSU Score Scores, personality tests and skill tests and evidence of relevant achievements marked with certificates/charters/medals/trophies at national and/or international levels. The Independent admission scheme is assessed based on the JSSU exam results, which are then sorted and allocated to the study programme of their choice. Provided that participants with better grades are prioritised first. As for the International Class, in addition to students, they are required to have academic capacity and capability and are required to have good English skills. This test is fully facilitated by the University.

Ensuring foreign language proficiency

The LSP and SAL generally require students to have foreign language skills, especially English. The LSP and SAL provide English course as a compulsory general University course to obtain or improve students' English skills. For the LSP, the International Class Programme has been running since 2019, where all learning processes in this international class use English as the main language. Currently, the SAL has not established the International Class programme yet.

For the International Class programme of the LSP, the language standard requires a higher score than the regular class programme, which is a score of 550 on TOEFL ITP. All forms of International Class Programme Entrance Test have been conducted in English. Besides serving as the standard of proficiency required, English language skills are also a requirement for International Class Programme students to participate in international exposure activities.

Transparency of admission procedure and decision

Based on Article 18 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Students for Bachelor Programmes at State Universities, the requirements to be accepted as new students consist of:

1. Follow and be declared to have passed the selection for new student admissions;
2. Have an original diploma/certificate in Secondary Education; and
3. Meet the requirements set by the University.

Prospective students who have passed the selection and have registered will then be designated as new students by Rector's Decree. In accordance with Article 2 Letter of the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 concerning New Student Admissions for Diploma Programs and State University Bachelor Programmes, new student admissions are held with transparent principles. Prospective students can directly access information such as admission requirements and procedures, study programme brochures, guidebooks, rector and degree regulations, programme structures and specific curricula on faculty and University websites. Prospective students who have passed the selection and registered will then be designated as new

students by the Rector's Decree. The announcement of the entrance test results is also published on the website through their respective accounts¹⁷.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account and are in line with national regulations.

Applicants can directly turn to a student counselling service at the University, for clarification of specific questions, of personal aptitude or of career perspectives. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail.

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

The admission procedure is described, documented, and accessible for interested parties. There are two national schemes for admission by the Ministry Education, Culture, Research, and Technology and one scheme that is independently carried out by the University. 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		

¹⁷ see: <https://regpmb.unhas.ac.id> (last access July 29, 2024)

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

The curriculum for study programmes is designed to align with the graduate profile objectives. Intended Learning Outcomes (ILOs) are established, which are then broken down into Course Learning Outcomes (CLOs) and Lesson Learning Outcomes (LLOs). The subject matter serves as a guide for determining courses, selecting references, and creating modules. Mandatory courses focus on competency development, while elective courses aim to enhance skills.

Bachelor of Bugis-Makassar Literature

The BML curriculum combines both theoretical (e.g., Introduction to Literary Studies and Anthropology) and practical courses (e.g., Ethnography and La Galigo Studies) to support student competency. Students are trained to apply research methods in Bugis-Makassar Linguistics, Literature, and Culture, with a focus on translation, lontara script, journalism, and becoming language practitioners. The curriculum was developed through workshops, FGDs, and socialization, based on national standards. It includes mandatory courses that cover attitudes, knowledge, and general skills, with elective courses tailored to student interests and specialised competencies. The 2017 curriculum promotes problem-solving skills in language, literature, and culture, aiming to foster creative, innovative, and competitive graduates. The overall structure focuses on linguistic proficiency, cultural insight, and research skills, with opportunities for elective courses to tailor the education to specific interests. Please refer to the Curriculum Overview below.

Bachelor in Indonesian Literature

The BIL Study Programme's current curriculum, developed through synchronization in 2017 and strengthened by the Outcomes Based Education (OBE) program in 2019, was officially approved as the 2020 curriculum. Its creation involved workshops, FGDs, formulation, socialization, and evaluation. The curriculum emphasizes analytical and problem-solving skills while offering course options tailored to student interests. The structure of the curriculum outlines a rigorous programme, with an increasing focus on specialized topics in linguistics, literature, culture, and education over time, culminating in a thesis project in the final semesters. Each semester balances theory with practical assignments and presentations, preparing students for both academic and professional challenges in Indonesian language and literature. Please refer to the Curriculum Overview below.

Master of Linguistics

The ML curriculum includes both compulsory and elective courses that help students develop specialized competencies and skills. The curriculum is based on international linguistics standards (SIL, Malaya University) and aims to provide students with knowledge, professional skills, and high moral standards. The curriculum is revised every four years. Feedback from students, alumni, faculty, and industry partners informs these revisions. This structure balances theoretical knowledge with practical application, preparing students for both academic and professional work in linguistics, culture, and applied linguistic fields. Please refer to the Curriculum Overview below.

Curriculum Overview - Bachelor of Bugis-Makassar Literature

1st Semester														
Modul No.	Title of Module	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			
	Course Title	36,24								293,37	704			
1	Indonesian Language	3.02								26.67	64	L	Presentation, Discussions, Assignments	
2	English Language	3.02								26.67	64	L	Presentation, Discussions, Assignments	
3	Basics of Philosophy of Social and Cultural Sciences 1 (Classic)	3.02								26.67	64	L	Presentation, Discussions, Assignments	
4	Introduction to General Linguistics	3.02								26.67	64	L	Presentation, Discussions, Assignments	
5	Introduction to Tourism	3.02								26.67	64	L	Presentation, Discussions, Assignments	
6	Introduction to Literature	3.02								26.67	64	L	Presentation, Discussions, Assignments	
7	Indonesian Society and Culture	3.02								26.67	64	L	Presentation, Discussions, Assignments	
8	Introduction to Philology	3.02								26.67	64	L	Presentation, Discussions, Assignments	
9	Introduction to Anthropology	3.02								26.67	64	L	Presentation, Discussions, Assignments	
10	Introduction to La Galigo	3.02								26.67	64	L	Presentation, Discussions, Assignments	

11	Bugis-Makassar Culture Capita Selecta	3.02								26.67	64	L	Presentation, Discussions, Assignments	
	2nd Semester													
	Course Title		39,26							80	70			
1	Civics Education		3.02							26.67	64	L	Project Essay / Presentation	
2	Islamic Religious Education		3.02							26.67	64	L	Project Essay / Presentation	
3	Protestant Religious Education		3.02							26.67	64	L	Project Essay / Presentation	
4	Hindu Religious Education		3.02							26.67	64	L	Project Essay / Presentation	
5	Phonology of the Bugis-Makassar Language		3.02							26.67	64	L	Project Essay / Presentation	
6	Integrated English 1		3.02							26.67	64	L	Project Essay / Presentation	
7	Basics of Philosophy of Social and Cultural Sciences 2 (Modern)		3.02							26.67	64	L	Presentation, Discussions, Assignments	
8	South Sulawesi Folklore		3.02							26.67	64	L	Presentation, Discussions, Assignments	
9	Reading Proficiency in Bugis-Makassar Script		3.02							26.67	64	L	Presentation, Discussions, Assignments	
10	Reading Proficiency in Serang and Jawi Script		3.02							26.67	64	L	Project Essay / Presentation	
11	Codicology		3.02							26.67	64	L	Project Essay / Presentation	
12	Theory of Literature		3.02							26.67	64	L	Project Essay / Presentation	
13	Ethnography of South Sulawesi		3.02							26.67	64	L	Project Essay / Presentation	

	3rd Semester													
	Course Title			33,22						293,37	704			
1	Morphology of Bugis-Makassar Language			3.02						26.67	64	L	Project Essay / Presentation	
2	Bugis-Makassar Prose Studies			3.02						26.67	64	L	Project Essay / Presentation	
3	Sociolinguistics			3.02						26.67	64	L	Project Essay / Presentation	
4	Science, Technology, and Arts Insights			3.02						26.67	64	L	Project Essay / Presentation	
5	Indonesian Language for Academic			3.02						26.67	64	L	Project Essay / Presentation	
6	Philological Theory and Method			3.02						26.67	64	L	Project Essay / Presentation	
7	Integrated English II (Advanced)			3.02						26.67	64	L	Project Essay / Presentation	
8	Writing Proficiency in Bugis-Makassar			3.02						26.67	64	L	Project Essay / Presentation	
9	Anthropolinguistics			3.02						26.67	64	L	Project Essay / Presentation	
10	Translation Theory			3.02						26.67	64	L	Project Essay / Presentation	
11	Digitization of Manuscripts			3.02						26.67	64	L	Project Essay / Presentation	

	4th Semester													
	Course Title				42,28					373,38	896			
1	Maritime Socio-Cultural Insights (WSBM)				3.02					26.67	64	L	Presentation, Discussions, Assignments	
2	Cultural Research Methodology				3.02					26.67	64	L	Project Essay / Presentation	
3	Logics				3.02					26.67	64	L	Presentation, Discussions, Assignments	
4	Bugis-Makassar Language Syntax				3.02					26.67	64	L	Project Essay / Presentation	

5	Bugis-Makassar Speaking Proficiency				3.02					26.67	64	L	Project Essay / Presentation	
6	The study of Bugis-Makassar social, political, and religious institutions				3.02					26.67	64	L	Project Essay / Presentation	
7	Traditional Performing Arts				3.02					26.67	64	L	Project Essay / Presentation	
8	The Study of La Galigo 1				3.02					26.67	64	L	Presentation, Discussions, Assignments	
9	Cultural Anthropology (Elective)				3.02					26.67	64	L	Presentation, Discussions, Assignments	
10	Cultural Journalism (Elective)				3.02					26.67	64	L	Project Essay / Presentation	
11	Culture and Environment (Elective)				3.02					26.67	64	L	Project Essay / Presentation	
12	Cross-Cultural Communication (Elective)				3.02					26.67	64	L	Project Essay / Presentation	
13	Creative Economy (Elective)				3.02					26.67	64	L	Project Essay / Presentation	
14	Arabic Language and Culture (Elective)				3.02					26.67	64	L	Project Essay / Presentation	

5th Semester														
	Course Title					45,3				427,2	896			10 / 210
1	Textology					3.02				26.7	64	L	Project Essay / Presentation	
2	Bugis-Makassar Listening Proficiency					3.02				26.7	64	L	Presentation, Discussions, Assignments	
3	Sociology of Literature					3.02				26.7	64	L	Project Essay / Presentation	
4	Lontarak Translation					3.02				26.7	64	L	Project Essay / Presentation	
5	Semiotics					3.02				26.7	64	L	Project Essay / Presentation	

6	Discourse Analysis of Bugis-Makassar Language					3.02				26.7	64	L	Project Essay / Presentation	
7	Bugis-Makassar Semantics					3.02				26.7	64	L	Project Essay / Presentation	
8	La Galigo Studies 2					3.02				26.7	64	L	Project Essay / Presentation	
9	Cultural Tourism					3.02				26.7	64	L	Project Essay / Presentation	
10	Bugis-Makassar Customary Law (Elective)					3.02				26.7	64	L	Presentation, Discussions, Assignments	
11	Mandar Language and Literature (Elective)					3.02				26.7	64	L	Presentation, Discussions, Assignments	
12	Psycholinguistics (Elective)					3.02				26.7	64	L	Presentation, Discussions, Assignments	
13	Dialectology (Elective)					3.02				26.7	64	L	Project Essay / Presentation	
14	Archipelago Comparative Literature (Elective)					3.02				26.7	64	L	Project Essay / Presentation	
15	Philosophy of Language (Elective)					3.02				26.7	64	L	Project Essay / Presentation	
16	Lexicography (Elective)					3.02				26.7	64	L	Project Essay / Presentation	

	6th Semester													
	Course Title						44,09			357,1	922			
1	Linguistic Research Methods						3.02			26.7	64	L	Project Essay / Presentation	
2	Literature Research Methods						3.02			26.7	64	L	Project Essay / Presentation	
3	Bugis-Makassar Language and Literature Seminar						4.83			40	90	L/S	Presentation, Discussions, Assignments	

4	Language and Literature Teaching Methodology						3.02			26.7	64	L	Presentation, Discussions, Assignments	
5	Pragmatics						3.02			26.7	64	L	Presentation, Discussions, Assignments	
6	Makassar Bugis Poetry Studies						3.02			26.7	64	L	Presentation, Discussions, Assignments	
7	Makassar Bugis Literary Criticism						3.02			26.7	64	L	Presentation, Discussions, Assignments	
8	Culture and Health (Elective)						3.02			26.7	64	L	Presentation, Discussions, Assignments	
9	South Sulawesi Traditional Architecture (Elective)						3.02			26.7	64	L	Project Essay / Presentation	
10	Bugis- Makassar Business Ethics (Elective)						3.02			26.7	64	L	Project Essay / Presentation	
11	Nusantara Interpretive Linguistics (Elective)						3.02			26.7	64	L	Project Essay / Presentation	
12	Lontarak Calligraphy (Elective)						3.02			26.7	64	L	Project Essay / Presentation	
13	Capita Selekta Sejarah Bugis-Makassar (Elective)						3.02			26.7	64	L	Project Essay / Presentation	
14	Bugis-Makassar Maritime Culture (Elective)						3.02			26.7	64	L	Project Essay / Presentation	

7th Semester

	Course Title	5					24,16		223,5	488				
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1	Cultural History of South Sulawesi and West Sulawesi							3.02		26.7	64	L	Project Essay / Presentation	
2	Pre-Project Seminar							3.02		26.7	64	T/S	Project Essay / Presentation	
3	Extra-Curricular							3.02		26.7	64	L	Project Essay / Presentation	
4	KKN (Student Community Services)							6.04		53.33	126	L/T/S	Project	
5	Undergraduate Thesis							9.06		90.07	170	L/S	Project Essay / Presentation	

8th Semester														
	Course Title		5						21,14	196,8	424			
1	Extra-Curricular								3.02	26.7	64	L	Project Essay / Presentation	
2	Pre-Thesis Seminar								3.02	26.7	64	L/S	Project Essay / Presentation	
3	KKN (Student Community Services)								6.04	53.33	126	L/S/T	Project	
4	Undergraduate Thesis								9.06	90.07	170	L/S	Project Essay / Presentation	
C	Colloquium								1					1 / 210
BA	Bachelor's Thesis								11					11 / 210
									0					
total		0	0	0	42,28	0	0	0	0	2100	4200			
L:	Lecture													
S:	Seminar													
T:	Tutorial													

Curriculum Overview - Bachelor of Indonesian Literature

	1st Semester													
Modul No.	Title of Module / Course Unit	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		
M1	Course Title													5 / 210
M.1.1	Indonesia Language	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.2	English	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.3	Basic of philosophy	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.4	Indonesian Society and Culture	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.5	Introduction to General Linguistics	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.6	Introduction to Literature	3,02								26,67	64	L	Presentation, Discussions, Assignments Presentation, Discussions, Assignments	
M.1.7	History of Indonesian Language Studies	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.8	Introduction to Indonesian History	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.9	Language and Culture MC (Maritime Continent)	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.10	Indonesian Language phonology	3,02								26,67	64	L	Presentation, Discussions, Assignments	
M.1.11	Science and Technology Insights									26,67	64	L	Presentation, Discussions, Assignments	

2nd Semester

M2	Course Title	5												5 / 210
M.2.1	History of Indonesian Literature		3,02							26,67	64	L	Presentation, Discussions, Assignments	
M.2.2	Islamic education		3,02							26,67	64	L		
M.2.3	Catholic Education		3,02							26,67	64	L		
M.2.4	Protestant Education		3,02							26,67	64	L		
M.2.5	Hindu Education		3,02							26,67	64	L		
M.2.6	Buddhist Education		3,02							26,67	64	L		
M.2.7	Pancasila		3,02							26,67	64	L		
M.2.8	Nationality		3,02							26,67	64	L		
M.2.9	Integrated English		6,04							26,67	64	L		
M.2.10	Cultural Theory		3,02							26,67	64	L		
M.2.11	Literary Theory		3,02							26,67	64	L		
M.2.12	Linguistic Theory		3,02							26,67	64	L		
M.2.13	Indonesian Correspondence		3,02							26,67	64	L		
M.2.14	Rhetoric		3,02							26,67	64	L		
M.2.15	Children Literature		3,02							26,67	64	L		
M.2.16	Language and Media		3,02							26,67	64	L		

3rd Semester

M3	Course Title	5												5 / 210
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M 3.1	Indonesian Language for Scientific Work Writing			3,02						26,6	64	S/T	Presentation, Discussions, Assignments	
M 3.2	Postmodernism			3,02						26,6		L		
M.3.3	Indonesian Language Morphology			6.04						40	90	L		
M.3.4	Semiotics			3,02						26,6	64	L		
M.3.5	Feminism			3,02						26,6	64	L		
M.3.6	Indonesian Poetry Studies			3,02						40	90	L		
M.3.7	Religious Literature			3,02						26,6	64	L		
M.3.8	Cultural Anthropology			3,02						26,6	64	L		
M.3.9	Dialectology			3,02						26,6	64	L		
M.3.10	Mythology			3,02						26,6	64	L		
M.3.11	Culture-Based Tourism			3,02						26,6	64	L		
M.3.12	Aesthetics of Literature			3,02						26,6	64	L		

4th Semester														
M4	Course Title	5											Presentation, Discussions, Assignments	5 / 210
M 4.1	Indonesian Language Syntax				6.04					40	90	L		
M 4.2	Creative Writing				3,02					26,6	64	L/T		
M.4.3	Maritime Socio-Cultural Insight				3,02					26,6	64	L		
M.4.4	Indonesian Prose Studies				6,04					40	90	L		
M.4.5	Sociolinguistics* sosiology of literature				3,02					26,6	64	L		

M.4.6	Indonesian Language Vocabulary Development				3,02					26,6	64	L		
M.4.7	Indonesian Language Problems*Indonesian Literature Problems**				3,02					26,6	64	L		
M.4.8	Literary Journalism				3,02					26,6	64	L/T		
M.4.9	Psycholinguistics				3,02					26,6	64	L		
M.4.10	Psychology of Literature				3,02					26,6	64	L/T		
M.4.11	Language Teaching Method				3,02					26,6	64	L/T/S		
M.4.12	Literary Teaching Method				3,02					26,6	64	L/T/S		

5th Semester														
M5	Course Title	10												10 / 210
M 5.1	Indonesian Language Semantics					6.04				40	90	L	Project Essay / Presentation/Discussions, Assignments	
M.5.2	Indonesian Drama Studies					6.04				40	90	L		
M.5.3	Stylistics					3,02				26,6	64	L		
M.5.4	Research Methodology of Linguistics * Research Methodology of Literature **					3,02				26,6	64	L		
M.5.5	Discourse Analysis of Indonesian Language					3,02				26,6	64	L		
M.5.6	Research Methodology of Culture					3,02				26,6	64	L/T		
M.5.7	Indonesia Literary Criticism					3,02				26,6	64	L		
M.5.8	Arts Performance Management					3,02				26,6	64	L/T		
M.5.9	Theater					3,02				26,6	64	L/T		
M.5.10	Editing					3,02				26,6	64	L/T		
M.5.11	Archipelago Comparative Linguistics					3,02				26,6	64	L/T		

6th Semester

M6	Course Title	10												10 / 210
M.6.1	Linguistics Seminar* Literary Seminar					6.40			40	90	L/T	Project Essay / Presentation		
M.6.3	Indonesian Language Lexography					6.40			40	90	L/T	Project Essay / Presentation		
M.6.4	Indonesian Language Pragmatics					6.40			40	90	L	Project Essay / Presentation		
M.6.5	Language Pre-thesis Seminar					3,02			26,6	64	S	Project Essay / Presentation		
M.6.6	Literature Pre-thesis Seminar					3,02			26,6	64	S	Project Essay / Presentation		
M.6.7	Antropology					6,4			26,6	64	L	Project Essay / Presentation		
M.6.8	Translation					3,02			26,6	64	L/T	Project Essay / Presentation		
M.6.9	Populer Literature					3,02			26,6	64	L	Project Essay / Presentation		
M.6.10	Forensic Linguistics					3,02			26,6	64	L	Project Essay / Presentation		

7th Semester

M7	Course Title	10												10 / 210
M.7.1	Language Pre-thesis Seminar						3,02		26,6	64	S		Project Essay / Presentation	
M.7.2	Extracurricular						3,02		26,6	64	T		Project Essay / Presentation	

M.7.3	Literature Pre-thesis Seminar							3,02		26,6	64	S	Project Essay / Presentation	
M.7.4	community Service Program							6,04		40	90	T	Project Essay / Presentation	
M.7.5	Thesis							9,06		66,6	154	S	Project Essay / Presentation	

8th Semester

M8	Course Title	10											Project Essay / Presentation	5 / 210
M.8.1	community Service Program								6.40	40	90	T	Project Essay / Presentation	
M.8.2	Thesis								9.06	66,6	154	S	Project Essay / Presentation	

Please describe further modules / semesters in the same way

C	Colloquium								1					1 / 210
BA	Bachelor's Thesis								11					11 / 210
total					33,22				30	2100	4200			
L:	Lecture													
S:	Seminar													
T:	Tutorial													

Curriculum Overview – Master of Linguistics

1st Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester			Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3 & 4	Lecture	Private Studi	i.e. lecture course, seminar		
M1	Theories linguistics East and West	3			104	32	L/T	Presentation, Discussions, Assignments	45 / 100
M2	Critical Discourse Analysis	2			58,67	32	L	Presentation & Assignments	45 / 100
M3	Sociolinguistics	2			74,67	32	L	Presentation & Assignments	45 / 100
M4	Anthology of Applied Linguistics	3			104	32	L/T	Presentation, Discussions Assignments	45 / 100
M5	Linguistic Ecology Ethno	2			58,67	32	L	Presentation & Assignments	45 / 100
PS	Proposal Seminars	2				181,33	S		

2nd Semester

M6	Maritime Language and Culture Studies		3		104	32	L/T	Presentation, Discussions Assignments	45 / 100
M7	Language and Gender		2		74,67	16	L	Presentation, Discussions, Assignments, and Debate	70 / 100
M8	Forensic Linguistics		2		74,67	32	L	Presentation & Assignments	45 / 100
M9	Anthropolinguistics		2		104	32	L/T	Presentation & Assignments	45 / 100

J	Reputable International Journal/ Accredited National Journal		5			226,67	S		
RS	Results Seminars		4			181,33	S		

3rd & 4th Semester

M10	Educational Linguistics			2	58,67	32	L	Presentation & Assignments	45 / 100
Th	Thesis			9		408	S		

total					14	18	11	816,02	1301,33
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Rationale for degree and programme name

Bachelor of Bugis-Makassar Literature

The BML Study Programme, officially established by the Indonesian Ministry of Education and Culture (Decree No. 234/DIKTI/KEP/1996), is dedicated to preserving the cultural heritage of South Sulawesi through the study of Bugis-Makassar language and literature. Its mission aligns with the Three Pillars of higher education: providing research-based education, advancing research in these fields to promote education, science, technology, arts, and culture, and conducting community service activities with a cultural focus on South Sulawesi.

Bachelor in Indonesian Literature

The BIL is officially recognized by the Indonesian government. Originally named the Indonesian Literature Department, it was formalized through Decree No. 101248/U.U. The programme offers two concentrations: Indonesian Language Science and Indonesian Literature, both supported by a strong foundation in cultural studies.

Master of Linguistics

The Master of Linguistics is officially recognized by the Government of the Republic of Indonesia through the Ministry of Education and Culture. It was formalized with the Operational Permit Decree Number 591/DIKTI/Kep/1993, dated 21 October 1993. As indicated by its name, the ML programme focuses on developing scientific competence in linguistics, with a curriculum that encompasses the necessary competencies, learning objectives, and the desired graduate profiles.

Integration of theory and practice

Bachelor of Bugis-Makassar Literature

The Regional Literature Study Programme integrates theoretical and practical content closely through methods like Case Study and Project-Based Learning (PBL). These approaches are reinforced by active participation in research and community. The BML curriculum also includes courses that combine both theory and practice, such as the course Cultural Anthropology and Cultural Tourism. Students actively engage in cultural preservation efforts and linguistic research, applying their knowledge to support and promote the heritage of South Sulawesi. The Bachelor of Bugis-Makassar Literature allocates 65 SKS credits to theoretical learning and 35 SKS credits to practical applications, ensuring a balanced education that integrates comprehensive knowledge with hands-on experience.

Bachelor in Indonesian Literature

The relationship between theory and practice is evident through the use of Case Study and Project-Based Learning (PBL) methods in teaching. Case examples provided in the curriculum help bridge theoretical understanding with practical applications. Additionally, students are involved in research and community service projects, both individually and as part of institutional initiatives. These activities enable them to apply their theoretical knowledge to real-world scenarios, enhancing their learning experience. The Bachelor in Indonesian Literature allocates 53 SKS credits to theoretical learning and 50 SKS credits to practical applications.

Master of Linguistics

The Master of Linguistics employs Cooperative Learning, Contextual Learning, and Collaborative Learning methods to enhance student engagement; these approaches encourage teamwork, real-world application of knowledge, and joint problem-solving to deepen

the understanding of linguistic theories and practices. The Master of Linguistics allocates 27 SKS credits to theoretical learning and 18 SKS credits to practical applications.

Interdisciplinary thinking

Bachelor of Bugis-Makassar Literature

The BML includes modules designed to foster interdisciplinary thinking, such as Sociolinguistics, Psycholinguistics, Culture and the Environment, Customary Law, Literary Sociology, Anthropology, and Cultural Tourism. Detailed learning materials supporting this interdisciplinary approach are outlined in the module descriptions.

Bachelor in Indonesian Literature

The BIL facilitates students in taking courses across different study programmes, faculties, and universities through the MBKM, while also welcoming inbound students from other programmes. To promote multidisciplinary learning, courses such as Anthropolinguistics, Psycholinguistics, Sociolinguistics, Neurolinguistics, Forensic Linguistics, Literary Sociology, Literary Psychology, Cultural Anthropology, and Culture-Based Tourism are offered.

Master of Linguistics

The ML emphasizes interdisciplinary approaches and leverages the expertise of diverse teaching resources. Students admitted to the programme come from various backgrounds, including police officers, government officials, and those with legal training. A popular course among students with a police background is forensic linguistics. To support students from cultural backgrounds, the ML also offers courses such as Maritime Language and Culture Studies, Anthropological Linguistics, and Ethnographic Methods.

Ethical aspects

Bachelor of Bugis-Makassar Literature and Bachelor in Indonesian Literature

The rules of ethics in the classroom are outlined in the lecture contract regulations for bachelor's students, which are communicated by the supervising lecturer. The academic regulations can be accessed online¹⁸, and include such documents as Student Code of Conduct, Academic Senate Regulations on Research and Community Services, etc. Student Code of Conduct is socialised to students every year on the student orientation event, where new students are given an understanding of the student code of conduct. It is also conveyed to students the existence of a disciplinary commission institution at the definitive University level and a disciplinary commission institution at the permanent faculty level where this institution is formed based on the Rector's Decree Number: 17/UN4.1/2023 concerning Procedures for Sanctioning Violations of the Hasanuddin University Student Code of Conducts and has the authority to examine and recommend sanctions against students who violate the code of conducts.

Master of Linguistics

The ML curriculum includes courses on ethics, such as forensic linguistics, ethnography, and thesis writing, which are incorporated into the learning process. Strict policies are in place to ensure theses are free from plagiarism and follow writing ethics, making ethical considerations a key component of the core competencies for ML graduates.

¹⁸ <https://sa.unhas.ac.id/peraturan-senat-akademik-tahun-2023/>.

Methods and scientific practice

The course content is structured to achieve specific outcomes. Each course has Intended Learning Outcomes (ILOs), which guide the development of Course Learning Outcomes (CLOs) and Learning Level Outcomes (LLOs). These LLOs inform the creation of assessments, learning strategies, materials, and grading criteria. The teaching methods include participatory, collaborative, project-based learning, case studies, and interactive discussions, aimed at equipping students with skills for both academic and professional success.

Bachelor of Bugis-Makassar Literature

The BML programme trains students to think scientifically through case studies and project-based learning, focusing on research methodologies in literature, linguistics, and culture. From the first or second semester, students gain expertise in linguistic, literary, and cultural research methods, tailored to their interests. Courses in Linguistic Anthropology, Sociolinguistics, Performing Arts, and Folklore further enhance their abilities as cultural researchers and language professionals. Students are also involved in research and community service activities through formal classes and informal forums like FGDs, guest lectures, and workshops. There is a focus on research methods in both Linguistics and Literature. The final semester (8th) continues with Pre-Thesis Seminar, and completion of the Undergraduate Thesis.

Bachelor in Indonesian Literature

The BIL enhances students' scientific writing skills through courses like Indonesian Language, Scientific Writing, Editing, and Research Methods. Students are also trained to think scientifically using case study and project-based learning methods in Indonesian language, literature, and culture. The programme offers opportunities for students to engage in research and community service activities led by lecturers, as well as participate in scientific writing competitions through the Student Creativity and Entrepreneurship Programmes. 7th and 8th semesters focus on the Community Service Program and completion of the Bachelor's Thesis, with major project work and presentations, leading to the final evaluation.

Master of Linguistics

The ML prepares graduates to become academics, researchers, and language practitioners, with a focus on ethical competence in research methodology. The curriculum also includes courses like Forensic Linguistics, which helps students develop skills to become language practitioners, especially in legal contexts such as investigations involving hate speech, defamation, or hoaxes. Additional courses in Linguistic Anthropology, Sociolinguistics, and Folklore further support graduates' abilities as cultural researchers and language professionals. ML offers opportunities for student involvement in research and community service, both through formal classes and informal activities like public lectures and workshops and encourages participation in national and international seminars to enhance their skills.

Examination and final thesis

Bachelor of Bugis-Makassar Literature

The BML organizes research proposal seminars for students prior to thesis compilation, following Standard Operating Procedures (SOPs) that align with their academic competencies¹⁹. The BML also adheres to specific standards for evaluating students' academic

¹⁹ https://docs.google.com/document/d/1NfBQWlnq4EOTIEbHuv16wgAeybb_5ht/edit.

performance, as outlined in the Academic Handbook, which includes details on credit requirements, attendance policies, and exam procedures. Mid-semester exams take place in the 8th week, while final exams are scheduled in the 16th week, in line with the academic calendar. The format of these exams is determined by the lecturers based on the syllabus. To complete their thesis, students must participate in a Pre-Thesis Seminar and a final exam, both of which follow criteria outlined in the thesis manual. The thesis examination schedule is approved once the student meets all academic and administrative requirements. A minimum grade of C is required for students to pass the thesis examination. The thesis guidelines are documented in a guidebook provided to all students, and the thesis examination schedule is agreed upon by the student and the supervisor team.

Bachelor in Indonesian Literature

The BIL has established standards for evaluating student academic performance, ensuring that students meet the intended learning outcomes outlined in the course syllabus. The programme employs two approaches:

- process control, ensuring active participation in lectures, and
- output control, which assesses the results.

Student attendance is crucial, with a minimum of 80% required to sit for the final exam. Evaluations include essays, case studies, and project-based assessments. The standards for academic performance follow UNHAS' regulations, specifically Rector Regulation Number: 2781/UN4.1/KEP/2018. Midterm and final exams are held in weeks 8 and 16, respectively, according to the university calendar. Lecturers determine the format of the exams. To complete the thesis, students must pass three stages:

- the proposal seminar,
- research results seminar, and
- thesis examination.

The thesis guidelines are outlined in a guidebook given to all students, and the thesis examination schedule is determined in agreement with the student and the supervisory team. The schedule is finalized once the student has fulfilled all academic and administrative requirements.

Master of Linguistics

Most courses are assessed through presentations, discussions, assignments, and debates, with some courses like the thesis and proposal seminars focused on extended projects. The weight of the exams ranges from 45% to 70% for most courses, indicating a strong emphasis on project work and active participation.

The ML has established standards for evaluating student academic performance, in accordance with university regulations and the postgraduate program. These standards are outlined in Rector Regulation Number: 2784/UN4.1/KEP/2018, which covers grading systems, minimum credit requirements, attendance criteria for exam eligibility, and procedures for midterm, final, and thesis exams. Midterm exams are held in the 8th week, and final exams in the 16th week, as per the university's academic calendar. Lecturers have flexibility in determining the format of these exams, as outlined in the syllabus and lesson plans. To complete the thesis, students must go through three stages: proposal seminars, research results seminars, and final exams. The procedures and criteria for the thesis are detailed in a thesis manual provided to all students. The thesis examination schedule is agreed upon by the student and the supervisory and examining teams and is approved once the student meets all

academic and administrative requirements. Students who pass the thesis exam will receive at least a B grade.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/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. Nonetheless, the panel sees room for further development and **recommends** the following:

- **BLM:** broadening the understanding of Bugis-Makassarese literature beyond I La Galigo (e.g. historical literature). Expanding the study of Bugis-Makassarese literature beyond I La Galigo will provide students with a more comprehensive understanding of the region's literary heritage.
- **BIL:** widening the concept of what literature is and considering and explaining the use of literature as a tool for critical thinking about commonly held mainstream opinions. This could enable students to engage with literature as a means of challenging mainstream opinions, stereotypes, and biases, fostering analytical skills.
- **ML:** clarifying the focus of the ML and taking more account of the linguistic richness of Indonesia (rather than focusing on the standard variety of Indonesian language). Clarifying the focus of the Master of Linguistics would ensure that students gain a more nuanced understanding of Indonesia's linguistic diversity, rather than just focusing on the standard Indonesian variety. Indonesia is home to hundreds of languages and dialects, each with unique linguistic characteristics, and such an approach would make the programme more relevant to real-world linguistic concerns within Indonesia.

In the statement on the report, the University points out that, the **BML** also offers other Bugis-Makassarese literature studies, such as *Sinrilik* (a speech literature that uses *kesok-kesok* musical instruments as accompaniment, the content of the speech is adjusted to the situation of the performance venue), *elong/kelong* (a poetry in Bugis or Makassar language), *rupama/pau-pau rikadong* (fairy tales), *paruntukkana* (expressions containing advice), and *pakkiok bunting* (rhymes delivered when the bridegroom arrives at the bride's place).

For the **BIL**, the University explains that Literature is divided into two, oral and written literature. In terms of teaching, there are many literary works that are used as tools for learning methods in the BIL. These literary works are able to develop students' critical thinking knowledge. Literary works that are used as learning media such as the works of Pramoedya Ananta Toer. These literary works are considered capable of developing students' critical thinking because they contain the meaning of people's social life. These works are considered a dangerous upheaval for the government in that era. There is also a course in literary criticism in the BIL.

For the **ML**, the University explains that the ML requires revision curriculum that refers to the linguistic richness that Indonesia has not enough over 720 languages areas spread across various regions, and have diversity different dialects, cultures, and traditions. The alumni are expected to can obtain expansion outlook in studies language and culture in various perspective. This is also supported with eye courses offered, such as linguistic anthropology, ecolinguistics, sociolinguistics, maritime language and cultural studies.

Furthermore, for **Master of Linguistics** the panel **recommends** offering more elective courses based on the sharpened graduate profiles, for example integrating such courses as teaching linguistics (methodology and didactics), language acquisition, research and theory, interpreting and translation. It would allow students to specialize in areas that directly relate to their career goals.

In the statement on the report, the University lists the elective courses offered in the **ML**:

- Linguistics educational
- Psycholinguistics
- Linguistics corpus
- Digital linguistics and Technology Language

The degrees and programme names correspond to the contents of the curriculum and the programme objectives. A bachelor's degree represents the completion of the initial phase of higher education, where students gain fundamental knowledge in their chosen discipline. These programmes are structured to ensure that students reach a level of expertise suitable for professional or academic work within the scope of the degree.

Theoretical questions are, where possible, explained by means of practical examples. The programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated and implemented at the HEI. Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on published guidelines. However, the panel remarked that it did not see sufficient evidence of the quality of research or how it is measured, although the administrative staff provided some clarifications.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Modular structure of the study programme

Bachelor of Bugis-Makassar Literature

Projected study time	8 Semesters
Number of credits (national credits and ECTS credits)	144 SKS credits / 243 ECTS credits
Workload per credit	1 ECTS = 25 hour
Number of modules/courses	17
Time required for processing the final thesis/project and awarded credits	6 months 9 SKS credits
Number of contact hours	Number of CP x Study Workload per CP 67 x 25 = 1.675 hours

The Bachelor of Bugis-Makassar Literature follows a modular structure, comprising a series of courses that build on each other to develop students' skills and competencies. The structure typically includes core modules in linguistics, literature, and culture, along with elective courses that allow students to specialize in areas of interest. Key components of the modular structure include:

- **Core Modules:** These provide the foundational knowledge in Bugis-Makassar language, literature, and culture, as well as research methods.
- **Elective Modules:** These allow students to explore specific topics in greater depth, such as language acquisition, cultural studies, and sociolinguistics.
- **Research & Thesis:** A final module focused on research methodology and the completion of a thesis or project, demonstrating the application of the skills and knowledge acquired during the programme.

Bachelor in Indonesian Literature

Projected study time	8 Semesters
Number of credits (national credits and ECTS credits)	144 SKS credits / 243 ECTS credits
Workload per credit	1 ECTS = 25 hour
Number of modules/courses	17
Time required for processing the final thesis/project and awarded credits	6 months 9 SKS credits
Number of contact hours	Number of CP x Study Workload per CP 67 x 25 = 1.675 hours

The BIL follows a modular structure designed to provide students with comprehensive knowledge and skills in the fields of Indonesian language, literature, and culture. The structure includes core courses, elective courses, and research opportunities that build the necessary competencies for a career in literature, education, and cultural studies. Key components of the modular structure include:

- **Core Modules:** These foundational modules cover the study of Indonesian language, literary analysis, cultural studies, and research methods.
- **Elective Modules:** Students can choose from a range of elective courses that align with their interests, such as Literature Teaching Methods, Theater.
- **Research & Thesis:** The programme includes a research component where students apply their learning through independent research projects. Students must complete a thesis that demonstrates their ability to conduct research and analyse literary texts or cultural phenomena.
- **Community Engagement:** Students are encouraged to participate in research, community service, and writing competitions as part of their development in both academic and practical contexts.

Master of Linguistics

Projected study time	4 Semesters
Number of credits (national credits and ECTS credits)	39 SKS credits / 59 ECTS credits
Workload per credit	1 ECTS = 25 hour
Number of modules/courses	17
Time required for processing the final thesis/project and awarded credits	6 months 9 SKS credits
Number of contact hours	Number of CP x Study Workload per CP 67 x 25 = 1.675 hours

The modular structure includes core courses, elective courses, research opportunities, and thesis work, providing students with both theoretical knowledge and practical skills in linguistics. Students can choose from a specialized electives based on their interests and career goals, such as Language and Gender, Educational Linguistics, Forensic Linguistics. A key component of the ML program is the research-based thesis. Students are required to engage in original research, demonstrating their ability to apply linguistic theories and methods to solve complex problems in the field.

Study and exam regulations

Bachelor of Bugis-Makassar Literature and Bachelor in Indonesian Literature

The implementation of learning activities and assessments at UNHAS is governed by Rector Regulation Number: 2781/UN4.1/KEP/2018. Student performance is evaluated through various assessment methods, including written exams, essays, projects, case studies, and presentations.

There are two main exams: the mid-semester exam and the final exam. Attendance is a crucial requirement, with students needing to attend at least 80% of classes (out of 16 weeks); otherwise, they cannot sit for exams and receive an automatic "E" (fail) grade. To graduate, students must complete 144 SKS credits. Attendance and grades can be checked on the university's student portal²⁰.

Table 7 Grading System of Bachelor Programme

²⁰ <https://neosia.unhas.ac.id/>.

Percentage of Achievement	Grade	Conversion Value
85 – 100	A	4.00
80 - < 85	A-	3.75
75 - < 80	B+	3.50
70 - < 75	B	3.00
65 - < 70	B-	2.75
60 - < 65	C+	2.50
50 - < 60	C	2.00
40 - < 50	D	1.00
< 40	E	0.00

Master of Linguistics

The implementation of learning activities and exams for the Master's Program at Universitas Hasanuddin is regulated by Rector Regulation Number: 2785/UN4.1/KEP/2018. Assessment is based on various methods depending on the course, including written exams, essays, projects, case studies, and presentations. There are two main exams: midterm and final exams. Attendance is crucial, with students required to attend at least 75% of class meetings; those with less than 75% attendance are not allowed to take exams and receive an "E" (fail) grade. To graduate, students must complete 39 SKS credits and maintain a minimum GPA of 3.20. The thesis exam involves three stages: the thesis proposal exam, research results seminar, and final exam, with a minimum grade of "B" required to pass. Attendance and grades are accessible via NEOSIA.

Table 8 Grading System of Master Programme

Percentage of Achievement	Grade	Conversion Value
85 – 100	A	4.00
80 - <85	A-	3.75
75 - < 80	B+	3.5
70 - < 75	B	3.0
65 - < 70	B-	2.75
55 - < 65	C	2.00
00- < 55	E	0.00

Feasibility of study workload

Bachelor of Bugis-Makassar Literature and Bachelor in Indonesian Literature

According to Rector Regulation Number: 2781/UN4.1/KEP/2018, the undergraduate programme must accommodate a minimum of 144 SKS credits and a maximum of 150 SKS credits, with a study period not exceeding 14 semesters. Students are required to enrol in at least 12 SKS credits and a maximum of 24 SKS credits per semester, though exceptions can be made for those who have completed all scheduled courses, except for community service, field studies, research seminars, or the undergraduate thesis, allowing them to register for fewer than 12 SKS credits. Proposals can be programmed in semester 6, while research seminars and thesis exams can be scheduled in semester 7. Such policy should provide

flexibility for students, allowing them to manage their study load effectively and complete assignments on time, with the goal of graduating within 7-8 semesters.

Master of Linguistics

According to Rector Regulation Number 2784/UN4.1/KEP/2018 regarding the Master's programme implementation, the Master's programme curriculum must comprise at least 36 SKS and no more than 42 SKS credit units (63-90 ECTS credits), with a study period of no more than 8 semesters. The study load includes at least 16 SKS credits of structured courses and 20 SKS credits for thesis-related activities, such as thesis proposal defence, final seminar, thesis defence, and publication in reputable international journals. Structured courses must consist of no more than 9 SKS credits of compulsory courses and at least 10 SKS credits of elective courses. The programme allows students to take 4-5 courses (up to 18 SKS credits) during the first three semesters. Thesis proposals can be taken in semesters 2 or 3, with research seminars and thesis exams scheduled in semester 3. This structure enables students to manage their study load effectively and complete assignments on time, aiming for graduation within 3-4 semesters.

Equality of opportunity

Regarding student admission, all individuals are accepted based on their academic merit regardless of their disabilities, special needs and gender. This condition is regulated based on Article 43 of Government Regulation Number: 53 of 2015 on the Statute of UNHAS. UNHAS upholds gender equality and ensures that there is no racial or class discrimination, providing equal educational opportunities for all students. The university, its faculties, and study programmes do not discriminate against students with special needs or diverse racial backgrounds and offer special facilities for students with disabilities. Additionally, UNHAS has implemented policies to guarantee that lecturers, staff, and students have equal access to resources such as libraries, internet and computer facilities, seminar rooms, and other academic-related amenities. UNHAS has established the Disability Centre to assist students with disabilities and special needs. In the learning process, students with disabilities and special needs follow all learning processes together with other students. Especially for people with disabilities, the faculty provides a ramp for wheelchairs, special parking lot, special toilets for the disabled and an elevator. The University offers scholarships and tuition fee reductions for students from low-income families (BIDIK MISI Scholarship) and foreign students. Furthermore, the University also offers international cultural programmes for foreign students to help them adapt with Indonesian culture which is managed by the International Office.

Appraisal:

The structures of the three programmes support the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programmes consist of courses and assigns credits per module on the basis of the necessary student workload. Practical components are integrated for the undergraduate programmes through the MBKM (see chapter 3.1) and allow students to acquire credits. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study pro-

programmes are 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 final grade is supplied with an ECTS grading table.

The feasibility of the study programmes' 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.

Unhas 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.

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

3.3 Didactical concept

Logic and plausibility of the didactical concept

Bachelor of Bugis-Makassar Literature and Bachelor in Indonesian Literature

The didactical concept of the study programmes supports diverse teaching and learning methods such as collaborative learning, contextual learning, project-based learning, and case studies. Students are encouraged to actively participate in their learning process, with level one and two students engaging in collaborative learning, while level three and higher students focus on project-based learning, group discussions and case studies. The programmes incorporate blended learning, with distance or asynchronous learning facilitated through the LMS called SIKOLA, developed by UNHAS. Synchronous learning takes place through face-to-face classes. Student assessments are based on clearly defined rubrics, applied for both synchronous and asynchronous methods. Furthermore, in Bachelor of Bugis-Makassar Literature students visit manuscript laboratory which has digital services connected to Leiden University and Australian University. Students of Bachelor in Indonesian Literature study programme practice Indonesian lexicography in a computer room and visit writing lab for editing.

Master of Linguistics

The didactical concept of the Master of Linguistics study programme is reflected in the curriculum, as outlined in the Semester Lesson Plan or syllabus for each course. The ML adopts a Student-Centered Learning (SCL) approach, which allows students to develop their potential and supports the program's goal of producing competent, competitive graduates. Key methods include discussions, case studies, presentations, and seminars, which encourage active student participation and foster reasoning abilities and soft skills such as communication. In Forensic Linguistics, students solve case studies and do observations.

The programme also employs the SIKOLA platform for blended learning, remote learning, and asynchronous techniques. In-class learning follows an offline, face-to-face system for synchronous teaching. Student learning outcomes are assessed using rubrics based on both synchronous and asynchronous methods.

Course materials

The preparation and development of course materials in all study programmes follow the Ministry of Education and Culture Regulation No. 3 of 2020, which outlines the standard learning processes. This regulation requires a Learning Plan that includes Intended Learning Outcomes (CPL), Course Learning Outcomes (CLO), and sub-CLO for each course. The plan also defines indicators, assessment criteria, teaching methods, learning materials, and their respective weights. Course materials are prepared by the lecturer team in various formats, including textbooks, modules, recommended references, and field practice guides. The materials also include journals, in particular from British library. These materials are available online via SIKOLA, and hard copies can be accessed in the UNHAS reading room and library. The major revision of course materials is done every five years.

The learning process is conducted in a blended format. Starting in 2023, the programmes have adopted a blended approach, combining face-to-face and online learning. Lecturers should regularly update course materials, which are provided to students both in class and through the SIKOLA, as well as via Zoom or Google Meet for virtual sessions.

Guest lecturers

Bachelor of Bugis-Makassar Literature

The BML programme invites guest speakers from various fields and institutions. Such sessions should provide students with a broader, current understanding of issues in Bugis-Makassar literature. The programme hosts guest lecturers and organizes workshops and seminars featuring experts from diverse backgrounds, enhancing students' knowledge in areas like regional language preservation, documenting oral traditions, culture preservation, and the history of Makassar. In 2022 and 2023 the study programme invited lectures and speakers from:

- Universitas Negeri Yogyakarta with a topic “Focus on regional language preservation”;
- Universitas Orientale Napoli with a topic “Focus on documenting language and oral traditions”;
- The House of Representatives of The Republic of Indonesia (DPDRI) to improve students' ability to preserve culture;
- Australian National University to improve students' ability to study the history of Makassar city;
- Oral Tradition Association to improve students' ability to study oral tradition.

Bachelor in Indonesian Literature

The BIL frequently hosts guest lecturers and organizes workshops and seminars with speakers from diverse areas of expertise. In 2022 and 2023 the study programme invited lectures and speakers from:

- Balai Bahasa Provinsi with several workshops related to creating academic paper;
- Badan Pengembangan dan Pembinaan Bahasa Kemendikbudristek with a topic on technical guidance on Indonesian language competency;
- Universitas Soriente with a topic “Language Documentation and Oral Traditions Methods”;
- Group Narasi with topics related to knowledge about the industrial world, especially media companies.

Master of Linguistics

ML every semester invites two guest lecturers from linguistic practitioners and organizes several workshops and seminars that present speakers from various fields of linguistics. In 2022 and 2023 the study programme invited lectures and speakers from:

- Malaya University with a workshop on strengthening academic reputation for students;
- Australian National University with a workshop on development of skills in researching and translating local languages for students;
- Universiti Kebangsaan, Malaysia as point seminars and publication of lecturer works;
- Leiden University with a topic “Competency Development in the field of Local languages for students”.

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, in particular, but not limited to case studies, group discussions or presentations. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. However, the panel observed that the course materials of all **study programmes** are not up-to-date, and do not reflect current trends and research practices. Therefore, the panel recommends accreditation of all study programmes under fulfilment of the following **condition**:

HEI reviews the recommended literature and ensures that current discussions are reflected in the introductory texts and materials considering benchmarking with international study programmes in the respective field.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Nonetheless, for all study programmes the panel **recommends** building a network of guest lecturers on a national and international level and ensuring that guest lecturers are integrated in a more strategic way. By inviting guest lecturers from various countries and fields, students are exposed to a wider range of perspectives, methodologies, and best practices.

Although, there are no lecturing tutors the panel **suggests** considering exchanging with a university fostering a new generation of prospective academics in teaching (promotion of young talent).

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

3.4 International outlook

International contents and intercultural aspects

Bachelor of Bugis-Makassar Literature

International content of the curriculum is reflected through such courses as Theory and Practice of Translation, Cross-Cultural Communication, La Galigo Studies, and English courses. These courses enable students to translate local language texts (Bugis, Makassar, Toraja, etc.) into Indonesian and English.

BML students also participate in international experiences. For instance, in 2022, they joined an internship program at Leiden University (the Netherlands), where they focused on photographing, documenting, and translating La Galigo texts. Additionally, BML students are engaged in international activities, such as the International Cultural Program (ICP) 2023, where one of the students won first place in the Essay Contest.

Bachelor in Indonesian Literature

International content is integrated into the curriculum, including courses such as General English, Integrated English, and Translation from Indonesian to various languages. Furthermore, students actively participate in international conferences and mobility initiatives. One example is the participation of student in the Indonesian International Student Mobility Award (ISMAA) program at Sussex University in the United Kingdom.

Master of Linguistics

The ML has established learning and research initiatives in partnership with several international institutions. Furthermore, it adheres to global academic standards set by the International Linguistic Association (ILA). Key activities that demonstrate this international focus include inviting guest professors and lecturers, organizing international guest lectures, participating in international conferences, contributing to international journals, and engaging in various other collaborative academic activities.

Internationality of the student body

In 2019, a student from the Doctoral Programme at Universiti Malaya Malaysia studied for one semester in the Bachelor of Bugis-Makassar Literature. The courses programmed are Bugis language competency courses, and Reading and Writing Proficiency on Lontara Script. In 2022 and 2023, two students from Chou University in Japan studied at the Bachelor in Indonesian Literature for one semester each. Additionally, the BIL has hosted inbound students from Hankuk University of Foreign Studies (HUFS) who studied the Indonesian language at UNHAS, guided by experienced faculty members. Master of Linguistics also accepts international student exchanges.

Internationality of faculty

Bachelor of Bugis-Makassar Literature

The BML has lecturers involved in international academic activities, including work as transliterators and translators of significant manuscripts and participation as visiting fellows or lecturers at prestigious institutions such as Leiden University, Australian National University, and Universiti Kebangsaan Malaysia. Their activities include contributions to translating and interpreting cultural and literary manuscripts and engaging in seminars related to culture and literature.

Bachelor in Indonesian Literature

The lecturers in the BIL hold advanced degrees from international institutions, such as Universiti Sains Malaysia and Universiti Kebangsaan Malaysia and have published research in well-regarded international journals such as Scopus and Web of Science. They are active in global academic engagements, attending and presenting at international conferences and contributing as editors and reviewers for various journals. Additionally, some lecturers contribute as editors and reviewers for various international journals. Four BIL lecturers have also served as guest lecturers at Hankuk University of Foreign Studies (HUFS) (South Korea).

Master of Linguistics

Some lecturers hold doctoral degrees from international universities, including those in Australia and Malaysia. Many have published their research in reputable journals indexed by Scopus and Web of Science and frequently participate in international conferences, with some serving as speakers at global scientific events. Additionally, several faculty members contribute as reviewers and editors for both national and international journals. As part of international collaboration, seven lecturers have served as guest lecturers at Hankuk University of Foreign Studies (HUFS) (South Korea).

Foreign language contents

Bachelor of Bugis-Makassar Literature and Bachelor in Indonesian Literature

English language courses are included as a core part of their curriculum. The curriculum includes courses such as General English and Integrated English. However, the remaining courses are taught in Bahasa Indonesia. Furthermore, there is also an opportunity for students to learn the Arabic language.

Master of Linguistics

According to SER²¹, approximately 90% of the teaching materials and references used in the learning process are in English. However, the language of instruction for the courses is in Bahasa Indonesia. The ML study programme also invites visiting professors and lecturers from Malaysia, Italy, the USA, South Korea, Australia, the Netherlands, France, and the UK to enhance learning experiences. Some students draft their theses in English, and research publications by both students and lecturers are often presented at international conferences and published in journals, including those indexed by Scopus, WOS, and other international outlets.

Appraisal:

Given the context of the study programs, international content is an integral part of the curriculum. This includes courses such as English language courses, translation theory and practice, and opportunities for students to engage in international activities, including internships, exchange programs, and research collaborations with overseas institutions. Through practical examples, students are enabled to act in an intercultural environment. However, the panel observes that the international context of all study programs can be improved and **recommends**:

- BML/BIL: embedding ethnic and local cultures more deeply within the global context in the study programmes;

²¹ p. 45 of the SER.

- ML: integrating concepts of second language acquisition, second language learning, and focusing on the linguistic and cultural varieties in Indonesia within the global context.

In the statement on the report, the **BML** states that ethnic and local cultures developed in a global context at the BML study programme are *Lontarak Attorilong* (contains local chronicles/history in South Sulawesi province), *Lontarak Bilang* (Contains the king's diary), Customary Law (A legal system that is rooted and an integral part of Bugis-Makassar society).

For the **BIL**, the University states that they embed deeper ethnic and local cultures in a global context through a number of courses contained in the curriculum. Such as courses on society and culture, sociolinguistics and sociology of literature, and performance. These courses directly provide learning to students about cultural and local values.

In the **ML**, courses intend to reflect upon the variety of languages and the diverse Indonesian culture in particular Bugis-Makassar culture in the form of traditions and ceremonies traditional, such as traditional marriages, the tradition of "*Maddoja Bine*" (sowing seeds) showing respect to nature for good harvests, the tradition to reject disaster, and others. Acquisition and learning a second language, such as English, students can support student to do internationally oriented activities. The diversity and linguistic uniqueness of local languages in South Sulawesi Province is also an aspect studied because the *Lontarak* script contains local philosophy in every letter.

The international composition of the student body corresponds to the programme concept and purposes.

The international composition of the faculty promotes the acquisition of international competences and skills.

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			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Bugis-Makassar Literature

The BML curriculum includes some subjects providing multidisciplinary knowledge and skills, such as understanding cultural and unwritten laws through courses like Customary Law. Other courses, including Traditional Performing Arts, Language and the Environment, Creative

Writing, Literary Journalism, and Bugis-Makassar Speaking Skills, enhance communication, writing, and artistic abilities. Additionally, student organizations at the HEI and faculty levels foster collaboration, leadership, and conflict resolution skills.

Bachelor in Indonesian Literature

The literary journalism course equips students with journalism skills for roles such as reporters and editors. Additional courses, like Theatre, Creative Writing, Psycholinguistics, and Forensic Linguistics, further enhance students' multidisciplinary competencies and skills.

Master of Linguistics

The ML curriculum integrates linguistics with multidisciplinary fields, such as forensic linguistics, which prepares students to analyse language in legal contexts, and anthropological linguistics, which connects language with cultural studies. Courses like Language and Gender address gender inequality, while Eco-linguistics focuses on the role of language in environmental preservation, encouraging students to collaborate on environmental campaigns using persuasive language.

Appraisal:

The students acquire communication and public-speaking skills, as well as writing, and artistic skills.

Courses like Theatre, Creative Writing, Psycholinguistics, and Forensic Linguistics develop multidisciplinary thinking by integrating creative, psychological, linguistic, and legal perspectives, enabling students to analyse and solve problems from diverse fields. Furthermore, the curriculum of Master of Linguistics study programmes includes courses which enhance multidisciplinary thinking by integrating language with diverse fields such as law, culture, gender studies, and environmental science.

This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor of Bugis- Makassar Literature and Bachelor in Indonesian Literature

The BML and BIL curricula offer a mix of theoretical and practical knowledge (e.g., Writing Proficiency in Bugis-Makassar, Reading Proficiency in Serang and Jawi Script for BML and Forensic Linguistics, Literary Journalism, Creative Writing), providing students with essential

skills through coursework and extracurricular activities. These programmes ensure graduates have competencies that boost their employability, with courses designed to prepare students for careers in education, research, language practice, or entrepreneurship. Additionally, the programmes offer public speaking training and encourage participation in the MBKM initiatives, including certified internships, student exchanges with top universities, and Teaching Campus programs where students teach in schools assigned by the Ministry of Education.

Master of Linguistics

The curriculum combines basic, supporting, and specialized competencies, balancing theoretical and practical knowledge (e.g., Forensic Linguistics, Educational Linguistics). To support students' career development, ML offers various training programs and is backed by the Unhas Career Centre (UCC), which organizes job fairs, seminars, workshops, and alumni services.

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 programme through all its courses. However, the panel noted that the University has a good general and central support for developing students' employability. This should be extended and adapted to the specific situation at the Faculty of Cultural Studies. Therefore, for all study programmes the panel **recommends** developing special training sessions for the students at the Faculty of Cultural Studies. By developing targeted training sessions, the faculty can better prepare students for the unique challenges and opportunities within their fields, enhancing their employability and ensuring they are equipped with the skills needed to thrive in the job market.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

Information regarding lecturers at BML, BIL, and ML is outlined in the Table XX below:

Table 9 Faculty Members of BML, BIL, and ML

	BML	BIL	ML
Full-Time Lecturer			
Professors	3	6	10
Doctors	6	6	6
Masters	5	11	0
Total	14	23	16

Bachelor of Bugis- Makassar Literature

The BML study programme has 14 lecturers specializing in literature, linguistics, and culture. These lecturers have knowledge of local literature, particularly Bugis and Makassar works, and a deep understanding of local language structures and culture. The programme has 11 lecturers trained in Oral Tradition Management and two who have participated in Cultural Heritage Expert training. These trainings focus on preserving and managing local cultural heritage, aiming to empower lecturers to encourage communities to safeguard and develop cultural values in the face of globalization.

Bachelor in Indonesian Literature

In the BIL, there are a total of 23 lecturers: seven permanent lecturers (full-time) and six non-permanent lecturers (part-time). A total of five lecturers are professors in the fields of linguistics, Indonesian, Psycholinguistics, and Cultural Anthropology.

Master of Linguistics

The ML programme has 16 lecturers who are Master's and Doctoral alumni in Linguistics, Literature, Philology, and Archaeology from both national and international universities. All lecturers are civil servants with teaching certificates and specialized backgrounds in linguistics. The ML programme outlines the responsibilities of its lecturers on the official website²².

Academic qualification of faculty

Bachelor of Bugis- Makassar Literature

The BML has 12 lecturers with Master's and Doctoral degrees. The recruitment process follows university-level procedures in line with Article 67 of Law Number 14 of 2005 on Teachers and Lecturers, the Standard Operating Procedures (SOP) for the Recruitment of Civil Servant Educators.

Bachelor in Indonesian Literature

There are 23 permanent lecturers at BIL: seven professors, five doctors, and 11 masters. The recruitment system is carried out in accordance with Article 67 of Law Number 14 of 2005²³.

²² <https://linguistik.ilmubudaya.unhas.ac.id/lectures/>.

²³ <https://peraturan.bpk.go.id/Details/40266/uu-no-14-tahun-2005>.

There are six non-permanent lecturers with Master's and Doctoral degrees based on Rector's Decree with NIDK and LB status.

Master of Linguistics

The ML has 16 permanent lecturers with Doctoral degrees. Recruitment follows university guidelines based on national laws, SOPs, and the Code of Ethics for Unhas lecturers. UNHAS conducts regular evaluations to ensure sufficient human resources, considering student-to-lecturer ratios, curriculum needs, and retirements. Faculty members are also encouraged to further their education and engage in international conferences and guest lecturing to enhance their competencies.

Pedagogical / didactical qualification of faculty

Lecturers at UNHAS undergo pedagogical training programmes, including PEKERTI (Instructional Technique Training) and AA (Applied Approach), to enhance their teaching skills. These programmes aim to improve their professional competence and pedagogical abilities. Furthermore, UNHAS requires all faculty members to meet pedagogical qualifications, evaluated through the Lecturer Workload (BKD), which reflects the SKS credits earned by lecturers in fulfilling the three pillars of higher education. Faculty members must report to their BKD every semester.

Practical business experience of faculty

Bachelor of Bugis-Makassar Literature

A lecturer with significant experience in the business field owns and manages La Reso Homestay and Villa in the Malino Tourism Area. This demonstrates real-world business management and marketing skills. The lecturer's expertise provides valuable insights into business development, offering students the opportunity to learn practical skills that can enhance their career prospects in both the tourism and business sectors.

Bachelor in Indonesian Literature

Several BIL lecturers have business experience alongside their academic roles. They own businesses such as health clinics, furniture stores, photocopy shops, and boarding houses. This experience allows them to provide valuable insights into business management, asset management, and investment. Some part-time lecturers also have side businesses, including roles as journalists, novelists, short story writers, and car dealers. Their diverse expertise enriches the learning experience, offering students practical knowledge from various industries.

Master of Linguistics

Several lecturers at ML bring practical experience into their teaching, integrating real-world applications with academic theory. They have worked as language experts, journal reviewers, cultural heritage consultants, and assessors, and are involved in educational and cultural workshops. Many are also members of the Indonesian Linguistic Society (MLI). This blend of practical experience and academic expertise enhances students' understanding by connecting lecture material to actual industry practices, including working with the Regional Police and preparing materials for Indonesian as a Foreign Language (BIPA).

Internal cooperation

Lecturers collaborate to create Semester-Based Course Plans (RPS) for each course, ensuring effective teaching and learning. In team-taught classes, lecturers jointly develop RPS

and teaching modules aligned with learning objectives. Each study programme holds coordination meetings to evaluate learning and services, with results leading to improvements. These meetings are reported at the faculty level for further action. Lecturers also collaborate on research and community outreach activities, fostering teamwork across the Faculty of Cultural Sciences.

Student support by the faculty

Faculty members support students through guidance in lectures, thesis writing, and opportunities for academic engagement such as seminars, guest lectures, workshops, and external training. Specialized training in scientific paper writing is also offered to enhance students' competencies for international competitiveness.

The study programmes foster an inclusive environment where students collaborate, share ideas, and support each other in overcoming challenges. Additionally, the programmes offer a blended learning approach, combining online and offline modes to accommodate students, especially those living outside the city. This flexible approach ensures accessibility for all students. UNHAS utilizes several applications to facilitate communication and learning. Zoom and Google Meet are used for real-time virtual meetings between students and lecturers. Coordination for each subject is managed through WhatsApp groups. Additionally, SIKOLA is a platform that supports distance learning, allowing students and lecturers to submit assignments, manage learning materials, and access course content via its website²⁴.

Appraisal:

The structure and number of the faculty correspond to the programme 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 qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme 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.

²⁴ <https://sikola.unhas.ac.id/>.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. Based on the info this panel has received; student support is very good. Therefore, the panel encourages the University to ensure that this is constantly developed further. Academic Advisors and the University counselling unit work closely together.

	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

According to Rector's Regulation Number 16/UN.4.1/2022, each study programme is responsible for organizing educational and learning activities based on a specific curriculum and teaching methods. The study programme plays a key role in implementing and developing the curriculum, teaching methods, and ensuring quality assurance. The programme is led by a Head of Study Programme, who is responsible for tasks such as compiling, developing, and updating the curriculum and teaching materials. Additionally, the Head ensures the smooth implementation of learning and other academic activities within the study programme.

Table 10 Programme Director of Faculty of Cultural Sciences UNHAS

Person In Charge Duties	Person In Charge Duties
Dean	Responsible in general for the implementation of academic and administrative activities of faculty.
Head of the Study Programme	- As a planner and policy maker and is fully responsible for the process of sustainability of the Study Programme. - Carry out academic policies and educational quality standards set by universities and faculties. - Prepare Work Unit Activity plans;

	• Coordinate educational, research and community service activities at the faculty, which are then forwarded to the university; • Implement the Three Pillars in the fields of education, research and community service; • Develop good relations and cooperation with stakeholders; • Evaluate the implementation of the teaching and learning process at the Study Programme level; • Report activities periodically to the vice dean, which will then be forwarded to the dean;
Head of Secretariat	Administrative implementation related to academics, both the process of teaching and learning activities and other administrative processes.

The transfer of Study Programme leaders is carried out using a direct election system and in carrying out daily tasks. Coordination meetings are held at least twice in one semester, and adjust to the dynamics of the implementation of the Study Programme

The BML and BIL have implemented Standard Operating Procedures (SOP) for managing the administration of the election process for the Chairperson and Secretary of the Study Programme, providing a clear guideline for all involved in the Indonesian Literature Study Programme. The SOP for electing Kadep and Sekdep is accessible online. The organisational structure and work procedures align with the Rector's Decree Number 1835/H4/O/2009, which transferred the management of monodisciplinary study programmes to their faculties.

The Study Programme management is overseen by the Head of the Study Programme, supported by the secretary, the secretariat head, and the KKD (Study Programme Committee). The KKD aids the Head in tasks such as course selection, forming qualification exam teams, appointing supervisors and examiners, selecting thesis topics, and advancing the curriculum and academic development to meet the Study Programme's vision and mission. The secretariat head assists with administrative and academic activities, including data recording, collection, and presentation.

Process organisation and administrative support for students and faculty

All academic activities at the faculty level are supported by administrative staff who are divided into several fields, including Academic Division, Student Affairs Division, Library Division, Laboratory Division, Equipment Division, and others. All service processes are regulated by a clear Standard Operating Procedure (SOP) and have been socialized to the entire academic community.

Bachelor of Bugis-Makassar Literature

The BML follows Standard Operating Procedures (SOPs) and quality assurance guidelines for effective management, incorporating functions like planning, organizing, staff development, monitoring, directing, and budgeting. Work programs align with faculty initiatives through regular coordination meetings. The administrative staff, led by the head secretariat, manages daily tasks such as organizing study activities, student services, and financial management, all in accordance with UNHAS regulations.

Bachelor in Indonesian Literature

The study programme incorporates key functions like planning, organizing, staff development, monitoring, directing, and budgeting. The Research and Services Agency (RSA) aligns its work programs with faculties through regular staff meetings. Administrative tasks, managed by the head of the secretariat, include organizing teaching activities, providing student services, and managing lecturer-related finances. The entire process follows SOPs and UNHAS regulations. Both students and lecturers can seek administrative support and guidance from the head of the secretariat. The university also offers technical training and development for these staff members.

Master of Linguistics

The ML management system follows SOPs and quality assurance documents for its operations. It employs key management functions, including planning, organizing, staff development, monitoring, directing, and budgeting. ML's work programs are integrated with faculty activities, coordinated through regular meetings between ML and faculty staff. The administrative staff, led by the head of the secretariat, handles daily tasks such as preparing learning activities, student administrative services, and financial management. All processes are conducted in accordance with SOPs and regulations established by UNHAS.

Appraisal:

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

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

The 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

Cooperation with HEIs and other academic institutions or networks

UNHAS fosters collaboration across various sectors, including partnerships with HEIs and other organizations. Evidence of these collaborations is digitally documented on the Lapkerma website²⁵.

Bachelor of Bugis-Makassar Literature

These collaborations include:

- The Culture and Tourism Office of South Sulawesi for national cooperation in improving education, research, and community service in tourism development.
- Institut Pendidikan Guru Kampus Keningau, Sabah, Malaysia for international cooperation in education, research, and scientific publications.
- Universitas Yogyakarta for the implementation of *Tri Dharma*.
- Universitas Terbuka to improve the quality of implementation.
- RRI Makassar (Radio of the Republic of Indonesia) for the publication of information on cultural services in South Sulawesi.
- Tosora Village Government for the development of assisted villages in education, research, and community service.
- Foundation of Sulappa Eppae for the Bugis-Makassar language and culture learning movement in South Sulawesi.
- Malay Literature, FIB, Universitas Sumatera Utara for education, research, and community service.
- Oral Tradition Study Programme, Haluleo University for education, research, and community service.
- Government Village Tua and Government Village Tajo for the development of
- Government Village Tellumpoe and Government Village Cinnongtabi for the development of assisted villages in education, research, and community service.

Bachelor in Indonesian Literature

These collaborations include:

- Institut Pendidikan Guru Kampus Keningau (Malaysia) - International collaboration in education, research, and public services.
- Universitas Nasional (Indonesia) - National collaboration in MBKM program and collaborative research.
- Dinas Pariwisata Dan Kebudayaan Provinsi Sulawesi Selatan (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- Kantor Gubernur Sulawesi Selatan (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- Universitas Muslim Indonesia (UMI) (Indonesia), Universitas Terbuka Makassar and Harian FAJAR (Indonesia)- National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.

²⁵ <https://lapkerma.unhas.ac.id/>.

- UPT Balai Latihan Kerja Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kab. Kepulauan Selayar (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- Kantor Balai Bahasa Sulawesi Selatan (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Muhammadiyah Makassar (Indonesia) - National collaboration in MBKM program, collaborative research, journal publishing, and training collaboration.
- Dinas Kebudayaan dan Pariwisata Kota Makassar (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- Universitas Muhammadiyah Unismuh (Indonesia) - National collaboration for improving HR quality, community service programs, and Campus Merdeka Internship Program.
- HISKI Sulawesi Selatan (Indonesia) - National collaboration for studying and promoting Indonesian language and literature.
- Institut Pemerintahan Dalam Negeri (IPDN) (Indonesia) - National collaboration for the development of the Indonesian language.

Master of Linguistics

As of 2022 there are corporations with three national HEIs, namely Universitas Muslim Indonesia, Unismuh Makassar, Universitas Terbuka Makassar for Implementation of the Tridharma of Higher Education.

Cooperation with business enterprises and other organisations

Bachelor of Bugis-Makassar Literature

Although there have been numerous MoUs in the field of research between Regional Literature and other universities, their impact in practice has not been significant. To address this, Regional Literature, in collaboration with the University Ranking Team, offers Indonesian Collaborative Research as a strategy to increase the number of research collaborations and international publications in the field. There is cooperation with the Radio of the Republic of Indonesia, local governments and law administrations.

Bachelor in Indonesian Literature

There is cooperation with some institutions at HEI level based on the MoU, e.g., Hotel Sheraton Mustika Yogyakarta, High School of Arabic Islamic Science Macassar, local governments and administrations.

Master of Linguistics

There is cooperation with the Radio of the Republic of Indonesia and local governments and administrations.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements and MoUs 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. However, for all study programmes the panel **recommends**:

- seeking academic discussion (e.g. by participating in international conferences) besides the existing cooperation in terms of access to manuscripts; and
- allocating by the HEI an adequate funding for initiating international research collaboration beyond ASEAN countries.

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

	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

Quantity, quality, media and IT equipment of teaching and group rooms

The faculty has equipped each classroom with facilities to support the learning process, including LCD projectors, air conditioning, and internet access available to both students and lecturers. This effort aligns with the university's policy of enhancing Information and Communication Technology (ICT) services, providing extensive internet coverage and high-bandwidth access to ensure reliable connectivity throughout the campus. To optimize academic services and data management, UNHAS (including the Faculty of Cultural Sciences) utilizes NEOSIA, as well as SIKOLA for distance learning. To support these systems, the faculty has established an internet infrastructure comprising a Local Area Network (LAN) and a Wide Area Network (WAN) accessible via Wi-Fi hotspots, which are available in all departments and throughout the Unhas campus.

The detailed description of the facilities is listed in the table below:

Table 11 Facilities and Infrastructure

No.	Facilities	Unit	Capacity	Total Area (m2)	Availability	Condition
1.	Research Centre Building	1		1200	√	Very Good
2.	Department/Study Programme Office	1	10	30	√	Very Good
3.	Class Room 308	1	40	98.39	√	Very Good
4.	Class Room 305	1	40	98.39	√	Very Good
5.	Mattulada Hall	1	300	660	√	Very Good
6.	Art Performance Stage	1	100	350	√	Very Good
7.	Reading Space	5	30	24	√	Very Good
8.	Meeting Room	1	15	83.43	√	Very Good
9.	Unhas Library	1		1200	√	Very Good
10.	Faculty Reading Room	1	10	83.43	√	Very Good
11.	Department Reading Room	1	40	98.39	√	Very Good

The department also provides adequate classroom facilities for students and lecturers, with four main classrooms. Two classrooms are equipped with blackboards or whiteboards, LCD projectors, and white screens for presenting lecture materials. Another two classrooms are shared with other study programmes and are available for use only in the morning until noon, as they are reserved for general courses (MKWU) in the afternoon and evening.

Bachelor of Bugis-Makassar Literature (BML)

The BML has other facilities such as office space consisting of the Head of Department Room, Department Secretary Room, Head of Secretariat Room, Session Examination Room, Lecturer Room, and Meeting Room. There is also a Lontara Reading Room which is used for reading Bugis and Makassar Lontara manuscripts.

Bachelor in Indonesian Literature (BIL)

There are four classrooms available, which are equipped with blackboards or whiteboards, LCD projectors, and white screens to convey lecture material. Disability-friendly lecture facilities. Apart from these classrooms, the BIL also has other facilities such as office space which consists of Study Programme Chair Room, Secretary Room, Head of Secretariat Room, Session Examination Room, Lecturer Room, and Meeting Room. There is also a Reading Room which is used for reading books and other references.

Master of Linguistics (ML)

The Master of Linguistics (ML) programme is located in a three-story building with 12 classrooms. It includes facilities such as offices for the Head of Study Programme, lecturers, and administration, as well as thesis rooms and a seminar room with a 150-person capacity. The building is equipped with computer labs, printers, and statistical software (SPSS, Flex, Lalique Pro, Prat, Hot Potatoes), along with internet access, LCD projectors, and air conditioning. Additional facilities include research coordination rooms and parking.

Access to literature

Library services at UNHAS are available both online and offline through the UPT Layanan Perpustakaan. The library serves not only as a space for reading and borrowing books but also as a venue for discussions and work, with facilities like discussion rooms and workspaces equipped with computers and internet access. Operating hours are from 8:00 a.m. to 4:00 p.m. on working days.

In addition to books, the library offers access to journals and theses. The Reading Corner provides resources about various cultures, such as China, Japan, and South Korea, allowing students to explore international cultures through books, magazines, and other media. This enhances their cultural understanding and global perspective.

The Faculty of Cultural Sciences also has its library services, including access to books, theses, and dissertations. The Regional Literature Study Programme offers a dedicated reading room for the Lontaraq Manuscript, open to students, lecturers, and the public, supporting research and studies on regional literature and culture.

The UNHAS library is an essential resource for research and studying Indonesian literature and local culture, accessible online²⁶ and providing e-books and e-journals via repository.unhas.ac.id and of an online library <https://library.unhas.ac.id/>.

Appraisal:

The procedure was conducted as an online conference. To show the facilities, the panel was provided with video and photo material of the facilities, as well as documentation. Based on this information, the panel came to the conclusion that 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. Moreover, the panel learnt that UNHAS is planning a new building to extend the facilities available for the programmes and solve any technical issues.

The panel **recommends** extending the opening hours of the library.

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 kept up to date.

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

4.4 Additional services

Career counselling and placement service

²⁶ library.unhas.ac.id.

UNHAS has a Directorate of Alumni and Career Preparation office dedicated to supporting students in career readiness. One of its key initiatives is the Hasanuddin Career Development Centre (CDC), which aims to enhance the potential of alumni for competitiveness in the job market. The CDC's main initiative, the Hasanuddin Career Program (HCP), focuses on preparing alumni for workforce challenges. Unhas also hosts an annual job fair, providing alumni with opportunities to meet company representatives, submit applications, and participate in on-site recruitment processes. The university-level Career Centre offers services such as training programs, workshops on recruitment and interview techniques, job databases, internships, and professional events. Job fair information and career services are also disseminated through the Unhas Alumni Association (IKA Unhas). University also hold UNHAS Career Expo since 2018. The UNHAS Career Expo is a recruiting event in which employers and recruiters meet with students as potential employees and where job seekers find more about job openings at potential employers.

Alumni activities

The UNHAS alumni organization (IKA UNHAS) operates at three levels: university, faculty, and program (Prodi). Alumni are spread across Indonesia, pursuing various professions and participating in a range of activities such as teaching in the independent campus program, presenting at student events, and engaging in social initiatives.

Alumni of the Indonesian Literature study programme contribute significantly to their programme by teaching, sharing professional experiences, and leading workshops. They also organize literacy activities in schools and community empowerment projects. Their involvement provides students with practical insights into career applications of their studies and enriches classroom learning.

The annual anniversary celebrations of UNHAS and the Faculty of Cultural Sciences draw active alumni participation, offering motivation and guidance to current students and faculty. These events help forge strong relationships and foster a supportive academic environment. Alumni presence also highlights the university's reputation in both academia and industry, showcasing the success of graduates as evidence of the institution's quality education.

Alumni often contribute to the university's growth through financial support for infrastructure, scholarships for high-achieving students, and networking opportunities. They maintain connections through the IKA-UNHAS and the Faculty of Culture's alumni network (IKA-FIBRA), organizing annual meetings and supporting academic and non-academic initiatives that bolster the development of study programmes.

In addition, alumni have contributed to the construction and improvement of learning facilities and infrastructure, such as the renovation of Lecture Rooms, LCD assistance, literature book assistance, renovation of the Baitul Hakiem Mosque, Construction of the Faculty Reading Room Building, renovation of the Faculty Main Hall Room and establishing an Alumni Endowment Fund for future development purposes.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability (including counselling and career fairs). UNHAS provides sufficient resources and staff.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni of both programmes are invited to class, provide input for the further development of the study programmes, as well as provide scholarships and additional support.

	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)

UNHAS funding for academic activities, such as lectures, student practices, research, and community service, comes from both APBN (State Revenue and Expenditure Budget) and Non-APBN sources. APBN funding includes Employee Expenditures (PNS), PTNBH funding assistance, research grants managed by LPPM, foreign loans/grants, and World-Class University (WCU) development. Non-APBN income comes from community funds, educational services, endowment fund management, university business, domestic and international cooperation, and the management of university assets.

As a Legal Entity Higher Education Institution (PTNBH), UNHAS enjoys significant autonomy in financial management. To ensure proper financial management, several policies are in place, including the MWA Regulation No. 46116/UN4.0.1/OT.10/2016 regarding PTNBH UNHAS planning and budgeting, and the Rector's Regulation No. 22041/UN4.1/KU.21/2017 concerning the general budget policy of UNHAS. The <https://simkeu.unhas.ac.id/apps> application was built to accommodate the needs of budget planning, budget implementation, budget disbursement, and reporting.

Bachelor of Bugis-Makassar Literature (BML) and Bachelor in Indonesian Literature (BIL)

The budgeting system for the study programme follows the university's online-based system, starting at the smallest unit, the Study Programme (Prodi). Each Prodi head is provided with an account to submit a budget proposal via the university's budgeting webpage: <http://perencanaan.unhas.ac.id/anggaran/index.php/main>. The proposal is then reviewed by the Vice Dean for Finance and Planning to ensure alignment with the overall budget. Coordination meetings are held at the faculty level for further discussion.

Master of Linguistics (ML)

The process begins with the submission of the RKAT (Annual Work Plan and Budget) by each Study Programme to the university through the faculties (via Deputy Dean 2). The allocated funds are managed according to the RKAT proposal and in compliance with applicable regulations. The fund management process, including planning, allocation, reporting, auditing, and monitoring and evaluation (MONEV), is carried out transparently and well-documented in accordance with government regulations.

The fund management process at Unhas is guided by the following principles:

1. **Transparency:** All fund management documents are considered public and accessible to all academics.
2. **Flexibility:** The Budget and Planning Unit (BAP) has the flexibility to adjust the budget as needed during program and activity implementation.
3. **Accuracy:** The budget must be prepared with careful attention to detail.
4. **Periodicity:** The RKAT and budget preparation occur within a specified time frame.
5. **Comprehensiveness:** The BAP has the autonomy to plan and manage funds for all academic and academic support activities.

To support its operations, the ML programme receives an annual budget allocation from the university, which is sufficient to carry out all Tri Dharma Higher Education programs and activities.

Appraisal:

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

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

5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes

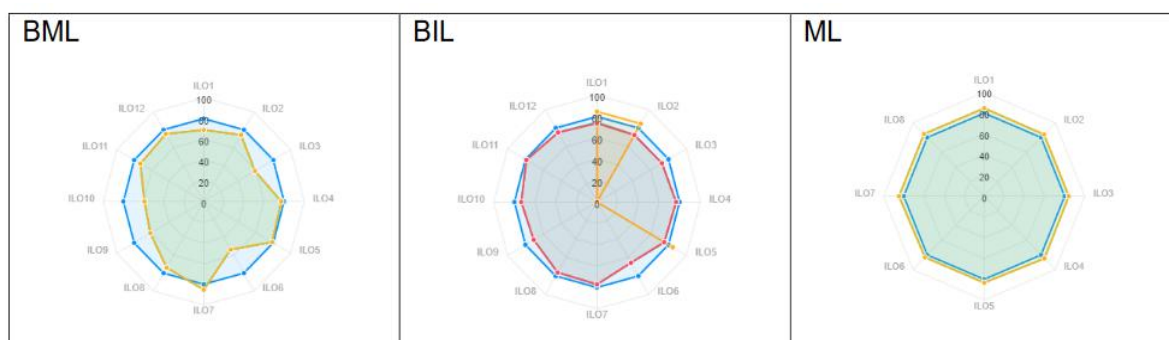
The UNHAS quality assurance system follows the PDCA cycle to systematically evaluate the implementation of higher education standards as outlined by the Ministry of Education and Culture Regulation No. 3 of 2020. This includes education, research, and community service standards. At the university level, the Institute of Quality Assurance and Educational Development (IQAED), established by Rector's Regulation No. 8/UN4.1/2018, oversees planning, implementing, evaluating, and developing quality systems to improve the Three Pillars' activities.

At the faculty level, the Quality Assurance and Reputation Enhancement Unit (QAREU) plans, monitors, and evaluates academic standards, aligning with university policies. The head of each study programme is responsible for curriculum quality assurance and development at the programme level.

Continuous monitoring and evaluation focus on national standards through annual Internal Quality Audits (IQA), coordinated by IQAED and accessible online²⁷. These audits assess learning processes, content, assessments, facilities, materials, academic environment, lecturer-student ratios, graduate competencies, employment rates, and student participation in research and community services. The goal is to identify improvement areas for ongoing quality enhancement.

Learning outcomes are evaluated through the measurement of Intended Learning Outcomes (ILOs). The measurement of ILOs is done through the online system²⁸. The Sipakamase online system sets up the target achievement for ILOs at 80 score.

Each Study Programme displays the achievement of ILOs, whether the target has been reached or not, as seen in the figure below:



The blue line indicates the target achievement for Intended Learning Outcomes (ILOs), while the green area shows actual achievement. Yellow and red indicate semester ILO achievements. Evaluations are followed by efforts to control and enhance teaching, research, and community service processes. Lecturers assess student performance during courses, while final assignments are evaluated through proposals and seminars by a team of supervisors and examiners appointed by program heads. Student success is measured

²⁷ via <http://spmi.unhas.ac.id>.

²⁸ <https://sipakamase.unhas.ac.id>.

through final GPA and graduation rates. IQAED and QAREU provide and analyse statistical data on the educational process for undergraduate and master's programs annually.

Evaluation by students

The evaluation of the educational process involves distributing questionnaires to lecturers and students at the end of each semester through their accounts via <https://neosia.unhas.ac.id>. Students answer questions about the delivery of lecture material and achievement of learning targets, while lecturers provide feedback on achieving learning goals, using teaching methods, and addressing issues. The student survey also assesses lecturer performance. Additionally, a satisfaction survey evaluates the study program based on learning facilities, infrastructure, service readiness, cleanliness, accessibility for academic administration, responsiveness, clarity of procedures, and politeness of staff. Participation is voluntary, and surveys are conducted annually.

Evaluation by faculty

The QAREU is required for maintaining and enhancing quality standards at the Faculty of Cultural Sciences. This process is systematic, following established procedures, and results are shared with stakeholders to inform future improvements. **IQAED** ensures the learning process is evaluated through <https://neosia.unhas.ac.id>, where lecturers assess course outcomes each semester and give feedback to the Study Programme. Evaluations are analysed by IQAED and results shared with QAREU, faculty, and programme management. Identified issues are discussed in regular staff meetings, which also update on academic progress. Quality assurance occurs at university, faculty, and program levels, with dedicated units at each. Continuous feedback from lecturers, students, alumni, and employers is considered and acted upon, supported by SOPs and comprehensive reports. Processes are facilitated through spm.unhas.ac.id, with internal audits conducted via the academic information system.

External evaluation by alumni, employers and third parties

The Study Programme conducts external evaluations with alumni and employers through the Tracer Study platform (tracerstudy.unhas.ac.id). Results inform curriculum improvements and non-academic activities, boosting job market readiness. Feedback from the Tracer Study is reported to FQAREC and used to refine program content and strategies, with results shared on the program's website.

Many alumni become educators, influencing curriculum creation and the inclusion of practical methodologies like **Classroom Action Research (CAR)** in courses. This feedback has led to curriculum adjustments to incorporate more practical research skills.

The **Tracer Study** findings, including employment status, qualifications, and competency achievement, provide valuable insights for evaluating and designing programs at **UNHAS**. This data also serves as a benchmark for current outcomes, measuring job waiting periods, qualification achievements, and employment status and levels.

Programme description

The curricula for **study programmes** are available in both print and digital formats, ensuring transparency and easy access for stakeholders via the respective program websites:

- **BML:** sastradaerah.unhas.ac.id

- **BIL:** sastraindonesia.unhas.ac.id
- **ML:** linguistik.ilmubudaya.unhas.ac.id

Scientific writing results are published in the faculty and university libraries and made available in both print and digital formats. Updates are shared regularly via multiple platforms, including websites, social media accounts (Instagram, Facebook), and brochures, ensuring high transparency and access to the latest information.

Information on activities during the academic year

Parties seeking information about the Study Programme can visit the programme's websites, which provide event calendars, publications, and academic details. These websites are regularly updated and offer information in both print and digital formats, ensuring high transparency. The websites for each programme are:

- **BML:** <https://sastradaerah.unhas.ac.id/>
- **BIL:** <https://www.sastraindonesia.unhas.ac.id/>
- **ML:** <https://linguistik.ilmubudaya.unhas.ac.id/>

All information is consistently updated through these websites, social media platforms, brochures, and information boards. The programme's annual report is submitted to the Dean of the Faculty of Cultural Sciences and included in the faculty's yearly report. These reports are summarized at the university level and contribute to the university's annual report for the Ministry of Education, Culture, Research, and Technology.

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.

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

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.

For all study programme the panel **recommends** considering the feedback from the alumni in the measures for the development of the study programme in view of employability²⁹.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. The panel noted that most of the published information is only available in Indonesian but acknowledges that the target groups understands Indonesian.

		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		

²⁹ see recommendation 1.3.2.

Quality profile

HEI: Universitas Hasanuddin, Indonesia

Bachelor / Master programme:

Bachelor in Regional Language and Literature of Bugis-Makassar

Bachelor in Indonesian Literature

Master of Linguistics

		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")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
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)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
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)				CON	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
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)			X		
5.3.2	Information on activities during the academic year			X		