

PROGRAMME ACCREDITATION

Higher Education Institution:	Universitas Padjadjaran, Indonesia
Location:	Bandung, Indonesia
Study programme:	1. Bachelor of Science in Anthropology (B.Sc.) 2. Bachelor of Social Welfare Science (BSW) 3. Master of Social Welfare (MSW) 4. Master of Public Policy (M.P.P.)

To whom it may concern

All information in this report was provided by Universitas Padjadjaran and assessed by the FIBAA expert panel. However, some of the information had to be redacted for one of the following reasons

- Material/information or sensitive data not suitable for public dissemination.
- Information about internal processes not publicly known.
- Level of detail that Universitas Padjadjaran generally does not share with the public .

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

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Type of accreditation:	initial accreditation

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

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

Condition:

Condition 1 (see chapter 3.2): The University issues a Diploma Supplement

- that meets the European Higher Education Area principles (ECTS User's Guide 2015),
- with a grade distribution table in accordance with the ECTS User's Guide 2015.

Proof of meeting this condition is to be supplied by March 4, 2026.

Period of Accreditation: June 5, 2025, until June 4, 2030.

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

Thus, 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 without any further conditions.

Assessment Report

Higher Education Institution:

Universitas Padjadjaran, Indonesia

Bachelor/Master programme:

1. Bachelor of Science in Anthropology (B.Sc.)
2. Bachelor of Social Welfare Science (BSW)
3. Master of Social Welfare (MSW)
4. Master of Public Policy (M.P.P.)

Qualification awarded on completion:

1. Bachelor of Science in Anthropology (B.Sc.)
(*Sarjana Antropologi (S.Ant)*)
2. Bachelor of Social Welfare Science (BSW)
(*Sarjana Kesejahteraan Sosial (S.Kesos)*)
3. Master of Social Welfare (MSW) (*Magister Kesejahteraan Sosial (M.Kesos)*)
4. Master of Public Policy (M.P.P.) (*Magister Kebijakan Publik (M.K.P.)*)

General information on the study programmes

Brief description of the study programmes:

1. Bachelor of Science in Anthropology

The four-year Bachelor programme aims to produce anthropology graduates in the socio-cultural field who can respond to developmental and environmental problems. Graduates work in applied research and consultancy, policy research, government institutions, academia-related roles, and in community development.

2. Bachelor of Social Welfare Science (BSW)

The four-year Bachelor programme aims to take the lead in teaching social work higher education, developing education, research, and community service based on social entrepreneurship with a competitive advantage. Graduates work in government institutions, mining industries, human resources, community relations, and community development departments.

3. Master of Social Welfare (MSW)

The two-year Master programme aims to become a leading social welfare higher education programme, which can compete nationally with similar programmes and is recognised at regional and international levels. Graduates work as intervention managers, social welfare researchers, and social policy analysts.

4. Master of Public Policy (M.P.P.)

The two-year Master programme aims to become an education programme committed to excellence in public policy, capable of competing nationally and being recognised internationally. Graduates work as policy analysts, structural officers, expert staff, lecturers, researchers, and public policy consultants.

Type of study programmes:

Bachelor of Science in Anthropology and Bachelor of Social Welfare Science.: Bachelor programmes

Master of Social Welfare and Master of Public Policy: Master programmes

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

Bachelor of Science in Anthropology: 8 semesters, 144 SKS credits (261,12 ECTS credits)

Bachelor of Social Welfare Science: 8 semesters, 146 SKS credits (262,8 ECTS credits)

Master of Social Welfare: 3 to 4 semesters, 67 SKS credits (120,6 ECTS credits)

Master of Public Policy: 3 to 4 semesters, 67 SKS credits (120,6 ECTS credits)

Mode of study:

All study programmes: full-time

Didactic approach:

All study programmes: hybrid learning (face-to-face and online/distance learning)

Double/Joint Degree programme:

No

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

Bachelor of Science in Anthropology: Two classes and 45 enrolment capacity

Bachelor of Social Welfare Science: One class and 60 enrolment capacity

Master of Social Welfare: One class and 30 enrolment capacity

Master of Public Policy: One class and 30 enrolment capacity

Programme cycle starts in:

Bachelor of Science in Anthropology and Bachelor of Social Welfare Science.: August 15 every year (winter semester);

Master of Social Welfare and Master of Public Policy: August 15 every year (winter semester) and February 15 every year (summer semester)

Initial start of the programmes:

Bachelor of Science in Anthropology: 1962

Bachelor of Social Welfare Science: 1965

Master of Social Welfare: 2011

Master of Public Policy: 2014

Type of accreditation:

For all study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the study programmes Bachelor of Science in Anthropology, Bachelor of Social Welfare Science, Master of Social Welfare and Master of Public Policy was made between FIBAA and Universitas Padjadjaran on August 30, 2023. On September 9, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Karim Hamza

Alice Salomon University of Applied Sciences Berlin, Germany
State-recognized Social Worker, State-approved Educator, Retail Salesman Karstadt AG
Berlin

Cleo Matthies

FernUniversität Hagen, Germany
Bachelor of Social Work
Studying: Political Science, Administrative Sciences and Sociology B.A.

Assoc. Prof. Dr. Rūta Petrauskienė

Kaunas University of Technology (KTU), Lithuania
Associate Professor, Coordinator of the Committee of Political Science, Sociology and Public Governance Study Programmes

Dr. Victoria Sakti

Max-Planck-Institute for the Study of Religious and Ethnic Diversity, Germany
Postdoctoral Research Fellow in Social and Cultural Anthropology, Migration and Mobility, Displacement, Ethnography, Southeast Asia

Dr. phil. Michael Schieder

Catholic University of Eichstätt-Ingolstadt, Germany
Lecturer in Social Work Degree Programmes, Consultant for Quality Management in Studies and Teaching

Dr. Fotarisman Zaluchu

Universitas Sumatera Utara, Indonesia
Lecturer in Social Science, especially Cultural Anthropology

FIBAA project manager:

Marie Bielke

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 February 18, 19 and 20, 2025 via the video conferencing tool *Zoom*. At the end of the online

¹ The panel is presented in alphabetical order.

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 April 8, 2025. The statement on the report was given up on April 14, 2025. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Science in Anthropology and Bachelor of Social Welfare Science offered by Universitas Padjadjaran fulfil with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting June 5, 2025, and finishing on June 4, 2030, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For Master programmes

The Master of Social Welfare and Master of Public Policy offered by Universitas Padjadjaran fulfil with few exceptions the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025, and finishing on June 4, 2030, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

Accreditation with conditions

The panel members identified need for improvement regarding the following aspects² 3.2.2 Study and exam regulations due to the Diploma Supplement missing crucial information required for the Diploma Supplement, such as the programme learning outcomes, language of instruction/examination, admission requirements, conversion of national credits to ECTS, as well as a grade distribution table. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University issues a Diploma Supplement
 - that meets the European Higher Education Area principles (ECTS User's Guide 2015),
 - with a grade distribution table in accordance with the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by March 4, 2026.

The panel members identified several areas where **all study programmes** could be further developed by:

- formulating the programme learning outcomes (PLOs) in the course descriptions to more closely follow Bloom's taxonomy which helps to clearly distinguish between Bachelor's and Master's degree PLOs (see chapter 1.1).
- updating the *mandatory* reading list of all four study programmes to include more recent publications to keep up with the latest developments in the respective fields of study (see chapter 3.3)

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

- offering more courses conducted completely in English (see chapter 3.4).

For the **Master of Public Policy**, the panel members identified another area where the study programme could be further developed by:

- aligning the PLOs more closely to applied knowledge (see chapter 1.1).

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

There are five criteria in which all study programmes exceed the quality requirements:

- Methods and scientific practice (see chapter 3.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Alumni Activities (see chapter 4.5)
- Evaluation by students (see chapter 5.2)

Additionally, there is one criterium in which the Bachelor of Science in Anthropology, the Bachelor of Social Welfare Science and the Master of Social Welfare exceed the quality requirements:

- Integration of theory and practice (see chapter 3.1)

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

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Abbreviations

Abbreviation	Explanation
AA	Applied approach
ABEST21	The Alliance on Business Education and Scholarship for Tomorrow
APA	American Psychological Association
ASEAN	Association of Southeast Asian Nations
ASIIN	Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik
AQAS	Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen
BAN-PT	Badan Akreditasi Nasional Perguruan Tinggi (National Accreditation Agency for Higher Education)
CDC	Career Development Centre
CP	Credit Point
EQF	European Qualifications Framework
FISIP	Faculty of Social and Political Sciences
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPA	Cumulative achievement index / Grade Point Average
HEI	Higher Education Institute
IABEE	Indonesian Accreditation Board for Engineering Education
IASSW	International Association of Schools of Social Work
IISMA	Indonesian International Student Mobility Awards
IQF	Indonesian Quality Framework
LAN	Local Area Network
LMS	Learning Management System
MBKM	Merdeka Belajar Kampus Merdeka
MoECERT	Ministry of Education, Culture, Research and Technology
NGO	Non-governmental organisation
NHES	National Higher Education Standards
OBE	Outcome-based education
PACIS	Padjadjaran Academic Information System
PDDIKTI	Pangkalan Data Pendidikan Tinggi
PEKERTI	Instructional techniques
PEO	Programme Educational Objective
PIP	Unpad Psychology Innovation Centre
PKUP	Unpad Counselling Centre
PLO	Programme Learning Outcomes
PTNBH	Perguruan Tinggi Negeri Badan Hukum
SCL	Student-centred learning
SIAT	Integrated Administrative Information System
SKS	Satuan kredit semester (Indonesian national credit system)
SMUP	Universitas Padjadjaran Entrance Test
SNBP	Achievement-based National Selection
SNBT	Test-based National Selection
SNPT	National Higher Education Standards
RSC	Royal Society of Chemistry
Unpad	Universitas Padjadjaran

Information

Information on the Institution

Universitas Padjadjaran (Unpad) is located in Bandung, West Java, Indonesia and has been established in 1957. Since 2015, Unpad has the status of a Legal Entity State University, granting it autonomy in governance and management. Unpad is ranked seventh nationally and 596th globally by the QS World University Rankings 2025 and received an “excellent” accreditation certificate from the National Accreditation Body for Higher Education (BAN-PT) in 2023. By 2024, 48 study programmes at Unpad have been accredited by international bodies such as FIBAA, ASIIN, AQAS, ABEST21, RSC, and IABEE.³

There are more than 30,000 students enrolled in 190 programmes, ranging from vocational, undergraduate, to postgraduate programmes, the last of which include the specialist, professional, Master, and doctoral programmes.

According to the 2025-2029 Strategic Plan, Unpad’s vision is to “become a world-class center for inclusive, sustainable education and knowledge, driving global innovation and generating real impact on society”. Unpad’s missions include:

- Gaining academic excellence and national and international recognition.
- Increasing relevance and innovation in education, research, and community service.
- Developing organisational autonomy by leveraging internal resources and strategic partnerships.
- Contributing to the welfare of West Java and Indonesia.
- Fostering leadership based on collective and professional integrity.

The strategic plan serves as a blueprint for Unpad’s future, focusing on human resource development, academic excellence to international standards, and global recognition and impact. Maintaining the University’s reputation at national, regional, and global levels is used to compliment the University’s three main functions (teaching, research, community service: “Tri Dharma”).

Faculty of Social and Political Sciences

Unpad comprises one graduate school and 16 faculties, one of which is the Faculty of Social and Political Sciences (hereafter FISIP), which was established in 1958 under the name the Faculty of Public and Business Administration. In 1960, the faculty name was changed to the Faculty of Social and Politics and finally changed to the Faculty of Social and Political Sciences in 1983.

In FISIP, there are twenty-five study programmes, including study programmes on the Bachelor, Master and doctoral level as well as vocational programmes, with nearly 5000 students.

³ UNPAD’s SER, p. 4.

Statistical data

Table 1 Statistical data of Bachelor of Science in Anthropology

		2019	2020	2021	2022	2023
# Study Places offered by HEI		60	50	59	49	50
# Applicants	Σ Total	325	1005	1138	1076	787
	female	174	616	721	732	529
	male	151	389	417	344	258
Application rate		542%	2010%	1929%	2196%	1574%
# First-Year Students (accepted applicants)	Σ Total	64	44	46	42	38
	female	36	33	32	26	25
	male	28	11	14	16	13
Rate of female students		56,25	75,00	69,57	61,90	65,79
# Foreign Students	Σ Total	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		106,67%	88,00%	77,97%	85,71%	76,00%
# Graduates	Σ Total	44	29	1	0	0
	female	28	22	1	0	0
	male	16	7	0	0	0
Success rate (students who finished their studies)		64	44	46	42	38
# Dropout students	Σ Total					
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%	0,00%
Average duration of study		3.83 years	3.59 years	no graduates yet	no graduates yet	no graduates yet
Average grade of final degree		3,38	3,47	no graduates yet	no graduates yet	no graduates yet

Table 2 Statistical data of Bachelor of Social Welfare Science

		2019	2020	2021	2022	2023
# Study Places offered by HEI		80	60	66	67	77
# Applicants	Σ Total	1733	2092	2033	1748	1194
	female	1359	1501	1457	1344	965
	male	373	591	578	401	222
	Not specified	1	0	18	3	7
Application rate		2166%	3487%	3111%	2609%	1551%
# First-Year Students (accepted applicants)	Σ Total	74	63	71	59	73
	female	58	47	59	53	66
	male	16	16	12	6	17
Rate of female students		78,38	74,60	83,10	89,83	90,41
# Foreign Students	Σ Total	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		92,50%	105,00%	107,58%	88,06%	94,81%
# Graduates	Σ Total	57	46	0	0	0
	female	46	31	0	0	0
	male	11	15	0	0	0
Success rate (students who finished their studies)		74	63	71	59	73
# Dropout students	Σ Total	0	0	0	0	0
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%	0,00%
Average duration of study		4 years	3.89 years	no graduates yet	no graduates yet	no graduates yet
Average grade of final degree		3,7	3,75	no graduates yet	no graduates yet	no graduates yet

Table 3 Statistical data of Master of Social Welfare

		2019	2020	2021	2022	2023
# Study Places offered by HEI		11	20	40	50	30
# Applicants	Σ Total	22	18	20	12	45
	female	12	14	8	6	29
	male	10	4	12	6	16
Application rate		200%	90%	50%	24%	150%
# First-Year Students(accepted applicants)	Σ Total	15	14	10	7	29
	female	9	11	5	4	20
	male	6	3	5	3	9
Rate of female students		0,60	0,79	0,50	0,57	0,69
# Foreign Students	Σ Total	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		136,36%	70,00%	25,00%	14,00%	96,67%
# Graduates	Σ Total	9	10	9	3	1
	female	5	9	4	2	0
	male	4	1	5	1	1
Success rate(students who finished their studies)		15	14	10	7	29
#Dropout students	Σ Total	0	0	0	0	0
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%	0,00%
Average duration of study		2.9 years	2 years	2.9 years	2.5 years	no graduates yet
Average grade of final degree		3,69	3,7	3,67	3,74	no graduates yet

Table 4 Statistical data of Master of Public Policy

		2019	2020	2021	2022	2023
# Study Places offered by HEI		50	50	50	60	30
# Applicants	Σ Total	54	64	34	24	37
	female	15	11	17	9	15
	male	39	53	17	15	22
Application rate		108%	128%	68%	40%	123%
# First-Year Students(accepted applicants)	Σ Total	51	56	25	18	23
	female	15	9	14	7	11
	male	36	47	11	11	12
Rate of female students		0,29	0,16	0,56	0,39	0,48
# Foreign Students	Σ Total	0	1	0	0	0
	female	0	0	0	0	0
	male	0	1	0	0	0
Rate of foreign students		0	0,017857143	0	0	0
Percentage of occupied study places		102,00%	112,00%	50,00%	30,00%	76,67%
# Graduates	Σ Total	48	36	20	10	14
	female	15	8	6	2	6
	male	33	28	14	8	8
Success rate(students who finished their studies)		51	55	25	18	23
#Dropout students	Σ Total	0	1	0	0	0
Dropout rate (students who dropped their studies)		0,00%	1,79%	0,00%	0,00%	0,00%
Average duration of study		1.58 years	1.44 years	1.94 years	no graduates yet	no graduates yet
Average grade of final degree		3,51	3,5	3,84	no graduates yet	no graduates yet

Appraisal

For the two Bachelor programmes, first year students do not fill all available study places, although the application rate is immense. The high application rate (as applicants are considered all persons who handed in their application to Unpad) underlines the good standing of the University and especially the Bachelor programmes.

The enrolment rate for Master's programmes is not high, and although only a few places are offered, these are not all filled. Since 2023, the University has capped the number of available places for Master's programmes at 30. Since then, there has been an upward trend in applications and enrolments. In the interview session with the administration, the panel heard

that FISIP, which is responsible to manage Master applications themselves, is currently pursuing a new strategy to attract more applicants, especially for Master's programmes. This strategy includes advertising on social media, leveraging the alumni network, and cooperating with government agencies.

None of the programmes has foreign students yet, however with the international accreditation the University hopes to build more and stronger cooperations with HEIs abroad to finally attract more foreign students. For all study programmes, there are no dropouts.

In the Bachelor programmes and the Master of Social Welfare, the rate of female students is higher than the rate of male students, while in the Master of Public Policy programme the rate of female students varies a lot.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All study programmes

All study programmes' curricula in FISIP are designed based on the Indonesian Qualification Framework (IQF) and the National Higher Education Standards (NHES), as well as other bases including philosophical, social, psychological, historical and legal aspects. The study programmes in FISIP are also designed to develop subject-specific knowledge and skills in accordance with national-level and international associations' curriculum guidelines. The study programmes' educational objectives and learning outcomes are evaluated regularly by various stakeholders, including alumni, students, academic staff, and others. This evaluation serves as the basis for developing the outcome-based curriculum (OBE).

Bachelor of Science in Anthropology

The study programme aims to produce anthropology graduates in the socio-cultural field who can respond to developmental and environmental problems. The vision of the programme is: "To become an Anthropology undergraduate study programme recognised at national and international levels, committed to excellence in the Mastery, development, and application of anthropological science by 2026."⁴ The missions are:

1. Providing quality anthropology education that keeps pace with current developments, to produce graduates who are competent in anthropology, morally and academically competitive, socially sensitive, and beneficial to society;
2. Developing research and community service focused on anthropological issues at local, national, and international levels;
3. Managing anthropology education by applying professional quality assurance principles based on transparency and accountability;
4. Increasing the role of anthropology in the wider environment through continuous collaboration, applying principles of equality, partnership, and mutual trust with various institutions, including academic institutions, government, industries, and the wider community.

Bachelor of Social Welfare Science

The study programme aims to take the lead in teaching social work higher education, developing education, research, and community service based on social entrepreneurship with a competitive advantage. Its missions are to:

1. Develop and implement a competency-based social work curriculum that anticipates global societal and technological needs;
2. Organise the teaching and learning process for students, continually developing effective and efficient methods and media according to curriculum needs;
3. Improve lecturers' qualifications and competence through education and training;
4. Foster a social entrepreneurial spirit in students through curricular and extracurricular activities, producing creative, innovative, and independent graduates based on knowledge, skills, and social work ethics.

⁴ UNPAD's SER, p. 7.

Master of Social Welfare

The study programme aims to become a leading social welfare higher education programme, competing nationally and recognised at regional and international levels. Its missions are to:

1. Organise quality social welfare education responsive to scientific developments and community needs at national and international levels;
2. Develop research focusing on scientific aspects and social welfare interventions that address local, national, and international community needs;
3. Provide community service to support learning, science and technology development, and increase the capacity of the academic community, government, industry, and society;
4. Manage education by applying quality assurance principles;
5. Establish strategic cooperative relationships with society, government, industry, and higher education institutions both domestically and abroad, to support the implementation and quality of the Tri Dharma⁵ and institutional development, based on principles of equality, partnership, and mutual trust.

Master of Public Policy

The programme has the vision to become an education programme committed to excellence in public policy, capable of competing nationally and recognised internationally. Its missions are to:

1. Organise high-quality public policy education to produce graduates who uphold academic and professional ethics;
2. Develop research and community service in the field of public policy;
3. Manage education by applying quality assurance principles that are credible, transparent, accountable, responsible, and fair;
4. Establish sustainable partnerships with institutions and professional organisations, both national and international, based on the principles of equality and mutual benefit.

Appraisal:

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

The panel **strongly recommends** that all study programmes formulate the programme learning outcomes (PLOs) in the course descriptions to more closely follow Bloom's taxonomy which helps to clearly distinguish between Bachelor's and Master's degree PLOs. Particular attention should be paid to ensuring that the learning outcome descriptions are action-oriented, encompassing not only a knowledge dimension but also a practical dimension. For the Master of Public Policy and Master of Social Welfare programmes, the panel furthermore **recommends** aligning the PLOs more closely to applied knowledge.

⁵ The three main responsibilities of higher education institutions in Indonesia: education, research, and community service.

	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)

All study programmes

FISIP's vision and missions are designed in alignment with Unpad's strategic plan and orientation, including the goal to be globally acknowledged for providing education services to international standards. Each study programme is designed with an international orientation, considering its uniqueness and strengths, so that students acquire the knowledge and skills needed to compete internationally in both academic and professional settings. The main features of this international orientation strategy are:

1. Development of courses conducted in English;
2. Hosting international guest lectures, joint lectures, and lecture series, and inviting external supervision and examination in collaboration with international partners;
3. Hosting international conferences, seminars, symposiums, and summer courses;
4. Developing international research networks through collaborative research projects and joint publications;
5. Facilitating the international mobility of students and academics (e.g. student exchanges, academic exchanges, academic training, international internships);
6. Providing administrative support for students' and academics' international activities;
7. Implementing benchmarking strategies and capacity development.

Bachelor of Science in Anthropology

The curriculum of the Bachelor of Science in Anthropology study programme is designed based on the OBE approach, with lectures using project-based learning (PBL). International guest lecturers from institutions such as the University of Kent, the University of Melbourne, Kangwon National University, and others are invited as guest lecturers and resource persons. The programme also facilitates student exchange programmes through the Indonesian International Student Mobility Award (IISMA), including partnerships with Michigan University, Glasgow University, Monash University, and others. Research and joint publications are carried out by faculty members with their international partners, including universities such as the University of Tokyo and Wageningen University.

Bachelor of Social Welfare Science

The Bachelor of Social Welfare Science study programme aims to create a competency-based curriculum that anticipates societal and global technological needs. The Bachelor of Social Welfare Science programme is a member of the International Association of Schools of Social Work (IASSW), which is a global representative organisation for social work education. The curriculum refers to the Global Standards for the Education and Training of the Social Work Profession developed by IASSW, and benchmarks with several social work programmes in Australia, the USA, Taiwan, and the Philippines.

Most teaching materials contain foreign literature, including books and journals from Europe, the USA, and Asia, with some case studies from Asian and/or Muslim countries or developing countries for contextualisation. Students participate in international seminars and the Indonesian International Student Mobility Award (IISMA) programme. Up to 2023, twelve students from the programme have studied for one semester at universities in Europe, Australia, Asia, and the USA.

Activities such as international lecture series, guest lectures, seminars, conferences, and joint lectures involve academics and practitioners from Taiwan, the USA, Peru, the UK, Malaysia, and Germany. Lecturers from the department have also been invited as guest lecturers to universities in Australia, America, Taiwan, and Malaysia.

Master of Social Welfare

The Master of Social Welfare aims to be competitive on an international scale. The curriculum is developed based on international standards set by the IASSW and the International Federation of Social Workers (IFSW). It also follows guidelines from the Asia Pacific Association of Social Work Education (APASWE). The programme recruits lecturers who are graduates of reputable foreign universities and have experience in international research or practice.

Master of Public Policy

The Master of Public Policy study programme supports FISIP's vision through international academic and non-academic activities. These activities include real-time joint classes with Sungkyunkwan University since 2020 in social policy, urban mobility, and urban planning courses. Lecturers are encouraged to participate in international seminars and publish articles in reputable international journals. Students are also encouraged to publish in international journals and attend international seminars. The programme utilises information and communication technology to prepare alumni for the industrial revolution 4.0.

Appraisal:

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

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

1.3 Positioning of the study programme

Positioning on the educational market and the job market for graduates

Bachelor of Science in Anthropology

The Bachelor of Science in Anthropology is positioned in the education and employment market in Indonesia. According to Edurank, the Bachelor of Science in Anthropology is currently ranked seventh in Indonesia, 162nd in Asia, and 1022nd in the world.⁶ In 2022, the rigour of entry selection, measured by the ratio between capacity and number of applicants, was 1:24.

The Bachelor of Science in Anthropology offers diverse elective courses in areas such as environment, development, gender, politics, linguistics, and arts. This diversity attracts students from other campuses for student exchange activities.

Data on typical graduate employment, obtained through periodic tracer studies conducted by the Career Development Centre (CDC), shows that 71% of graduates have jobs closely related to anthropology. In 2023, graduates worked in applied research and consultancy (58%), policy research (18%), government institutions (8%), academia-related roles (8%), and community development (5%).⁷ The majority of graduates work in applied research and consultancy, aligning with the programme's emphasis on developing and applying anthropological science. Other roles, such as government officers, policy researchers, and community development workers, also reflect the programme's focus on understanding human and cultural diversity.

The tracer study indicates that anthropology graduates typically find employment within zero to twelve months after graduation.⁸ Their skills in conducting field research, collecting data, approaching consumers, and explaining problems from a consumer perspective are among the advantages valued by employers.

Bachelor of Social Welfare Science

Unpad's Bachelor of Social Welfare Science is one of 31 social welfare science Bachelor study programmes in Indonesia. Founded in 1965, it is currently ranked in the top cluster for providers of social welfare science education in Indonesia, as evidenced by its National Accreditation "A" score. The programme offers education from undergraduate to doctoral levels. According to Edurank, the Social Welfare Science study programme is ranked 4th in Indonesia, 88th in Asia, and 903rd in the world.⁹ Along with programmes at Universitas Indonesia and the Politeknik Kesejahteraan Sosial Bandung (Poltekesos), it serves as a reference for similar programmes at various other universities. In 2022, the ratio of capacity to applicants was 1:31, with new students coming from diverse regions, including Papua.

Graduates are sought after in various sectors such as poverty alleviation, narcotics rehabilitation, disaster management, and hospitals. According to a tracer study, 66% of graduates found a job within six months of graduating. Graduates work in government

⁶ UNPAD's SER, p. 12.

⁷ UNPAD's SER, p. 14.

⁸ UNPAD's SER, p. 14.

⁹ UNPAD's SER, p. 13.

institutions, mining industries, human resources, community relations, and community development departments.

One notable graduate works for Save The Children Indonesia and serves as Indonesia's representative at the ASEAN Commission on the Promotion and Protection of the Rights of Women and Children. The job profiles of graduates align with the programme's emphasis on community service based on social entrepreneurship. For instance, graduates in human resources need an understanding of welfare, human behaviour, human rights, human diversity, and other social values. Graduates in government institutions require sensitivity to social justice and the ability to think logically and systematically to develop impactful programmes for societal welfare.

Master of Social Welfare

The Master of Social Welfare is ranked fourth in Indonesia, 88th in Asia, and 903rd in the world according to Edurank. Based on data from the Higher Education Database (PDDIKTI), it is one of only three Master's programmes in social welfare sciences offered by universities in Indonesia, alongside Universitas Indonesia and Sekolah Tinggi Ilmu Sosial Dan Ilmu Politik Widuri,¹⁰ making the study programme a main destination for both Bachelor graduates of the Social Welfare Science study programme and those wishing to continue their studies in the Social Welfare Science Master programme due to job demands, even for those from non-social welfare study backgrounds.

The profile of graduates of the study programme spans various institutions, including government and non-government organisations (NGOs) at national and international levels. Generally, students are already employed when they register and continue to the Master's level to advance their careers. Some work in government agencies or NGOs, while others are lecturers or educational practitioners. Some students choose to continue their Master's degree immediately after their Bachelor's degree because they do not yet have a job.

Based on the most recent tracer study, the profile of graduates from the Master of Social Welfare is as follows: 50% are intervention managers, 35% are social welfare researchers, and 15% are social policy analysts.¹¹ The graduates' job profiles match the PEO of the study programme. For instance, graduates who work as social policy analysts need knowledge and abilities to address social welfare issues, human rights, and socio-cultural diversity. Graduates who work as intervention managers need the ability to work independently or in groups. The study programme's PEO also includes the ability to publish scientific papers, which is essential for graduates working as social welfare researchers.

Master of Public Policy

The Master of Public Policy is currently ranked fifth in Indonesia, 40th in Asia, and 556th in the world. According to PDDIKTI, there are only eleven study programmes in Indonesia offering a Master of Public Policy. Of these, only five, including FISIP's Master of Public Policy programme, have the highest level of national HEI accreditation (A). This programme is also ranked third in publications and citations among other Master of Public Policy programmes in Indonesia.¹²

¹⁰ UNPAD's SER, p. 13.

¹¹ UNPAD's SER, p. 14.

¹² UNPAD's SER, p. 13.

Most students are professionals with work experience before admission. For the classes of 2021 and 2022, 87% of students were already employed when they registered. Tracer studies show that 90% of alumni were working when they enrolled. For those not employed at enrolment, the waiting time to secure a job was less than a month, with some finding employment while still studying. Graduates mostly work in government agencies, both central and regional, in roles such as policy analysts, structural officers, expert staff, lecturers, researchers, and public policy consultants. Some alumni work in the private sector.

The job profiles of graduates align with the programme's PEO, requiring knowledge of public policy and the ability to address social problems effectively.

Positioning of all four study programmes within the HEI's overall strategic concept

FISIP is one of the largest faculties at Unpad, offering twenty-five programmes from undergraduate to postgraduate levels and hosting nearly 5,000 students on degree programmes. Entrance to most study programmes is highly competitive.

Unpad aims to become one of the world's leading universities with a significant impact on society. The anthropology, social welfare, and public policy study programmes support this goal through various initiatives:

1. **Student Services and Participation:** Providing high-quality services to students by supporting their participation in the Emancipated Learning – Independent Campus (MBKM) programme, international student mobility programmes, and national and international competitions.
2. **Quality Graduates:** Producing graduates who are well-equipped to contribute to society in meaningful ways. This includes encouraging students to engage in international seminars and publish in international journals, ensuring they are prepared for global challenges.
3. **Collaborations and Networking:** Establishing and maintaining collaborations and networks with universities both nationally and internationally. This includes joint classes, guest lectures, and research projects with institutions such as Sungkyunkwan University, the University of Kent, and the University of Melbourne.
4. **Community Service and Research:** Serving the community by conducting high-quality research and impactful community service programmes. The social welfare programmes focus on social entrepreneurship, working with organisations like the Centre for Community Service and Research, Social Entrepreneurship, and Community Empowerment Studies. They conduct research projects in collaboration with government and private agencies, such as PT Pupuk Kalimantan Timur and PT GAG Nickel.
5. **International Accreditation:** Applying for international accreditations like FIBAA to ensure the programmes meet global standards. The anthropology study programme, for example, aims to achieve international recognition by 2026.
6. **Publications and Policy Impact:** The Master of Public Policy programme supports Unpad's vision by publishing in reputable international journals and contributing to policy development. Lecturers from the programme, such as Prof. Budiman Rusli and Dr Sinta Ningrum, have become members of the Bandung City Policy Advisory Council, influencing policy decisions.
7. **Diverse Student Profiles:** The programmes attract a diverse range of students, many of whom are professionals seeking to advance their careers. For example, 87% of

students in the Master of Public Policy classes of 2021 and 2022 were already employed upon registration. The programmes prepare students for roles in government agencies, NGOs, academia, and the private sector.

8. **Research and Evaluation:** Conducting periodic tracer studies to track graduate employment and ensure alignment with the programme's objectives. The results show that a significant percentage of graduates find employment quickly, with many working in roles that require an understanding of public policy, social welfare, and community development.

Appraisal:

With all four study programmes being ranked between 4th and 7th place in Indonesian national study programme rankings, the firm positioning of the study programmes in the educational market is plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Especially in the Master programmes, a significant number of students is already employed at the start of their studies.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

Admission requirements and selection procedure for the Bachelor programmes

According to the Indonesian Ministry of Education, Culture, Research and Technology (MoECERT) regulation regarding the admission of undergraduate / Bachelor students at state universities, acceptance of new students for undergraduate / Bachelor programmes at state universities is carried out through three pathways:

1. **Achievement-based National Selection (SNBP):** This is the first pathway, in which applicants submit their academic and non-academic achievements and portfolios via the official website and can select two undergraduate programmes. The national authority under the MoECERT forwards the data to each HEI for consideration. The Unpad academic office evaluates applicants based on academics, report card grades, place of origin, and their school's national grades, among other criteria.
2. **Test-based National Selection (SNBT):** Prospective students who cannot pass through the first route can choose this SNBT route. This test consists of two parts: firstly, a scholastic aptitude test, which includes an assessment of cognitive abilities; and secondly, academic potential, which includes an assessment of other abilities of prospective students. Applicants submit their personal data via the website and choose two undergraduate programmes. National authorities under the MoECERT organise a computer-based examination to assess applicants' scholastic and academic potential. The results are sent to each HEI for consideration. The Unpad academic office sorts the grades and prepares a final list.
3. **Universitas Padjadjaran Entrance Test (SMUP):** Prospective students can also choose to take an independent test offered by an individual university. At Unpad, this test is named SMUP. Eligible prospective students are those who graduate from high school in the respective year or up to two years before. Applicants submit their personal data via the website and select two undergraduate programmes at Unpad. They can use SNBT scores or take other scholastic aptitude tests conducted by Unpad. Additionally, prospective students can apply through the achievement track if they have national/international achievements in the fields of science, sports, and arts that are recognised by the MoECERT. The results are sent to the respective deans, who prepare a final list.

Details of the documents required for each track can be accessed through the official SNBP and SNBT websites and the SMUP website. All application processes are carried out online through the official websites.

Through national regulations and decrees, the MoECERT administers the admission requirements, process, and quotas for both national selections. For the independent selection from the university (SMUP), the decisions are made by the selection committee and the Rector of Unpad. SNBP and SNBT results are posted on the websites by national authorities, SMUP results are posted on the website by Unpad.

For national and institutional admission, the selection process is based on the principles of fairness (no discrimination), accountability, flexibility (multiple testing opportunities), efficiency

(using information technology, human resources, and time efficiently), and transparency (carried out openly, with easily accessible information).

Admission requirements and selection procedure for the Master programmes

In accordance with a Rector's Decree concerning SMUP, for all UNPAD postgraduate programmes, including the postgraduate programme at FISIP, there is only one entry route: Universitas Padjadjaran Entrance Selection – Postgraduate (SMUP-Postgraduate). The entire application process is carried out online via the SMUP website. This FISIP postgraduate programme is open to all undergraduate graduates from any field of science (multi-entry admission).

Requirements for prospective students of the postgraduate /Master programmes are:

1. Indonesian or foreign citizenship;
2. Those who studied at Indonesian universities must have graduated from an undergraduate / Bachelor programme accredited by the Indonesian National Accreditation Board for Higher Education (BAN-PT);
3. Holding a valid Academic Ability Test (TKA) certificate from the Universitas Padjadjaran Psychological Innovation Centre (PIP Unpad) with a minimum score of 450 or an Academic Potential Test (TPA) from another official organising institution recognised by Unpad;
4. Holder of a valid Unpad English Language Test (ELT) certificate (maximum two years old) with a minimum score of 450, or an English language proficiency test from an official organising institution recognised by Unpad;
5. Those who have a scientific publication in a reputable international journal (Q1) according to Scientific Journal Rating – SCImago as the first author are waived from the requirements in points 3 and 4;
6. Have two letters of recommendation;
7. Have a statement of purpose;
8. Have attached or uploaded all files to the SMUP page when registering.

Detailed requirements can be accessed via the SMUP website. Prospective students who pass the administrative selection will proceed to the academic interview selection. They also have to submit a research proposal. The selection results are based on the recommendation of the head of the study programme given to the Dean of the faculty, followed by the Dean's recommendation to the university selection committee. The final decisions regarding the admission of new students to the postgraduate programme are made and announced by the selection committee through the website.

Counselling for prospective students for all study programmes

All four study programmes hold regular online "open house" events called "Let's Get to Know Unpad" and the "Padjadjaran Education Festival" to help prospective students receive information about the study programmes.

Furthermore, prospective students can access the Unpad helpdesk for clarification on specific questions, personal talents, career perspectives, and more during business hours via telephone or email. Questions about SMUP can be submitted via the helpdesk menu on the SMUP website or Unpad Instagram account as well through the Centre of Psychology Innovation. If the helpdesk cannot immediately provide the information needed, their staff will

refer prospective students to relevant partners, such as faculties and/or study programmes or language centres.

Professional experience for all programmes

The study programmes do not require professional experience according to the specified qualification profile for admission and study programme objectives. However, data shows that around 30 percent of applicants to the postgraduate programmes in FISIP have previous professional experience. Additionally, the postgraduate programmes in FISIP are mostly research-focused, therefore candidates for these programmes must take part in an interview process and submit a research proposal as part of the administrative procedure.

Ensuring foreign language proficiency

The Bachelor study programmes at FISIP do not have any admission requirement for English language proficiency. The Master programmes at FISIP require students to have a minimum English test score of 500 or equivalent and must present proof of the English proficiency upon admission.

Some courses in the Bachelor and Master programmes may contain lectures in English if international lecturers teach them or if they are part of collaborative courses with overseas campuses.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Besides two national admission routes, prospective Bachelor students can apply via the University's own admission route (SMUP). The panel **recognises** the University's focus on internationalisation in the admission process and selection of students and suggests the University keep up with that demand.

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

Applicants can directly turn to the Unpad helpdesk for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. Furthermore, the University holds regular online events for students to get to know the study programmes.

The admission requirements (Master study programmes) or preparatory language courses (Bachelor study programmes) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Bachelor of Science in Anthropology programme

The Bachelor of Science in Anthropology aligns with IQF level 6 and the decisions of the Association of Anthropology Departments and Study Programmes in Indonesia. Graduates are trained to conduct ethnographic research, analyse social issues, and provide socio-cultural recommendations. They are also skilled in conserving intangible cultural heritage and artefacts.

Equivalent to European Qualifications Framework (EQF) level 6, graduates possess advanced skills in problem-solving and managing complex issues within their specialisation, while guiding professional development. They are prepared to work in government, academia, policy research, consultancy, and community development.

Programme learning outcomes are based on Permendikbud Number 35 of 2020 (IQF) and National Higher Education Standards (SNPT), as well as Permendikbudristek No. 53 of 2023 concerning Quality Assurance in Higher Education.

The curriculum uses an outcome-based education (OBE) approach, evaluating students based on attitudes, knowledge, and skills. The undergraduate programme typically takes seven to eight semesters to complete.

The curriculum spans eight semesters with 20 credits of mandatory Unpad courses, six credits of faculty courses, 63 SKS credits of study programme mandatory courses, and 57 credits of elective courses out of 81 offered. Students must also choose from Emancipated Learning – Independent Campus (MBKM) options, inaugurated in March 2020 by the Ministry of Education and Culture, to develop innovation and creativity. These options include eight elective programmes, each worth 20 credits per semester. In the seventh and eighth semesters, students work on their final assignments or theses.

Rational for degree and programme name for the Bachelor of Science in Anthropology programme

The title and name of the study programme are based on the curriculum content and programme objectives (which are derived from the IQF).

Based on Rector's Decree Number 0002 411 of 2016 concerning Guidelines for Graduate Diplomas and Academic Transcripts of Universitas Padjadjaran, the Bachelor of Science in Anthropology study programme is given the name Anthropology Study Programme (S1) "Strata 1 Anthropology", while the degree awarded is a Bachelor of Anthropology or *Sarjana Antropologi* (S.Ant.).

Bachelor of Social Welfare Science programme

The Bachelor of Social Welfare Science refers to IQF level 6 and to the agreement between the Indonesian Social Welfare and Social Work Education Association and the professional association, namely the Independent Indonesian Professional Social Workers. Learning outcomes at undergraduate level are formulated by considering both typical competencies and the needs of the world of work.

The curriculum consists of compulsory and elective course, with compulsory courses consisting of basic skills courses: ten courses (27 credits); group of social work research courses: four courses (12 credits); group of micro social work courses with individual or group target groups: five courses (18 credits); group of social work courses with the community: five courses (18 credits); human service organisation course group: five courses (16 credits); group of social policy courses: eight courses (23 credits) and group of social entrepreneurship courses in social services: four courses (12 credits).

Elective courses consist of two practical courses (four credits) and four study courses (eight credits). Elective courses are presented to meet students' interests so that they can equip themselves with knowledge that suits the needs of social work practice.

Each group of courses directly supports a qualification that students want to achieve, consisting of theoretical and practical elements. Practical courses are carried out both outside and inside the classroom. To support the implementation of theoretical courses, syllabi for each course are available, and for practical courses there are modules or guides for implementing practical activities.

Rational for degree and programme name for the Bachelor of Social Welfare Science programme

Based on Rector's Decree Number 411 of 2016 Guidelines for Graduate Diplomas and Academic Transcripts of Universitas Padjadjaran, the study programme is given the name "Social Welfare Science Study Programme (Bachelor)" and awarded *Sarjana Kesejahteraan Sosial (S.Kesos.)* or Bachelor of Social Welfare Science (BSW).

Curriculum Overview		
Bachelor of Science in Anthropology Programme, 7 Semesters		
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester
1st Semester		
M1	Module University and Faculty Course	
M 1.1	Religion	2
M 1.2	Bahasa Indonesia	2
M 1.3	Pendidikan Kewarganegaraan (Civic Education)	2
M 1.4	OKK	3
M 1.5	Pancasila (State Ideology)	2
M 1.6	Basics of Social Science	3
M 1.7	Basics of Political Science	3
M 1.8	Philosophy of Science	3
2nd Semester		
M2	Module Theory and Concepts in Anthropology	
M 2.1	Introduction to Anthropology	4
M 2.2	History of Anthropological Theories	3
M 2.3	Biological Anthropology	3
M 2.4	Pre-historical Culture	3
M 2.5	Capita Selecta Anthropology	3
3rd Semester		

M3	Module Research Methods	
M 3.1	Social Research Method I (Qualitative)	3
M 3.2	Social Research Method II (Quantitative)	3
M 3.3	Ethnographic Method	4
M 3.4	Critical Reading	3
M 3.5	Field Study	3
M 3.6	Anthropological Research Proposal Writing	3
4th Semester		
M4	Module Social Institution and Organization	
M 4.1	Kinship Studies	3
M 4.2	Political Anthropology	3
M 4.3	Economic Anthropology	3
M 4.4	Anthropology of Religion	3
M 4.5	Legal Anthropology	3
M 4.6	Linguistic Anthropology	3
M 4.7	Medical Anthropology	3
5th Semester		
M5	Module Social Culture Dynamic	
M 5.1	Ethnicity Studies	3
M 5.2	Urban Anthropology	3
M 5.3	Rural and Agrarian Studies	3
M 5.4	Demographic Anthropology	3

M 5.5	Social Transformation Seminar	3
M 5.6	Community Development	3
M 5.7	Anthropology and Tourism	3
M 5.8	Psychological Anthropology	3
M 5.9	Ethnopsychology	3
M 5.10	Social Conflicts and Human Rights	3
M 5.11	Social Movements	3
M 5.12	Anthropology of Policy and Beaurecracy	3
M 5.13	Gender and Sexuality Study	3
M 5.14	Anthropology of Entrepreneurship	3
M 5.15	Capitalism, Business, and Industrial Cultures	3
6th Semester		
M6	Module Environment and Social Cultural Transformation	
M 6.1	Environmental Anthropology	3
M 6.2	Anthropocene Studies	3
M 6.3	Development Anthropology	3
M 6.4	Ethnobiology	3
7th Semester		
M7	Module knowledge traditions and technological developments	
M 7.1	Ethnology and Folklore of The Indonesian Archipelago	3

M 7.2	Food and Cultures	3
M 7.3	Sundanese Society and Culture	3
M 7.4	Indigenous People and Knowledge	3
M 7.5	Cultural Heritage	3
M 7.6	Material Culture and Ethnographic Museum	3
M 7.7	Anthropology of Media	3
M 7.8	Anthropology of Arts	3
BA	Bachelor's Thesis	6
Total		163
* Elective Course		

Curriculum Overview		
Bachelor of Social Welfare Programme, 7 Semesters		
No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester
1st Semester		
1	Introduction to Social Work	3
2	Religion	2
3	Pancasila	2
4	Bahasa Indonesia	2
5	Citizenship	2
6	Creativity and Entrepreneurship (OKK)	3
7	Foundations of Social Science	3
8	Foundations of Political Science	3
2nd Semester		
1	Economics for Social Work	3
2	Human Behavior and the Social Environment 1	3
3	Sociology for Social Work	3
4	Philosophy and Ethics of Social Work	3
5	Social Entrepreneurship	3
6	Social Work Communication	3
7	Social Change and Social Problems	3

3rd Semester		
1	Social Work with Individuals	3
2	Social Service System	3
3	Social Work with Groups	3
4	Practical Theory of Social Work with Individuals	3
5	Population Studies	3
6	Mental Health	3
7	Human Behavior and the Social Environment 2	3
4th Semester		
1	Social Work Practicum with Individuals	3
2	Practical Theory of Social Work with Community	3
3	Community Organizing and Community Development	3
4	Social Statistics	3
5	Social Work Administration	3
6	Social Work with a Multicultural Society	3
7	Humanitarian Service Organizations	3
5th Semester		
1	Social Work Practicum with Community	3
2	Quantitative Research Methods	3
3	Qualitative Research Methods	3
4	Social Marketing	3

5	Social Program Management	3
6	Social Policy	3
7	Social Planning and Development	3
6th Semester		
1	Social Service Institutions Practical Internship	4
2	Social Work Research	3
3	Community Service Program (<i>Kuliah Kerja Nyata</i>)	3
4	Social Work and Environmental Issues	3
5	Elective Courses of Practice (Choose 1 out of 3) *	2
	EC Field of Practice: Social Work with Children and Families*	
	EC Field of Practice: Napza Social Work*	
	EC Field of Practice: Correctional Social Work*	
6.7	Elective Courses in Thematic Studies (Choose 2 out of 5) *	4
	EC Studies: Disaster Studies*	
	EC Studies: Gender Studies*	
	EC Studies: Corporate Social Responsibility*	
	EC Studies: FBO (Faith Based Organization) *	
	EC Studies: Local Economic Development*	
8	Research Proposals	1
7th Semester		
1	Social Work Supervision	3

2	Social Entrepreneurship II: Social Projects	3
3	International Social Work	3
4	Elective Courses in Practice (Choose 1 out of 3) *	2
	EC Field of Practice: Medical Social Work (2) *	
	EC Field of Practice: Social work with Disabilities (2) *	
	EC Field of Practice: Social Work with the Elderly (2) *	
5.6	Elective Courses in Thematic Studies (Choose 2 out of 5)	4
	EC Studies: Self-development (2) *	
	EC Studies: Conflict resolution (2) *	
	EC Studies: Local institutions (2) *	
	EC Studies: Community-based tourism (2) *	
7	Thesis	5
Total		144
* Elective Course		

Master of Social Welfare programme

The Master of Social Welfare refers to IQF level 8 and to three international social work associations: the International Association of Schools of Social Work (IASSW), the International Federation of Social Workers, and the Asia Pacific Association of Social Work Education.

The Master of Social Welfare consists of 67 SKS credits to be taken by students over a period of 1.5 to two years. The total 67 SKS credits are divided into three main components: compulsory courses (32 SKS credits/57.6 ECTS credits), elective courses (6 SKS credits/10.8 ECTS credits), and additional compulsory learning activities (29 SKS credits/52.2 ECTS credits), as stipulated in the Dean's Regulation. The 29 SKS credits allocated for additional learning activities include various components designed to enhance both academic and practical competencies such as scientific writing, data analysis and courses on individual and community intervention theory.

Rational for degree and programme name for the Master of Social Welfare programme

Graduates from the Master of Social Welfare programme at Unpad will receive the title *Magister Kesejahteraan Sosial* (M.Kesos.) or Master of Social Welfare (MSW). This designation is based on Rector's Decree Number 50 of 2016 Guidelines for Graduate Master and Doctor Education of Universitas Padjadjaran.

Curriculum Overview				
Master of Social Welfare Programme, 3 Semesters				
No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester		
		1.	2.	3.
1st Semester				
UNG10301	Social Research Methods	3		
G20M1006	Human Behaviour and Social Environment	3		
G20M1007	Intervention Theory of Social Work with Individual and Family	3		
G20M2006	Intervention Theory of Social Work with Community	3		
G20M1008	Intervention Theory of Management in Human Services Organization	3		
2nd Semester				
UNG20001	Scientific Writing		3	
G20M2008	Evaluation of Social Welfare Policy		3	
G20M2007	Social Policy Analysis		3	
G20M2011	Social Work and Disaster*		3	
G20M2012	Human Diversity*		3	
G20M2011	Evaluation of Social Services Program*		3	
G20M2014	Elderly Welfare Service System*		3	

G20M2010	Poverty and Social Change*		3	
G20M2013	Corporate Social Responsibility and Sustainable Development*		3	
G20M1012	Social Protection*		3	
G20M1011	Contemporary Social Problem*		3	
3rd Semester				
UNG20303	Seminar of Research Proposal			2
UNG20402	Thesis			6
	Additional Learning Activities			
	National Publication indexed by Sinta 3-4			15
	Data Analysis Workshop			6
	Scientific Field Workshop			6
	Presenter at National Conference			2
Total		32	6	29
* <i>Elective Course</i>				

Master of Public Policy programme

Education in the Master of Public Policy emphasises an interdisciplinary approach between public policy and other scientific disciplines. Graduate learning outcomes are prepared based on competency standards required in IQF level 8, EQF level 7, and to the Indonesian Association for Public Administration. In 2022, the curriculum of the study programme has been updated to an OBE-based learning outcomes with the input of stakeholders such as alumni, students, lecturers and employers.

The curriculum contains compulsory courses, elective courses, Master's thesis, and additional course activities equivalent to a total of 67 credits or 120.6 ECTS.

Rational for degree and programme name for the Master of Public Policy programme

The title and name of the study programme are based on its curriculum content and educational objectives which are derived from the IQF. Based on Rector's Decree Number 50 of 2016 Guidelines for Graduate Master and Doctor Education of Universitas Padjadjaran, the title awarded is Master of Public Policy, contracted to *Magister Kebijakan Publik* (M.K.P.)

Curriculum Overview		
Master of Public Policy Programme, 3 Semesters		
No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester
1st Semester		
1	Quantitative and Qualitative Research Method	3
2	Theory and System of Public Policy	3
3	Public Policy Analysis	3
4	Regional and Spatial Policy	3
5	Public Policy Formulation and Diffusion	3
6	Urban Mobilities or Urban Planning*	3
7	Social Policy*	3
2nd Semester		
8	Academic Writing	3
9	System Thinking, System Dynamic, and Scenario Planning	3
10	Policy Advocacy and Negotiation	3
11	Implementation of Public Policy	3
12	Policy Evaluation and Policy Brief	3
13	Capita Selecta of Public Policy*	3
14	Big Data and Policy*	3
3rd or 4th Semester		
15	Other activities students (to increase the number of study hours) according to the Dean's Regulation No. 0241/UN6.G/KP/2021 Link: https://drive.google.com/file/d/12vs5Eg6Zx81c8Jy6S-	23

Curriculum Overview		
Master of Public Policy Programme, 3 Semesters		
	8VMQvImfUKkCYt/view?usp=drive link	
16	Seminar of Research Proposal	2
17	Thesis	6
Total		67
* <i>Elective Course</i>		

All study programmes on the integration of theory and practice

For the **Bachelor of Science in Anthropology**, after building theoretical foundations with concepts and theories of anthropology and research and methodology in the first two semesters, the students from the third semester onwards study at courses directed toward developing practical and analytical skills through assignments and field studies. Furthermore, in the field studies, students learn to apply research practices. Lecturers from practical fields such as researchers, empowerment actors and policymakers share their research and practical experience and knowledge. Students also undertake mandatory internships to apply their theoretical understanding in professional settings, called “work practice”.

For the **Bachelor of Social Welfare Science**, a learning objective of the study programme is to produce graduates who can carry out social work practices with individuals, and with communities, who can develop social policies and services, and can initiate and design innovative social services. Therefore, theoretical foundational knowledge such as social work theories and methods, is paired with practicums in the fourth and fifth semester.

For the **Master of Social Welfare**, theoretical foundations are harmonised with practice through case studies, discussions, and role-playing to enhance the students’ critical thinking and decision-making skills. Guest lectures from experienced social work practitioners offer students insights from the practical world and networking opportunities.

The **Master of Public Policy** has a collaboration with the Bandung City Planning, Research, and Development Agency, in which the city serves as a public policy laboratory, where students can engage in case-based and problem-based learning. Practical activities include drafting research proposals, preparing journal articles, designing policy briefs, and simulating data processing and visualisation. Lecturers, who are experts in their fields, share their research and practical experiences.

All study programmes on interdisciplinary thinking

In the Bachelor programmes, in their first semester, students from all Unpad’s study programmes have to take general knowledge courses mandatory for all of Indonesia’s HEIs on citizenship, Pancasila, Indonesian, English, and religion. In these courses, students from all 16 of Unpad’s faculties study together.

First-year students in FISIP join the Joint Preparation Stage programme, promoting interdisciplinary learning. They take foundational courses like Social Science and Political Science, taught collaboratively by lecturers from different study programmes.

Furthermore, in the Bachelor programmes, students in their seventh and eight semester have the opportunity to take courses outside of their study programme via the national Indonesian Independent Learning - Independent Campus (MBKM) programme to gain experience from other disciplines such as student exchange (e.g. Indonesian International Student Mobility Awards/IISMA), internship or work placement, teaching assistant, research humanitarian projects, entrepreneurial activities, such as the Wirausaha Merdeka Kampus programme, internships, independent study projects, and village or community development.

For the **Bachelor of Anthropology programme**, various elements of the programme are interdisciplinary, because the study of human cultures in anthropology, both as a field of science and in its development efforts, is carried out with interdisciplinary thinking.

For the **Bachelor of Social Welfare Science and the Master of Social Welfare programmes**, there are courses that can equip students to think comprehensively in looking at social problems. As social problems can occur because of various complex causes, solving them requires a variety of scientific disciplines – for example, the field of public health in relation to biopsychosocial, economic, and policy aspects. For the Bachelor programme, there are courses such as Social Change and Social Problems, Social Work with Multicultural Communities, Social Programme Management, Community Organisation and Development. For the Master programme there are courses such as Social Policy Analysis and Evaluation.

The **Master of Public Policy programme** emphasises an interdisciplinary approach with various study materials on public administration theory, law, public management, economics, politics, quantitative and qualitative research methods, manuscripts of policy results, communication, and scientific publications.

All study programmes regarding ethical aspects

Unpad has a code of ethics regulated by the Unpad Board of Trustees Regulation No. 2/2020, Unpad Academic Senate Regulation No. 5/2017, the Unpad Academic Senate Regulation No. 06/2017, and the Rector's Decree No. 3169/UN6.RKT/2012. During orientation, the code of ethics is presented to the students with emphasis on the importance of maintaining integrity as students in the academic field, such as avoiding plagiarism, prioritising informed consent before conducting research, and so on. In all study programmes, students are required to complete mandatory ethics courses on research methods and scientific writing. In collecting research data or final assignments, the academic community and students must obtain an ethical permission letter from the Research Ethics Commission at Unpad which states that the research proposal is suitable for submission after fulfilling certain requirements. Research ethics sets standards for researchers to uphold the values of integrity, honesty and justice in conducting research.

The **Bachelor of Anthropology programme** furthermore complies with the Indonesian Anthropology Association's Ethics Guidelines of 2021 about the professional conduct of an anthropologist. The **Bachelor of Social Welfare Science and the Master of Social Welfare programmes** as members of IASSW comply with the IASSW's professional code of ethics. For the Bachelor programme, there are courses that specifically contain basic ethical aspects as a social work practitioner, including social work philosophy and ethics courses, and several elective courses in the field of social work practice. For the **Master of Public Policy programme**, professional ethics is one of the PLO.

Methods and scientific practice

The PLOs of the **Bachelor of Anthropology study programme** aim to equip students with the skills to apply logical, critical, systematic, and innovative thinking, presented through scientific descriptions. Students will learn to design and conduct research following scientific research principles and anthropological codes of ethics, while utilising technology. Recently, a course on visual anthropology has been added to the curriculum to broaden the students' innovative thinking. Methodology courses are provided for students to develop their research, analytical, and critical thinking skills through quantitative and qualitative research methods, as well as ethnographic methods unique to the anthropology programme. Additionally, the field study course that trains students in direct research practice.

The **Bachelor of Social Welfare Science study programme's** curriculum includes courses in social work with individuals and groups, social work with communities, and human service organisation courses. These groups of courses present intervention methods and service models for target groups of individuals, groups, communities, and human service institutions. Additionally, there are three courses that enhance student competency in research, supporting their ability to carry out assessments: Qualitative Research Methods, Quantitative Research Methods, and Social Work Research.

The **Master of Social Welfare study programme** aims for students to Master research skills through activities related to lectures, such as involvement in courses. The programme includes Social Research Methods and Scientific Writing to enhance research competency. Preparation for the final assignment starts in the first semester with the Social Research Methods class, providing a basis for research proposals. The first semester also includes basic courses such as Intervention Theory with Individuals and Families, Intervention Theory in Human Service Organisations, and Human Behaviour and the Social Environment. In the second semester, the Scientific Writing course helps students develop research proposals and scientific articles, along with elective courses to explore social welfare issues. In the third semester, students prepare research proposals with two supervisors, submit them for a proposal seminar, and once approved, conduct new research through field studies. Students can present their research result to a broader student audience on the supervisor's direction.

The learning methods and forms applied in the **Master of Public Policy programme** are characteristic of student-centred learning (SCL). These learning methods include discussions, simulations, case-based learning, problem-based learning, self-directed learning, collaborative learning, contextual learning, and project-based learning. The forms of learning used in the programme are lectures, responses, structured assignment activities, seminars, and practice (research and design). The learning methods applied to each topic are adjusted to the learning outcomes of that topic.

For the Bachelor programmes regarding examination and final thesis

The Assessment of student abilities and final assignments refers to the Rector's Regulation of Unpad No. 46 of 2016 concerning the implementation of education at Unpad. In the implementation of learning for each course, an assessment is carried out on students' achievements in the course material presented. Students are tested through assignments, quizzes, mid-term exams, and final semester exams. The exam format varies depending on the learning outcomes of the study programmes. There are multiple choice tests, short answer essays and essays, project reports, presentations (poster, oral, video), oral exams, and practical exams.

All students are assigned to write a final assignment in the form of a Bachelor's thesis. The writing process is guided by the supervisor. The writing format is determined in the Final Assignment Writing Guide for Undergraduate (S1) Level at FISIP Unpad. For the final assignment, students are evaluated three times: in the research proposal seminar, the research results draft seminar, and the final defence. The assessment is carried out by the supervisor and several examining lecturers. The assessment component includes written content and comprehensive knowledge related to the thesis topic. The Bachelor's thesis is written based on APA publication standards, and the thesis document is uploaded to the Unpad web library. The criteria, rules and procedures for writing a thesis are published on the study programmes' website.

For the Master programmes regarding examination and final thesis

In the Master programmes students are assessed academically through mid-semester exams, final semester exams, and a final assignment in the form of a Master's thesis. These assessments evaluate students' understanding and responsibility for the courses they are taking. The implementation of exams and thesis writing is flexible, allowing students to take exams simultaneously from different locations, known as 'hybrid' exams. Offline exams are also possible at the FISIP Unpad Dago campus.

For learning outcomes at level C2 (understanding), assessments include literature reviews, summaries, answering questions, and providing case examples. For level C3 (applying), assessments involve carrying out procedures or using tools. For level C4 (analysing), assessments involve analysing cases or problems and providing viewpoints. For level C5 (evaluating), assessments involve critiquing policies from various perspectives and offering solutions, suggestions, and recommendations.

Thesis assessments involve a research proposal seminar and a thesis defence seminar. For the final thesis, students choose research topics and find supervisors whose specialisation matches their topic. The head of the study programme verifies the topic and supervisor team, and upon dean approval, students prepare their research proposal. After guidance from supervisors, students present their proposal at a seminar for feedback from examining lecturers. If feasible, students proceed with field research.

During the research process, students are active in discussions with their supervisory team. As a graduation requirement, students must write and submit articles to reputable national journals with their supervisor's approval, who can act as co-authors. Once research and articles are completed, students undertake the final Master's trial and participate in the judiciary.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the respective curriculum and the respective programme objectives.

In the **Master of Public Policy programme**, theoretical questions are, where possible, explained by means of practical examples.

In the **Bachelor of Science in Anthropology**, the **Bachelor of Social Welfare Science** and the **Master of Social Welfare programmes**, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. All courses are designed for students to apply theoretical discourse in practical application, such as problem-based learning, case studies, mini research projects, role playing, and additionally for the

Bachelor of Science in Anthropology field visits and a newly established visual anthropology course.

There is evidence that all four study programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of professional conduct in conducting research and meeting people in field projects) are appropriately communicated. The University has issued regulation on ethical scientific behaviour and student integrity and communicates this appropriately.

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

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

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

3.2 Structure

Bachelor programmes

The Bachelor programmes have a modular structure with compulsory and elective courses.

Table 5 Structure of the Bachelor programmes

Projected study time	Eight semesters
Number of Credit Points (CP)	Bachelor of Science in Anthropology: 146 SKS credits / 262.8 ECTS credits Bachelor of Social Welfare Science: 144 SKS credits / 259.2 ECTS credits
Workload per CP	1. Lecture: a. Face-to-face Lecture: 50 minutes / meeting b. Structured Assignments: 60 minutes/meeting c. Independent studies: 60 minutes / week 2. Seminars: a. Teaching: 100 minutes / week b. independent activities: 70 minutes / week 3. Field practicum: 170 minutes / week 4. Student community study programme (KKNM): one month, carried out in the community, under the guidance of a field supervisor, with a multi- disciplinary approach
Number of modules/courses	Bachelor of Science in Anthropology: Compulsory courses 89 SKS credits / 160.2 ECTS credits Elective courses 57 SKS credits / 102.6 ECTS credits Bachelor of Social Welfare Science: Compulsory courses 132 SKS credits / 237.6 ECTS credits Elective courses 12 SKS credits / 21.6 ECTS credits
Time required for processing the final thesis and awarded CP	Final Thesis 6 SKS credits / 10.8 ECTS credits (proposal and defence)
Number of contact hours	Bachelor of Science in Anthropology: 6619 hours Bachelor of Social Welfare Science: 6528 hours

Master programmes

The Master programmes have a modular structure with compulsory and elective courses as well as additional learning activities.

Table 6 structure of the Master programmes

Projected study time	Three to four semesters
Number of Credit Points (CP)	67 SKS credits / 120.6 ECTS credits
Workload per CP	1. Lectures, tutorials: a. Teaching: 50 minutes / week b. Structured assignments: 60 minutes / week c. independent learning: 60 minutes / week 2. Seminars and others: a. Teaching: 100 minutes / week b. independent learning: 70 minutes / week
Number of modules/courses	Master of Social Welfare: a. Compulsory courses 32 SKS credits / 57.6 ECTS credits b. Elective courses 6 SKS credits / 10.8 ECTS credits c. Additional Learning Activities 29 SKS credits / 52.2 ECTS credits Master of Public Policy: a. Compulsory courses 38 SKS credits / 68.4 ECTS b. Elective courses 6 SKS credits / 10.8 ECTS c. Additional Learning Activities 23 SKS credits / 41.4 ECTS credits
Time required for processing the final thesis and awarded CP	Final Thesis 8 SKS credits / 14.4 ECTS credits (proposal and defence)
Number of contact hours	3037 hours

The conversion rate of SKS credits to ECTS credits is 1 SKS credit = 1.8 ECTS credits.

Study and exam regulations

The study and examination rules reflect Rector's Decree No. 46 of 2016 for Undergraduate Programmes and Rector's Decree No. 38 of 2021 for Postgraduate, Applied Postgraduate, Master by Research and Doctoral Programmes. During new student orientation, the regulations and procedures are given to students in the form of guidelines and can be accessed via the website.

Students use the Padjadjaran Academic Information System (PACIS) for various academic purposes, such as submitting semester study plans, logging into courses, and checking final grades. Academic supervisors confirm study plans and course registrations through the Integrated Administrative Information System (SIAT).

Each course includes various assessment components, such as quizzes, exercises, midterms, and final exams. Subject grades are announced via SIAT, accessible to all students, and are based on the following criteria:

- A (80-100%)
- B (68-79%)
- C (56-67%)
- D (45-56%)
- E (<45%)

- T (incomplete score)
- K (attendance not met)

The cumulative achievement index (GPA) is used to assess students' overall performance, categorised as "satisfactory" (GPA 2.75-3.00), "very satisfactory" (GPA 3.01-3.50), and "cum laude" (GPA 3.51-4.0). The GPA appears on the academic transcript and is used for academic guidance, warnings, and determining the number of credits for future semesters.

Learning assessment standards follow the Minister of Education and Culture Regulation No. 3 of 2020, ensuring they are educational, authentic, objective, accountable, transparent, and integrated. Assessments include components of attitude, knowledge, general skills, and specific skills.

Feasibility of study workload

The student workload in each programme is based on the national and institutional regulations (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Higher Education Standards, Unpad Rector's Regulation No. 8 of 2023 concerning the Implementation of Education at Unpad). For postgraduate study programmes in FISIP, the Dean's Regulation No. 0241/UN6.G/KP/2021 administers the recognition of learning and research activities and outputs as part of students' workload, to ensure that the programme meets the minimum postgraduate education standards.

The types of activities and outputs recognised include, but are not limited to, students' presentations at national and international conferences, participation in workshops, capstone projects, and publications in national and international journals.

For the **Bachelor programmes**, the study load is 144 national credits divided into seven semesters, aiming to enable students to graduate on time in the eighth semester. A maximum of 24 credits can be taken in one semester.

For the **Master programmes**, the study load is 67 credits divided into three semesters, aiming to enable students to graduate on time in the fourth semester. A maximum of 38 credits can be taken in one semester. To graduate on time, students can design research proposals starting from semester one.

Equality of opportunity

Unpad is obligated to abide by MoECERT's Regulation No. 6 of 2020, which guarantees equal opportunities for all prospective students. According to Unpad Rector's Regulation No. 8 of 2023, education at Unpad is open to all individuals who have successfully passed the selection process. The selection of students can involve an affirmation programme while considering their academic abilities to participate in higher education. This commitment extends to upholding equality in terms of gender, race, ethnicity, religion, and other social statuses, as well as providing necessary infrastructure support for students with special needs and disabilities. These guidelines cover the organisation of the learning environment, including exams and supporting infrastructure.

Students with special needs, such as Deaf or Hard of Hearing students, are provided with affirmative action such as interpreters, to smoothly complete their studies. The University's buildings are barrier-free, with facilities for people with disabilities, including wheelchair users and the blind, with ramps or paths connecting buildings and disabled toilets.

The management and implementation of Tri Dharma at Unpad are outlined in Rector's Regulation No. 3169/UN6.RKT/2012, which specifically addresses equality in terms of religion, ethnicity, race, gender, and social status. Furthermore, Rector's Regulation No. 27 of 2016 focuses on student scholarships, providing facilities for both outstanding students and those with inadequate economic conditions. Scholarships are typically awarded for one academic year and are evaluated every semester.

Each year, Unpad offers up to 1,000 study places for economically disadvantaged students through the Bidik Misi scholarship, established to provide educational assistance to economically disadvantaged students with strong academic potential, and the Indonesian Smart College Card programmes. Additionally, Unpad offers various scholarships funded by alumni, university partners, and industry stakeholders.

During the Covid-19 pandemic, Unpad provided financial support to students with low economic status through internet quotas, benefiting approximately 2,700 students.¹³ Unpad allowed students to postpone or reduce tuition payments and created job opportunities for students through special "tuition-preneur-courses" which after the pandemic became a university-wide best practice.¹⁴

Appraisal:

The study programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components, such as internships and field research, are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. 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 in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. However, the final grade is not supplied with an ECTS grading table. Furthermore, the Diploma Supplement is not according to the ECTS User's Guide 2015.¹⁵ The presented Diploma Supplement is essentially a transcript of records that also includes an explanation of the grading system. However, it lacks crucial information required for the Diploma Supplement, such as the programme learning outcomes, language of instruction/examination, and admission requirements.

¹³ UNPAD's SER, p. 43.

¹⁴ As heard by the expert panel in the interview session with the administrative staff during the digital on-site visit.

¹⁵ The Diploma Supplement is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement also contributes to promoting the transparency and mutual trust in higher education in the EHEA.

Therefore, the panel recommends the following **condition**: the University issues a Diploma Supplement

- that meets the European Higher Education Area principles (ECTS User's Guide 2015),
- with a grade distribution table in accordance with the ECTS User's Guide 2015.

The feasibility of the study programmes' workload is ensured by

- a suitable curriculum design,
- a plausible calculation of workload,
- an adequate number and frequency of examinations,
- appropriate support services as well as
- academic and general student counselling.

When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programmes' success rate.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative action such as a special exam scheme concerning time and formal standards/requirements throughout the programme and examinations, e.g. Deaf and Hard of Hearing students are provided with a sign-language interpreter. Students can apply for financial aid (scholarships, postponing tuition payments) and special support in the University. Students in special circumstances, such as foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted, e.g. an orientation week with information for students from rural areas and international students as well as well-being seminars for students conducted by the student's office.

	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)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Bachelor of Anthropology programme

The didactic concept programme was developed to achieve graduate competency and is relevant to the Programme Learning Outcomes (PLOs). A focus lies on student-centred learning.

The programme employs blended learning, which combines synchronous and asynchronous learning, individual assignments, and collaborative projects. Didactic materials include visual aid presentations, video content, interactive video materials, and online quizzes. Students

outside Unpad can take online courses in the Bachelor of anthropology programme. Examples of blended learning implementation include political anthropology and ecological anthropology courses.

Academic staff use various teaching and learning methods, including lectures, seminars, tutorials, discussions, quizzes, student presentations, problem-based learning, guest lectures, group consultations, group guidance, independent learning, and collaborative learning/group assignments, conducted both face-to-face and online.

Learning evaluation involves test methods (mid-semester and final exams) and other methods to measure students' knowledge and understanding of the material. Practicum activities (data collection, case method, and role-playing) assess the application and analysis skills of students. Problem-solving and project-based learning measure evaluation and creativity, allowing students to assess concepts or theories and create new outputs.

Blended learning, mobile learning (accessible anytime and anywhere), and organised learning aim to support students in achieving PLOs. Student-centred learning is used to meet the PLO level of understanding through reading assignments, class presentations, and case studies. Project-based learning aims to encourage students to apply anthropological concepts, research, and knowledge in real-life situations, through mini-research, academic articles, and intervention projects.

The materials used by academic staff in the learning process include textbooks, literature recommendations, teaching videos, visual aids, assignments, practical modules, and case studies. Those include anthropological concepts, research methodology, social institutions, socio-cultural dynamics, environment and transformation, tradition, and technological development. To achieve optimal learning outcomes, all materials used by academic staff are delivered and explained to students through integrated learning. Learning materials and sub-topics are usually designed by a team of teachers with expertise in their respective fields. Course material is determined through team teaching, based on the expertise of each team member and guest lecturer.

Bachelor of Social Welfare Science programme and Master of Social Welfare programme

Methods of the programme include case study discussions, group discussions, and project or research-based learning, to help students adapt their learning experiences to their individual interests and goals. Students can undertake research or projects aligned with their special interests, potentially developing these into their final project or thesis. Such methods also aim to promote critical thinking and problem-solving abilities, ensuring a deeper understanding of the material.

The programmes also implement a blended learning model, allowing students to study remotely. In asynchronous learning, lecturers provide materials via learning media that students can access anytime and anywhere, without needing to be present in class. Learning media can include videos, audio, text, photos, and PowerPoint presentations,

Lecturers are encouraged to develop course learning materials through workshops, course semester study plan enrichment and training. Teaching materials are not only focused on books or articles, but also on good practice presented by practitioners in seminars or

conference forums. Teaching materials developed and completed by lecturers are distributed to students via access to Google Classroom or Live Unpad.

Master of Public Policy programme

The programme applies an outcome-based education curriculum with student-centred learning characteristics. Didactic concepts are applied in lectures at the beginning of classes, where lecturers provide syllabi, materials, references, and assignment/project directions. Students then engage in student-centred learning activities with structured guidance. Structured lecture plans, prepared by the lecturer team for each course, aim to further implement didactic concepts. The programme utilises tracer study results to assess graduate quality.

Materials used by lecturers in the learning process include textbooks, articles, literature recommendations, learning videos, materials prepared by the lecturer team, documentation of policy suggestions, as well as research results or study results. The teaching materials provided for the Master of Public Policy degree are enriched with the results of research that has been and is being carried out by existing lecturers as well as using various other research sources that can be accounted for through trusted websites such as Scopus, Taylor and Francis, SAGE, etc. In the Policy and Big Data course, additional course material includes the use of Tableau Desktop analysis software, Orange Data Mining, and Gephi. The datasets used are usually related to policy issues in various fields.

All study programmes regarding blended learning technologies

Hybrid learning classrooms with facilities and infrastructure, including reliable internet, help facilitate online and hybrid learning. Students and lecturers utilise various long-distance meeting technologies, such as Zoom, Google Meet, Google Classroom, and LMS Live Unpad, as well as various social media applications. Most of the learning materials are available online via LMS Live Unpad, Google Drive, Google Classroom, or YouTube for students to use and discuss with their peers.

Guest lecturers

All programmes invite national and international guest lecturers with a variety of expertise every semester. These guest lecturers contribute to fulfilling the PLOs, particularly in terms of attitude and knowledge aspects. Guest lecturers provide material to help deepen the students' knowledge and understanding, especially regarding scientific disciplines or real-world experiences. Because of this, course lecturers are encouraged to actively invite guest lecturers from within and outside the country. These guest lecturers, who are experts or practitioners in relevant fields, not only share their knowledge but also provide students with opportunities to expand their networks.

Additionally, students are encouraged to participate in various seminars, webinars, and general classes organised by the faculty. These events feature a diverse range of guest lecturers, including government officials, private sector experts, lecturers from other universities, alumni, and practitioners.

Lecturing tutors

The programmes do not include formal lecturing tutors. However, the study programmes offer informal student support in the form of "facilitators" – students who have already completed courses and mentor younger students. These facilitators assist other students in completing

tasks, strengthening their knowledge, and distributing teaching materials. This support is provided outside of class hours.

Appraisal:

The didactical concept of the four study programmes is described, plausible, and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies, practical projects, problem-based learning and field studies. Students are encouraged to take an active role in creating the learning process.

The methods used in blended / distance learning are suited for this purpose. They include, for instance, independent work with the course materials, lectures, use of smartphone learning game applications, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel **strongly recommends** updating the *mandatory* reading list of all four study programmes to include more recent publications to keep up with the latest developments in the respective fields of study.

When compiling the course materials, the specific didactical requirements of blended learning/distance learning are taken into account; they are well-designed and neatly reproduced.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Alumni are also invited to give guest lectures.

An equivalent to lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 Internationality

Bachelor of Anthropology

The programme's curriculum aims to enable students to compete in the global workforce and international academia by adopting OBE and embracing international content and intercultural aspects. Visiting lecturers aim to broaden students' horizons and experiences in an international context. When guests or international students are involved, English is the mandatory language.

Furthermore, there are programmes that aim to help students build international networks with peers and lecturers from international universities:

1. Conducting joint lectures with international partner universities
2. Inviting guest lecturers from international partner universities
3. Organising webinars and international conferences
4. Involving students as study partners for international students in internship programmes
5. Facilitating students' participation in international exchange programmes with full-time scholarships from the Ministry of Education (IISMA)

The programme also participates in international lectures organised by faculties and universities, such as the Short Course Indonesia Outlook 2023: in Social and Political Perspectives. Students are expected to develop cross-cultural competencies and skills, in line with the goals of Unpad and the programme to be internationally recognised in higher education and scientific development. To achieve this, students must pass an English course to communicate internationally in spoken and written English.

Students can also work as research assistants in the faculty's international research collaborations, gaining practical knowledge and skills. Academic staff involved in international research present their findings in lectures.

The programme strives to provide a learning environment that equips students to navigate globalisation. Assignments and theses require citations from recent international journal articles, aiming to make students aware of the latest research globally. Course assignments often require students to examine phenomena both within Indonesia and internationally. These processes are assessed through student publications in international journals, supported by a dedicated academic writing course.

Several initiatives are pursued to attract international students to the programme: for example, organising short courses. Apart from trying to attract students from abroad as inbound students, the study programme also supports and facilitates outbound students in studying abroad by participating in international exchange programmes, with full scholarships from the Ministry of Education and Culture (IISMA) and other sources.

Until now, there have been no international students registered as regular students in this programme. However, the programme has undertaken several activities aimed at preparing to attract and accommodate international students.¹⁶

¹⁶ UNPAD's SER, p. 51.

The faculty currently employs part-time and visiting academic staff from various countries. Most teaching staff participate in international conferences and publish articles in reputed international journals. Academic staff are also invited as guest lecturers at partner universities to share their expertise.

The programme aims to promote intercultural aspects, with Indonesian and English used concurrently. Most of the books, literature, and references are in English. Rector's Decree Number 13 of 2021 article 8 (Unpad International Class Guidelines) states that English must be the main language used in international class teaching and learning activities. Therefore, presentations and discussions often conducted in English, especially with international guest lecturers. International students are encouraged to use English in all courses, including by administrative staff, and supported with translation services.

Bachelor of Social Welfare Science

The curriculum aligns with the European Higher Education Framework level 6 and the Global Standards for the Education and Training of the Social Work Profession. The programme utilises various facilities provided by the Indonesian Government, Padjadjaran University, and the Faculty of Social and Political Sciences. Among these is the International Student Mobility Award (IISMA) programme, which enables undergraduate and vocational students to spend one semester at universities and industries abroad.

Students can apply for a semester scholarship to study at prestigious overseas universities while interning at reputable companies. Participating in IISMA can help students gain essential knowledge, skills, and readiness to contribute to society globally.

Collaborations with universities in several countries allow for joint lectures and international scientific seminars. These programmes provide students and lecturers with diverse practical experiences.

In the past, students from Malaysia completed their undergraduate studies in the programme. In 2022, students from the University of Malaya and Unpad participated in a semester-long exchange programme.

Based on the Global Standards for the Education and Training of the Social Work Profession, developed by IASSW, the curriculum ensures students acquire the necessary knowledge, skills, and values for social work, both in Indonesia and internationally. Guest lecturers from partner universities provide diverse learning materials for social work practice.

Students are encouraged to participate in student exchange programmes, international seminars, and symposiums. Lecturers enhance their knowledge by studying abroad, attending short courses, and participating in international conferences as speakers and participants. They also conduct joint research, publish results with international colleagues, and review for international journals.

Most learning references are in English, aiming to help students become proficient in using English sources. Students also write papers with lecturers in English, aiming for journal publication or presentation at international conferences.

Master of Social Welfare

The curriculum is aimed to cater to the needs of the international workforce, in line with EQF level 8 and the programme's internationalisation goals. Students are encouraged to participate in international student exchange programmes, attend international scientific seminars, and develop foreign language skills.

Currently, no international students are registered as regular students, but the programme has initiated activities to attract and accommodate them. The Master of Social Welfare collaborates with guest lecturers from countries such as Taiwan, the United States, and Germany to enhance students' learning and knowledge of global social work practices. Faculty members bring international experience as students, conference speakers, and guest lecturers, enriching the learning process and curriculum structure.

Faculty members also publish in reputed international journals, often collaborating with students and international partners.

Most lectures and discussions are conducted in Indonesian. International students who receive scholarships from the Indonesian Government must complete Indonesian language courses before attending lectures. However, all students must use English during guest lectures, conferences, and in preparing scientific articles.

Master of Public Policy

The international cooperation class features guest lecturers from various countries, enhancing students' understanding of different perspectives and providing skills for developing international networks.

The programme incorporates intercultural aspects by using both Indonesian and English. Books, literature, references, and lecturer presentations are in English. Presentations and discussions, especially with international guest lecturers, are sometimes conducted in English. Assignments and theses require citations from scientific articles published in accredited international journals over the past ten years. Some assignments focus on phenomena occurring both in Indonesia and abroad. Students are encouraged to write articles for reputable international journals, and two students have been published in Scopus Q1-indexed journals.

While there are currently no international students registered as regular students, the programme has undertaken activities to attract and accommodate them. For example, in collaboration with Sungkyunkwan University, students from Sungkyunkwan participate in various courses, providing Master of Public Policy students with an international learning environment and fresh perspectives.

The programme encourages participation in conferences, guest lectures, and short courses, both internally and externally organised. Students are also encouraged to publish in international journals, broadening their thinking with knowledge, theories, and insights from abroad.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, conducting

guest or joint lectures with international partner universities, and possible student exchanges (e.g. IISMA), 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 aligned with the University's strategy and goal-oriented.

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

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. However, the panel **strongly recommends** for all four study programmes to offer more courses conducted completely in English.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Anthropology programme

One of the PLOs in the study programme is to help students build and maintain interpersonal and professional skills. This includes developing effective relationships, communication, and leadership skills. These skills are achieved through group projects in several courses. In learning facilitation techniques, students design training games and conduct sessions, practising and managing the training programme, thereby enhancing their leadership skills. Some courses require skills in communication, public speaking, and community-based social intervention, which also develop problem-solving and leadership abilities.

Most courses are designed to enable students to convey ideas orally and in writing, supported by valid references, literature, or data in accordance with anthropological ethics. Students often write reports or essays and then present them. Communication skills are further instilled through opportunities to discuss and present thoughts in groups.

Bachelor of Social Welfare Science programme

The Bachelor of Social Welfare Science programme includes courses on social work practice and supporting courses. The programme focuses on Mastering knowledge, skills, and values in social work practice.

Experience in multidisciplinary work is also gained through social work methods courses. Students learn to communicate with individual clients, groups, and communities, as well as using media on the internet. Lecture activities that hone communication skills include active listening, presentations, discussions, group work, and using posters to market ideas. These skills are essential for forming abilities that match the graduate profile.

Both Bachelor programmes

Students are also trained to work in a multidisciplinary manner through several courses managed by Unpad that are mandatory for all Bachelor students and include courses on religion, citizenship, and Introduction to Political Science, Philosophy of Science, as well as Creativity and Entrepreneurship, Joint Preparation Stage, Community Service Programme, and courses in the MBKM programme.

In MBKM activities, such as internships and environmental development, students work with communities, the general public, and various stakeholders, both individually and in groups. This fosters public speaking, interpersonal communication, conflict-handling skills, and leadership needed to complete projects.

Master of Social Welfare programme

Communication skills and social work intervention methods are essential abilities for social welfare students, particularly those pursuing careers as social workers. These skills are developed through mandatory courses, electives, and final thesis research. Several courses require students to make presentations and prepare final assignments, enhancing their scientific writing skills. The ability to work with others to solve problems is also emphasised, as social workers frequently collaborate with professionals from other fields during interventions. This is addressed through discussions of case studies, which can be provided by both teachers and students.

The ability to analyse policies is developed in the Public Policy Analysis course, which focuses on understanding public policy, especially social policy, and the role of social workers in its formulation.

Master of Public Policy programme

Multidisciplinary competencies and skills are found in all compulsory and elective courses in the study programme, including the ability to conduct public policy studies to solve societal problems. The curriculum for the Master of Public Policy programme incorporates special skills outlined by the Minister of Manpower Decree No. 106 of 2018 and the Decree of the Head of LAN No. 547/K.1/HKM.02.2/2019. These skills include collecting data for policy studies, compiling policy recommendations, and publishing policy texts.

Communication skills are developed through presentation assignments. Writing and publishing skills are honed through article publications and seminars. Information technology-based competencies and future skills are fostered through policy and big data courses, systems thinking, system dynamics, and scenario planning. Foreign language proficiency is enhanced through the use of course materials in foreign languages, as well as participation in international classes and short courses.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is for all four study programmes supported by means of suitable didactical and methodological measures.

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

At the University level, the Career Development Centre (CDC) organises various training activities and seminars to support students in preparing for their careers, such as resume writing exercises and job interview training. The CDC also organises talent scouting, which provides a platform for students to carry out internship at large companies in Indonesia, both national and international. CDC also has a career guidance programme, where students can consult career guidance psychologists to help them prepare for their future careers.

In addition, the MBKM programme provides activities that support students in gaining work and field experience, such as internships, community development projects, humanitarian projects, teaching assistant and research assistant posts, and entrepreneurship, for six to twelve months.

Outside the academic space, career development is supported by student programmes organised by the Faculty Student Body and the Study Programme Student Body Association, through student activities and the community service programme, talk shows with alumni and humanitarian projects.

The **Bachelor of Social Welfare Science** programme offers courses in theory of social work practice, as well as practicum courses consisting of micro practicums, community practicums, and larger practicums (internships) in human service organisations that provide services in certain fields. Students choose three of six elective courses in the field of social work practice: 1) children and families, 2) narcotics, psychotropics, addictive substances, 3) correctional facilities, 4) social work in the medical field, 5) disability 6) and elderly people.

The **Master of Social Welfare** programme aims to equip students with the skills and knowledge needed when working as a social work practitioner handling the elderly, disabled, and marginalised groups.

The **Master of Public Policy** programme curriculum has adopted various skills for work as a policy analyst, public policy consultant and research manager. The formulation of PLOs for

special skills refers to Minister of Manpower Decree No. 106 of 2018 concerning Determination of the Indonesian National Work Competency Standards for the Position of Public Policy Analyst and Decree of the Head of LAN No. 547/K.1/HKM.02.2/ 2019 concerning the IQF Policy Analyst Level 8.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

All study programmes regarding faculty

At Unpad, there are full-time and part-time academic staff. According to Indonesian governmental regulations, full-time academic staff have a permanent employment status, while part-time academic staff have a non-permanent employment status.

For the **Bachelor of Science in Anthropology**, there are a total of 15 academic staff, consisting of two professors, six associate professors, and seven assistant professors. The **Bachelor of Social Welfare Science** has a total of 19 academic staff, consisting of one professor, eight associate professors, and ten assistant professors. The **Master of Social Welfare** has a total of 14 academic staff, consisting of one professor, nine associate professors, and three assistant professors, and one lecturer. The **Master of Public Policy** has a total of 22 academic staff, consisting of four professors, 14 associate professors, one assistant professor, and three lecturers.

All study programmes regarding academic qualifications of faculty

The main paradigm for Indonesian faculty members is the “Tri Dharma” of higher education, describing three main roles of academic staff as being (1) professional educators; (2) scientists with the task of advancing, developing, and disseminating knowledge, technology, and art through education and research; and (3) practitioners of community service.

The qualifications of all academic staff at FISIP adhere to the Regulation of the Minister for Administrative Reform and Bureaucratic Reform. Educational qualifications and appropriate academic standing are prerequisites for faculty duties. Academic staff with a doctoral degree, or who are professors, may be assigned to all study programmes. Academic staff with a Master’s degree and/or positions as assistant professors have limited authority and can only be assigned to undergraduate programmes. According to the MoECERT, Indonesian academic staff progress through positions from lecturer to assistant professor, to associate professor, to professor.

- **Lecturer** is the first position given to academic staff with at least a Master’s degree. Lecturers have work contracts with both the MoECERT and the institution.
- **Assistant professor** is the second and at FISIP most prevalent academic position. Assistant professors need to have a scientific publication in a reputable national journal as the first author, and at least a Master’s degree.
- An **associate professor** is an academic staff that has a doctoral degree, scientific publications in reputable journals, and has supervised at least 40 students in an undergraduate programme.
- **Professor** is the top academic staff position for someone who is still actively teaching. Prospective professors must hold a doctoral degree for at least three years, have impactful research work published in reputable journals as first author, and published a book.

Academic staff recruitment at Unpad follows two main pathways: firstly, a **regular recruitment pathway** designed to meet the department’s academic staff needs. The dean collaborates with

the department requiring additional academic staff to find suitable candidates through professional recruitment, targeted candidate cultivation, or open recruitment. The candidate's details are then submitted to Unpad. Qualifications for this regular recruitment route include completion of a doctoral or Master's degree. There is also a **high-quality talent recruitment pathway** aimed at attracting academic staff with superior talents and qualifications to act as an accelerator for Unpad's process towards being ranked in the top 500 universities in the world. This effort targets candidates with doctoral degrees, superior research abilities, and networking abilities, as well as meeting the professional qualifications required for the study programmes.

All study programmes regarding pedagogical / didactical qualifications of faculty

According to Indonesian law, all lecturers have to be trained in the mandatory programmes "instructional techniques" (PEKERTI) and "applied approaches" (AA). PEKERTI is intended for new academic staff, training them to prepare learning programmes, acquire teaching skills, and evaluate learning outcomes. AA is intended for senior academic staff, enhancing their insights and skills to improve the quality of the learning process and student learning outcomes.

Furthermore, as Unpad aims to be a pioneer of hybrid universities in Indonesia, Mastery of blended and hybrid learning by academic staff is deemed crucial by the University. To ensure continuity, Unpad provides various training sessions for faculty on handling and delivering blended and hybrid learning. Additionally, Unpad has appointed a champion to promote the blended learning method among faculty members. The University also encourages academics to prepare learning materials accessible to distance learners through the learning management system and other dissemination activities.

All study programmes regarding practical experience of faculty

Both full-time and part-time academic staff have roles outside FISIP related to their expertise in social politics. These roles include webinar speakers, researchers, and expert consultants who have collaborated with various ministries (e.g., Education, Finance, Villages, Disadvantaged Regions, and Transmigration), the General Election Commission, and provincial, regency, and city governments. They are also book editors and international and national speakers.

During their professional practice, staff members often invite students to participate in their work or share their experiences during classroom sessions. Academic staff frequently discuss relevant interventions and cases with students in class.

All study programmes regarding internal cooperation

At the start and middle of every semester, FISIP holds meetings on learning, student affairs, research, resources, and organisation, attended by faculty to ensure collaboration. Coordination starts at the study programme level, where methods are evaluated and courses planned. Higher-level meetings involve heads of departments and of the study programmes to align goals and maintain educational standards. When expertise is lacking in a study programme, the faculty ensures courses are covered by qualified lecturers from other programmes. Team teaching is used in all courses.

FISIP encourages interdisciplinary research with eight active study centres collaborating with institutional domestic partners. At the start of each semester, faculty discuss research initiatives and collaboration opportunities, ensuring that projects are well-coordinated and align

with the strategic goals of the faculty. Research is conducted collaboratively between the different departments of FISIP and also with between FISIP members and different faculties of Unpad. During the online visitation, the expert panel heard about the collaborative research between FISIP and the faculty of medicine.

All study programmes regarding student support by the faculty

At the beginning of the semester, students receive a detailed agenda and class schedule, listing the courses they must take. The latest information is usually uploaded via learning management system and through the class leader. Students can contact lecturers via instant messenger or email or meet during working hours. This applies to both full-time and part-time staff, though part-timers have more flexible hours and usually come to campus according to their teaching schedule. Academic staff also guide activities such as student organisations, mentoring, and competitions.

The Management for Academic, Student, and Alumni Affairs coordinates learning, student affairs, and postgraduate programmes at FISIP. They handle lecture schedules, joint preparatory stage lectures, special education, administrative services, student activities and organisations, access expansion, scholarship opportunities, and infrastructure to support student competencies according to Unpad guidelines.

FISIP assigns academic supervisors to assist students from the first semester until graduation. Supervisors oversee study plans and approve course suitability with the curriculum. They also help students with difficulties and are available throughout the semester by appointment. Supervisors can refer students to PKUP (Unpad Counselling Centre), PIP Unpad (Unpad Psychology Innovation Centre), or other health institutions if needed.

PKUP is a counselling service managed by Unpad, offering free psychological assistance to students, lecturers, and staff. PKUP supports students with academic and life challenges through consultation, counselling, and prevention programmes. Services include career guidance, learning difficulties, academic adaptation, social interaction, work and organisation issues, and other serious psychological problems. PKUP also has prevention programmes to maintain mental health, including peer counsellors, educational routines related to mental health, and support groups for students with similar problems (e.g., thesis completion difficulties).

All study programmes regarding student support in distance learning

With the goal to transform into a hybrid university by 2024, Unpad developed two e-learning platforms, learning management system *LMS Live Unpad* and the Massive Open Online Course *Luhung Unpad*. During Covid-19, Unpad implemented distance learning with various infrastructure initiatives, including *LMS Live Unpad*, to facilitate blended learning for academics. This system allows academic staff to manage learning independently, and students can access materials at any time.

The learning process includes synchronous and asynchronous methods. For synchronous sessions, FISIP uses Zoom, providing each lecturer with a Zoom account for virtual meetings with students. Asynchronously, academic staff share learning materials and assignments through *LMS Live Unpad*. Students have an integrated single-sign-on account with access to e-learning facilities like PACIS, *LMS Live Unpad*, Zoom, Trello, Google Workspace, Premium Canva, and online libraries.

FISIP also uses social media platforms like Instagram and YouTube to share information with students. Instagram provides updates on announcements, awards, and new student schedules. The YouTube channel includes recordings of virtual open houses, webinars, and other academic activities. Some FISIP classrooms are equipped to support hybrid classes.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. Additionally, the course materials have been created and supplied by qualified authors. The ongoing support of the students is ensured by lectures. In the periods requiring personal attendance, a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process.

The academic qualification as well as the pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the four study programmes. The faculty is furthermore qualified for distance education. 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.

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

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In scientific research, lecturers collaborate on forming research groups and publishing together – within FISIP and even with other faculties. Additionally, courses are conducted cooperatively, often involving team teaching.

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, by email and WhatsApp messenger app. The expert panel learned during the interview session with students and graduates that they feel very well-supported by the faculty and believe their lecturers and professors go the “extra mile” for them. The students are “fully content” with the support they receive.

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

	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 faculty management includes a dean, two vice deans, three managers, heads of the quality assurance and internationalisation units, department heads, and study programme heads and secretaries.

The programme heads are responsible for planning, implementing, developing, controlling, and monitoring the quality of teaching aimed at achieving programme learning outcomes as well as determining and implementing strategic planning, programming, and budgeting for study programmes and organising and developing the curriculum. The heads of study programme collaborate with each other and the quality assurance unit and report to the dean of the faculty.

All study programmes regarding process organisation and administrative support for students and faculty

All administrative procedures are carried out and documented through two programmes: PACIS for students and SIAT for academic staff. Furthermore, there is the *LMS Live Unpad*.

Aside from academic staff, there are 94 administrative staff at FISIP such as secretaries, librarians, research assistants, staff for academic and student affairs, human resources, and account staff. Moreover, at the university level, Unpad provides additional administrative services, including consultation for students, and an information hotline via phone, social media and the website.

Appraisal:

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

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University 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

FISIP has created collaborations with 77 universities in 26 countries, including collaboration in academics, research, and community services. Most of those collaborations are academic ones, such as guest lecture programmes, student exchange, international lecture series, or joint supervision. Notable universities are

- Sungkyunkwan University, South Korea, which, through the Korea Foundation-global e-School programme, provides lectures for both universities online on public administration and policy topics;
- University of Glasgow, United Kingdom, for a guest lecture;
- Universiti Malaysia Terengganu, Malaysia, for a guest lecture;
- Middle East Technical University, Turkey, for a guest lecture.

For cooperation, FISIP collaborates with the Research, Innovation, and Partnership Manager, who mostly handles domestic partnership documents, as well as the Internationalisation Unit Office, which handles international partnership documents. Furthermore, FISIP has invited professors and experts as speakers in various academic activities from 41 universities in 17 countries.

FISIP also collaborates with private business entities and government and state institutions. FISIP has carried out collaborative activities with two international enterprises (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany, and Daiwatech, Japan, both for research collaborations) and 83 domestic enterprises¹⁷. These collaborations support academic activities, including by providing various facilities needed to organise practical courses, internship activities, and guest lecturers or resource persons for seminars/webinars held by the study programmes.

¹⁷ [Unpad Business cooperations](#).

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. For all four study programmes, the panel welcomes this effort and encourages the University to continue and further their pursuits in high-quality partnerships, both domestic and international, to shape the curriculum and produce graduates who are more globally competitive.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. These activities contribute to the development of the students' qualification and skills.

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

	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

FISIP has two campuses: Jl. Raya Jatinangor Sumedang and Jl. Bukit Dago Utara, Bandung. The Jatinangor campus is for undergraduate studies, while the Dago campus is for postgraduate programmes. The Jatinangor campus has five buildings with 18 lecture rooms, 32 lecturer rooms, 38 office/administration rooms, a faculty library, 12 discussion/seminar rooms, 12 student activity rooms, a prayer room, and open spaces for gardens and parking. Building A has two floors for administrative activities, housing rooms for faculty leaders, sections for collaboration, education, general equipment, finance, personnel, and student affairs, plus lecture, seminar, information systems, and accounting rooms. The buildings are barrier-free, with facilities for people with disabilities, including wheelchair users and the blind, with ramps or paths connecting buildings and disabled toilets.

There is access to the internet via Wi-Fi in all campus areas. Additionally, there are 15 hybrid classes with a capacity of twenty to thirty people and two podcast rooms as well as ten computer laboratories with a total of forty computers.

The library, which is open Monday to Friday 8 am to 4 pm, has hybrid classrooms, a student discussion room, a room for reading journal articles, and a co-working space. The reading room is accessible till 10 pm.

Students and staff can use the faculty library equipped with about 20,000 books, national and local scientific journals. Furthermore, e-books and journals can be accessed online via services such as

- Cambridge Core
- Scopus
- EBSCOHost
- Emerald
- Oxford
- SAGE Journals and SAGE Research Method
- Springer Link, Springer Experiment
- Nature
- WestLaw
- Clarivate.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, also taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

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

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

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

4.4 Additional services

Unpad has a career centre called Career Development Centre (CDC) that organises job fairs, internship offers and provides job information for students and graduates. It also offers career counselling, webinars, talks about joining companies, and CV workshops. The CDC collaborates with companies to provide placement services and job opportunities.

FISIP alumni share job opportunities via social media and organise visits to offer professional insight. The long-term alumni network helps with career preparation by offering visits. Once a year, the student body organisation holds workshops to prepare students for job applications, aiding their careers after graduation.

There is an umbrella alumni organisation in Unpad and an additional FISIP alumni organisation. Some of various activities carried out with by the FISIP alumni organisation are regular workshops to increase engagement and positive collaboration between FISIP and its alumni. Additionally, every study programme has their own alumni organisation and activities.

Alumni are frequently asked to participate in guest lectures, job fairs and in the quality management of the study programmes. During the interview session with students and graduates, the panel learned that alumni have maintained close contact with their study programmes for over twenty years.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources such as talks and job fairs with alumni.

There are three levels of alumni organisations: University wide, FISIP wide and for every study programme. Alumni activities by these organisations are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programmes. As heard during the interview session, some alumni have maintained close contact with their study programmes for over twenty years. Alumni take part in the development of the study programmes in workshops, in job fairs and as guest lecturers. Sufficient resources are available for this purpose.

		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 legal entity state university (PTNBH) financially supported by the Indonesian government, which allocates 20 % of the state budget to education. As a PTNBH, Unpad manages its budget to fund academic activities in all programmes. Unpad collects public funds, student tuition fees, collaborates with partners, and receives alumni funds. In 2023, 40 % of its revenue came from state appropriation, 31 % from education (e.g., tuition fees), and 29 % from research and cooperation activities.

Regarding expenses, 40 % was for compensation (e.g., salaries, incentives, benefits), 15 % for education and student activities, 10 % for supplies and equipment, 5 % for facilities, and 30 % for research and cooperation.

Each study programme creates an annual budget combined with the faculty budget, including practicum fees and part-time/guest lecturer expenses. These expenses are evaluated quarterly.

Appraisal:

The four study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another HEI).

		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

Unpad has two quality assurance systems: internal and external. The internal system is managed at three levels: the quality assurance department, the faculty-level quality assurance unit (UPM Appointment Letter), and the study programme level (Quality Control Group Coordinator Appointment Letter). The external system includes national and international accreditation.

Unpad's quality assurance concept follows Ministry of Research, Technology and Higher Education Regulation Number 62 of 2016, focusing on planning, implementation, evaluation, control, and quality improvement. The concepts and standards of quality assurance at Unpad can be seen in policies (Quality Policy) and standards (Quality Standards) and detail criteria for graduates, learning content, processes, assessments, academic staff, infrastructure.

Planning involves strategic planning documented in the Unpad Strategic Plan and the FISIP Strategic Plan. Implementation is carried out by FISIP work units, including the dean, vice deans, academic managers, and research and collaboration managers, each with specific responsibilities.

Evaluation and monitoring at FISIP are performed periodically by the quality assurance unit, involving internal evaluations by students and staff, and external evaluations by alumni and stakeholders. Internal evaluation includes study load, learning outcomes, and lecturer satisfaction. External evaluation covers alumni perspectives, employment rates, employer satisfaction, etc., collected via annual questionnaires.

The dean and vice deans address issues and strategies with relevant work units, including the study programmes, and coordinate improvement, setting new targets and ensuring a continuous quality improvement cycle.

Evaluation by students

Student evaluations are conducted every semester in two forms. Firstly, students evaluate each course meeting through lecturer performance indicators, providing feedback and descriptive comments on the lecturer's teaching.

Secondly, students complete the online lecturer and student evaluation questionnaire via the student PACIS account to view their final grades. The questionnaire covers educational activities, including the suitability of materials, learning outcomes, transparency, and objectivity of assessments. It also includes aspects of self-learning, self-management, and student involvement, as well as evaluating academic staff's competence, student-lecturer interaction, and guidance effectiveness.

During the interview session with students and alumni, the expert panel heard that the students receive the results of the student evaluation timely and feel their feedback gets implemented appropriately.

Evaluation by faculty

Each semester, academic staff document and report on their performance contracts and results. Before reporting results, lecturers complete an online questionnaire in their SIAT

account. This measures job satisfaction, views on organisational climate and facilities, job challenges (e.g., international publications), and use of information technology. The collected data is analysed by the vice-dean for resources and organisation and discussed in semester preparation and evaluation meetings. Both the evaluation results and discussions are documented.

External evaluation by alumni, employers, and third parties

Evaluation of stakeholders, including alumni and their superiors, is carried out every year in the tracer study. Evaluations are conducted by Unpad CDC for alumni and their superiors while working, and the study programmes three months after student graduation. Information collected during the tracer study sessions includes employers' perceptions of alumni competencies, work habits, and commitment; alumni affiliation; and alumni career development. The results are considered part of the control and improvement process. Potential improvements, including technical details, are discussed with academic staff, students, and alumni representatives.

Programme documentation

A general explanation of each study programme is written on FISIP's website as well as the student academic guidebook which is distributed to new students at the beginning of the semester. This contains a general description of the study programme and outlines the curriculum in the form of courses and number of credits. The information listed includes the lecture curriculum, career and graduate information, and information of academic services. Furthermore, the "Let's Get to Know Unpad" programme is published on YouTube for a broad audience.

Information on activities during the academic year

Apart from the University's and FISIP's website, social media platforms such as YouTube and Instagram are used to publish information about activities for students, alumni and on campus. Moreover, activities are routinely reported by the dean and faculty leaders at formal events such as anniversaries and coordination meetings at the faculty level and are reported in the annual activity summary.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The evaluation results are translated into a list of measures to be taken and published in an appropriate manner. During the interview session with students and alumni, the panel learned that feedback given by the students is swiftly implemented by the faculty. Within the framework of controlling the implementation, it is ensured that measures are

implemented, reviewed and evaluated with regard to their quality and faithfulness to the original objective, modified and adapted, if necessary, as well as documented.

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

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

The study programmes' content, curriculum and examination scheme have been suitably 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 programmes in the programmes' website.

		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 programmes: Bachelor of Science in Anthropology, Bachelor of Social Welfare Science (BSW)

Master programmes: Master of Social Welfare (MSW), Master of Public Policy (M.P.P.)

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
4. 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					

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