

# Decision of the FIBAA Accreditation and Certification Committee



12<sup>th</sup> Meeting on November 29, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/106 Cluster 1
<b>Higher Education Institution:</b>	Universitas Padjadjaran
<b>Location:</b>	Indonesia
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor of Economics (Sarjana Ekonomi, S.E.)</li><li>2. Bachelor of Islamic Economics (Sarjana Ekonomi, S.E.)</li><li>3. Master of Economics (Magister Ekonomi, M.E.)</li><li>4. Master of Applied Economics (Magister Ekonomi, M.E.)</li></ol>
<b>Type of accreditation:</b>	initial accreditation

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

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

Period of Accreditation: November 29, 2023 until November 28, 2028.

The FIBAA Quality Seal is awarded.



## Assessment Report

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***The passages in green are identical to the PhD report in this cluster***

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**Higher Education Institution:**

Universitas Padjadjaran, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Economics
2. Bachelor of Islamic Economics
3. Master of Economics
4. Master of Applied Economics

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**Qualification awarded on completion:**

1. Bachelor of Economics (Sarjana Ekonomi, S.E.)
2. Bachelor of Islamic Economics (Sarjana Ekonomi, S.E.)
3. Master of Economics (Magister Ekonomi, M.E.)
4. Master of Applied Economics (Magister Ekonomi, M.E.)

# General information on the study programmes

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

The **Bachelor of Economics (BEc)** is a four-year study programme that aims to produce graduates who are capable of describing the relationship between variables in economic analysis using concepts, theories and economic models, as well as assess socio-economic problems and challenges and consider ethics in decision-making and economic policies.

The **Bachelor of Islamic Economics (BIEc)** is a four-year study programme that aims to produce graduates who have competence in the field of Islamic economics, business and finance in accordance with the needs of the user community and are able to develop and disseminate Islamic economic thought in education, business and society and carry out quality research in the fields of economics, business and Islamic finance.

The **Master of Economics (MEc)** is a two-year study programme that aims to produce graduates who are capable of conducting independent research with the help of in-depth knowledge, concepts and economic theory.

The **Master of Applied Economics (MAEc)** is a 1.5-year study programme that aims to produce graduates that become experts in Applied Economics who have strong analytical skills and are able to master the various main tools in the analysis of economic science and solve problems, both at micro and macro levels.

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## **Type of study programme:**

Bachelor of Economics: Bachelor programme

Bachelor of Islamic Economics: Bachelor programme

Master of Economics: Master programme

Master of Applied Economics: Master programme

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

Bachelor of Economics: 4 years (8 semesters), 144-160 sks credits/ 240-267 ECTS credits

Bachelor of Islamic Economics: 4 years (8 semesters), 144-160 sks credits/ 240-267 ECTS credits

Master of Economics: 2 years (4 semesters), 47 sks credits/ 78.5 ECTS credits

Master of Applied Economics: 1.5 years (3 semesters), 41 sks credits/ 68.5 ECTS credits

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## **Mode of study:**

For all programmes: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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

For all programmes: optional

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

Bachelor of Economics: 120 students per year

Bachelor of Islamic Economics: 120 students per year

Master of Economics: 30 students per year

Master of Applied Economics: 30 students per year

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**Programme cycle starts in:**

Bachelor of Economics: Summer Semester (August)

Bachelor of Islamic Economics: Summer Semester (August)

Master of Economics: Summer Semester (August) and Winter Semester (February)

Master of Applied Economics: Summer Semester (August) and Winter Semester (February)

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**Initial start of the programme:**

Bachelor of Economics: 1957

Bachelor of Islamic Economics: 2015

Master of Economics: 1982

Master of Applied Economics: 2006

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**Type of accreditation:**

For all programmes: initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor of Economics (S.E.), Bachelor of Islamic Economics (S.E.), Master of Economics (M.E.) and Master of Applied Economics (M.E.) was made between FIBAA and Universitas Padjadjaran on September 13, 2022. On April 10, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

## **Anika Bittner**

Georg-August-University Goettingen and University of Hildesheim, Germany  
Doctoral candidate and students of Cultural studies and aesthetic practice (B.A.)  
Completed: Economics (B.A.) and Economics (M.A.)

## **Prof. Dr. Olivia Fachrunnisa**

Universitas Islam Sultan Agung (UNISSULA), Semarang, Indonesia  
Professor and Dean, Faculty of Economics and Business  
(Management, Accounting, Economics, Business Administration, Islamic Economics and Business, Digital Business, Business Communication)

## **Ilja Kogan**

Wayfair GmbH, Berlin, Germany  
Senior Product Manager  
(Global Operations, e-Commerce, Project Management, Business Administration, Economics, Business Informatics, Logistics, Digital Management, Trade Management, IT and digital Analytics, Big Data, Agile)

## **Prof. Dr. Johannes Stephan**

Technical University Freiberg, The University of Resources, Freiberg, Germany  
Apl. Professor of International Resource Policy and Development Economics  
(Systemic Transition, Catch-up Development, Institutional Economics, Innovation Systems, Open-economy, Money and Exchange Rates, Foreign Trade, Financial Crises, International Business, Competition)

## **Prof. Dr. Peter Thuy**

IU International University, Germany  
Professor Service Management and Economics  
(Economics, Tourism, Event management, Service Management)

FIBAA project manager:  
Friderike Uphoff

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

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 12, 13 and 14, 2023 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctor of Economics (D.I.E.). 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 3, 2023. The statement on the report was given up on November 8, 2023. It has been taken into account in the report at hand.

# Summary

## For Bachelor programmes

The Bachelor of Economics and Bachelor of Islamic Economics offered by Universitas Padjadjaran fulfil 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 29, 2023 and finishing on November 28, 2028. 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.

## For Master programmes

The Master of Economics and Master of Applied Economics offered by Universitas Padjadjaran fulfil 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 29, 2023 and finishing on November 28, 2028. 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 with the Bologna Declaration.

The quality requirement that has not been fulfilled for the **Bachelor of Economics and Bachelor of Islamic Economics** –

- Interdisciplinary thinking (see chapter 3.1)

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

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

For the **Bachelor of Economics and Bachelor of Islamic Economics**:

- increasing interdisciplinary thinking (see chapter 3.1).

For the **Master of Economics**:

- increasing the specialisation tracks (see chapter 3.1).

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

There are criteria in which the programmes exceed the quality requirements:

- Selection procedure (see chapter 2.),
- Methods and scientific practice (see chapter 3.1),

- Examination and final thesis (see chapter 3.1),
- Guest lecturers (see chapter 3.3),
- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),

And for the **Bachelor of Economics** additionally:

- Lecturing tutors (see chapter 3.3).

And for the **Bachelor of Islamic Economics** additionally:

- Ethical aspects (see chapter 3.1),
- Lecturing tutors (see chapter 3.3).

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



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# Information

## Information on the Institution

Universitas Padjadjaran (Unpad), established on September 11, 1957 is located in Bandung, West Java, Indonesia. It is one of 15 universities with the status of a state university as a legal entity (PTNBH, see PP 80/2014). Unpad has achieved level “A” accreditation status from the National Accreditation Body for Higher Education (BAN-PT).<sup>2</sup>

According to the University, Unpad is ranked with following results<sup>3</sup>:

1. The Times Higher Education (THE) Impact Ranking 2022: Unpad is ranked 101–200 in the world and fourth nationally.
2. The QS World University Rankings 2023: Unpad is ranked 751–800 in the world and seventh nationally. In 2022, Unpad was ranked 801–1,000 in the world, 192 in Asia, and seventh nationally.

Unpad has a vision of “becoming a reputable global university and of impacting society.” In order to achieve this vision, Unpad establishes its mission as follows:

1. achieving academic excellence and obtaining national and international recognition;
2. increasing the relevance and innovation of education, research, and community service;
3. developing organisational autonomy by capitalising on internal resources and strategic partnerships;
4. increasing its contribution to solving problems so that the University has an impact on the welfare of the people of West Java and Indonesia;
5. developing leadership, based on a culture of collective, professional integrity to ensure the University’s sustainability management.

Unpad set the strategic plan for 2020–2024 that focuses on developing the quality and competence of human resources, academic excellence with international standards, the common goals (CGs) of West Java Province and Indonesia and global recognition. It serves as the foundation for Unpad’s future planning and orientations.

Unpad has 16 faculties, there are around 68,000 students enrolled at Universitas Padjadjaran in 190 programmes, ranging from the vocational, undergraduate and postgraduate programmes. The latter includes specialist, professional, Master and Doctoral programmes. This number also represents approximately 70 active international students. So far, Universitas Padjadjaran has more than 200,000 graduates that went into academic and professional careers.

Furthermore, the University has 2,062 faculty staff, 1,155 lecturer with PhD degree and 244 full professors.

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<sup>2</sup> see: BAN-PT-Decree Number 408/SK/BANPT/Akred/PT/XII/2018; see BAN-PT 408/2018

<sup>3</sup> see: self-evaluation report, p. 7

On September 11, 1957, the Universitas Padjadjaran established the Faculty of Economics. On August 26, 2011, the Universitas Padjadjaran was assigned a name change from the Faculty of Economics to the Faculty of Economics and Business (FEB) to position the faculty as a national and international institution in the field of management science and business that is relevant to the efforts of the Universitas Padjadjaran towards becoming a world-class University.

FEB Unpad has includes the following institutions and facilities:

- three departments: the Department of Accounting, the Department of Economics and the Department of Business and Management;
- 19 study programmes: three Doctoral programmes, five Bachelor programmes, four 4-year Diploma programmes, one Professional programme and six Master programmes;
- four campuses;
- five research centres.

Moreover, FEB includes the following stakeholders:

- 22 professors;
- 144 full-time faculty members, lecturers and researchers;
- 4,423 students;
- 128 staffs;
- more than 40+ foreign partners from 17 countries.

FEB Unpad received the following accreditations and achievements:

- Quacquarelli Symonds World University Rankings (QS WUR) for two subjects in 2022: #451 – 500 for Economics and Econometrics #451 – 500 for Social Sciences and Management
- 14 study programmes have been accredited by ABEST 21 (the Alliance on Business Education and Scholarship for Tomorrow, a 21<sup>st</sup> century organisation) since 2020.
- Member of AAPBS (Association of Asia-Pacific Business Schools) since 2020.

Since December 2021, FEB Unpad has been designated as one of the government agencies with an Integrity Zone (Zona Integritas, or ZI). It is a title given to government agencies whose leaders and staff are committed to realising a corruption-free zone (WBK) through bureaucratic reform, especially in terms of preventing corruption and improving the quality of public services.

## Further development of the programme, statistical data and evaluation results

### Bachelor of Economics

Based on SK Implementation No. 6642/D/T/K-N/2011 the Bachelor of Economics (BEc) was established after previously being named the Department of General Economics. Along with the development of the study programme, based on the Decree of the Chancellor of the University of Padjadjaran dated November 3, 2020, Number: 1107/UN6.RKT/Kep/HK/2020 the name of the study programme changed to the Bachelor of Economics study programme and was accredited “A” based on the Decree of the National Accreditation Board for Higher Education Number: 753/SK/BAN-PT/Ak-PNB/S/II/2021 which is valid until January 26, 2026.

The study programme was redesigned using an outcome-based education (OBE) approach that focuses on measuring student performance through outcomes. The study programme has a student capacity of 120 in 2021, with the number of new students enrolled reaching 107, an increase compared to the previous year. Over the past three years, the percentage of female students has increased by more than 60 %. The success rate of graduating on time is about 86.60 %. The average study period has increased from 4.6 years in 2019 to 4.4 years in 2021. The average grade of the final degree has increased from 3.36 in 2019 to 3.46 in 2021.

**Table 1: Statistical data Bachelor of Economics**

		2021	2020	2019
# Study Places offered by HEI		120	100	80
# Applicants	∑	1873	1415	1097
Application rate		1560,8%	1415,0%	1371,3%
# First-Year Students (accepted applicants)	∑	107	86	54
	f	67	53	33
	m	40	33	21
Rate of female students		62,62%	61,63%	61,11%
# Foreign Students	∑	49	6	0
	f	7	1	-
	m	42	5	-
Rate of foreign students		45,79%	6,98%	0,00%
Percentage of occupied study places		89,17%	86,00%	67,50%
# Graduates	∑	97	75	103
	f	54	40	54
	m	43	35	49
Success rate (students who finished their studies)		96,08%	96,51%	100,00%
Dropout rate (students who dropped their studies)		3,92%	3,49%	0,00%
Average duration of study		4,4	4,3	4,6
Average grade of final degree		3,46	3,38	3,36

### Bachelor of Islamic Economics

Currently, the BIEc programme is in the process of national accreditation carried out by *Lembaga Akreditasi Badan Akreditasi Nasional* (National Accreditation Agency for Higher Education). The BIEc programme was redesigned using an outcome-based education (OBE) approach that focuses

on measuring student performance through outcomes. The number of student accommodations in the BIEc programme in 2021 is 120 and 92 students are registered as new students. The percentage of female students in the BIEc programme reached 59 % in 2021, a decrease of 1 % when compared to 2020. The rate of graduation in 2021 reached 92.31 %, with an average duration of study of 4.1 years and an average grade of the final degree reaching 3.58.

**Table 2: Statistical data Bachelor of Islamic Economics**

		2021	2020	2019
# Study Places offered by HEI		120	100	80
# Applicants	∑	1658	941	987
Application rate		1381,7%	941,0%	1233,8%
# First-Year Students (accepted applicants)	∑	92	85	68
	f	54	51	35
	m	38	34	33
Rate of female students		0,59	0,60	0,51
# Foreign Students	∑	0	0	0
	f	0	0	
	m	0	0	
Rate of foreign students		0,00	0,00	0,00
Percentage of occupied study places		76,67%	85,00%	85,00%
# Graduates	∑	65	57	36
	f	38	32	19
	m	27	25	17
Success rate (students who finished their studies)		94,57%	98,80%	94,03%
Dropout rate (students who dropped their studies)		5,43%	1,20%	5,97%
Average duration of study		4,1	4	3,1
Average grade of final degree		3,58	3,45	3,48

### Master of Economics

The Master of Economics (MEc) has been accredited “A” by BAN-PT with number 3872/SK/BAN-PT/Akred/M/X/2019. The MEc programme redesigned the curriculum using an outcome-based education (OBE) approach that focuses on measuring student performance through outcomes. The number of students registered as new students in 2021 in the MEc programme is eight out of a total capacity of thirty. Female students contributed 75 % of the total number of students in 2021. The success rate of the MEc programme reaches 100 % in 2021, with an average duration of study of 1.6 years in 2021 and an average grade of 3.91 in 2021.

Table 3: Statistical data Master of Economics

		2021	2020	2019
# Study Places offered by HEI		30	30	35
# Applicants	∑	17	13	16
Application rate		56,7%	43,3%	45,7%
# First-Year Students (accepted applicants)	∑	8	10	9
	f	6	4	6
	m	2	6	3
Rate of female students		0,75	0,40	0,67
# Foreign Students	∑	1	0	0
	f	1	0	
	m	0	0	
Rate of foreign students		0,13	0,00	0,00
Percentage of occupied study places		26,67%	33,33%	25,71%
# Graduates	∑	3	8	6
	f	2	4	5
	m	1	4	1
Success rate (students who finished their studies)		100,00%	90,00%	100,00%
Dropout rate (students who dropped their studies)		0,00%	10,00%	0,00%
Average duration of study		1,6	2,6	2,1
Average grade of final degree		3,91	3,42	3,63

### Master of Applied Economics

The Department of Economics and Development Studies established the study programme Master of Applied Economics (MAEc) in 2003, in accordance with the Decree DIKTI No. 3794/D/T/2006. In 2019, the MAEc programme has been accredited by the National Accreditation Board (BAN) with an “A” rating according to SK BAN-PT No: 1458/SK/BAN-PT/Akred/M/V/2019. The MAEc programme redesigned the curriculum using an outcome-based education (OBE) approach that focuses on measuring student performance through outcomes. The number of new students entering the first semester in 2021 reached 30 students, with a capacity of 30 students. Meanwhile, the percentage of female students in the MAEc programme is 37 %, and 10 % are students from abroad. The timely graduation rate in the MAEc programme has increased from 88.89 % in 2020 to 92.86 % in 2021. For three consecutive years, the average duration of study has increased, from 2.5 years in 2019 to 2 years in 2021. The average grade of the final degree changed from 3.68 in 2019 to 3.79 in 2021.

Table 4: Statistical data Master of Applied Economics

		2021	2020	2019
# Study Places offered by HEI		30	60	45
# Applicants	∑	34	19	40
Application rate		113,3%	31,7%	88,9%
# First-Year Students (accepted applicants)	∑	30	16	32
	f	11	5	13
	m	19	11	19
Rate of female students		0,37	0,31	0,41
# Foreign Students	∑	3	0	0
	f	2	0	
	m	1	0	
Rate of foreign students		0,10	0,00	0,00
Percentage of occupied study places		100,00%	26,67%	71,11%
# Graduates	∑	28	45	33
	f	12	16	21
	m	16	29	12
Success rate (students who finished their studies)		96,67%	100,00%	96,88%
Dropout rate (students who dropped their studies)		3,33%	0,00%	3,13%
Average duration of study		2	2,1	2,5
Average grade of final degree		3,79	3,66	3,68

## Appraisal:

The **two Bachelor programmes** show high application rates, which exceed by far the number of study places offered. Almost all study places are occupied in every year in both programmes. The **two Master programmes** show lower application rates than study places available and not all applicants are accepted, showing the high requirements and entry restrictions to ensure successful graduation of the students. There is a moderate drop-out rate in **all study programmes** between 3 % and 5 % with one exception in 2020 in the **Master of Economics**. The average final grade of final degree is stable in **all four programmes**, being around 3.6. The same applies to the average duration of study, which is around 4 years in the **Bachelor of Islamic Economics** and 4.3 years in the **Bachelor of Economics**. In the **Master of Economics** and the **Master of Applied Economics**, the average duration of study is 2 years.

There are no foreign students in the Bachelor of Islamic Economics. In the Bachelor of Economics, there are many foreign students (49 students in 2021). There are also a few foreign students in the **two Master programmes**.

The rate of female students in the **two Bachelor programmes** is higher than 50 %. In the **Master of Applied Economics**, the rate of female students is around 30 % in the **Master of Economics** between 40-75 %. All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.



# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### Bachelor of Economics

The vision of the study programme is to “become a highly competitive and prominent Bachelor of Economics programme at national and global levels (Asia Pacific)”.

#### Mission:

1. Realising academic excellence through the provision of professional, accountable and conducive education for the Economics study programme that has received national and international recognition.
2. Increasing the relevance and innovation of education in the Economics study programme by collaborating with various contemporary approaches, techniques and methods according to the needs of graduate users.
3. Increasing national and international partners who can improve the quality of education and the competitiveness of the Economics study programme.
4. Encouraging the application of education and learning processes in accordance with graduate learning outcomes and outcome-based curriculum.

The objectives of the Bachelor of Economics are derived from the profile of graduates in the KKNI which is equivalent to level 6 and are described as follows:

1. The achievement of graduates with international competitiveness and respect for local culture who can contribute to the economic development of West Java and Indonesia.
2. The achievement of graduates who are able to contribute to the field of Economics to answer economic issues and problems that have an impact on the welfare of the people of West Java and Indonesia.
3. Achievement of graduates who are professionals, have good economic analysis competence (analytical skills) and can practice science in answering economic issues and problems (practical skills) that exceed user expectations and are able to respond to global changes.

This includes the following skills that must be achieved by graduates of the Bachelor of Economics:

1. capable of describing the relationship between variables in economic analysis using concepts, theories and economic models.
2. able to assess socio-economic problems and challenges and consider ethics in decision-making and economic policies.
3. able to present economic arguments and assess the validity of a statement by utilizing empirical evidence based on quantitative and qualitative approaches to influence an economic policy.
4. able to evaluate the behaviour of markets and institutions, as well as the performance and functions of the government, in recommending an economic policy.

With their competence, graduates of the Bachelor of Economics can pursue the following career paths:

- Public policy analyst: Students are prepared to be able to work in the government sector or other sectors in which policies issued by the government, especially those related to fiscal policy, play an important role in the field of graduate employment.
- Financial and banking analyst: Students are prepared to work in the financial and banking sectors, as well as in supervisory and policy-making institutions for these sectors.
- Business analyst and market researcher. Students are prepared to work in the business sector and other sectors that involve market research to win in business competition.

In general, a review will be carried out once a year by the study programme curriculum development team, consisting of graduate users and the study programme quality assurance group.

### Bachelor of Islamic Economics

The vision of the Bachelor of Islamic Economics is “to become a study programme that has excellence in teaching, research and community service in the fields of Islamic Business at national and international levels”. The educational objectives of the Bachelor of Islamic Economics are derived from the profile of graduates in the KKNi which is equivalent to level 6. In addition, the profile of graduates refers to the agreement with the Association of Indonesian Islamic Economics Study Program (APSEPI) and the Association of Islamic Economists (IAEI).

The study programme aims to educate students to become graduates who:

1. have competence in the field of Islamic economics, business and finance in accordance with the needs of the user community.
2. are able to develop and disseminate Islamic economic thought in education, business and society and carry out quality research in the fields of economics, business and Islamic finance whose scientific works are published or discussed in national and international forums.
3. contribute institutionally in solving various Islamic economics, business and finance problems both on a national and international scale.

The competencies needed in the working sectors were identified from the profiles of the graduates and then formulated the PLO, which are:

1. Able to demonstrate an attitude that puts forward logic, detail, innovation, agility, flexibility, resilience, anti-corruption, inclusive, sustainable, able to adapt to diversity or change, and have a leadership spirit with integrity and responsibility.
2. Internalise the spirit of independence, struggle, and entrepreneurship, have good morals in social, economic and business activities, as well as the values and basic principles of sharia economics.
3. Able to master the terms, concepts and basics of conventional Economics, Management, and Accounting as the basis, and Islamic economic theory and use the right Islamic economic terminology in a problem.
4. Able to explain the principles of conventional Economics, Management, and Accounting as the basis, as well as the principles of Islamic economics, both using scientific methods and Islamic economic modelling to solve Islamic socio-economic problems.

5. Able to connect and conclude the relationship between economic variables based on Islamic economic concepts, theories and models.
6. Able to assess socio-economic issues and problems and consider ethics in Islamic economic decision making.
7. Able to present Islamic economic arguments critically and assess the validity of an argument by utilizing empirical evidence through quantitative and qualitative approaches.
8. Able to evaluate decision making, market and institutional performance, as well as government functions, to provide recommendations for a sharia-based economic policy.

Graduates of the Bachelor of Islamic Economics can pursue the following professional routes with their expertise:

- Analyst and Researcher of Islamic Economics and Islamic Finance,
- Commercial and Social Islamic Financial Institution Practitioners,
- Entrepreneur,
- Halal Industry Practitioner.

### Master of Economics

In line with Padjadjaran University's vision of becoming a research University and internationally competitive in 2024, the Master of Economics (MEc) aspires to "be the best Master of Science Education Program in the fields of teaching, research and community service that has excellence in the field of economics and gain recognition nationally and internationally in 2026." The Master of Economics programme aims to form graduates who are independent in conducting research, with the support of in-depth knowledge, concepts and economic theories. In addition, it prepares graduates who are able to develop their professionalism in academia, and government and industry, through learning economic issues, with an independent and critical mindset.

The study programme pursues the following missions:

1. Organising education related to patterns of learning, research and community service that adheres to aspects of professionalism and accountability while keeping abreast of technological developments related to economics.
2. Carry out research that produces new thoughts in the field of economics for filling the needs of society, the nation and the state.
3. Providing real work for the community based on the results of studies, research and service can then be implemented by policymakers at central and regional government levels, including the public and private sectors.
4. Increasing cooperation at national and international levels that is useful for improving the quality of education implementation and the competitiveness of study programmes.

The study programme emphasises efforts to improve the quality of reliable human resources needed in order to prepare for global competition. Increasing formal education is one of the efforts to increase opportunities in the era of global competition. Therefore, the study programme aims to produce graduates who:

1. are able to have good economic analysis competencies (analytical skills) that are useful in decision making in the public and private sectors by upholding the principles of science, so that they are able to compete at national and international level;

2. create and develop a conducive academic climate in the administration of education;
3. are capable and professional in the delivery of education, so as to achieve the formation of graduates who are reliable and put forward scientific principles and can provide students with performance;
4. to obtain quality research in economics at Master level that can be accepted at national and international levels;
5. to support regional and national economic development by providing quantity and quality community service by caring for the academic community;
6. to establish a network of national and international cooperation in educational delivery.

Graduates of the Master of Economics have competencies that can fulfil the following career paths:

- Educators in the field of economics,
- Development planners,
- Economic Consultants,
- Finance and Banking Experts,
- Experts in the field of natural resources and the environment.

### Master of Applied Economics

The study programme pursues the vision “to become a well-known and recognised applied-oriented postgraduate level economic education institution, both at national and regional levels and highly accredited”.

The study programme aims to educate students to:

1. become experts in Applied Economics who have strong analytical skills and are able to master the various main tools in the analysis of economic science.
2. become experts in Applied Economics who can use various analytical tools and economic theories to solve problems, both at micro and macro levels.
3. make an institutionally significant contribution to the resolution of various problems that exist in local, national, corporate and community institutions in general.

Graduates of Master of Applied Economics (MAEc) can meet the following career paths:

- Development Planning Experts,
- Central and Regional Financial and Public Policy Experts,
- Finance and Banking Experts,
- Experts in the field of natural resources and the environment.

### Appraisal:

The qualification objectives of **all four study programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline of Economics. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

The Faculty of Economics and Business (FEB) has been expanding its partnerships, collaborations and links with the best business and management schools and faculties around the world. The goal of collaboration is to tackle societal and fundamental challenges as well as enrich, expand and deepen the capabilities of both students and lecturers. The benefits of these networking projects include providing a range of non-local experiential learning opportunities such as language immersion, diversifying the student population, developing a campus community that cherishes cross-cultural sensitivity and multicultural understanding and appreciation, encouraging student integration, developing joint degree programmes with overseas universities and creating opportunities for research and knowledge transfer. FEB has cooperations with 23 foreign universities. In addition, the faculty has collaborations not limited to those 23 universities but also with other institutions and organisations.

1. Research project: researchers from FEB collaborate to share their knowledge and perspectives with other researchers in order to solve complex problems that are increasingly cross-disciplinary in nature. Collaborators may be colleagues from academic institutions, industry, non-profit organisations, government agencies or foreign entities abroad.
2. Student exchange: FEB develops partnerships with reputable universities around the world to make studies abroad possible for our students and to bring students from all over the world to Unpad. There are 22 partner universities abroad that are engaging actively at faculty level. Students shall study abroad for a semester to provide them with valuable knowledge about foreign cultures and business practices and thus provides students with an international network that will be useful in their future careers. This programme is mainly conducted in the Bachelor programmes.
3. Double degree: FEB has established further opportunities for students to get an international education by developing double degrees with overseas partners. This programme is suitable for students who plan on careers in organisations that transcend domestic borders and provides an opportunity for students who are seeking both academic knowledge and intercultural competence. These programmes are conducted at both Bachelor and Master level. With this programme, the student spends their first two years at Unpad (two years minimum for Bachelor and one year for Master) and the latter academic year at the host institution. After they satisfy the degree requirements for both institutions, they will get two diplomas.

4. Joint conference, seminars and doctoral colloquium: FEB has hosted a number of conferences and doctoral colloquia in collaboration with partner universities around the world, addressing a variety of issues in economics, accounting, business and management, as well as in small and medium enterprises. This programme aims to promote high-quality and high-impact research as well as strengthen international networks.
5. Visiting scholars: The purpose of this programme is to bring scholars from well-regarded universities worldwide to the Faculty of Economics and Business for public lectures and postgraduate workshops. In the end, the visitors also play an important role in the development of research, teaching and collaboration.

The **Bachelor of Economics** (BEc) has a strategic target that aligns with the Faculty of Economics and Business for further internationalisation. The curriculum incorporates international elements to prepare its graduates for employment in international institutions such as the World Bank and ADB.

Since 2014, the BEc programme has opened an English class and opened an IUP class in 2020, where students carry out learning activities using an English language introduction. Especially for the IUP class, the final project is also done in English. Since 2012, student exchange activities have been open to all students at the University of Canterbury, New Zealand; Hochschule Bremen – University of Applied Sciences (HSB), Germany; Tecnológico de Monterrey, Mexico; Groupe ESC Troyes, Champagne School of Management, France; Ajou University, South Korea; University of Tsukuba, Japan and National University of Singapore (NUS), Singapore.

Since 2021, BEc students have also participated in IISMA (Indonesian International Student Mobility Awards), the Government of the Republic of Indonesia scholarship scheme to fund Indonesian students for mobility programmes at top universities overseas. The destination campuses in the IISMA programme include the University of Pennsylvania, US; Lancaster University, UK; University of Science Malaysia, Malaysia; University of Sydney, Australia; University of York, UK; University of Szeged, Hungary; National Taiwan University, Taiwan; Western University, Canada; and Pompeu Fabra University, Spain. Bachelor students can spend one semester at the overseas partner university to study, experience the host country's culture and undertake practical assignments to enhance their skills.

These graduates of the **Bachelor of Islamic Economics** (BIEc) are expected to help encourage the development and progress of the sharia industry in Indonesia and the world. The curriculum developed has adopted international elements to prepare graduates to work in various sectors of the Islamic finance economy at international level management. BIEc has involved lecturers from abroad in international financial management courses. The study programme provides opportunities for students to participate in student exchanges through the Indonesian Student Mobility Award (IISMA) programme. Some students have participated in student exchange programmes in several countries. Among them are the University of Szeged, Hungary, Lancaster University, England, USM Malaysia, University of Zagreb, Croatia, Ajour University, South Korea. Staff academics in BIEc have experience at international level. Such as international publications and some of the graduates from abroad universities

The BIEc collaborates in the academic field with foreign universities, namely Ondokuz Mayıs University, Universiti Utara Malaysia, and University Malaya. The Tridharma of Higher Education Cooperation (Education, Research, and Community Service) has been implemented with the Faculty of Business, Economics, and Communications at Naresuan University in Thailand. Research has also been conducted with the United Nations Development Programme (UNDP) on the implementation of research on Islamic finance, social protection and women's empowerment when UNDP serves as an implementing partner. Islamic Economics Study program has a collaboration with foreign lectures in subject Risk Management Islamic Financial Institution from Kuala Lumpur University (Malaysia).

The **Master of Economics (MEc)** focuses on improving the quality of reliable human resources in order to prepare for global competition. In line with the vision that has been set, the Master of Economics programme has cooperation programmes with leading foreign universities such as ESC Troyes, France. The study programme allows students to get a double degree through this collaboration. The Master of Economics (MEc) has received "A" accreditation from BAN-PT and ABEST21 Japan International Accreditation. In addition, the MEc programme has become a member of AAPBS (Association of Asia-Pacific Business Schools). In line with the accreditation that has been achieved, the study programme continues to encourage students to be able to publish in international journals.

There are also a number of international visiting professors who taught in the Master of Economics, including professors from Rikkyo University, Japan, National Taiwan University, Taiwan, University of Dundee, UK, Edith Cowan University, Australia, and Universitas Utara Malaysia, Malaysia. Moreover, there are several foreign students who have completed their studies in the Master of Economics, including Senegal, Thailand and Ethiopia.

The **Master of Applied Economics (MAEc)** has experience conducting double degrees with several universities abroad, for example, GRIPS Japan, Takushoku University Japan, Rikkyo University Japan, the International University of Japan (IUJ) and Ritsumeikan University Japan. The Master of Applied Economics has received "A" accreditation from BAN-PT and ABEST21 Japan International Accreditation. In addition, the MAEc programme has become a member of the AAPBS (Association of Asia Pacific Business Schools). International seminar collaboration has also been carried out, for example with the School of Business and Law of Edith Cowan University. Furthermore, there are several visiting professors who have taught in the Master of Applied Economics, including From Monash University, Australia, Nimjigen University, Netherlands, Rikkyo University, Japan, and Ritsumeikan University, Japan.

The MAEc programme has referred to a number of programmes at leading universities around the world, including: 1) Master of Applied Economics at the National University of Singapore (Singapore); 2) Master of Applied Economics at Monash University (Australia); 3) Master of Applied Economics at the University of Minnesota, University of Texas at Dallas, and Johns Hopkins University (United States of America); and 4) Master of Science in Applied Economics at the University of Leuven (Belgium). In addition, lecturers and some students have conducted international publications and conferences.

## Appraisal:

The design of all four study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability in international context. The panel concludes that the strategy is convincing, all study programmes are international in outreach and topic, as well as in the way they look at the research field.

		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

The **Bachelor of Economics (BEc)** at Universitas Padjadjaran is a competitive programme at regional level (West Java) and also at national level. This is seen from the number of applicants for the study programme compared to other study programmes in the region. Based on the ranking results by Scimago Institutions Ranking, it shows that the ranking by subject of economics and econometrics in 2022 with national coverage is ranked 8. Meanwhile, based on the results of the QS WUR ranking by Subject Economics and Econometrics, the economics program of Universitas Padjadjaran has just entered the rankings 451-500 in 2022.

The **Bachelor of Islamic Economics (BIEc)** is in high demand, as shown in the number of applications for the study programme. In West Java, BIEc Unpad does not only focus on Islamic finance, but also in quantitative analysis and Islamic real sector (halal industry). The development of research related to Islamic economics and finance, for example, the use of Ziswaf (Zakah, Infaq, Shodaqah and Wakaf), the development of the Islamic finance industry, and the development of MSMEs by prioritising Islamic aspects are the characteristics of the BIEc programme. The BIEc is separated from the BEc because it responds to the need for human resources in the Islamic economic and financial sector which continues to grow, marked by the growth of the halal industry sector outside of finance which was first developed. BIEc is also different from BEc based on following natures:

1. BIEc includes cultural and religious factors that may impact economic, which requires specialised knowledge such as Zakat (charitable giving), Waqf (endowments), and Hajj (pilgrimage).
2. BIEc has interdisciplinary approach in nature which bridges economics, finance, accounting, ethics, law and theology.
3. BIEc offers studies of alternative economic models that emphasise risk-sharing, wealth distribution and social justice. Islamic economics also has unique financial instruments that can be different from the conventional ones.

Competitors from within the country come from state universities both under the Ministry of Education and under the Ministry of Religion. Competitors from abroad include universities from



Malaysia, Brunei Darusalam, Pakistan, Saudi Arabia, Bahrain, Egypt, England and Turkey. Islamic economics study programmes in these countries have been longer established.

The **Master of Economics (MEc)** aims to produce graduates who are capable of conducting independent research with the help of in-depth knowledge, concepts and economic theory. The MEc programme was organised in order to answer the national need for educated personnel at Master level. Learning is provided by developing students' skills in conducting economic analysis with a non-economic educational background. An effective and structured learning process with a familiar learning atmosphere and environment, as well as a lot of flexibility for specialisation, makes the study period in the programme between 1.5 and 2 years. The study programme aims to develop with regard to the latest developments in economics both domestically and abroad, therefore, the curriculum developments are always evaluated and updated every year.

The **Master of Applied Economics (MAEc)** is a 1.5 years programme that is especially focussed on the application of Economics in practice. Students mostly enrol in the programme with business experience and want to enhance their knowledge and skills in this field to foster career perspectives as a professional.

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

The **Bachelor of Economics (BEc)** is committed to producing a profile of graduates as Economists, namely Bachelors of Economics who are professional, internationally competitive, and competent in answering problems related to economic issues that have an impact on people's welfare and are able to respond to global changes supported by mastery of basic economic concepts, mastery of data, ability to analyse and predict economic trends using a quantitative approach, as well as being able to provide recommendations and solutions for business and government circles.

With their competence, graduates of the BEc programme can work as public policy analyst, financial and banking analyst or business analyst and in market research. Graduates are spread across government agencies such as Financial Services Authority, Ministry of Bappenas, Ministry of Finance, Community and Village Empowerment Service, Election Supervisory Body, Ministry of Law and Human Rights, Ministry of Trade, Ministry of Communication and Information Technology, Bank Indonesia, Ministry of Public Works and Spatial Planning Service, Ministry of Agrarian Affairs and Spatial Planning/BPN, The National Team for the Acceleration of Poverty Reduction, Coordinating Ministry for Economic Affairs, Indonesia Election Commission, Investment Service and One Stop Integrated Services, Ministry of Transportation, Ministry of Villages Development of Disadvantaged Regions and Transmigration.

Meanwhile, many graduates also work in financial sectors such as banking institutions (Bank Mega, Bank Mizuho Indonesia, Bank Central Asia, Bank Nusantara Parahyangan, Bank China Construction Bank Indonesia) and non-bank financial institutions (Panin Asset Management, Finansia Multi Finance, Nissan Financial Services Indonesia, Astra Credit Companies, Danareksa Sekuritas, Kliring Penjaminan Efek Indonesia). Furthermore, graduates also work in technology companies such as Samsung Indonesia, IBM Indonesia, Startup Fintech OY! Indonesia, Shopee Indonesia, Ruangguru, Simian Technologies, Computrade Technology International Group, Bukalapak.

Other graduates also work in research centre such as Centre for Economics and Development Studies and Lembaga Demografi FEB UI. Based on the results of a tracer study conducted in 2022 it was found that of the 227 alumni who participated, 55 % of graduates worked in private companies, 27.3 % worked in government agencies, 10 % worked in state-owned companies and 3 % of graduates have their own business.

Graduates of the **Bachelor of Islamic Economics (BIEc)** can pursue the following professional routes with their expertise:

1. Analyst and Researcher of Islamic Economics and Islamic Finance,
2. Commercial and Social Islamic Financial Institution Practitioners,
3. Entrepreneur,
4. Halal Industry Practitioner,
5. Civil Servant,
6. Lecturer.

Based on Unpad CDC data are spread across government agencies (OJK, Ministry of Bappenas, Baznas, National Sharia Finance Committee, Ministry of Finance, ASN Employee Training Center, Ministry of Village PDTT), BUMN/BUMD (Bank BTN Syariah, Bank BJB Syariah, Bank BNI, Bank Mandiri), private companies (e.g., PT Urban Mandiri Utama, Bank Mandiri Taspen, Deloitte South East Asia, Mirae Asset Sekuritas Indonesia, Spire Research and Consulting, PT.), as entrepreneurs (e.g., online business) or research assistant (e.g., IAIN Syekh Nurjati Cirebon).

The waiting period for traceable graduates is between three to six months. 85.3 % of graduates working according to their field.

Graduates of the **Master of Economics (MEc)** have competencies that address the following career paths:

1. Educators in the field of economics
2. Development planners
3. Economic Consultants
4. Finance and Banking Experts
5. Government employee and economic researcher, and
6. Experts in the field of natural resources and the environment.

Most of the graduates of this study programme work as educators, researchers and economic consultants. Meanwhile, for students who are not yet working, there are at least three alternative sources of graduates to find work opportunities. First, they can become members or research assistants at the economics research centre of the Faculty of Economics and Business. Starting from certain fields in economics to other broader fields that require economic analysis, graduates can work in several jobs, for example as educators (lecturers and teachers), as researchers (both independent and within organizations), as economic consultants, as human resources in central and regional government, as employees in companies (both government and private) or as an entrepreneur.

Graduates of the **Master of Applied Economics (MAEc)** can meet the following career paths:

1. Development Planning Experts,
2. Central and Regional Financial and Public Policy Experts,
3. Finance and Banking Experts, and
4. Experts in the field of natural resources and the environment.
5. Experts in Development of the Labor Market,
6. Experts in Development of Cooperation between the Government and the Private Sector,
7. Experts in Public Management and Policy Analysis.

The MAEc programme has more than 400 alumni, for the most part work in government institutions, including: the Financial Audit Agency, Regional Government, the Ministry of Finance, the Financial and Development Supervision Agency, the State Administration Agency, the Central Statistics Bureau and as teaching staff.

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

As a characteristic in the development of science, technology and art, Unpad has a Principal Scientific Pattern: "Fostering Law and Environment in the National Development".<sup>4</sup> As an effort to become a World Class Faculty of Economics and Business in 2026, the Faculty of Economics and Business, Universitas Padjadjaran applies the following values:

1. Professional,
2. Competent and with integrity in carrying out every mission,
3. Innovative,
4. Continuous improvement using a creative and solution-oriented approach,
5. Ethical,
6. Performing by upholding universal values of goodness,
7. Global-minded,
8. Respond quickly to every global challenge.

In order to realise the application of the applied undergraduate education system of public sector accounting that is able to produce the best graduates in accordance with the vision and mission, it takes an achievement strategy that must be pursued by the study programme as well as strategies at faculty level. The following four FEB strategies are pursued:

1. Integration of the entire study programme,
2. Internationalisation of the study programme,
3. Soft Skill Development programme, and
4. Development of the alumni network.

Unpad aims to become a world-renowned university that contributes to society. The fourteen study programmes are positioned to support Unpad in achieving its aim in several ways: (1) collaborating and networking with various HEIs around the world; (2) accredited by international institution within Asia (ABEST21) and broaden to European continent; (3) serving the community by conducting high-quality research and impactful community services programmes, and (4) producing high-quality graduate economist.

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<sup>4</sup> Academic Manuscript of Draft Government Regulation on Statutes of Padjadjaran University, 2014

## Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. Particularly the Bachelor of Islamic Economics is clearly positioned in the educational market with regard to the importance of Islamic programmes.

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. Graduates work as public policy analysts, business analysts and researchers, as well as financial and banking analysts.

The study programmes are convincingly integrated into the overall strategic concept of Unpad, particularly with regard to internationalisation. The Faculty of Economics and Business is the leading faculty at Unpad to go through internationalisation. The study programmes' qualification goals are therefore 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			X		
1.3.2			X		
1.3.3			X		

## 2. Admission

### For Bachelor programmes

The recruitment of a new student at the Faculty of Economics and Business is done through the SNMPTN and SBMPTN, which are conducted together as a national selection process, and the SMUP and Achievement path, which is independently done by the University. The Bachelor programmes select their student candidates by four paths. According to Regulation Kemendikbud Number 06/2020 Concerning the Admission of Bachelor Students in State Universities, admission is conducted through four routes, as follows:

1. National Selection to Enter State Universities (*Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN*). This is the first test, among other routes, where selection is carried out by reviewing academic achievement, non-academic achievement, and/or portfolios of potential students.
2. Joint Selection for State University Entrance (*Seleksi Bersama Masuk Perguruan Tinggi Negeri/SBMPTN*). Potential students unable to pass via the first route can choose to follow this SBMPTN route. It comprises two tests: (1) an academic aptitude test that includes a cognitive capability appraisal, and; (2) an academic potential test that includes an appraisal of other capabilities of prospective students.
3. Unpad Admission Test (*Seleksi Masuk Universitas Padjadjaran/SMUP*). Those unable to pass via the SNMPTN or SBMPTN routes can follow this Unpad-specific route. Prospective students for 2022 should graduate from senior high school in 2020, 2021, or 2022. The secondary school graduates in 2022 who want to do the SMUP shall pass neither the SNMPTN nor the SBMPTN. Prospective students can use their SBMPTN scores or take another scholastic aptitude test by Unpad.
4. Achievement route: This is another route organised by Unpad via SMUP that is reserved only for those who have national/international achievements in science, sports, or the arts recognised by the *Kemendikbud*. Each selection process has been given a passing grade, an admission quota and requirements that must be met, these can be seen in an online registration platform.

The following links provide the registration details and selection process for each path.

- a. SBMPTN: <http://smup.unpad.ac.id/sbmptn/>
- b. SNMPTN: <http://smup.unpad.ac.id/snmptn/>
- c. SMUP: <http://smup.unpad.ac.id/persyaratan-dan-kriteria-penilaian/>

### For Master programmes

According to the Chancellor's Decree Number 200/UN6.RKT/Kep/Hk/2022 SMUP, there is only one admission path for all Unpad Master programmes, including the Master programmes at the Faculty of Economics and Business: Universitas Padjadjaran Entrance Test – Postgraduate (SMUP).

All submission procedures, similar to SMUP for Bachelor programmes, are completed online via the SMUP website.

The requirements for prospective students of the Master programmes are as follows:

1. Indonesian or foreign citizen;
2. graduates of Bachelor programmes accredited by the Indonesian National Accreditation Board for Higher Education of any scientific subject (multi-entry admission);
3. a certificate of the academic ability test (*Tes Kemampuan Akademik*/TKA) with a minimum score of 450;
4. a valid certificate and a minimum score of 450 from the Unpad English language test (*Tes Kemampuan Bahasa Inggris*/TKBI), or other equivalent English proficiency test;
5. a scientific publication in a reputable international journal (Q1) according to SJR: Scientific Journal Rankings – SCImago as the first author; these candidates are not required to have and upload TPA and TKBI scores when registering;
6. pass interview process to ensure admitted students are qualifying to contribute in meet study programme strategic objectives.

Due to the multi-entry admission, Unpad has a matriculation programme that is designed to bridge the Bachelor and Master programmes. It is expected that all students are ready to take part in education at Master level and that all students have the same abilities. The matriculation course consists of several basic courses, namely Microeconomics, Macroeconomics, Quantitative Analysis, Scientific Writing and Presentation Techniques, Introduction to STATA: Data Processing and Analysis and Mathematics for Economics and Business.

The number of matriculation class meetings is 10, plus one final exam. Students participating in the matriculation class are required to pass all matriculation courses as a condition of being able to take core course classes. The weight of the minimum matriculation course material is equivalent to the undergraduate level. The matriculation course score must be at least 70 to graduate from the matriculation programme. If the matriculation score does not reach 70, then the student is given a one-time opportunity to correct the grade in the same semester period.

The Dean of FEB on behalf of the Rector of Unpad makes the decision regarding admission to the Master programme, assisted by the head of the study programme.

#### Counselling for prospective students

The Faculty of Economics and Business hosts information sessions for prospective students for Bachelor and Master programmes all year long. The heads of study programmes promote their programmes during these info sessions and prospective students and parents can ask the heads of programmes questions. FEB Unpad's manager for academic, student and alumni affairs also actively promote their study programmes at the education fair organised by high schools. Each study programme promotes its events and study programmes on its website and through social media channels such as Facebook, Instagram and YouTube. Unpad also organises regular online "open house" events called AKU (Ayo Kenal Unpad, or Let's Get to Know Unpad). The **Master of Applied Economics** also organises several webinars to introduce its study programme and streams them via its YouTube channel.

Prospective students can learn everything they need to know about from the Feb Unpad website and direct their enquiries to the online helpdesk<sup>5</sup>. Should the helpdesk be unable to directly provide the required information, they will refer prospective students to relevant counterparts, such as the faculty and/or study programmes, Unpad's language centre, the Centre for Psychological Innovation at Unpad (PIP), or others.

1. Podcast and Virtual Open House Activities,
2. Unpad SMUP website (<http://smup.unpad.ac.id>),
3. Instagram and TikTok (<https://www.tiktok.com/@universitaspadjaran>). More than 175 short informational videos about SMUP <https://www.instagram.com/smupunpad/>: <http://www.instagram.com/unpad/>,
4. SMUP information via Facebook: <https://www.facebook.com/unpad>, Twitter: <https://twitter.com/unpad> and YouTube: <http://www.youtube.com/user/unpad>,
5. LinkedIn: <http://www.linkedin.com/school/universitas-padjadjaran/>.

### Selection procedure

FEB Unpad has provided highly fair opportunities for candidates in the selection processes through SNMPTN and SBMPTN in accordance with the centre of the national committee. For Master candidates, FEB has provided the same opportunity for all new student candidates by standardising the SMUP procedures set by the university. The selection committee for the Master programme also uses an interview evaluation form to evaluate the applicant in the selection process. To ensure the fairness of the entrance examination, the interview process is conducted by two lecturers from each of the study programmes. Each interview will provide an independent evaluation for each applicant. The interviewers use the Interview Assessment Rubric to evaluate the candidate. It contains criteria to be evaluated by the interviewer, such as the quality of the proposed thesis proposal and personal qualifications (recommendation, communication ability, creativity, independence, scientific publication, motivation). The interviewer should recommend the candidate based on three criteria, namely, "A: recommended," "B: considered," and "C: not considered." Finally, the University and faculty will decide on the selection process. There is only one round of admission per semester.

### Ensuring foreign language proficiency

As part of international engagement, Unpad required that all students have English proficiency, such that students must submit a TOEFL score of 450 at the end of the second semester or take English classes organised by language centres at the FIB (Faculty of Cultural Studies) until they meet the minimum score. Students of the **Bachelor of Economics** must submit a minimum TOEFL score of 500 to be able to take part in the final thesis defence.

Postgraduate students are required to submit a minimum score of 450 in English proficiency before a thesis defence.

### Transparency and documentation of admission procedure and decision

Universitas Padjadjaran admissions to Bachelor programmes are governed by national laws. According to the rules, prospective students must be made aware of the transparent admissions selection process. On the official website of LTMPT (<https://ltmpt.ac.id/>), all information and

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<sup>5</sup> see: <https://smup.unpad.ac.id/helpdesk/> (last access October 2, 2023)

admission guidelines for SNMPTN and SBMPTN are published. To manage registration for the admissions exam, SBMPTN also uses the LTMPT website. Registration and admissions procedures can both be done on this website by prospective students. This website is available to prospective students, who can use it to register and complete the admissions procedures. The website and the website of the state University both post the outcomes of the selection process. LTMPT holds press conferences on its own YouTube channel and notifies the public via its official Twitter account, @ltmptofficial when news will be made.

The Faculty of Economics and Business provides complete information on the selection procedure for prospective students through SMUP Unpad's website and additional documents in the form of brochures. Additionally, SMUP Office of Unpad oversees the Mandiri Selection, and registration is completed online. On the SMUP website, prospective students should complete the online forms and provide all necessary files. The admission test is an interview, and the Mandiri Selection process's outcomes are made public on the SMUP website.

After the application procedure, the Rector's meeting at University level to take final decisions on admission. Through their account on the SMUP website, the applicant could check the status of their application. In order to ensure applicant transparency, the test answer sheet is maintained for a maximum of one year and is retrievable upon request. The SMUP publishes a Need Assessment Report for internal use as a record of the admissions process and conclusion, which is communicated to the faculty each year. The report contains information on the decision-making process in relation to the registration procedure outcomes.

## Appraisal:

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

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

The selection procedure was developed on the basis of the study programmes' objectives. Unpad follows the national selection procedure, but also conducts an own test after the national test to ensure that qualified students are admitted to the study programmes. The procedures are transparent to all stakeholders and tailored to ensure qualification of students.

The admission requirements (required language proficiency level) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing via the national system or Unpad admission system.



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

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

#### 3.1 Contents

The curriculum of the programmes offered by FEB is aligned with the international standard. The curriculum is designed to equip graduates with adequate skills and competences necessary for the graduates to be awarded the degree. FEB ensures that information technology is embedded in each course's content in order to align with the school's uniqueness, vision and mission. The curricula are developed based on the workshops with the industrial experts and benchmarked with international and national curriculum. The syllabus of every course contains learning objectives and how the students would be assessed. The syllabus is reviewed regularly and updated based on the latest developments in the respective field.

The curriculum content consists of theory or concepts in economics, business, accounting, and Islamic economics; a framework for analytical skills, tools, methods, data analysis and data reporting (quantitative methods, qualitative methods, big data analysis); information technology; digital business; writing skills; communication skills; politics, law, and social issues and global issues. Other specified areas of study related to study programme include concentrations and majors.

#### Bachelor of Economics

There are five areas of electives that serve as a reference for committing to produce a graduate profile as an economist:

1. Public Policy and Development Economics,
2. Economics of Human Resources and Employment,
3. Natural Resource and Environmental Economics,
4. Monetary Economics and the Financial Sector,
5. Industrial Economics and International Trade.

Graduates of the BEc programme must master the theory of economics, develop the scientific concept of economics, have excellent data literacy, be able to use the tools and methods of economic analysis, be able to make scientific writing and apply soft skills in the form of independent teamwork, leadership spirit, international insight, adaptivity, agility, ethical integrity, collaboration, innovation, responsibility, and communication, both verbally and visually. The study programme consists of compulsory and elective courses. The total credit for compulsory courses is 96 sks credits, including final assignments and KKN. In general, these compulsory courses are taken from the first semester to the fifth semester and starting from the fifth semester, students can choose 32 elective courses for a total of 96 sks credits. Students are also allowed to take internships in government institutions or companies, which will be converted into 3 sks credits of internship in economics elective courses.

**Table 5: Curriculum Bachelor of Economics**

Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester								Workload	
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
<b>Module 1 (General Courses)</b>	<b>11</b>	<b>3</b>								
Indonesia Language	2								23,33	28
Religion	2								23,33	28
Pancasila Education	2								23,33	28
Citizenship	2								23,33	28
Cultivate Creativity and Entrepreneurship	3								35,00	42
Career Planning		3							35,00	42
<b>Module 2 (Basic Economics Course)</b>	<b>3</b>	<b>3</b>								
Introduction to Microeconomics	3								35,00	42
Introduction to Macroeconomics		3							35,00	42
<b>Module 3 (Intermediate Economics Course)</b>		<b>3</b>	<b>3</b>							
Intermediate Microeconomics		3							35,00	42
Intermediate Macroeconomics			3						35,00	42
<b>Module 4 (Advanced Economics Courses)</b>			<b>3</b>	<b>3</b>						
Advanced Microeconomics			3						35,00	42
Advanced Macroeconomics				3					35,00	42
<b>Module 5 (Basic Tools of Analysis Courses)</b>	<b>6</b>									
Introduction to Statistics for Economic and Business	3								35,00	42
Introduction to Mathematics for Economic and Business	3								35,00	42
<b>Module 6 (Intermediate Tools of Analysis Courses)</b>		<b>9</b>		<b>3</b>						
Intermediate Statistics for Economic and Business		3							35,00	42
Intermediate Mathematics for Economic and Business		3							35,00	42
Introduction to Data Science for Economists		3							35,00	42
Introduction to Econometrics				3					35,00	42
<b>Module 7 (Advanced Tools of Analysis Courses)</b>					<b>9</b>	<b>6</b>				
Time Series Econometrics					3				35,00	42
Microeconometrics					3				35,00	42
Multivariate Analysis: Quantitative Methods for Economist (Elective)					3				35,00	42
Economics Modelling (Elective)						3			35,00	42
Game Theory (Elective)						3			35,00	42
<b>Module 8 (Compulsory Specialization Courses)</b>		<b>3</b>	<b>15</b>	<b>12</b>	<b>3</b>					
Digital Economics		3							35,00	42
Financial Economics			3						35,00	42
Industrial Economics			3						35,00	42
Public Economics			3						35,00	42
Human Resource and Labor Economics			3						35,00	42
Natural Resource and Environmental Economics			3						35,00	42
Economic Development				3					35,00	42
Monetary Economics				3					35,00	42
Planning Economics				3					35,00	42
International Economics				3					35,00	42
Indonesian Economy					3				35,00	42
<b>Module 9 (Research Oriented Courses)</b>				<b>3</b>			<b>2</b>			
Research Methodology				3					35,00	42
Research Proposal Seminar							2		23,33	28
<b>Module 10 (Elective Specialization Courses: Economic Development &amp; Public Policy)</b>					<b>6-12</b>	<b>9-15</b>	<b>3</b>			
Regional Economics					3				35,00	42
Project Evaluation					3				35,00	42
Urban Economics					3				35,00	42
Public Sector Planning and Budgeting					3				35,00	42
Economics of Strategy					3				35,00	42
The History of Economic Thought					3				35,00	42
Tourism Economics					3				35,00	42
Economics of Regulation						3			35,00	42
Institutions and Political Economics						3			35,00	42
Public Policy Economics						3			35,00	42
Agricultural Economics						3			35,00	42
Comparative Economic System						3			35,00	42
Seminar in Economic Development							3		35,00	42
<b>Module 11 (Elective Specialization Courses: Human Resource and Labor Economics)</b>					<b>3</b>	<b>6</b>				
Population Economics					3				35,00	42
Health Economics						3			35,00	42
Economics of Education						3			35,00	42
<b>Module 12 (Elective Specialization Courses: Natural Resource and Environmental Economics)</b>						<b>3</b>	<b>3</b>			
Environmental Valuation						3			35,00	42
Seminar in Natural Resources and Environmental Economics							3		35,00	42

<b>Module 13 (Elective Specialization Courses: Monetary &amp; Financial Sector Economics )</b>				6	3	6				
Bank and Financial Institutions				3				35,00	42	
Central Banking				3				35,00	42	
Digital Finance					3			35,00	42	
Seminar in Financial Economics						3		35,00	42	
Seminar in Monetary Economics						3		35,00	42	
<b>Module 14 (Elective Specialization Courses: Industrial Economics &amp; International Trade)</b>				6	6	6				
Economics of Innovation and Entrepreneurship				3				35,00	42	
International Trade Technique				3				35,00	42	
Cooperative and Small Business Economics					3			35,00	42	
Economics of E-Commerce					3			35,00	42	
Seminar in Industrial Economics						3		35,00	42	
Seminar in International Trade						3		35,00	42	
<b>Module 15 (Elective Independent Learning (Kampus Merdeka) Courses)</b>				0-12	0-14	12-23				
Internship in Economics					3			35,00	42	
Economics Capstone Project					3			35,00	42	
Community Asset Project					3			35,00	42	
Social Entrepreneurship					3			35,00	42	
Community Development Facilitator					3			35,00	42	
Environmental Awareness & Green Growth					3			35,00	42	
Health Awareness					3			35,00	42	
Literacy in Information Technology					3			35,00	42	
Digital Literacy					3			35,00	42	
Business and Financial Literacy					3			35,00	42	
Strategy and Negotiation					3			35,00	42	
Program Design					3			35,00	42	
Diversity and Multiculturalism					3			35,00	42	
Strategic Planning and Leadership Diversity					3			35,00	42	
Innovation and Creative Idea Development					3			35,00	42	
Global Awareness					3			35,00	42	
Work and Professional Ethics					3			35,00	42	
Character Development and Soft Skills in the World of Work					3			35,00	42	
Professional Business Network Development					2			23,33	28	
Business Networking					2			23,33	28	
Professional Development					3			35,00	42	
Contemporary Issues in Economics					3			35,00	42	
Complex Problem Solving					3			35,00	42	
Module/Course Mastery Table					3			35,00	42	
Introduction to Data Analytics for Business					3			35,00	42	
Data and Visualizations					3			35,00	42	
Macprudential Policy Fundamentals					3			35,00	42	
Statistics for Macroeconomic Accounting					3			35,00	42	
<b>Community Service Program</b>					2			23,33	28	
<b>Colloquium (Research Proposal Seminar)</b>						0				
<b>Undergraduate Thesis</b>							4	46,67	56	
	20	21	21	21	18-24	18-24	21-25	4	1680-1866	2061-2240
144-160 sks credits										

## Bachelor of Islamic Economics

The curriculum of the Bachelor of Islamic Economics is designed to meet the basic scientific needs so that the alumni of this study programme have the desired competencies per the expected graduates' achievements. The courses provided consist of compulsory and elective courses. Compulsory courses provide the basic knowledge needed to understand, evaluate, and develop Islamic Economics. The programme has two specialisations that students can choose, namely Islamic Development Economics and Islamic Banking and Financial Management.

Every graduate of the BIEc programme masters the terms, concepts and basics of conventional economics, management, and accounting as the basis of understanding Islamic economic theory and uses the Islamic economic approach in problem solving. Both scientific methods and Islamic economic modelling are used to solve Islamic socio-economic problems.

**Table 6: Curriculum Bachelor of Islamic Economics**

1 <sup>st</sup> Semester											
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class per Semester	Hours Self-Study per Semester
<b>M1</b>	<b>Module 1 (General Courses)</b>	<b>11</b>									
M 1.1	Religion (Compulsory)	2								23,33	28
M 1.2	Pendidikan Pancasila dan Kewarganegaraan (Compulsory)	2								23,33	28
M 1.3	Bahasa Indonesia (Compulsory)	2								23,33	28
M 1.4	Bahasa Inggris (Compulsory)	2								23,33	28
M 1.5	OKK (Compulsory)	3								35,00	42
<b>M2</b>	<b>Module 2 (Basic Islamic Economics Course)</b>	<b>9</b>									
M 2.1	Arabic (Compulsory)	3								35,00	42
M 2.2	Introduction to Microeconomics (Compulsory)	3								35,00	42
M 2.3	Islamic Worldview (Compulsory)	3								35,00	42
<b>M3</b>	<b>Module 3 (Basic Tools of Analysis Courses)</b>	<b>3</b>									
M 3.1	Business Economics Mathematics (Compulsory)	3								35,00	42
2 <sup>nd</sup> Semester											
<b>M4</b>	<b>Module 4 (Basic Islamic Economics Course)</b>	<b>15</b>									
M 4.1	Introduction to Macroeconomics (Compulsory)	3								35,00	42
M 4.2	Introduction of accounting (Compulsory)	3								35,00	42
M 4.3	Usul Fiqh (Compulsory)	3								35,00	42
M 4.4	Islamic Microeconomic Theory (Compulsory)	3								35,00	42
M 4.5	History of Islamic Civilization (Compulsory)	3								35,00	42
<b>M5</b>	<b>Module 5 (Intermediate Islamic Economics Course)</b>	<b>3</b>									
M 5.1	Arabic for Business (Compulsory)	3								35,00	42
<b>M6</b>	<b>Module 6 (Intermediate Tools of Analysis Courses)</b>	<b>3</b>									
M 6.1	Islamic Economics and Finance Statistics I (Compulsory)	3								35,00	42
3 <sup>rd</sup> Semester											
<b>M7</b>	<b>Module 7 (Intermediate Islamic Economics Course)</b>	<b>15</b>									
M 7.1	Islamic economics (Compulsory)	3								35,00	42
M 7.2	Islamic Accounting (Compulsory)	3								35,00	42
M 7.3	Islamic Macroeconomic Theory (Compulsory)	3								35,00	42
M 7.4	Islamic Management and Entrepreneurship (Compulsory)	3								35,00	42
M 7.5	Ziswaf and Islamic Philanthropy Institute (Compulsory)	3								35,00	42
<b>M8</b>	<b>Module 8 (Advanced Islamic Economics Courses)</b>	<b>3</b>									
M 8.1	Arabic for Advanced Business (Compulsory)	3								35,00	42
<b>M9</b>	<b>Module 9 (Intermediate Tools of Analysis Courses)</b>	<b>3</b>									
M 9.1	Islamic Economics and Finance Statistics II (Compulsory)	3								35,00	42
4 <sup>th</sup> Semester											
<b>M10</b>	<b>Module 10 (Advanced Islamic Economics Courses)</b>	<b>15</b>									
M 10.1	Islamic Marketing (Compulsory)				3					35,00	42
M 10.2	Islamic Financial Management (Compulsory)				3					35,00	42
M 10.3	Islamic Business and Microfinance (Compulsory)				3					35,00	42
M 10.4	Islamic Non Bank Financial Institution (Compulsory)				3					35,00	42
M 10.5	Fiqh Muamalah (Compulsory)				3					35,00	42
<b>M11</b>	<b>Module 11 (Islamic Economic Specialization Courses)</b>	<b>3</b>									
M 11.1	Islamic Finance and Investment Theory (Compulsory)				3					35,00	42
<b>M12</b>	<b>Module 12 (Intermediate Tools of Analysis Courses)</b>	<b>3</b>									
M 12.1	Introduction to Econometrics (Compulsory)				3					35,00	42
5 <sup>th</sup> Semester											
<b>M13</b>	<b>Module 13 (Basic Islamic Economics Course)</b>	<b>2</b>									
M 13.1	Qur'an and Hadith for Economics (Compulsory)					2				23,33	28
<b>M14</b>	<b>Module 14 (Applied Islamic Economic Courses)</b>	<b>3</b>									
M 14.1	Islamic Banking Management (Compulsory)					3				35,00	42
<b>M15</b>	<b>Module 15 (Advanced Tools of Analysis Courses)</b>	<b>3</b>									
M 16.1	Econometrics (Panel/Time Series) (Compulsory)					3				35,00	42
<b>M16</b>	<b>Module 16 (Economic Specialization Courses)</b>	<b>9</b>									
M 16.1	Monetary Economics in an Islamic Perspective (Compulsory)					3				35,00	42
M 16.2	Financing Management of Islamic Financial Institutions (Compulsory)					3				35,00	42
M 16.3	Islamic Economics Development (Compulsory)					3				35,00	42

<b>M17</b>	<b>Module 17 (Research Methodology Courses)</b>	<b>3</b>								
M 17.1	Research Methodology (Compulsory)	3						35,00	42,00	
<b>M18</b>	<b>Module 18 (General Course)</b>	<b>3</b>								
M 18.1	Community Service Program (KKN )(Compulsory)	3						35,00	42,00	
<b>6th Semester</b>										
<b>M19</b>	<b>Module 19 (Applied Islamic Economics Courses)</b>	<b>3</b>								
M 19.1	Islamic Human Resource Management (Compulsory)	3						35,00	42	
<b>M20</b>	<b>Module 20 (Islamic Economic Specialization Courses)</b>	<b>21</b>								
M 20.1	Cost accounting (Compulsory)	3						35,00	42	
M 20.3	International Trade in Islamic Perspective (Compulsory)	3						35,00	42	
M 20.4	Sharia Digital Business (elective)	3						35,00	42	
M 20.5	Sharia Audit (elective)	3						35,00	42	
M 20.6	Sharia Capital Market Analysis (elective)	3						35,00	42	
M 20.7	Halal Industry (elective)	3						35,00	42	
M 20.8	International Financial Management in Islamic Perspective (elective)	3						35,00	42	
<b>7th Semester</b>										
<b>M21</b>	<b>Module 21 (Seminar Courses)</b>	<b>8</b>								
M 21.1	Islamic Banking and Finance Seminar (KMKI) (Compulsory)	3						35,00	42	
M 21.2	Islamic Economics Seminar (KEI) (Compulsory)	3						35,00	42	
M 21.3	Research Proposal (Compulsory)	2						23,33	28	
<b>M22</b>	<b>Module 22 (Islamic Economic Specialization Courses)</b>	<b>18</b>								
M 22.1	Indonesian Economy and Islamic Economic Development (Compulsory)	3						35,00	42	
M 22.2	Sharia Accounting Theory (elective)	3						35,00	42	
M 22.3	Strategic Management in Islamic Perspective (elective)	3						35,00	42	
M 22.4	Islamic Financial Institution Risk Management (elective)	3						35	42	
M 22.5	Project Evaluation (elective)	3						35	42	
M 22.6	Islamic Public Economy (elective)	3						35	42	
<b>8th Semester</b>										
CS	Community Services Program	3								
C	Colloquium							2		
BA	Bachelor's Thesis							6		
<b>total</b>	<b>Compulsory</b>		<b>23</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>23</b>	<b>9</b>	<b>9</b>	<b>6</b>

## Master of Economics

The curriculum structure of Master of Economics (MEc) contains courses to support the achievement of graduate competencies. The structure of the curriculum allows students to broaden their insights gained from several courses, both elective courses and to deepen their expertise based on their interests by learning elective courses that are the focus of their preferences.

The curriculum change in 2021 gave rise to a new concentration in Islamic Economics. Unpad also collaborates with the University of Technology, Malaysia, by presenting outstanding lecturers for their chosen courses. Many additional programmes are offered and are obliged for the students to attend in each postgraduate study programme in FEB to obtain additional ECTS credits such as: join workshops, community services, international seminars and conferences, internships as well as exchange programmes to overseas universities.

**Table 7: Curriculum Master of Economics**

1 <sup>st</sup> Semester										
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class (within 1 sem)	Hours Self-Study
<b>M1</b>	<b>Module (Course)</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>6</b>				<b>200</b>	<b>240</b>
M 1.1	Intermediate Macro Economics	3							40	48
M 1.2	Intermediate Micro Economics	3							40	48
M 1.3	Mathematics Economics	3							40	48
M.1.4	Philosophy of Science	3							40	48
M.1.5	Advanced Econometrics	3							40	48
2 <sup>nd</sup> Semester										
<b>M2</b>	<b>Module (Course)</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>6</b>				<b>200</b>	<b>240</b>
M 2.1	Advanced Development Economics		3						40	48
M 2.2	Advanced Econometrics II		3						40	48
M 2.3	Finance, Islamic Banking and the Real Economy		3						40	48
M 2.4	Intermediate Public Economics		3						40	48
M 2.5	Governance and Public Management		3						40	48
M 2.6	Intermediate Monetary Economics		3						40	48
M 2.7	Intermediate Financial Economics		3						40	48
M 2.8	Intermediate Industrial Economics		3						40	48
M 2.9	Economics of Information and Transactions		3						40	48
M 2.10	Intermediate International Finance		3						40	48
M 2.11	Intermediate International Trade		3						40	48
M 2.12	Regional Economics		3						40	48
M 2.13	Geographical Economics		3						40	48
M 2.14	Intermediate Human Resource Economics		3						40	48
M 2.15	Intermediate Population Economics		3						40	48
M 2.16	Intermediate Natural and Environmental Economics		3						40	48
M 2.17	Sustainable Growth Economics		3						40	48
M 2.18	Islamic Financial Market, Instruments and Institutions		3						40	48
M 2.19	Risk Management in Islamic Financial Institutions		3						40	48
3 <sup>rd</sup> Semester										
<b>M3</b>	<b>Module (Course)</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>6</b>				<b>147</b>	<b>176</b>
M 3.1	Research Methodology			3					40	48
M 3.2	Research Proposal Seminar			2					40	48
M 3.3	Indonesian Economics			3					40	48
M 3.4	State and Regional Public Sector Economics			3					40	48
M 3.5	Public Sector Project Evaluation			3					40	48
M 3.6	Management of Public Finances			3					40	48
M 3.7	Fiscal Decentralization			3					40	48
M 3.8	Health Economics			3					40	48
M 3.9	Educational Economics			3					40	48
M 3.10	Energy Economics			3					40	48
M 3.11	Intermediate International Monetary Economics			3					40	48

M 3.12	Theory Portfolio			3					40	48
M 3.13	Financial Markets and Institutions			3					40	48
M 3.14	Managerial Finance			3					40	48
M 3.15	Strategic Economics			3					40	48
M 3.16	Game Theory			3					40	48
M 3.17	Political Economy and Regulation			3					40	48
M 3.18	Empirical Industrial Economics			3					40	48
M 3.19	Zakat and Waqf Economics			3					40	48
M 3.20	History of Islamic Economic Thought			3					40	48
M 3.21	Sharia Insurance			3					40	48
M 3.22	Intermediate Public Economics			3					40	48
M 3.23	Project Evaluation			3					40	48
M 3.24	Urban Economics			3					40	48
M 3.25	Location Theory and Decision Making			3					40	48
M 3.26	Regional Economic Development Planning			3					40	48
M 3.27	Spatial Planning and Social Community Analysis			3					40	48
<b>4<sup>th</sup> Semester</b>										
<b>M4</b>	<b>Module (Course)</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>6</b>				<b>80</b>	<b>96</b>
M 4.1	Thesis				6				80	96
<b>Total</b>										
		<b>47</b>							<b>627</b>	<b>752</b>

### Master of Applied Economics

The programme offers matriculation courses to strengthen students' understanding of the basic theory of economics, especially for those who come from bachelor's degrees in addition to the Economics and Development Studies (ESP) majors. Matriculation courses are mandatory for every student to follow and are given with the aim of equalising basic understanding to prepare for the compulsory course lectures.

The specialisation courses consist of four courses, consisting of compulsory courses and elective courses, all of which are adjusted based on market opportunities and the world of work's demand for ability in these fields. Specialisation classes will be opened if they have a minimum of five students. The specialisations offered are Economics and Planning for Development, Finance and Banking, State and local public finance, Business Economics, Natural resources and environmental economics, as well as Economics, Public and Policy Analysis.



**Table 8: Curriculum Master of Applied Economics**

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester			Workload	
		1.	2.	3.	Hours in Class per Semester	Hours Self-Study per
	<b>Martkulasi</b>					
<b>M1</b>	<b>Module 1 (Martikulasi Courses)</b>	<b>0</b>				
M 1.1	Statistics for Economics and Business (Compulsory)	0			0,00	0
M 1.2	Mathematics for Economic and Business (Compulsory)	0			0,00	0
M 1.3	Macroeconomics (Compulsory)	0			0,00	0
M 1.4	Microeconomics (Compulsory)	0			0,00	0
	<b>1st Semester</b>					
<b>M2</b>	<b>Module 2 (Semester 1 Courses)</b>	<b>15</b>				
M 2.1	Macroeconomics Analysis (Compulsory)	3			35,00	42
M 2.2	Microeconomics Analysis (Compulsory)	3			35,00	42
M 2.3	Applied Econometrics (Compulsory)	3			35,00	42
M 2.4	Analysis of Indonesian Economy and Business (Optional)	3			35,00	42
M 2.5	Economics and Business Research Methodology (Compulsory)	3			35,00	42
	<b>2nd Semester</b>					
<b>M3</b>	<b>Module 3 (2nd Semester Courses)</b>		<b>12</b>			
M 3.1	Special Topics in Quantitive Method (Compulsory)		3		35,00	42
M 3.2	Special Topics in Applied Economics (Compulsory)		3		35,00	42
M 3.3	Two Compulsory Courses in Each Concertation		6		70,00	84
	<b>3rd Semester</b>					
<b>M4</b>	<b>Module 4 (3rd Semester Courses)</b>			<b>14</b>		
M 4.1	Two Elective Courses in Each Concentration			6	70,00	84
C	Research Proposal Seminar (Compulsory)			2	23,33	28
T	Thesis (Compulsory)			6	70,00	84
	<b>Compulsory Concentration Courses</b>					
	<b>Module 5 (Compulsory Concentration Courses)</b>					
M 5.1	Project Evaluation Analysis			3	35,00	42
M 5.2	Economics of Growth and Development			3	35,00	42
M 5.3	Financial Economics			3	35,00	42
M 5.4	Economic Analysis of Public Sector			3	35,00	42
M 5.5	International Trade			3	35,00	42
M 5.6	Natural Resources and Environmental Economics			3	35,00	42
M 5.7	Environmental Asset Valuation			3	35,00	42
	<b>Elective Courses</b>					
<b>M6</b>	<b>Module 6 (Election Courses)</b>					
M 6.1	Analysis of Economic Development Policy			3	35,00	42
M 6.2	Political Economics and Regulation			3	35,00	42
M 6.3	Asset Valuation and Portofolio Theory			3	35,00	42
M 6.4	International Finance			3	35,00	42
M 6.5	Public Finance and Budgeting			3	35,00	42
<b>total</b>		<b>15</b>	<b>12</b>	<b>14</b>	<b>478,33</b>	<b>574</b>

### Rationale for degree and programme name

The degree, award and the designation names for undergraduate degree such as “Sarjana Ekonomi” or “Sarjana Terapan” are regulated by the Ministry of Education, Culture, Research and Technology decree No 59, 2018 and Rector Decree for study programmes’ establishment. The name of the study programmes is chosen based on the consultation with the various stakeholders especially with the practitioners in the industry. The programme name is market driven based on the input from practitioners in the market. The programme name represents the profession and the skills set aimed by the study programme. The study programmes in the Department of Economics are named:

1. The Bachelor of Economics (BEc) is named Strata 1 Ilmu Ekonomi in Indonesian, and its graduates are awarded a degree titled Sarjana Ekonomi (Bachelor of Economics) or S.E.
2. The Bachelor of Islamic Economics (BIEc) is named Strata 1 Ekonomi Islam in Indonesian, and its graduates are awarded a degree titled Sarjana Ekonomi (Bachelor of Economics) or S.E.
3. The Master of Economics (MEc) is named Strata 2 Ilmu Ekonomi in Indonesian, and its graduates are awarded a degree titled Magister Ekonomi (Master of Economics) or M.E.
4. The Master of Applied Economics (MAEc) is named Strata 2 Ekonomi Terapan in Indonesian, and its graduates are awarded a degree titled Master Ekonomi (Master of Economics) or M.E.

### Integration of theory and practice

The Department of Economics prepares the design of its curriculum and considers combining theory and practice effectively in line with its mission statement and following the current trends in economics education and research. In general, the curriculum in FEB Unpad provides a philosophical foundation and methodological skills that espouse the students to develop a mindset and tools that they can use to analyse and solve the real problem, Unpad integrates the research and community services (KKN) projects.

Both the Bachelor and Master programmes review their curriculum based on the inputs from stakeholders from multiple industries, alumni and professional associations (i.e. AFEBI (Asosiasi Fakultas Ekonomi dan Bisnis Indonesia); APSEPI (Asosiasi Program Studi Ilmu Ekonomi); (Indonesia Marketing Society (Market-IND – Masyarakat Marketing Indonesia), MAPPI (Masyarakat Profesi Penilai Indonesia), HIPMI (Himpunan Pengusaha Muda Indonesia), ISEI (Ikatan Sarjana Ekonomi Indonesia), MES (Masyarakat Ekonomi Syariah); IAEI (Ikatan Ahli Ekonomi Islam), KADIN (Chamber of Commerce).

For the **BEc**, the latest curriculum was introduced in 2021, where the curriculum is adjusted to the MBKM curriculum initiated by the Ministry of education in 2020. The new curriculum corporated the development of science and technology, including education 4.0, industrial revolution 4.0 and outcome-based education. MBKM curriculum emphasises 6C for high order thinking skills: communication, collaboration, critical thinking. Creative thinking, computation logic and computation. In 2018, the curriculum is adjusted to the technological advancements that are currently developing and more digitised to face the challenge of the digital era.

The study programme courses also offer elective courses with case study characteristics as many as 14 courses and elective courses with project-based characteristics as many as nine courses. In addition, students are encouraged to do internships in companies which will be converted into three credits of internship in economics courses to become practical assistants for statistics, microeconomics, macroeconomics, introduction to econometrics, microeconometrics and time series econometric courses. Students can also become research assistants for several research activities carried out with lecturers. Compulsory courses focus on mastery of theory, while elective courses encourage students to be able to apply theory as stated in PLO (Programme Learning Objectives).

The **BIEc** programme qualifications are equivalent to level 6 KKNi which can apply proficiency in Islamic Economics and utilise science and technology. According to the field of study, these qualifications are to solve problems and adapt to the situation at hand. The competence of graduates is reflected in attitude competence, general skills, knowledge competence, and special skills competence. This study programme's curriculum was created utilising an outcome-based education (OBE) methodology. The programme continues to improve the quality of education to compete nationally and internationally through a strong academic culture and adapt to changes and scientific developments. Therefore, the study programme periodically reviews and updates the curriculum every year by inviting external parties. Such as Islamic Banking (Bank Syariah Indonesia), Government Institutions (Bank Indonesia) and Association of Indonesian undergraduate Islamic Program, KNEKS (*Komite Nasional Ekonomi dan Keuangan Syariah*). At the same time, the evaluation of programme learning outcomes (PLO) is carried out every four years. This includes curriculum updating workshops. It aims to produce graduates through the development of science and technology and the needs of graduate users.

The curriculum structure of the **MEc** includes courses to support the achievement of graduate competencies. The curriculum structure allows students to broaden the insights gained from several courses, both elective courses, and deepen their expertise according to their interests by studying elective courses that are their favourite focus. As a refinement of the previous workshop held in 2009, the MEc programme is holding an academic workshop, namely a curriculum workshop in 2017, and finally in 2021. At MEc, besides providing theory through classroom learning, field practice is also carried out in collaboration with local governments.

Every graduate of the MEc programme is expected to be able to anticipate various changes and challenges in economic development. In addition, graduates are also expected to have a research base that can meet the needs of society and develop knowledge.

MEc lecturers mostly have practical experience in their respective areas of expertise that supports the learning process. For example, macroeconomics courses, public policy courses, and population economics have sufficient experience as development and planning consultants, as well as research experience in the field of population economics. As well as public policy consultants, besides that there are also several supporting lecturers who serve in several institutions such as the Indonesian central bank (Bank Indonesia), lecturers who are experienced in their fields, and course designs that integrate theory with practice, will be able to equip students with relevant competencies in implementing theory into practice, apart from that MEc also has guest lecturers from foreign

universities such as the University of Dundee, National Taiwan University, North Malaysia University and other international universities. The goal is for students to gain broad insights both nationally and internationally.

In **MAEc**, case studies and practical examples are taught to apply the theory studied. From these courses, students obtain research methodology theory and economic theories. In major-related courses, students are given theoretical and practical concepts specific to their respective majors. A similar arrangement of theory-practice integration is implemented in the related courses of this major. Students are encouraged to implement their methodology and economic theory in case studies, problem-based assignments or other types of projects that integrate their knowledge with real-world examples and field trips.

Furthermore, the integration of theory and practice is implemented in elective courses and theses. Meanwhile, in elective courses, students get theoretical and practical concepts in their respective majors. Those courses teach students how to use theoretical frameworks in research. Again, students are encouraged to implement their economic methodologies and theories into case studies, problem-based tasks and other projects, integrating their knowledge into case analysis.

Most of the academic staff in the programme have practical experience that supports the learning process. For example, lecturers in the development economics and planning course (semester I) have sufficient experience as development and planning consultants and have research experience in developing development and planning economics materials. The experience of lecturers, and the design of courses that integrate theory with practice, are expected to provide students with relevant competencies in implementing theory into practice.

#### Interdisciplinary thinking

All students in the FEB are required to study a foreign language as well as business law, civic and religious studies, information technology (IT) and be involved in a community development project with students in other faculties. By joining the MBKM programme, Bachelor students can take courses with a different focus in other study programmes. In addition, students also take microcredential classes, do internships in companies, become research assistants at research institutions, build villages, practice entrepreneurship and carry out various humanitarian projects. Moreover, Master students are supported to have interdisciplinary thinking by having more courses that contain interdisciplinary materials such as research methodology courses and special topics courses.

In 2021, the **Bachelor of Economics (BEc)** curriculum was adapted to the Independent Campus Independent Learning Curriculum (MBKM), emphasising preparing the students for an occupation requiring transdisciplinary or interdisciplinary knowledge. The MBKM curriculum allows students to carry out learning activities outside the study programme for a maximum of three semesters, and each semester these activities can be converted up to a maximum of 20 SKS credits. The study programme has prepared the conversion process for these activities where some student activities outside the study programme can be converted into new courses, including the following:

1. Activities related to business and financial literacy will be converted into “business and financial literacy (3 credits)” courses.
2. Activities related to digital literacy will be converted into “digital literacy (3 credits)” courses.
3. Activities related to information technology literacy will be converted into “information technology literacy (3 credits)” courses.
4. Activities related to global awareness will be converted into “Global Awareness (3 credits)” courses.
5. Activities related to health awareness will be converted into the course “Health Awareness (3 credits).”
6. Activities related to environmental awareness will be converted into the course “environmental awareness and green growth (3 credits).”
7. Activities related to innovation and creative idea development will be converted into the “Innovation and creative idea development (3 credits)” course.
8. Activities related to community development will be converted into the “community development facilitator (3 credits)” course.
9. Activities related to strategy and negotiation will be converted into “strategy and negotiation (3 credits)” courses.
10. Activities related to social entrepreneurship will be converted into “social entrepreneurship (3 credits)” courses.
11. Activities related to diversity and multiculturalism will be converted into “diversity and multiculturalism (3 credits)” courses.
12. Activities related to community assets will be converted into “community assets (3 credits)” courses.
13. Activities related to program design will be converted into “Program Design (3 Credits)” courses.
14. Activities related to strategic planning and leadership diversity will be converted into the course “strategic planning and leadership diversity (3 credits).”

In addition, in the BEc programme, students also have the opportunity to do internships in the studio of the Faculty of Economics and Business, where they will be trained and taught to do video production for both academic and non-academic purposes, from determining content, preparing equipment, making scripts, the recording process and the video editing process.

The courses in the **Bachelor of Islamic Economics** are based on several fields of study such as Econometrics, Research Methodology, Islamic Education, Pancasila and Citizenship Indonesian, English, OKK PK (Sports, Arts, Creativity, Character Development). The curriculum for the 2021 study programme has been modified to follow the Independent Campus Independent Learning Curriculum (MBKM), with a focus on preparing the students for careers requiring cross- or inter-disciplinary expertise. The MBKM curriculum permits students to engage in learning activities outside of the study programme for up to three semesters at a time, with each semester’s activities being capable of being converted into up to 20 SKS credits. Several courses provided by the study programme can be converted through the MBKM programme including:

1. Internship in Islamic Economics
2. Contemporary Issues in Islamic Economics

3. Business Communications
4. Public Relations
5. Islamic Bank
6. International Finance
7. Islamic Entrepreneurship
8. Islamic Economic Education
9. Islamic Health Economic
10. Islamic Financial Product Development
11. Islamic Insurance
12. Islamic Fintech
13. Professional Ethics
14. Creative, Innovative and Critical Thinking
15. Adaptation, Cooperative and Collaboration Skills

In the **Master of Economics** students have a choice of specialisation with the aim of concentrating expertise according to the respective specialisation, such as:

- Industrial economics in collaboration with the Ministry of Industry and the Office of Industry and Trade;
- Sharia economy, which will collaborate with Baznas and sharia banking;
- Populist economy that will cooperate with Bappeda;
- Population health and economics, which will cooperate with the BKKBN, Disdukcapil and the health office; and
- Regional economy, which will work closely with Bappenas and Bappeda.

Apart from that, there are also specialisation courses, that contain additional contents, such as specialisation in industrial economics, specialisation in public economics, Islamic economics, regional economics, human resource economics, monetary and financial economics and international economics.

The majority of students in the **Master of Applied Economics (MAEc)**, including multi-entry students coming from outside economics (e.g., political science, mathematics, education, industrial engineering, art, statistics), are faced with interdisciplinary thinking from the start. Among the compulsory courses is that there are no non-economics courses, but for students with a non-economic background, they must take matriculation lectures. This matriculation activity aims to provide material refreshment for new students, especially those who do not have an economic background.

Similar arrangements are applied in multidisciplinary courses (excluding economics) related to each major. There are six specialisations in this programme, namely: development economics and planning; financial and banking economics; state and regional financial economics; international economy and business; natural resources and environmental economics; and energy.

For example, in the specialisation in the economics of development and planning, there are compulsory and elective courses. The required courses include Development and Growth Economics and Project Analysis and Evaluation. The elective courses include Economic

Development Policy Analysis (PP), Economic Development Planning Techniques (PP), Regional Planning and Economic Techniques (PP), and Urban and Regional Planning Techniques (PP). In natural resources and environmental economics, there are compulsory and elective courses. Compulsory courses include Natural Resources and Environmental Economics and Environmental Asset Valuation. Meanwhile, elective courses include project analysis and evaluation, public sector economic analysis, environment and development, and environmental management.

The MAEc programme conducts field trips as an effort to bridge theory and practice. In addition, several practitioner lecturers are invited who are in accordance with their fields and competencies.

#### Ethical aspects

FEB Unpad has deliberated its curriculum that aims to help students acquire expertise, advance professional skills, have advanced levels of scholarship, have good ethical standards, and have a broad international perspective, which are necessary for management professionals. The goals of the curriculum design process are not limited to student goals. A good curriculum design process will also include goals for FEB Unpad and its staff. The curricula aim to create a student who are a successful learner who enjoys learning and makes good progress to comprehensively achieve excellence.

FEB designs its curriculum to produce students with good interpersonal and intrapersonal skills and have a qualified understanding of management and related fields so that they can be accepted and adapt well in their work environment, especially in the digital era. Ethical behaviour has been widely encouraged among all students and faculty members. Any misconduct against ethical standards will be punished in accordance with the academic handbook. Regulation of Academic Senate No. 6 Year 2017 rules the ethical aspects of being students in Unpad.

Ethical behaviour and ethical academic standards are explained to students during their orientation week in their first year. Ethical behaviour promoted during the orientation week, for example, is how to contact and communicate with your supervisor and your lecturer. Academic issues discussed during the orientation week, for example, are about plagiarism and how to make a good academic reference for their academic assignments. It is explained that students who violate academic ethics, including cheating, plagiarism (papers, reports, final project reports, theses), acts of plagiarism, leaking questions, or the like, will be subject to sanctions in the form of academic suspension by the Dean up to termination of study by the Chancellor.

By embedding ethics throughout the curriculum, students can understand how ethical issues can arise in many contexts: research, assessment, and intervention in the social, educational, developmental and industrial sectors.

In the **Bachelor of Economics**, ethical behaviour is included into the courses on Pancasila and Civic Education. Moreover, ethical decision-making that is taught in courses on Digital Economics and Data Science and in Economics in Human Resources and Employment.

In the **Bachelor of Islamic Economics**, graduates are supposed to personalise the spirit of independence, struggle, and entrepreneurship, have good morals in social, economic, and business

activities and understand Islamic economics' values and basic principles. These are included into all courses of the study programme.

The code of ethics for the **Master of Economics (MEc)** is embedded in the modules of several related compulsory courses: intermediate macroeconomics, intermediate microeconomics, philosophy of science, intermediate mathematics economics, associate econometrics, research methods, intermediate development economics and associate econometrics II.

An example of the application of ethical teaching can be seen in the Philosophy of Science course. Whereas this course teaches how the results of a human's self-review, then nature and the purpose of life, are determined by using the mind with the help of feelings and beliefs within yourself. And this will be very useful for student life after graduation.

The **Master of Applied Economics (MAEc)** adheres to ethical norms. One of the implementations is the attitude aspect in graduate learning outcomes, which includes (1) the ability to demonstrate attitudes that prioritise logic, detail, innovation, dexterity, flexibility, resilience, and a leadership spirit with integrity and responsibility; (2) the ability to apply attitudes in accordance with socioeconomic principles that are pro-competition, pro-good governance, anti-corruption, inclusive, sustainable, and from a gender perspective; and (3) contribute to improving the quality of life in society, the nation, the state, and the progress of civilization based on Pancasila. Students are encouraged to explore the ethical dimensions of economic analysis and policy formulation, understanding the impact of economic decisions on various stakeholders and society, especially in their specialisation courses.

#### Methods and scientific practice

Several strategies for achieving research standards include:

1. Develop a study programme curriculum that facilitates the exploration of new ideas through discussion of the latest journals and publication obligations for students.
2. Designing research roadmaps at the faculty, study programme and laboratory levels. The existence of a research roadmap will make it easier for lecturers and students to find research ideas and will become a starting point and a common thread for research to be carried out.
3. Universities and faculties hold regular activities to improve the ability of lecturers in terms of research methodology and organise research seminars.
4. Facilitating various information regarding the research agenda, both internal and external, such as information regarding research opportunities from Unpad internal grants and external grants regarding various research funding offers from various government and private institutions.
5. Encouraging lecturers to be able to involve students in conducting research activities.
6. Formed a work team for the Centre for Islamic Economics and Business Studies to optimise revenue sourced from industry, the government and the private sector.

The **Bachelor of Economics (BEc)** focuses on students' ability to write scientific papers. This is stated in the 5<sup>th</sup> Graduate Learning Outcome, namely "Able to compose scientific papers both



independently and collaboratively, as well as being able to communicate and explain creatively to various audiences and respond to the arguments of other parties”.

Students of the study programme shall have methodological competence and be able to prepare scientific papers. The study programme offers a compulsory Research Methodology course, where the output is a research proposal. Students are explained and trained in making research backgrounds, formulating problems, setting research objectives and benefits. In addition, students are explained and trained to be able to collect related literature to support the writing of scientific papers. Finally, students were explained about several alternative data that support scientific writing, both secondary data and primary data; as well as alternative methods of analysis in doing scientific papers, using both econometric and non-econometric approaches. Several selected seminar courses also have an output in the form of scientific papers, in which students are trained for a semester and assisted to complete a scientific paper.

As a graduation requirement, students are required to do a final project in the form of a scientific paper or through publication of a paper in a reputable journal, which is at least Q3 or accredited by Sinta-2. The work of the final project will be guided by a maximum of two supervisors and the quality of the final project will be tested by two examiners. Students can become research assistants either at the CEDS research institute that helps lecturers' research activities or participate in an independent campus research programme where the study programme has collaborated with several research institutions such as SDG's Centre Unpad, Smeru research institute, Presisi Indonesia, Dala Institute and Landscape Indonesia. Moreover, during the internship period, students will be trained to collect and process data, collect literature to make research reports.

The **Bachelor of Islamic Economics (BIEc)** is designed to create a conducive academic atmosphere, including lectures, so that students can explore scientific information as widely as possible with in-depth studies and discuss it with lecturers and other students in class discussion forums. This method is done by giving assignments for each course in a study of the results of the latest research published in specific international journals. The study programme requires student participation in seminars to present research results and publish them. In this way, students are trained during lectures and guided in preparing research proposals, research implementation and thesis preparation.

The approach topics will be divided into two groups: Islamic finance and Halal Industry. The research group is expected to represent the focus as well as the contribution of the BIEc programme towards the realisation of the vision and mission that have been declared. This research group is then elaborated into several subthemes and research topics according to the research area and core competencies of each researcher in the study programme. BIEc research activities involving students during the last three years amounted to 17 studies. Students are involved in several research themes, including the halal industry, Islamic banking, Islamic finance and Islamic philanthropy.

To achieve the goal of being able to analyse and implement both public and private policies, students of the **Master of Economics (MEc)** are required to be able to conduct scientific research

using qualitative and quantitative approaches. There are several courses that support MEc students to be able to do research well, such as Research Methodology courses, Mathematics, Intermediate Econometrics I and Intermediate Econometrics II.

The approach used in the learning process is skill-based learning in supporting science-based scientific studies. Students in each subject will be given assignments in the form of implementation, such as studies in accordance with the knowledge provided. Students are invited to study a phenomenon or problem from their own environment by using the scientific method and literature review studies based on economic theory. The learning given by lecturers is of course not always fixated on existing theory, but students will also be matched with current phenomena, so that students can understand the relationship between theory and the reality.

During one semester students will be given theoretical material in accordance with the existing curriculum, entering the second and third semester students will be given more implementation material and preparing research proposals. Entering the fourth semester, students will compile a thesis as a final scientific work as a requirement to study in the Master of Economics study programme.

In the **Master of Applied Economics (MAEc)** students learn theories about methodology and put them into practice through assignments and case study-based learning. In case of study-based assignments and learning, students must compile a research proposal consisting of an introduction, theoretical framework and methodological approach. In some courses, students are also required to collect data for case study assignments. Students are given guidance for obtaining theoretical knowledge, and, in some instances, implementing it. For example, students are assigned individually, including proposals for a specific programme that have the background, theoretical review, goal and target groups, methodological approaches and content, that should be related to problems in developmental psychology. During this individual task, students are guided to implement their ideas and knowledge of specific issues in recent economic development. In addition, it is equipped by attending training and seminars on research methodology organised by the study programme.

Thesis preparation begins in the first semester with courses in research methodology and applied econometrics. Lectures in applied research methodology and econometrics provide complete knowledge and skills for students to write research proposals. Students obtain basic theories about research methodology and other related scopes through lectures and practice knowledge through thesis research conducted to strengthen students' provisions in writing a thesis. In addition, basic economic theories are also taught that will be useful for analysing economic phenomena. In the second semester, students must take courses that prepare them to write research articles through independent special topic courses. Students are also expected to take elective courses to deepen their analysis of the problems in their research proposals. In the third semester, students write and deepen their research proposals under two supervisors. They have to present their research proposals to get feedback from two or three examiners through a research proposal seminar. After the research proposal is tested and considered satisfactory, the student can continue the research and write the thesis. After completing all these processes through intensive guidance during the final thesis from the supervisor and co-supervisor, students improve their research competence and

reach the intended level 8 KKNi; they can analyse a problem, develop and manage research and implement it as a solution to a problem in economics. To improve the methodological skills of students, they present their research proposals and get feedback from the examining lecturers.

### Examination and final thesis

Students in all programmes need to attend the class for 14 weeks plus two weeks of exams (the midterm and final semester exams). The class spent approximately 50 minutes per week for each unit of credit, plus 50 minutes of structured assignment and 50 minutes of independent activity in one credit.

Qualifications for a student to be considered as a graduate comprises:

1. passing all courses,
2. passing the thesis proposal defence,
3. passing the thesis defence and
4. having a minimum GPA of 3.0.

Unpad regularly publishes an academic calendar for one academic year and faculty follow the academic calendar set by the university. Exam Rules and Regulations are set by the faculty and regularly shared particularly at the beginning of new semester before midterm and before final exam.

Each Programme Learning Objective (PLO) represents a particular competency. The exam formats vary depending on the learning outcomes. To assess the attitude aspects, the study programmes use an assessment method based on lecturer observations and peer reviews from other students. Meanwhile, for the knowledge and skills aspect, several assessment methods are used; for example, objective test formats (e.g., multiple choice, short answer essay), essays, project reports, presentations (e.g., poster, oral, video), oral exams and projects and a practical exam (practice), quizzes, midterm exams and end-of-semester exams. In the **Master programmes**, each lecturer is also required to discuss data published from various institutions following the topics discussed in each lecture, and students are asked to review international/national journals that are relevant to the topics discussed as discussion material in the process of teaching and learning activities.

The following assessment applies:

1. Assessment Method for Economics Courses:
  - Types of Exams: Multiple Choice, Essay, and Problem Solving
  - Assessment Component: Mid-Term Exam (25 %), Final Exam (25 %), Attitude and Class Participation (15 %), Quiz (10 %), Group Assignment (15 %), Tutorial (10 %)
2. Assessment Method for Tools of Analysis Courses:
  - Types of Exams: Exam for Problem Solving
  - Assessment Component: Mid-Term Exam (25 %), Final Exam (25 %), Attitude and Class Participation (15 %), Quiz (10 %), Group Assignment (15 %), Tutorial (10 %)
3. Assessment Method for Compulsory Specialisation Courses:

- Types of Exams: Essay and Problem-Solving Exam
  - Assessment Component: Mid-Term Exam (25 %), Final Exam (25 %), Attitudes & Class Participation (20 %), Quiz (10 %), Individual Assignment (-); Group Assignment (20 %); Tutorial (-)
4. Assessment Method for Problem-Based Learning/Case Method Elective Specialisation Courses
- Exam types include case study and problem-solving exams.
  - Assessment Component: Mid-Term Exam (15 %), Final Exam (15 %), Attitudes and Class Participation (10 %), Quiz (10 %), Individual Assignment (-), Group Problem Solving Assignment (50 %), Tutorial (-)
5. Assessment Method for Project-Based Learning Elective Specialisation Courses
- Exam Types: project-based exams
  - Assessment Component: Mid-Term Exam (15 %), Final Exam (15 %), Attitudes and Class Participation (10 %), Quiz (10 %), Individual Assignment (-), Group Project Assignment (50 %), Tutorial (-)
6. Seminar Elective Specialisation Course Assessment Method
- Types of exams: paper exams and presentations
  - Assessment Component: Case Study and Discussion (20 %), Presentation (20 %), Scientific Paper Assignment (50 %), Quiz (-), Tutorial (-)

The **Bachelor programmes** carry out comprehensive exams, undergraduate thesis seminars and thesis defence sessions regularly and announce the important dates via the website and social media. Comprehensive exams are held every two weeks, alternating with the implementation of the research proposal defence and final thesis defence. After passing the comprehensive exam, to be able to start writing a thesis plan, students are required to fill out the research proposal form. After consulting with the study programme to determine the prospective supervisor, the students go to the prospective supervisor for thesis supervision approval. After getting the approval, students can return the form to the study programme and start writing their thesis. The guidance form and lecturer assignment letter will be given later. After finishing chapters I-III of the thesis, the student must conduct a two-credit thesis seminar. In this session, two examiners will provide feedback to improve the thesis. After discussing with the supervisor how to accommodate the input from the examiners, students can continue writing the thesis until it is finished. The evaluation criteria for the research proposal seminar are:

- Systematics of writing (layout, spelling and grammar) – 10 %
- Background (definition of research area and relevance of research) – 10 %
- Problem formulation and research objectives -10 %
- 15 % for Literature Study (knowledge and understanding of relevant literature based on at least two published articles, as well as reference writing)
- 10 % for research framework and hypotheses (problem formulation).
- Research Methodology (Modelling and Integration of Theoretical and Empirical Data): 15 %
- Creativity and Originality: 10 %
- Presentation and Q&A (20 %)

After completing the thesis chapters I–V, students can register for a thesis final exam or a viva. The viva is held to evaluate students' theses, and it can only be carried out if the supervisor has approved. During the viva, students are reviewed by two examiners. The viva should at least be graded at C for the students to be able to pass. One month after the trial, the revised thesis is submitted to the examiner. The final thesis, which has been revised by the examiners, is then modified into a thesis infographic. The evaluation criteria for the viva are:

- Systematics of writing (layout, spelling and grammar) – 10 %
- 10 % research background (identification of research area and relevance of research)
- Problem formulation and research objectives – 10 %
- Theoretical Concept and Literature Study (knowledge and understanding of the relevant theory and literature based on at least two published articles as well as reference writing) – 10 %
- Research Methodology (Research Framework, Hypothesis, Modelling, Integration of Empirical and Theoretical Data) – 10 %
- Analysis and Conclusions (Data Analysis, Discussion, and Drawing of Conclusions) (20 %)
- 10 % for originality and creativity
- Presentation and Q&A (20 %)

All undergraduate theses should be written based on the APA publication standards, and the thesis document should be uploaded to Unpad's web library. Criteria, rules and procedures for the thesis are published on the website. The qualification is equivalent to level 6 of the national framework, which can apply proficiency in Islamic Economics and utilise science and technology in this field to solve problems and adapt to the situation at hand.

Students of the **Bachelor of Islamic Economics** must also take a memorising test of the Quran and Hadith for economics as a prerequisite for submitting a final thesis defence.

For the **Master programmes**, there is also a standard operating procedure. Students are informed about the procedure for writing a thesis, in which there are several procedures for writing a thesis that students must go through, such as the appointment of supervisors, thesis preparation, mentoring, research proposal seminars (SUR), publication of scientific articles, and the Final Master's Session (SAM). The criteria, rules, and procedures for thesis are contained in the final thesis writing guidelines/manual.

The preparation of the thesis is guided by two advisors who have qualifications in accordance with the topic of the thesis. To pass the thesis, students are evaluated twice, namely (1) a research proposal seminar and (2) the Final Master's Session. After the thesis manuscript is deemed to have met the requirements for examination according to the advisory team, the student concerned must present the thesis before the examiner team (Final Masters Session) consisting of two or three examiners plus the head of the study programme. The student will receive feedback from the examiners and supervisors in the form of suggestions for improving the thesis manuscript. All Master theses must be written according to APA publication standards and the thesis manuscript must be uploaded to the library. If according to the results of the final Master hearing, the thesis is declared passed, then the student concerned is entitled to receive a Masters in Economics degree.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) and optional electives enable students to acquire additional competences and skills. However, for the **Master of Economics**, the possibilities for specialisation could be enriched, since there are only limited possibilities. Therefore, the panel **recommends** increasing the specialisation tracks in the Master of Economics.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples. This includes the MBKM approach, internship possibilities, case studies, as well as applied sciences.

There is evidence that the **Master programmes** qualify for interdisciplinary thinking. For the **Bachelor programmes**, the panel did not find much interdisciplinary content and therefore **recommends** increasing interdisciplinary thinking in the Bachelor of Economics and Bachelor of Islamic Economics.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated in **all four study programmes**. In the **Bachelor of Islamic Economics**, the identification and reflection of ethical aspects are strongly promoted and considered key competences and a substantial part of the study programme's qualification objectives.

Methodological competences and scientific practice are thoroughly trained, especially through publication, but also with several methodological courses and application throughout the programmes. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which is linked to advice on the learning process. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The final theses comply with the standards for international publications and therewith students prove their ability to do scientific work and the achievement of the study programmes' 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		MEc, MAEc	BEc, BIEc	
3.1.5	Ethical aspects		BIEc	BEc, MEc, MAEc	
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X		

## 3.2 Structure

The programme structure follows the decree issued by the Kemedikbud, Number 03/2020. It includes a minimum of 144 sks credits for Bachelor programmes and 36-47 sks credits for Master programmes.

Each academic year is divided into two semesters. There are at least 16 meetings (equal to 16 weeks) per semester and two meetings are for midterm and final exams. One sks credits is equal to 40 working hours (170 minutes per week), compared to 25 working hours per semester in the ECTS system. Therefore, one CP equals 1.67 ECTS. One course could have one, two, or more credits, and these credits could represent various learning activities.

There are also additional non-compulsory electives that students can take. In this case, they might study up to 160 sks credits in the Bachelor programmes.

### Bachelor of Economics

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	144-160 sks credits, 240 – 267 ECTS
Workload per credit	1 sks credit = 40 hours (1.67 ECTS)
Number of modules/courses	14 modules (9 compulsory modules and 5 elective modules)
Time required for processing the final thesis/project and awarded credits	One semester, 4 sks credits
Number of contact hours	1,680 – 1,866 hours

The Bachelor of Economics requires students to complete at least 144 sks credits over a study period of four years (eight semesters). Students must pass nine compulsory modules and five elective modules. There are also additional electives that students can take. In this case, they might study up to 160 sks credits.

#### Bachelor of Islamic Economics

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	144-160 sks credits, 240 – 267 ECTS
Workload per credit	1 sks credit = 40 hours (1.67 ECTS)
Number of modules/courses	22 modules (20 compulsory and 2 elective modules)
Time required for processing the final thesis/project and awarded credits	One semester, 4 sks credits
Number of contact hours	1,680 – 1,866 hours

With 144–160 sks credits per semester, the undergraduate study programme can be finished in four years. It includes the following courses: 1. Compulsory courses (90 sks credits) 2. Elective courses (48 – 64 sks credits) 3. Research proposal seminar (2 sks credits) and 4. Thesis (4 sks credits).

#### Master of Economics

Projected study time	2 years, 4 semesters
Number of credits (national credits and ECTS credits)	47 sks credits, 78.5 ECTS credits
Workload per credit	1 sks credit = 40 hours (1.67 ECTS)
Number of modules/courses	16 modules (12 compulsory and 4 elective modules)
Time required for processing the final thesis/project and awarded credits	One semester, 6 sks credits
Number of contact hours	627 hours

The Master of Economics has a cumulative study load of 36–47 sks credits, which includes a number of courses (28–38 sks credits), a research proposal seminar (2 sks credits) and a thesis (6 sks credits). Study time for the master programme is scheduled for four semesters. The longest study period is eight semesters or four years according to Regulation of the Chancellor of Padjadjaran University No. 46 of 2016 concerning Implementation of Education at Padjadjaran University. The curriculum for the Master of Economics consists of two parts, namely the pre-postgraduate curriculum (matriculation), 0 credits, and the regular lecture curriculum (47 sks credits), which consists of 30 sks credits of compulsory courses, 9 sks credits of specialisation courses, 2 sks credits of seminars Research Proposal, and 6 sks credits, Thesis. The matriculation course consists of five courses, namely Macroeconomics, Microeconomics, Quantitative Analysis, Introduction to STATA, and Scientific Writing and Presentation Techniques. Meanwhile, regular courses consist of 30 sks credits/50.1 ECTS credits for compulsory courses, 9 sks credits/15.03 ECTS credits for



specialisation courses, 2 sks credits/3.34 ECTS credits for research proposal seminars and 6 sks credits/10.02 ECTS credits for thesis.

### Master of Applied Economics

Projected study time	1.5 years, 3 semesters
Number of credits (national credits and ECTS credits)	41 sks credits, 68.5 ECTS credits
Workload per credit	1 sks credit = 40 hours (1.67 ECTS)
Number of modules/courses	8 modules (6 compulsory modules and 2 elective modules)
Time required for processing the final thesis/project and awarded credits	One semester, 6 sks credits
Number of contact hours	478 hours

The curriculum consists of three groups: pre-post lectures (0 credits), semester lectures (33 sks credits), research seminars and theses (8 sks credits). The overall course load that must be taken by students is 41 sks credits. Matriculation lectures consist of four basic courses at the undergraduate level of economics, while semester lectures consist of 21 sks credits of compulsory courses, 12 sks credits of specialisation courses and 8 sks credits for research and thesis seminars.

The first and second semesters consist of courses in economic theory and basic research skills that are mandatory for all students. In the second semester, together with the compulsory courses, students must take two compulsory courses in each conservation course and can choose two elective courses in each conservation course. In the third semester, students write and present their research proposals. In the fourth semester, they collect data, write a final thesis and present it in the final exam.

### Study and exam regulations

Study and exam regulations are stipulated in the academic handbook and widely distributed and discussed during the orientation week.

For the **Bachelor programmes**, students must complete the following requirements to be able to take the exam include the following:

1. Students are registered as an active student in the semester concerned;
2. Students meet all administrative requirements set by the faculty;
3. Student must participate in at least 80 % of lecture activities held in the relevant semester and/or participate in all (100 %) tutorial class.

To take the final exam (comprehensive exam, thesis trial, closed/open dissertation trial or similar activities), students must meet the following requirements:

1. Pass all faculties, departments and study programmes the student has taken (satisfies the cumulative study load requirement).
2. Have compiled and written a thesis (which has been declared 'fit for testing' by the supervisor) or published a paper in an accredited journal.
3. Have completed the administrative requirements set by the University and faculty.

Student of the **Bachelor of Islamic Economics** must additionally pass a Quran and Hadith memorisation test.

Implementation of the assessment between lecturers and students is agreed upon at the initial meeting of the lecture. The assessment component categories consist of attendance, assignments and quizzes. For some practical courses, the value of the final assignment/work is included. All assessment components are uploaded to the SIAT system so that students can see all the components of each assessment. Through the SIAT system, student learning outcomes are well documented. In this process, students can question the results of the assessment given to each lecturer.

The criteria for graduation in the Bachelor programmes can be seen as follows:

1. Students with a GPA between 2.00 and 2.75 will receive a satisfactory grade.
2. Students will get a very satisfactory grade if they have a GPA between 2.76 – 3.50.
3. Students with a GPA between 3.51 and 4.00 will receive an honours diploma.

The rules and procedures for the **Master programmes** are further regulated in the Academic Guidebook, which contains the academic administration system, curriculum structure, examination guidelines, thesis and graduation requirements. Every student gets an academic handbook when they are accepted. Master students have an obligation to complete their studies in accordance with the curriculum structure. To pass each course taken in the first semester and second semester, students are required to take a final exam at the end of each semester, the procedures for which have been regulated in the academic manual.

Academic achievement is expressed in terms of (Semester Achievement Index) and GPA (Grade Point Average). SAI and GPA calculations are carried out at the end of each semester. The final score for each course can be obtained from a combination of midterm examination scores, final semester examinations, assignments and other activities given for one semester, according to their respective weights.

The class components of each course vary from course to course. The student's final score for each subject follows the following criteria: A (80-100 %); B (68-79 %); C (56-67 %); D (45-56 %); E (<45 %); T (incomplete value); K (attendance not met). This value is used to calculate the GPA based on the Chancellor's Decree 38 of 2021 concerning Educational Practice. GPA can be used to compare relative scores between one student and another. Final GPA and grades for each course are presented in their academic transcripts. The final GPA is categorised as: "Satisfactory" (GPA 3.00-3.50); "Very Satisfactory" (GPA 3.51- 3.75), and "With Honor" (GPA 3.75-4.00).

**Table 9: Grading system**

<b>Final Score</b>	<b>Quality Letters</b>	<b>Quality Value</b>	<b>Category</b>
80 ≤ FS ≤ 100	A	4	Excellent
68 ≤ FS < 80	B	3	Good
56 ≤ FS < 68	C	2	Enough
45 ≤ FS < 56	D	1	Less
FS < 45	E	0	Very Lacking

The study programme also designs assessments for PLOs through two strategies: course assessment and results assessment. Course assessment is designed and carried out by the course lecturer. To ensure the standard of course assessment, the study programme holds workshops on designing the learning process and evaluation. Meanwhile, the assessment of the results is carried out by the study programme.

Students write scientific papers according to research themes in research proposal seminars as one of the graduation requirements, during the lecture period and after the research proposal seminar. Scientific articles in the form of writing which are part of a thesis, as the main author (first author) in a reputable national journal indexed at least SINTA 3, or scientific articles in the form of writing which are part of the thesis, as the main author (first author) in indexed proceedings at the institution high-reputation international indexers (Web of Science, Scopus, or equivalent) resulting from giving oral presentations at scientific seminars. After completing their studies, students will be awarded a Master of Economics (M.E.) degree. In addition to diplomas, students also receive diploma supplements in the form of transcripts.

#### Feasibility of study workload

According to the University, the feasibility of the study programmes' workloads is ensured by:

1. appropriate curriculum design;
2. reasonable workload calculations;
3. adequate number and frequency of inspections, and;
4. proper support services.

If students need academic consultation, they can contact the head of the department or the head of the study programme. If a student needs psychological counselling, the head of the study programme can refer him to the Unpad Counselling and Guidance Centre.

The study programmes also implement a warning system in accordance with Chancellor's Decree No 38 of 2021. This programme will provide academic assistance if needed, and study completion counselling for those who need it, to ensure students complete their degree on time and with maximum results. The warning system based on the Rector's Decree 38/2021 (see Rector 38/2021) is carried out every semester by the study programmes, providing academic warnings to students who meet the following criteria:

- The GPA is less than 3.00 in semesters one and two,
- A grade of C (less than 68 %) at the end of the first or second semester,
- Not enrolled for one semester,

- Do not pass according to the scheduled period of study.

The academic warning was in the form of an official letter, followed by a discussion session with the head of the study programme. The programme sends reminders at the end of the third semester to students who have not attended the research proposal seminar and at the end of the sixth semester to students who have not made a thesis defence.

The quality assurance unit and study programme distribute learning evaluation questionnaires at the end of the semester, which are then used as a reference for improving the learning process in each subject in the following year. When reviewing students' workload and academic decisions, they can have discussions with the head of study programme. The input from the students is considered to improve the learning process in the next period.

In the evaluation process, learning outcomes include several conditions:

- The students should pass all courses in the specified cumulative study load with a GPA of at least 2.00, and no E grade,
- The D grade should not exceed 20 % of the cumulative courses,
- The undergraduate thesis should at least obtain a C grade.

GPA and CGPA are used as criteria for evaluating studies. Students may take a semester study load that is less than the minimum allowed but may not take a semester study load that exceeds the maximum allowed. If a student improves the grade E, D, or C, in calculating the GPA, the higher grade is used; for example, if D is corrected to E, then the D grade will be written in the transcript; if E is corrected to A, the grade A will be written in the transcript. The grades T and K are not used in calculating the GPA; the grade T must be changed to A, B, C, D, or E within two weeks after the letter T is announced.

The study load for students to complete a **Bachelor programme** is at least 144 sks credits, which are scheduled for eight semesters and can be taken in less than eight semesters because the lectures are designed to last for a maximum of ten semesters, including the preparation of the thesis. The integration of intra-disciplinary learning materials can be seen in the composition of the courses offered by the study programme.

In the **Master programmes**, the study workload of 41 or 47 sks credits is based on national regulations but has also been adjusted to the provisions of the Ministry of Research, Technology and Higher Education (minimum 36 sks credits). This workload is also set based on student and academic staff feedback on the learning process. The study time of the applied economics study programme is at least three to four semesters, and the maximum study time is eight semesters, including the preparation of a thesis.

The elective courses in the second and third semesters focus on research in a specific major. Students in this course are encouraged to generate research ideas and review literature. Furthermore, before conducting thesis research, students must first complete a research proposal seminar (SUP), which is held from the beginning of the third semester to the end of the fourth

semester, with the requirement that they have attended courses with a minimum total credit of 34 sks credits and a minimum GPA of 3.00.

### Equality of opportunity

The recruitment of the students does not see gender as selection criteria, they are treated equally. The statistical data shows that female and male students are almost the equal number. From 2019 to 2021, the percentage of female undergraduate students in BEc increased. In 2019, female students exceeded males 61 % and increased to 63 % in 2021. In BIEc, 59 % of the 95 new students in 2021 are female. In 2021, the ratio of female students in the MEc was 75 %, a 35 % increase over the previous year. Meanwhile, the proportion of female students enrolled in the MAEc is only 37 % in 2021. The University also provides daycare facilities for the children of students and lecturers.

What is more, Unpad is oriented toward the Sustainable Development Goals (SDGs). The University implemented a policy for students with disabilities to ensure equality and non-discrimination, as well as invested in facilities for students with special needs (such as ramps for wheelchairs, busses and elevators). Moreover, the University strives to become an Eco-friendly campus, currently is has the position 92 in the UI Green metric system.

### **Appraisal:**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, such as internships, are designed and integrated in such a way that credits can be acquired. The course descriptions include all information required by the ECTS Users' Guide 2015.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements. These are published in the academic handbook for each study programme. The study 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 recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention, the recognition of periods of practical work is also defined for the Bachelor programmes. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The average study time of students are in line.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

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

### 3.3 Didactical concept

Since the COVID-19 pandemic, education and thesis defence have been organised with blended learning and can be accessed digitally through Google Classroom and Learning Management Systems (LiVe) Unpad.

The educational methods give the students the capability to apply theories and solve real business problems. Furthermore, a student learning centre is provided to encourage students to be more independent in their study and to facilitate them in preparing paper assignments and presentations in the class. These methods are designed to build two-way communication rather than one-way communication. For example, project-based seminar; a joint seminar and company visit in a Master programme; a guest lecturer from the government; a state-owned enterprise; and a startup business.

Graduates of the **Bachelor of Economics** must have knowledge regarding the theory of economics, be able to develop the scientific concept of economics, have excellent data literacy, be able to use the tools and methods of economic analysis, be able to do scientific writing, and apply soft skills in terms of independent teamwork, leadership spirit, international insight, adaptivity, agility, ethical integrity, collaboration, innovation, responsibility and communication verbally and visually.

To achieve the learning outcomes, the Bachelor of Economics employs different learning methods depending on the type of course:

- The lecture learning method is adopted for the Basic Economics Course, Intermediate Economics Course and Advanced Economics Course.
- Worked Examples: The learning method is used for Basic Tools of Analysis Courses, Intermediate Tools of Analysis Courses and Advanced Tools of Analysis Courses.
- The collaborative learning method is employed for compulsory specialisation courses.
- Team-Based Case Method and Project-Based Learning Method are adopted for elective specialisation courses.
- The discussion-based learning method is used for research-oriented courses and seminar elective courses.

The **Bachelor of Islamic Economics** includes various learning strategies based on the type of course to reach the programme learning outcomes:

1. The Basic Islamic Economics Course, Intermediate Islamic Economics Course, and Advanced Islamic Economics Course all use the lecture learning style.
2. Examples of Worked Examples Basic Tools of Analysis Courses, Intermediate Tools of Analysis Courses and Advanced Tools of Analysis Courses all use this learning style.
3. For required specialised courses, the collaborative learning technique is used.
4. For elective specialisation courses, the Project-Based Case Method and Project-Based Learning Method are used.
5. For research-oriented courses and seminar elective courses, the discussion-based learning method is used.

The approach used in the learning process in the **Master of Economics** is expertise-based learning in scientific studies based on supporting science. In learning in each subject, students will be given assignments in the form of implementation, such as studies in accordance with the science of the subjects given. Students are supposed to examine a phenomenon or problem from their own environment using scientific methods and literature review studies based on economic theories. The learning given by the lecturer is not limited on existing theory, students will also be paired with current phenomena, so that they can understand the relationship between theory and reality that occurs. The Master of Economics programme is committed to producing a profile of graduates as experts in economics who have analytical skills and able to master various main tools in economic analysis, as well as use multiple analytical tools and economic theory to solve problems. Entering the third and fourth semesters, students will prepare research proposals and will be followed by a thesis or final scientific paper.

The didactic concept of the **Master of Applied Economics** is the application of outcome-based education (OBE), which emphasises the sustainability of the learning process in an innovative, interactive and effective manner. The approach used in the learning process is research-based learning, involving the use of modelling and quantitative and qualitative analysis tools, where students are invited to study a phenomenon or problem from their environment using scientific methods and literature review studies based on economic theories, as per the vision of the Master of Economics programme, namely “bridging the gap between theory and practice and transforming academic wisdom into better community development.”

Student-centred learning is mainly used to meet the Programme Learning Outcomes comprehension levels (e.g., reading assignments, class presentations, reverse classrooms and case studies). At the application level, study programmes use project-based learning, especially when students are encouraged to implement their economic methodologies and theories in case studies, problem-based tasks, or other types of projects that integrate their knowledge with real-world examples through the application of economic theory and research in the analysis of economic science.

For these two learning methods, the study programme uses blended learning, combining synchronous and asynchronous learning. For example, in the flipped-classroom method, students experience asynchronous learning in the first week (studying the material) and synchronous learning in the second week (presenting and discussing the material in class).

### Course materials

In **all four study programmes**, all relevant materials and information are provided online through the learning management system Learning in Virtual Environment/ LiVE Unpad, in the Unpad Library and in weekly meetings for each course. The course materials are designed to meet the Programme Learning Outcomes. The course descriptions (RPS) used by the study programmes must be in accordance with the outcome-based education (OBE) standard. In the process, each teaching lecturer will see the learning achievements and arrange what materials will be included in each course. The course materials are regularly reviewed by the team teaching under the supervision of the course coordinator. The teaching team combines the English version of the textbook, supplemented with other publications to support particular topics to ensure that every course remains up to date. For example, in the Indonesian economy course, the teaching team decides which case studies should be discussed and analysed by students. Cases are selected based on their relevant PLO (i.e., PLO 3: analysing economic theories and concepts) and their actual relevance to society. Another example is the research methodology course, based on PLO 3 and 4, in which students write a research proposal for a quantitative approach and undertake a mini research project for a qualitative approach. The study programme also has a logbook to record project-based student activities.

During the Covid-19 pandemic, course materials have been delivered through the learning management system and students are encouraged to take part in independent studies.

### Guest lecturers

FEB Unpad has globalised its educational programme by inviting foreign researchers and lecturers to give special classes as part of its international exchange. Conducting an international exchange also helps a student gain more confidence by improving certain skills that help them connect with others.

The Economics Department, which includes the Bachelor and Master programmes, has initiated a lecture series programme involving academics from both foreign and local universities in various academic activities. The programme is organised under the scheme of “Visiting Scholars” of the Economics Department. In order to increase the numbers of visiting scholars, the Economics Department has tried to build a network through the faculty members who were previously studying abroad.

The **Bachelor of Economics** regularly involve guest lecturers in the learning process. Guest lecturers are proposed according to the needs of the study programme. They are generally academics or professional practitioners. Academic lecturers are usually professors or lecturers from nationally or internationally renowned universities. The materials taught by guest lecturers have helped students develop further understanding in the courses they take. Offering guest lectures, both from practitioners and academics, domestic and from abroad, can accelerate the development of the student’s learning process, as well as encouraging joint research and innovation. Guest lecturers collaborate with permanent lecturers to increase joint research outputs and utilize the results of the research for classroom learning. Thus, the knowledge taught in the



study programme can always be up to date and in accordance with the needs of the job environment or the world of practitioners.

In the **Bachelor of Islamic Economics**, guest lecturers from various institutions with related scientific fields are included in several courses. Foreign guest lecturer come from International Centre for Education in Islamic Finance (INCEIF) and Islamic Business School, Universiti Utara Malaysia (Malaysia). The programme also carries out cooperation with Islamic study programme association to invite foreign lecturers.

Periodically, the **Master of Economics** holds sharing sessions with guest lecturers. Guest lecturers are invited to give lectures on certain subjects. They are practitioners in the field of economics. The material shared in guest lecture sessions usually provides insight and knowledge for students pursuing a professional degree in economics in the fields discussed by each guest lecturer – relevant to economic developments and issues that occur in various economic fields. Guest lecturers also shared experiences about the economic assessment process, tools used, and interventions. Through this, students are expected to be able to develop economic concepts and theories as a basis for assessment, as well as assessments and interventions.

To expand students' views, the **Master of Applied Economics** encourages lecturers to invite guest lecturers to their respective courses. These are academics from other HEIs, who usually provide material on a specific topic in compulsory course, and on elective subjects related to majors. For example, a scholar from Edith Cowan University's School of Business and Law was invited to share his knowledge of the digitalisation of agribusiness supply chains for economic growth. Senior Deputy Governor of Bank Indonesia, Deputy Director of Research and Outreach at the SMERU Research Institute and Professor of the Department of Economics, Padjadjaran University were invited to share their knowledge in a series of public lectures on the Indonesian Economy. The Deputy Minister was also invited to explain the challenges of implementing public policy in Indonesia.

#### Lecturing tutors

In the **Bachelor programmes**, tutoring is part of the overall learning process for students. Many courses require hands-on technical skills as their learning objectives and the practical lab, where tutors are in charge, is an important place for students to acquire those skills. Many courses require students to attend tutor classes where they sharpen their technical skills, for example by doing weekly problem exercises. Although these tutor sessions are not graded, students are eager to attend because the exercises they do with tutors may contribute to their overall grade.

The study programmes recruit active students to become teaching assistants to assist junior students in tutorial class using case study approach or in practicum courses. The topic in tutorial class should be in line with regular class conducted by the lecturer. The tutorial classes and practicum classes usually start in the third week of the regular class meeting. Teaching assistants are involved in helping students to discuss the application of theory in case studies and conduct evaluations for each of the students.

The tutorial class consists of ten meetings in one semester. Courses that have tutorial classes in the **Bachelor of Economics** are Introduction to Microeconomics, Introduction to Macroeconomics, Microeconomics I, Macroeconomics I, Statistics for Economics and Business, Introduction to Econometrics, Microeconometrics, Time Series Econometrics.

The courses included in the practicum class in the **Bachelor of Islamic Economics** are Introduction to Microeconomics, Introduction to accounting, Fiqh Muamalah, Islamic Banking Management, Ziswaf and Islamic philanthropic institutions, Islamic accounting, Microeconomics, macroeconomics, econometrics, Islamic economic and financial statistics I, economic and financial statistics Islam II.

There are no formal lecture tutors for the **Master of Economics** and **Master of Applied Economics**. All courses are given through the lecturer team. Informally, junior students often organise sessions with senior students to discuss specific subjects they find difficult.

## Appraisal:

The didactical concepts of the study programmes are described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. E-Learning is also included as part of the didactical concept. Therefore, students are encouraged to take an active role in creating the learning process.

The accompanying course materials of **all four study programmes** are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students via the intranet of Unpad. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited in a structured way and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also from other fields. The study programmes regularly invite alumni of the programmes to contribute to the learning process of students. This particularly enhances the employment possibilities of students due to practical applications and insights.

In the **Bachelor of Economics** and **Bachelor of Islamic Economics**, lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities. The two **Master programmes** do not include lecturing tutors.

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

### 3.4 International outlook

International content is implemented in the curriculum by using international textbooks, international case studies and international visiting lecturers in the classes. Intercultural aspects are also an important part of the overall objective of the learning outcome, as Indonesia is a multicultural country as well as very open to other foreign cultures. Lecturers come from various cultural backgrounds and have graduated from various universities around the world, resulting in intercultural class discussions.

Students are also encouraged to join the “International Day” festival, where all cultural events from around the world are showcased by Unpad’s international students. International Day is held once a year. Students are also encouraged to take part in an exchange programme with one of the partners of Unpad.

Bachelor and Master programmes in FEB offer admission for international classes (in English language) for both foreign students as well as domestic students.

The **Bachelor of Economics** offers an international class or International undergraduate class from the year 2018 and many of the graduates from IUP work in multinational companies. Moreover, the study programme, e.g., includes courses on International Economics, Comparative Economic System and International Trade and Tourism Economics (as a specialisation).

With regard to the contents, international aspects are an integral part of the **Bachelor of Islamic Economics** that focuses on economic development in various Islamic countries and communities. This includes, e.g., courses on Arabic and History of Islamic Civilisation.

The **Master of Economics** includes international contents in most courses, e.g., in Intermediate Population Economics and Intermediate International Monetary Economics.

The **Master of Applied Economics** includes courses on International Trade, Economics of Growth and Development, as well as International Finance with respective international contents.

### Internationality of the student body

Due to the pandemic, many international students have cancelled their plans to study in Indonesia. However, an online summer programme in August 2021 has attracted 375 international students from Asian countries to join the short courses in the faculty. In 2022, more online courses will be available for international students to take as part of exchange programmes. FEB will also hold various programmes involving lecturers from faculty international collaboration partners in various academic agendas, including: international colloquia, webinars per field of economic and business studies, lecture mobility and other internationalisation programmes that are expected to increase faculty engagement with international partners and introduce FEB Unpad to more countries so that the number of international collaborations between faculties can increase significantly according to the target of faculties and universities.

FEB has an IUP (International undergraduate programme) for the **Bachelor of Economics**. There are 52 IUP students in the batch of 2022. In 2022, several FEB students took part in a student exchange programme, which consisted of seven students doing student exchange (outbound) to various countries such as Germany and Malaysia. And two students from the Hochschule Bremen University conducted an inbound student exchange at FEB Unpad. In addition, there are foreign students participating in the programme who come from Poland, Ethiopia, Afghanistan and Timor Leste.

Moreover, Unpad offers several international activities for students to promote internationality among the student body:

1. **Double Degree Programme:** Over the past few years, FEB Unpad has established further opportunities for students to get an international education by developing a double degree programme with overseas partners. This programme is suitable for students who plan careers in organisations that transcend domestic borders and provides an outstanding opportunity for students who are seeking both academic knowledge and intercultural competence. These programmes are conducted at both Bachelor and Master level. With this programme the student spends their first two years at FEB Unpad (two years minimum for Bachelor and one year for Master) and then the latter academic year at the host institution. After they satisfy the degree requirements for both institutions, they will get two diplomas.
2. **Joint Conference, Seminars and Doctoral Colloquium:** FEB Unpad has hosted several conferences and doctoral colloquium with partner universities around the world, addressing issues in economics, accounting, business and management, as well as those affecting small and medium-sized businesses. This programme aims to promote high-quality and high-impact research as well as strengthen international networks.
3. **Visiting Scholars:** The purpose of this programme is to bring scholars from well-respected universities worldwide to the Faculty of Economics and Business for public lectures and postgraduate workshops. All faculty members play an important role in the development of research, teaching and collaboration.

### Internationality of faculty

Although the majority of lecturers are Indonesian, there are about 20 international lecturers teaching various courses in the faculty. Many of the lecturers are also graduates of universities in different countries, which allows them to share international perspectives with their students.

In 2022, FEB had foreign lecturers from overseas universities such as : National Taiwan University Taipei (Taiwan), Cyprus University of Technology (Cyprus), Dundee University/University of Crete (Greece), Inholland University of Applied Sciences (Netherlands), International Centre for Education in Islamic Finance – INCEIF (Malaysia), Islamic Business School, Universiti Utara Malaysia (Malaysia), Leiden University (Netherlands), NUST Pakistan (Pakistan), Osnabruck University of Applied Sciences (Germany), Munich Polytechnic (Germany). In addition, there were foreign university visits to FEB, namely Copenhagen Business School (Denmark), Aarhus University (Denmark), the University of Southern Denmark (Denmark), the University of Northampton (UK), Rikkyo University (Japan) and Universiti Malaya (Malaysia).

Opportunities to collaborate with international lecturers also make it possible to conduct joint research in various scientific studies and provide opportunities to exchange roles as lecturers at each host university (lecture mobility).

### Foreign language contents

English and Indonesian are compulsory subjects for all students. Some students can also choose other foreign languages as their objectives, such as Mandarin, Spanish, Korean or Japanese. FEB Unpad also encourages students to participate in exchange programmes at University partners. Students who are taking an exchange semester in Korea, Japan or other non-English-speaking European countries are encouraged to also learn the native language.

The textbooks and supporting papers for the courses use English. The teaching method in the classroom also uses English, and even the process of preparing the final project (thesis) also uses English. This is specifically for FEB Unpad students who choose the International Undergraduate Programme (IUP) class. The **Bachelor of Islamic Economics** also includes Arabic as a language.

Apart from that, FEB Unpad also encourages students to have language skills other than English, especially if they plan to participate in exchange programmes with countries that require certain language skills, such as French.

At University level, Unpad has a Language Centre (*Pusbah*), which is managed by the Faculty of Cultural Sciences, in which various English Proficiency Tests are held as one of the mandatory requirements for prospective new Unpad students, including: English (TKBI/ELT).

## Appraisal:

International contents are an integral part of the curricula of **all four study programmes**. Students are prepared for the challenges in an international working environment, especially with regard to the used international case studies and data. Through these practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. This is especially shown by their ability to publish internationally. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. All materials are provided in English, courses in the IUP class are fully conducted in English, in the regular class, courses are conducted in Bahasa Indonesia and sometimes English. The **Bachelor of Islamic Economics** also includes Arabic language.

		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)

Courses in **all four study programmes** require students to work in groups for group projects and group assignments and present their works in class. The study programmes also offer some courses specifically to improve communication skills, such as business communications, digital communication, visual communication, English language and Indonesian language, as well as Arabic for Business in the **Bachelor of Islamic Economics**.

Conflict handling skills are acquired through class discussion in third year courses where lecturers are encouraged to use case studies, class discussions and student-centred learning methodologies. Some courses are designed specifically to teach legal and ethical issues related to conflict resolution. Courses related to conflict handling skills include legal aspects and ethics of international business, business law and profession ethics, taxation law, governance and public sector ethics, cross cultural management and marketing ethics.

The **Bachelor of Economics** includes multidisciplinary skills and competency in its body of knowledge and programme learning outcomes:

- Body of Knowledge (BoK) 9: Communicative and Creative Thinking

- Programme Learning Outcomes (PLO) 1: Able to demonstrate an attitude that prioritises logic, innovation, detail, flexibility, agility, toughness, responsibility, and empathy and has a leadership spirit.
- Programme Learning Outcomes (PLO) 5: Able to compose scientific papers that are free of plagiarism, both independently and collaboratively, and able to communicate and explain creatively to various audiences and respond to other parties' arguments.

The abilities that students acquire during their studies are not limited only to economic analysis related skills. Through problem-based learning methods, students are required to work together and overcome various problems they face. In addition, students improve their communication skills, leadership and problem-solving skills through extracurricular activities in student activity units and participation in various competitions, such as: writing competitions, moot courts, start-up competitions, as well as organising conferences and seminars.

Students of the Bachelor programmes must carry out student community service to get internship opportunities and to be involved in lecturer research, and this improves students' knowledge and abilities through field practice. The Bachelor of Economics implemented the MBKM programme (*Merdeka Belajar Kampus Merdeka*), where the students are given the opportunity to improve skills according to their talents and interests by going directly into an appropriate job environment in preparation for future careers. They also take courses across the study programmes and faculties. With this opportunity, students can hone their interdisciplinary collaboration skills, gain communication and public-speaking skills and build their ability to handle conflict.

The delivery of communication and public speaking abilities in the **Bachelor of Islamic Economics** occurs through compulsory courses, elective courses relevant to majors and a thesis. Students are given presenting tasks for their theses and in some courses to hone their oral communication skills (e.g., Research Methodology, Project Evaluation, Islamic Finance and Investment Theory, Financing Management of Islamic Financial Institutions). Academic and thesis writing courses help them develop their written communication skills. Through research proposal seminars and the defence of their thesis, students train their public speaking abilities.

Cooperation and conflict resolution skills are taught in separate special topic classes, and students are assigned homework that involves discussing key articles in the specialised areas of their chosen fields of study. Every student takes part in class debates and presentations that involve the lecturer and every other student. The effectiveness of reaching objectives in cooperation and problem-solving in the articles mentioned depends greatly on the capacity and participation of students and lecturers in understanding and discussing the outcomes of each article's research. Following that, students are given the responsibility of creating interventions, including needs analyses and intervention evaluations.

In the **Master of Economics** and **Master of Applied Economics**, communication and public speaking skills are delivered through compulsory courses, major-related elective courses or specialisations and a thesis. To develop their oral communication skills, students are given presentation assignments for their theses and in some courses (e.g., Indonesian Economy, Research

Methodology, Project Evaluation). Students acquire written communication skills from research methodology courses and thesis writing.

Moreover, students develop public speaking skills through research proposal seminars and the defence of their thesis. Cooperation and conflict handling are delivered through independent special topic courses, with students given assignments to discuss important articles in the specialisation of their respective fields of study. Each group is given a case study related to a particular topic. The group needs to solve problems and analyse cases. Students are assigned group projects to design interventions, from needs assessment to intervention evaluation. Also, each student participates in discussions and presentations in class involving the lecturer and all students. The ability and participation of students and lecturers in understanding and discussing the results of the study of each article is very decisive in the success of achieving goals in cooperation and problem-solving in the articles discussed.

Conflict resolution skills are needed when students meet stakeholders with various needs that cannot be accommodated by all. Collaboration and conflict can also arise in the process of delivering interventions. Finally, each group is given a session to present the assignments that have been given in front of the class, guided by the lecturer of the related subject.

### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, such as teamwork, presentations by students.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. This is, for example, carried out by the Entrepreneurship courses.

	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)

Mastering IT technologies has been the DNA of all study programmes in FEB Unpad and computer application software is widely used as part of teaching technologies across programmes, including SPSS, EViews, STATA and SEM. Soft skills such as communication and public speaking skills, as well as teamwork and cooperation, are essential skills for all study programmes. These skills are acquired in group project assignments and group presentations as part of the learning methodology of advanced courses.

The courses are designed to equip students with this promised skill set. For example, an internship with the industry is compulsory for most of the study programmes. Students are also equipped by



diploma supplements to increase their employability, issued by professional associations or professional certification institutions.

Heads of study programmes are actively engaged with prospective employers of their graduates by designing internship programmes with business and government entities.

The **Bachelor of Economics** integrates necessary skills for students into the curriculum. This integration ensures not just students' theoretical knowledge, but also various practical skills needed by the industry. Through an internship programme conducted by the Career Development Centre (CDC), students get a chance to gain more experience before they enter the workforce. The study programme facilitates this internship programme in several governmental and private institutions, especially through partnership cooperation and the alumni network.

Graduates of the **Bachelor of Islamic Economics** are capable of critically presenting Islamic economic arguments, assessing the validity of an argument using empirical evidence via quantitative and qualitative approaches and evaluating decision-making, market and institutional performance, as well as government functions, in order to provide recommendations for sharia-based economic policy.

The focus of the **Master of Economics** is mastery of research concepts and methodologies that can be applied in various fields of work. Therefore, students in this study programme are equipped with skills including planning, managing and conducting research, as well as reporting research results. Students are given mastery in their field of study, for example, in sharia economics courses and the real sector, which are included in one compulsory course that every student must take.

The focus of the **Master of Applied Economics** is on mastering research concepts and methodologies that may be implemented in various job sectors. In addition, the study programme is committed to developing the profile of graduates as experts in applied economics who have strong analytical skills, can master various main tools in the analysis of economic science, can use various analytical tools and economic theory to solve problems, both at the micro and macro levels and make an institutionally significant contribution to the resolution of various problems in local institutions, national corporations, and society in general. Therefore, students in this study programme are equipped with skills including planning, managing and conducting research, as well as reporting research results.

## 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 through all courses of the study programmes. The **Bachelor of Islamic Economics** focuses specifically on Economics in the Islamic context and therewith enables students to start a respective career.

		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

Human resource development at Unpad conforms to a specified road map of quality management. This road map takes into account the following factors: need-analysis-based recruitment, individual competency, job history, performance evaluation, as well as internal and national regulations. Based on Government Regulation Number 80 of 2014 concerning the Designation of Unpad as a Legal Entity State University, Unpad has the authority to recruit new staff. The faculty has fulfilled the Republic of Indonesia Minister of Education and Culture Regulation Number 49 of 2014 concerning the provision of a minimum of 75 % of full-time faculty and each Master programme has two professors.

The table below illustrates the number and structure of faculty members. According to national regulations governing teachers and lecturers, in addition to Doctorate degree holders, Master graduates are also entitled to join the faculty as full-time lecturers. Faculty with a Master degree, on the other hand, are only permitted to conduct lectures for Bachelor programmes under the supervision of senior faculty members. Part-time lecturers are generally alumni professionals with extensive experience, as well as previous or retired lecturers. The hiring of a part-time lecturer is based on a recommendation from the professional association.

**Table 10: Structure of Faculty staff**

	Bachelor Program in Economics	Bachelor Program in Islamic Economics	Master Program in Economics	Master Program in Applied Economics
	Full-time lecturers			
Professors	5	3	2	4
Doctors	19	21	12	14
Masters	17	15	0	1
<b>Total</b>	<b>41</b>	<b>29</b>	<b>14</b>	<b>19</b>
	Part-time lecturers			
Professionals	10	34	5	1
<b>Total full-time and part-time</b>	<b>51</b>	<b>73</b>	<b>19</b>	<b>20</b>

#### Academic qualification of faculty

All programmes' academic qualifying criteria correspond to the rules framed by the University and the Government, respectively. According to this rule, the minimum requirement for teaching staff in Bachelor programmes is a Master degree in the relevant discipline. Doctoral grads are the required qualification for lecturers in Master programmes. The applicants should also demonstrate their proficiency in the classroom (publication and professional experiences).

Unpad's recruitment pathways for academic employees include: The goal of high-quality talent (HQT) recruiting is to attract academic employees with superior abilities and qualifications who will serve as accelerators for Unpad's goal to become a top 500 international ranking. Unpad seeks applicants with PhD degrees, outstanding research abilities and networking skills, as well as the professional qualities necessary for study programmes inside the Unpad system. The regular recruitment process is designed to meet the academic staffing needs of the departments. When a

department requires more academic personnel, a request is submitted to the Dean of the Faculty based on a comprehensive evaluation. The Dean then collaborates with the department to discover qualified employees via professional hiring, fostering selected applicants or via open recruiting. Qualifications for the recruiting path include a Doctorate or Master degree from a national or foreign University.

The primary paradigm for Indonesian academic staff is known as "*Tri Dharma Perguruan Tinggi*," which outlines the three primary functions of academic staff as follows: (1) professional education; (2) science with the main responsibility for transforming, developing and disseminating knowledge, technology and art through education and research; and (3) community service. The academic staff in Indonesia progress through the levels from lecturer to assistant professor to associate professor to professor<sup>6</sup>. The following are the requirements for each position:

1. Professor

The highest academic status for an individual still actively teaching is professor, or "*Guru Besar*," in a HEI. A candidate for professor should meet the following criteria<sup>7</sup>: (1) a Doctoral degree from a reputable HEI for at least three years; and (2) significant research work published in reputable journals as first author.

2. Associate professor

Academic staff members that fit the following description are associate professors, or "*Lektor Kepala*": (1) a PhD degree; (2) credible scientific publications; and (3) experience supervising at least 40 Bachelor students.

3. Assistant professor

An assistant professor, also known as a "*Lektor*" or "*asisten ahli*," is a member of the academic staff who has: (1) scientific publications as first author in recognised national journals, and (2) at least a Master degree.

### Pedagogical qualifications of faculty

To assure quality teaching and learning service in all study programmes, Unpad has ensured that all faculty members have adequate and current pedagogical and didactical credentials. This is required to support faculty in carrying out their primary responsibilities in order to meet the University's instructional objectives. All qualified faculty members must participate in the National Lecturer Certification Programme. Lecturers received pedagogical training in terms of academic qualifications. The instructional techniques training (PEKERTI) and the applied approach (AA) are the pedagogical and didactic qualifying standards for becoming a lecturer. PEKERTI and AA are training programmes organised by the Directorate General of Higher Education (*Dirjen Dikti*) in order to improve the professional competence of academic staff. PEKERTI and AA are mandatory under Law Number 14/2005 concerning Teachers and Lecturers.

Unpad intends to be a pioneer hybrid University in Indonesia. Hence, a mastery of blended and hybrid learning by academic staff is essential. To ensure the continuity of blended and hybrid

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<sup>6</sup> as per Ministerial Regulation of Kemendikbud Article One Number 8/2014

<sup>7</sup> as per Ministry Regulation Number 46/2013 concerning Amendments to the Regulation of the KemenPANRB Number 17/2013 concerning Functional Positions of Lecturers and Credit Scores

learning methods, Unpad conducts various types of training for faculty related to handling and delivering blended and hybrid learning. Furthermore, Unpad appointed champions to serve as agents of change, encouraging fellow faculty members to apply blended learning methods.

To ensure that the teaching process is carried out to a high standard, every semester each faculty member's quality of teaching is assessed by students through the online system. In addition, Unpad monitors academic staff regarding the implementation of teaching tasks and their burdens<sup>8</sup>. Each semester, academic staff are required to report workload plans (*Beban kinerja dosen-BKD*) for the next semester and report on performance for the previous semester (*Laporan kinerja dosen-LKD*) through SIAT (the online system for staff at Unpad), and this determines remuneration for each academic staff member.

#### Practical business experience of faculty

As one of the three principles of Tri Dharma, all lecturers are obligated to perform community service individually. In this activity, lecturers' scientific talents and expertise are applied to the community. This exercise is performed on a regular basis and includes a variety of activities. Many of our lecturers come from business practice or have business experience. Both full-time and part-time academic staff have other roles outside Unpad – still related to their expertise in economics – including as expert consultants, webinar speakers and researchers. FEB also invites top managers from multinational companies to come and speak as webinar speaker or visiting lecturer.

#### Internal cooperation

The upper administration of the faculty and the programme directors encourage collaboration among faculty members. The primary responsibility of every lecturer in Indonesia is specified in the *Tri Dharma* (Three Principles of Indonesian Higher Education). The objective behind these obligations is to guarantee that lecturers engage in teaching, research and community service. Furthermore, in order to develop cooperation, all types of Tri Dharma entail collaboration with another lecturer. For example, most courses are organised by two or three lecturers, requiring faculty members to collaborate in both teaching and course preparation. Lecturers are also encouraged to collaborate on research papers and projects. Most University research funds demand a collaborative proposal rather than an individual entry.

To ensure that there is no overlapping content in the courses, the study programmes hold monthly meetings and evaluations that all lecturers are required to attend. At the beginning of each semester, there is also a meeting with all lecturers to coordinate the upcoming semester with regard to necessary adjustments, evaluate if the syllabus is still relevant, add contents and involve guest lecturers. There is also a workshop with lecturers to discuss about the curriculum. Furthermore, there are also monthly coordination meetings between faculty management, heads of departments, and heads of study programmes, aimed at sharing information, planning programmes and improving performance.

Moreover, during the semester, there is constant exchange via WhatsApp and close coordination within the teaching teams. At the end of each semester, there is a meeting for evaluation. Another

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<sup>8</sup> KemenPANRB Number 17/2013 concerning Lecturer Functional Positions and Credit Scores

meeting is carried out to coordinate the lecturers and to determine if there are new regulations to address.

On faculty level, there are also meetings for all study programmes to increase research cooperations and coordinate among the different programmes.

### Student support by the faculty

Individual academics, infrastructure and student activities are supported by faculty. On the academic side, faculty members are highly accessible to students through e-learning platforms<sup>9</sup> as well as emails and WhatsApp. Most lecturers have consulting hours for students if they want to discuss issues or problems, but most lecturers are also available for consultation beyond the consulting hours. This is achievable due to the small class size which make students feel they are close with their lecturers. In case that a problem cannot be solved with the lecturer, it is taken to faculty level.

In addition, there is student support with regard to academic activities via the application SIA. In this application, students can organise the supervision of thesis and course selections and also see the progress as well as course schedules. In case of difficulties, they can contact the study programmes since digital assistance and online counselling sessions for students are offered. Unpad has also developed an e-office to regularly update the website and social media channels to provide up-to-date contents.

FEB Unpad has provided student support such as guidance in course registration, study, and career development for various students, including foreign students. This support has been realised through various media, such as information websites, the academic office, the career development centre office, and, for foreign students, the International Office. Guidance for course registration and study has been made completely accessible to all students, including foreign students, in the SIAT (Integrated Academic Information System). Students can also come directly to the academic office or the International Office for foreign students to ask questions.

The lecturers particularly support the students with regard to the journal publication procedure and the thesis writing process. The lecturer suggests a journal for publication and offers support in the process. It is also possible to write articles with supervisors and co-supervisors in a co-authorship. Moreover, there are regular meetings to revise the drafts.

## Appraisal:

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

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<sup>9</sup> see: <https://paus.unpad.ac.id/oauth/authorize>

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented, particularly with regard to the technological and pedagogical skills required for hybrid learning.

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

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. Furthermore, projects and courses within all study programmes are conducted cooperatively.

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

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

## 4.2 Programme management

The tasks of the head of each study programme are determined in Rector Regulation No. 1 of 2020:

1. Study programme is led by the Chairman of the study programme.
2. The head of the study programme has the task of planning, implementing, developing, controlling and evaluating the quality of learning to achieve the expected competence of graduates.
3. The head of the study programme has the function of:
  - a. drawing up strategic plans, programmes and budgets at study programme level;
  - b. organising and developing learning in accordance with the curriculum;
  - c. ensuring the quality of education in the framework of the realisation of a superior and reputable study programme;
  - d. planning the needs of lecturers according to the demands of the curriculum and submit them to the department that houses the required lecturer's expertise;
  - e. carrying out evaluation and monitoring of lecturer performance to be reported to the Head of Department;
  - f. carrying out evaluation and monitoring of the implementation of learning to ensure the results of superior graduates and timely study;
  - g. coordinating the integration of research and community service activities that students organise into the curriculum;
  - h. developing the competencies, interests, talents and reasoning of students in accordance with the main competencies of the study programme oriented towards improving achievement and behavioural skills;
  - i. coordinating with learning managers, students and alumni in fostering student activities from students of their study programmes oriented to soft skills development and achievement improvement;
  - j. providing consideration of the performance assessment of the Secretary of the study programme and the staff of the study programme to the Deputy Dean for Resources and Organisation; and
  - k. reporting the implementation of learning to the Dean of the Faculty.

### Process organisation and administrative support for students and faculty

FEB Unpad performs various service innovations which include:

- (1) Academic Services for Students,
- (2) Academic Administration Submission Services for Students,
- (3) Academic Information Services for Students and Lecturers,
- (4) Library Services for Students and Lecturers,
- (5) Virtual Office Service.

All administrative procedures are conducted and documented through PACIS<sup>10</sup> (for students) and SIAT<sup>11</sup> (for academic staff/ faculty member). Unpad also provides a learning management system (LiVE Unpad) which can be used to organise lecture materials, student assignments and

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<sup>10</sup> see: [https://students.unpad.ac.id/pacis/mhs\\_home](https://students.unpad.ac.id/pacis/mhs_home) (last access October 3, 2023)

<sup>11</sup> see: <https://paus.unpad.ac.id/oauth/authorize> (last access October 3, 2023)



examinations. In addition, at HEI level, Unpad provides ULT which offers integrated information and administration services<sup>12</sup>, including consultations for students, academic staff and all other members of Unpad. Unpad also offers a hotline through various communication channels (fixed line, SNS, website) that provides information and allows filing of complaints.

The plan for development of human resources also includes the administrative staff that is supported to get a Bachelor and Master degree, including distance-learning possibilities. Moreover, there are regular programmes for administrative staff to achieve targets, such as trainings related to IT (Microsoft certificates) and language courses (particularly English) or to join collaborations with abroad countries. Staff can also participate in Massive Open Online Courses (MOOC) by Unpad, e.g., an online course for e-material production and video conference basics or course on basic LMS). The staff development also refers to enhancement of technical skills and personal development.

## Appraisal:

The head of each study programme 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. Unpad offers the administrative staff opportunities for continuous professional development.

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

## 4.3 Cooperation and partnerships

In order to support the aim of Unpad “Becoming a world reputable university and impacting society” and the vision of FEB ‘To become a superior, performing, beneficial and sustainable Faculty of Economics and Business nationally and internationally, through transformative leadership supported by strong Faculty management and extensive networks”, collaboration with various national and international HEIs and other academic institutions are important. Therefore, Unpad strives to facilitate cooperations between researchers and foreign lecturers. The manager of research, innovation and collaboration is responsible for collaborations with international

<sup>12</sup> see: <https://ult.unpad.ac.id/> (last access October 3, 2023)

partners. The majority of collaborations with these academic institutions cover all study programmes, including Bachelor and Master programmes. Professors and academic staff for international HEIs are invited to give lectures to the study programmes, depending on their expertise. This includes, for example, adjunct professors from the Netherlands, Germany and Vietnam. For the latter, Unpad has signed a Memorandum of Understanding with University of Economics (UEH) in Vietnam. Unpad also invites exchange students, offers summer schools and provides lecturers with opportunities for international mobility.

To establish international cooperation, there are new MoUs for international partnerships, namely those with the National University of Sciences and Technology (Pakistan), UNITAR International University (Malaysia), Ondokuz Mayıs University (Turkey), and Universiti Teknologi Mara (Malaysia). In addition, there is also an extension of the International Partnership MoU, such as the University of Northampton (UK), Hochschule Koblenz University of Applied Sciences (Germany), Ritsumeikan University (Japan), Takushoku University (Japan), National Graduate Institute of Policy Studies (GRIPS) (Japan), Adam Mickiewicz University (Poland), and Western Sydney University (Australia).

Students are encouraged to take part in an exchange programme with the overseas partners where they can study for one semester in another country and receive transfer credits. Currently, there are about 38 partners in 17 countries, and many of the students take this opportunity to expand their international horizons. FEB students also join IISMA and IISMAVo. IISMA is Indonesia International student Mobility Awards, meanwhile IISMAVo is Indonesia International student Mobility Awards for Vocational Students. In 2022, there are twelve FEB students national level selections accepted in IISMA and 13 students in IISMAVo.

FEB Unpad conducts community service through the collaboration of FEB Unpad with UNDP and ASYX in training and mentoring MSMEs that focus on business sustainability. In addition, there is also collaboration with universities in ASEAN, namely through the establishment of the ASEAN Faculty of Economics and Business Collaborative Working Group, which includes:

- FEB Unpad invited delegates from ten ASEAN countries to take part in the ASEAN FEB Collaborative Working Group. ASEAN The FEB Collaborative Working Group is an initiative of FEB Unpad to do more work in ASEAN.
- The ASEAN FEB Collaborative Working Group will collaborate with several universities in ASEAN in terms of the higher education Tridharma.
- Participants who attended offline came from four countries, namely the Philippines, Vietnam, Malaysia and Thailand. Participants who attended online came from Brunei Darussalam and the Philippines.
- A letter of intent (LOI) has been signed to encourage closer cooperation in the Tridharma field of PT.
- The first activity of the ASEAN FEB Collaborative Working Group, a learning workshop, is currently being coordinated.

There are also cooperations with Copenhagen Business School (Denmark), Aarhus University (Denmark), University of Southern Denmark (Denmark), Universiti Malaya (Malaysia), Universiti Utara Malaysia (Malaysia), Hochschule Osnabruck University of Applied Science (Germany), University of Poitiers (France), and IESEG School of Management (France) comprise the Tri Dharma

Partnership Initiative and a strengthening of the Tri Dharma Partnership, namely the University of Northampton (UK), Copenhagen Business School (Denmark), Rikkyo University (Japan), Northern Illinois University (US), and the International Management Institute (Switzerland).

**Table 11: Lecturer and Student Mobility 2022/2023**

<b>Lecturer and Student International Mobility</b>	<b>Number</b>
Foreign visiting lecturer in Academic year 2022/2023	25
Lecturer FEB Unpad visited overseas university as visiting lecturer and visiting researcher	18
Exchange Programme: Students engage in international student mobility; outbound exchange programme in overseas university and inbound international exchange programme at FEB Unpad	129
Double Degree: Students of FEB join Double Degree program in university such as: International Management Institute (IMI Switzerland), university of Northampton (USA) and Northampton University (UK)	18
International Summer Programme: student exchange visited FEB Unpad in summer course programme 2023 that comes from countries such as: Vietnam, Malaysia, Philippine, Thailand and Germany	37

In the field of education, the cooperation is established to enable Bachelor students to do a student exchange and enrol in a double degree or dual degree programme, e.g., the cooperation with Northern Illinois University (United States of America) or with several universities in Japan, such as GRIPS Japan, Takushoku University Japan, Rikkyo University Japan, the International University of Japan (IUJ) and Ritsumeikan University Japan. In terms of research and community service, the cooperation between Unpad and Leiden University (Netherlands) has produced the framework for international tourism management in Indonesia and the European Union.

Beside universities, Unpad also established cooperation with international academic network, such as with ASEAN Accounting Education Workgroup (AAEW) and with the GARCOMBS and Indonesia Regional Studies Association (IRSA).

#### Cooperation with business enterprises and other organisations

Unpad also has collaborations with business entities as well as government institutions in the study programmes especially for internships, visiting lecturers, field study and research collaborations. FEB also actively collaborates with various private and public business enterprises and state institutions.

The cooperation between Unpad and business entities was established to realise the vision and mission of the faculty. The implementation of the cooperation between Unpad and business take form of:

1. Special education programme, especially in Master and Doctoral programme, for example with Supreme Audit Board of Indonesia, Pupuk Indonesia, Angkasa Pura;
2. Education Facility Grant, for example an academic building with Pertamina, hybrid learning studio and computer-based testing centre with PLN;

3. Applied research and business-related training and development, conducted with various organisations.

In total, Unpad has 116 corporations during the last three years. Internship programmes with business partners, industry and institutions in other countries, such as the United Nations and the Indonesian Embassy, which are then converted into internship courses; this programme aligns with the Merdeka Learning Campus Independent Programme (MBKM).

## Appraisal:

The scope and nature of cooperation with other universities, other academic institutions and networks, as well as business enterprises and other institutions relevant for the programmes are plausibly presented. These include double degree options that are offered in cooperation with foreign universities or opportunities for internships. The agreements forming the basis of the cooperation are documented via Memoranda of Understanding. The cooperations are actively pursued and have 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

In general, the Faculty of Economics and Business offers the following facilities and infrastructure:

1. LEAD campus is the main campus for students located in Jatinangor (Bandung). There are four connected buildings in LEAD (building Lambda, building Alpha, building Epsilon and building Delta).
2. There are 21 hybrid-type lecture rooms, equipped with PCs, speakers, clip-on mics, webcams and projector. Apart from that, there are also 17 regular lecture rooms, three laboratory rooms with 35 PCs in each room and one multimedia lecture room.
3. Additional computers can be accessed in the reading room of the LEAD building.
4. Every building in the LEAD campus has four floors. On each floor, a Wi-Fi router is installed so that each floor is connected to Wi-Fi. The internet speed for downloads is 150 mbps and uploads is 950 mbps, while the internet speed is 20 mbps and upload is 50 mbps.
5. There are three large capacity rooms equipped with hybrid facilities and a theatre room as a seminar concept room.

6. FEB has own libraries at each campus location, in the campuses of Dipatiukur Street no 35, campuses in Hayam Wuruk Street no 8, campus in Japati Street no 2, and the reading room in LEAD campus Jatinangor.
7. For the information systems, there is an IT and multimedia unit, one person in charge of software / programmer, two persons for hardware and network.

Infrastructure is oriented towards the needs of students and lecturers, the classroom shall support the teaching and learning process, the study centre is equipped with various facilities, computer equipment and software. The latter facilities are utilised to train and develop students' abilities and interest through extracurricular activities, whilst the latter are used to assist teaching and research. Lecturers, students and support personnel use the facilities. The advancements of technology and multimedia are required to maintain a good lecture practice. The majority of classrooms have an N-computing system, internet connection (Wi-Fi access), LCD projectors, sound system and amplifiers.

Moreover, Unpad provides the Learning Management System LiVE Unpad, which offers the infrastructure for distribution of information and materials, as well as e-Learning.

#### Access to literature

FEB maintains a collection of books, academic journals (382) and audiovisual materials systematically necessary for the educational and research activities of both students and faculty. FEB regularly updates the number of books in the library, as well as journals, magazines, theses and dissertations. Therefore, they carry out a mapping to review books and making suggestions. Suggestions for new books come from the Dean and lecturers, but also from students. This also includes data that are needed for the study programmes (such as access to the Refinitiv data stream for company data).

The journal collections can be accessed at the website<sup>13</sup>. Students can access electronic journals for free through campus intranet networks, or off-campus (using passwords, only for some of the journals). Students can also acquire access to electronic journals from the Ministry of Research, Technology & Higher Education (545 titles).

#### The available journals and databases include:

1. Alexander Street Press
2. Alexander Street Video
3. Balai Pustaka
4. Brill Online
5. Cambridge University Press, Cambridge Core
6. Cengage Learning
7. Ebrary
8. EbscoHost
9. IGI Global
10. IG Publishing Indonesia Heritage Digital Library
11. Digital Angkasa

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<sup>13</sup> see: <https://lib.unpad.ac.id/> (last access October 3, 2023)

12. LexisNexis
13. Mylibrary Proquest
14. Sage Knowledge
15. Taylor&Francis
16. Scopus
17. Statista
18. Oxford
19. Springer
20. Westlaw

Moreover, students can access eduroam internet, since Unpad is eduroam partner. Students can also access libraries who are also eduroam members.

### Appraisal:

The procedure was conducted via an online conference, therefore the panel did not visit the campus of Unpad on-site. The panel was provided with videos showing the facilities as well as interviews with Unpad students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available. Furthermore, Unpad offers a comprehensive digital Learning Management System that enables students to access information and documents from campus and from home. However, during the re-accreditation process a special focus should be made on the facilities on-site. The panel welcomes that the students were all satisfied with the facilities provided.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., particularly databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

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

## 4.5 Additional services

The Faculty of Economics and Business has indicated the support for the student's career development in its mission statement. FEB Unpad has the aim to provide a professional, accountable and conducive education (pedagogy, research and science development and community service). FEB Unpad supports the career development of its students by providing the Career Development Centre at University level. All Unpad students and graduates can get information about the job vacancies and job fairs, as well as for career development from the CDC website<sup>14</sup>. Furthermore, the CDC offers career consulting services on individual basis. There is a close cooperation with institutions that are familiar with alumni of the University. Moreover, the CDC offers career events on a regular basis. The University Career Development Centre also organises campus hiring activities and job fairs several times a year for freshmen graduates. The CDC website also often provides internship opportunities for students. The CDC also organises a variety of training activities and seminars to support students preparing for their careers, such as resume writing exercises and job interview training. The CDC organises talent scouting, which provides a forum for students to intern at large companies in Indonesia, both nationally and internationally. CDC also has a career guidance programme, where students can consult a career guidance psychologist to help them prepare for their future careers.

A specific course on career planning is also included into the curricula of the two **Bachelor programmes** in the first or second semester. For instance, this includes recommendations on how to write a CV.

### Alumni activities

According to Unpad, alumni are an important part of the faculty's development. They support the faculty for example by providing scholarships for students, internship opportunities in their companies, as well as donations for the facilities. Alumni are members of the alumni association that organises reunion gatherings to enhance the network capital among them as well as their connections with the faculty. There is an alumni organisation that covers all alumni faculties in the University called "Unpad Alumni Association" (IKA Unpad) while at faculty level it is IKA FEB. Unpad stays in contact through the website that includes a special section for alumni, tracer studies, newsletters and via information on social media (e.g., Instagram).

Moreover, Unpads offers engagement activities to stay in contact with alumni, such as e-learning benefits and partnerships in job platform to provide information on vacancies. Graduates can use their student access until two years after graduation.

FEB has a programme that collaborates with alumni called the Alumni Lecture Series, in which alumni of the Faculty of Economics and Business are asked to give a presentation or public lecture on topics that describe the level of expertise and professionalism of the alumni. This programme is held to disseminate information about practical tips for success in the world of work or business or other information that can inspire students or other alumni.

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<sup>14</sup> see: <http://cdc.unpad.ac.id/> (last access September 25, 2023)

Alumni are also invited as guest lecturers (as practitioners) in the programmes or are invited to provide feedback for curriculum development.

### Appraisal:

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

The University has also set up an alumni organisation with the aim of developing an alumni network.

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

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

Unpad is a *Perguruan Tinggi Negeri Badan Hukum* (PTNBH) or Legal State University that is supported financially by the Indonesian government. The administration has pledged to devote 20 % of the state budget to education. Moreover, some lecturers, especially professors, are civil servants who are paid by the government. All other lecturers are Unpad employees that are paid by the University.

Furthermore, Unpad collects funding, such as student tuition fees, partnership revenues (e.g., private companies, local government, public companies) and alumni contributions. These also include funded research projects in collaboration with external partners or trainings that Unpad offers to external stakeholders. Unpad is able to independently handle budgeting and finance to guarantee that all academic activities in all study programmes are supported.

Each study programme is required to create a yearly budget that is combined with the faculty budget, which includes practicum costs and expenses for part-time and visiting lecturers. The use of the study programme budget is examined together with programme execution every semester.

### Appraisal:

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



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

## 5. Quality assurance and documentation

The Faculty of Economics and Business (FEB) implements a quality improvement system which is developed internally and externally. The internal quality improvement system comprises systematic activities undertaken by the University to assure quality autonomously and independently with the aim of controlling and improving higher education management in a planned and sustainable manner. The internal quality improvement system refers to policies as governed by four organisation bodies, i.e.:

- a. Ministry of Research Technology and Higher Education held by the Directorate of Quality Assurance;
- b. University level by Quality Assurance Office (SPM);
- c. Faculty level by Quality Assurance Unit (UPM);
- d. Quality circle at study programme level *Gugus Kendali Mutu* (GKM); and
- e. Curriculum Development Team/ *Tim Pengembang Kurikulum Prodi*.

These five internal quality improvement systems are managed comprehensively. The first quality system is regulated by the government while the other systems are specifically developed by the University to accommodate differences in historical background and organisational values, uniqueness of study programmes, as well as the availability of resources and infrastructure.

FEB also implements external quality improvement systems by means of accreditation process on a regular basis. The external quality systems ensure that the internal quality improvement system is implemented adequately by the faculty and all study programmes. Currently, FEB follows quality assurance systems as provided by three accreditation institutions below:

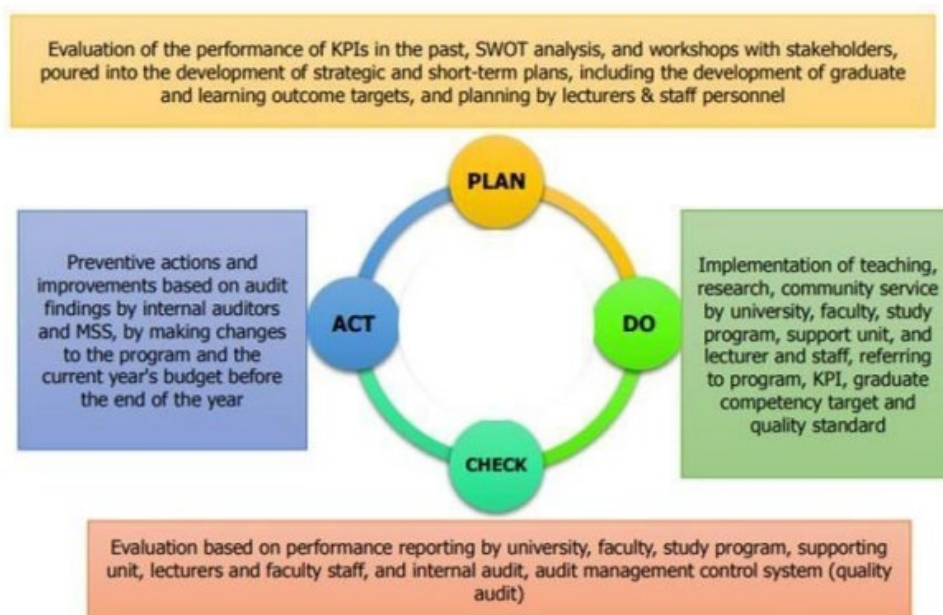
1. National accreditation body for higher education (BAN-PT) accreditation. BAN-PT provides national accreditation for higher education institutions in Indonesia. The accreditation is assessed at University level and valid for a period of five years. A university can apply for re-accreditation at the end of the accreditation period. BAN-PT employs nine criteria in the accreditation process, namely: Vision, Mission, Objectives and Strategy; Governance and Cooperation; Students; Human Resources; Finance and Infrastructure; Education; Research; Community Service; Output and Attainment of University in Education, Research and Community Service.
2. Independent Accreditation Organisation for Economics, Business Management and Accounting/ *Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Akuntansi* (LAMEMBA). LAMEMBA provides national accreditation for Economics, Management, Business and Accounting higher education institutions in Indonesia. The accreditation is assessed at study programme level and valid for a period of five years. LAMEMBA employs nine criteria in the accreditation process, namely: Vision, Mission, Objectives and Strategy; Governance and Cooperation; Students; Human Resources; Finance and Infrastructure; Education; Research; Community Service; Output and Attainment of University in Education, Research and Community Service.

3. Abest21 accreditation, which is an international accreditation process provided specifically for management and business schools. It focuses on continuous improvement issues, initiatives and plans of higher education management. The accreditation period is five years. Abest21 accreditation focuses on six criteria, namely: Internal Quality Assurance, Mission Statement, Educational Programmes, Students, Faculty and Educational Infrastructure.

4. ISO 9001:2015 accreditation. It focuses on the monitoring of quality management in higher education. It helps the administration process of FEB Unpad to develop and review required documentation on responsibilities and procedures to achieve effective quality management in the organisation. ISO 9001:2015 focuses on seven basic principles, namely: Customer Focus, Leadership, Engagement of People, Process Approach, Improvement, Evidence-based Decision Making and Relationship Management.

Moreover, FEB performs the PDCA (Plan-Do-Check-Act) Cycle as a systematic approach to implement the quality improvement system. The PDCA is the responsibility of the faculty office, but it involves all elements including departments, study programmes, research centres, University, staff, students, as well as external stakeholders.

**Figure 1: PDCA cycle at Unpad**



### 1. Plan

FEB has a systematic plan from strategic level to operational level. The plan considers organisational characteristics and uniqueness and it is also adaptive to the changes in the global environment. In line with FEB vision to be an excellent faculty in Indonesia and reputable in Asia-Pacific by 2026, the faculty develops a five-year strategic plan which is categorised into eleven strategic implementations, namely: academic curriculum, learning activity, accreditation, student competence, faculty staff, infrastructure, governance, financial, research, community service and supporting area. Each strategic implementation has been set in units. The strategic plan is then

translated into a yearly operational plan. The operational plan specifies timeline as well as allocation of human resource and budget. Faculty personnels, both lecturers and faculty staff, prepare their work plan as well as its associated KPIs each semester. These KPIs form the basis for the do-check-act cycle. All faculty member KPIs are aggregated at faculty level that are monitored further by the University as an implementation of the organisational structure.

## 2. Do

In the second phase, all FEB personnels do their individual job functions. A lecturer has typically three main functions consisting of teaching, research and public service. In some cases, lecturer perform additional functions such as institution development and personal development. In contrast, faculty staff perform functions in specific area, such as administration, finance, academic, library and internationalisation. In these cases, the teaching load of lecturers is reduced. All working activity gradually obtain to improve institutional quality. All activities are expected to create value added to the faculty as an indicator of quality improvement. In order to maintain consistent implementation of quality improvement systems across units in the faculty, FEB has formed a Quality Assurance Unit (UPM) which directly reports to the Dean.

## 3. Check

When the strategic and operational plans are in place, continuous check is performed as a preventive, detective, and corrective control mechanism. It is implemented by both internal and external parties through accompaniment and internal-external audit. The check process covers the technical and administrative issues that are essential for improvement and corrective actions in the next step.

## 4. Act

Upon receiving improvement and corrective actions, the faculty will take necessary actions to make sure that the strategic and operational plans are performed so that organisation goals can be achieved. Heads in faculty offices including Dean, Vice Deans, Managers, Heads of Departments, Heads of Study Programmes and Heads of Research Centres will take necessary actions to redirect resources to achieve organisation goals. In case there are specific circumstances which hinders the attainment of a certain goal, the faculty may revise the goal.

Quality assurance within FEB is carried out by the Quality Circle GKM in the study programme, then at faculty and at University level. All three are integrated with the existence of the Internal Quality Assurance System (SPMI) document which is used as a guideline for quality assurance. FEB also conducts Monev and AMI to evaluate study programmes related to fulfilment of criteria and to find the root causes of study programmes for evaluation. In implementing the SPMI, FEB publishes several guiding documents that regulate the cycle. The SPMI documents include: 1. SPMI Policy, 2. SPMI Manual, 3. SPMI Standards and 4. SPMI Form.

### Evaluation by students

Evaluation of students is carried out two times per semester, before mid-term exams and at the end of the semester. The evaluation of the learning process is carried out using the SIAT (Integrated Academic Information System) system. Students will fill out a survey form to assess the learning process that has been done by lecturers, class activities and lecturer competence. In addition to

the survey of the learning process, FEB also conducts a satisfaction survey of students regarding the perception of services provided by the study programme to get feedback on all aspects of the services provided. The results of the survey are used as quality improvement input. The quality management analyses the data and passes on recommendations to the programme management and check follow-up measures. The Dean will release the results to lecturers every semester in order to make some improvement (e.g., in teaching methods). The results of the survey are also published to all stakeholders. The study programme carries out a dialogue every semester with students to follow-up on suggestions and feedback of students. Moreover, FEB offers a separate system via hotline and chat centre for anonymous complains of students.

#### Evaluation by faculty

The Faculty of Economics and Business also periodically conducts satisfaction surveys of lecturers. The implementation of this satisfaction survey is used to measure the level of satisfaction from lecturers towards the services provided by the Faculty. As with the student surveys, the results of the conducted lecturer satisfaction surveys will be evaluated next, and then the results will be used as quality improvement materials. The results of the survey are also published to all stakeholders.

#### External evaluation

In improving the quality of the learning process, FEB periodically conducts evaluation surveys of external stakeholders to see their level of satisfaction with the performance of the faculty. In order to carry out the survey in a sustainable manner, FEB has a Career Development unit. The surveys conducted include surveys conducted on alumni, users and other external parties.

The quality assurance unit analyses the data and reports the results of the tracer study. The results obtained from the survey will then be followed up by evaluation in a management review meeting which is held once a month. Potential improvements, including technical details, are discussed with academic staff, students and representatives of the alumni. Study programmes implement modifications, and these become subject to evaluation in the next semester (the cycle of quality assurance). All processes and procedures are documented by the quality assurance unit.

Any input from external parties will be used to improve the quality of learning. Information and results are provided for different stakeholders (such as the Ministry, alumni, parents of students and employers). External stakeholders are also involved in the development of the curriculum.

#### Programme description

The curricula for all study programmes are documented in the handbooks and distributed to students in their inauguration week. The curricula and the syllabus for each course are available on the learning platform. The platform also provides information on the study programmes, such as examination schedules and programme regulations.

#### Information on activities during the academic year

Activities of the faculty and study programmes are communicated and promoted by the faculty's website as well as the social media of the faculty and the study programmes such as Facebook pages, Instagram and Twitter.

FB Fakultas: <https://id-id.facebook.com/febunpad/>

IG Fakultas: <https://www.instagram.com/febunpad/>  
 IG Prodi Akuntansi: <https://www.instagram.com/>  
 IG Prodi MAKSI: <https://www.instagram.com>

## Appraisal:

The panel got insights into the quality assurance and development processes of the University that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. The success rate, students' workload and graduate employment are taken into account.

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

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

The University regularly publishes current news and information – both quantitative and qualitative – about the study programme on their website and via social media (Instagram, Facebook and Twitter).

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

# Quality profile

HEI: Universitas Padjadjaran, Indonesia

**Bachelor / Master programme:** Bachelor of Economics (BEc), Bachelor of Islamic Economics (BIEc), Master of Economics (MEc), Master of Applied Economics (MAEc)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors		BEC, BIEc			MEc, MAEc
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		
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			X		



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