

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	22/045 Cl. 3
Higher Education Institution:	Udayana University
Location:	Denpasar, Indonesia
Study programme:	Bachelor of Tourism Programme Bachelor of Tourism in Travel Industry Management Programme Master of Tourism Programme
Type of accreditation:	initial accreditation

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

Accreditation

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 two conditions.

Conditions:

Condition 1 (see chapter 3.2.2): The University ensures that all students receive an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates it in a binding document.

Condition 2 (see chapter 3.3.2): The University reviews and updates the materials and reading lists for the courses of the study programmes in the course descriptions.

Proof of meeting these conditions is to be submitted by December 26, 2026.

Period of Accreditation: March 27, 2026, to March 26, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Udayana University, Indonesia

Bachelor/Master programme:

Bachelor of Tourism Programme (BoTP)

Bachelor of Tourism in Travel Industry Management
Programme (BoTTIMP)

Master of Tourism Programme (MoTP)

Qualification awarded on completion:

Bachelor of Tourism (Sarjana Par.)

Bachelor of Tourism in Travel Industry Management
(Sarjana Par.)

Master of Tourism (Magister Par.)

General information on the study programme

Brief description of the study programme:

Bachelor of Tourism Programme (BoTP)

The BoTP aims to develop graduates with comprehensive knowledge and skills in the tourism industry. Graduates should be adaptable to technological advancements and capable of fostering cultural appreciation independently, drawing from various disciplines, while upholding ethical standards, morals, and universal values. The envisioned graduate profile includes roles such as Tourism Consultants, Research Assistants, Managers of Tourist Attractions, and Entrepreneurs in the tourism sector.

Bachelor of Tourism in Travel Industry Management Programme (BoTTIMP)

BoTTIMP aims to deliver high-quality, professional teaching and learning in tourism studies, producing graduates with expertise and soft skills relevant to the tourism industry. It supports and advances research, engages in community service, strengthens partnerships with tourism stakeholders, and contributes to the development of tourism studies at national and international levels. Graduate profiles include Travel Industry Manager, Travel Industry Consultant, Tourism Academic and/or Instructor, Tourism Research Assistant, and Tourism Bureaucrat.

Master of Tourism Programme (MoTP)

The MoTP aims to produce autonomous, culturally aware graduates, to generate impactful scientific research in tourism, advancing the field and promoting sustainable development, to identify and implement innovative concepts that enhance tourism while supporting environmental protection, cultural preservation, and economic growth in local communities, and to foster collaboration with diverse tourism stakeholders. Graduates will be equipped for careers in academic tourism, research, destination planning and consulting, and entrepreneurship in the tourism industry.

Type of study programme:

BoTP, BoTTIMP: Bachelor programme

MoTP: Master programme

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

BoTP: 4 years and 244.8 ECTS credits / 144 SKS credits

BoTTIMP: 4 years and 249.9 ECTS credits / 147 SKS credits

MoTP: 2 years and 91.8 ECTS credits / 54 SKS credits

Mode of study:

full-time

Didactic approach:

All three study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

MoTP: optional

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

BoTP: 180 students in three classes

BoTTIMP: 150 students in three classes

MoTP: 50 students in two classes

Programme cycle starts in:

All study programmes: September

Initial start of the programme:

BoTP: 2009

BoTTIMP: 2009

MoTP: 2001

Type of accreditation:

All study programmes: initial accreditation

Accreditation in one cluster (cluster 3) with:

Doctor of Tourism

Procedure

A contract for the initial accreditation of the Bachelor of Tourism Programme, Bachelor of Tourism in Travel Industry Management Programme, and Master of Tourism Programme was concluded between FIBAA and Udayana University (Universitas Udayana, “Unud”) on June 7, 2022. On November 29, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Bibiana Grassinger

IU International University of Applied Sciences, Bad Reichenhall, Germany
Professor of Marketing and Tourism Management

Nina Hoffmann

Hanseat Reisen GmbH
Specialist in Tourism Management, Cruise Management, Shore Operation Management,
Travel Agency Management, Economics

Prof. Dr. Ali Oztüren

Eastern Mediterranean University, Famagusta
Dean of the Faculty of Tourism

Feria Sturm

University of Innsbruck, Austria
PhD student in Management of Tourism and Service Sector, Marketing

Prof. Dr. Usep Suhud

Universitas Negeri Jakarta, Indonesia
Tourism Researcher and Lecturer
Country Expert

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 September 23 to 25, 2025 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctor of Tourism programme (PhD). At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 19, 2026. The statement on the report was given up on February 26, 2026. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Bachelor of Tourism Programme, Bachelor of Tourism in Travel Industry Management Programme, and the Master of Tourism Programme offered by Udayana University 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 on March 27, 2026, and finishing on March 26, 2031, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² Study and Exam Regulations and Course materials. Here, outdated literature is used. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2.2): The University ensures that all students receive an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates it in a binding document.
- **Condition 2** (see chapter 3.3.2): The University reviews and updates the materials and reading lists for the courses of the study programmes in the course descriptions.

Proof of meeting these conditions is to be submitted by December 26, 2026.

The panel members identified an area where all three programmes could be further developed, thus the panel recommends for all study programmes:

- communicating the outcome of student evaluation and explaining to students how the HEI/Faculty will consider and use these evaluation results (see chapter 5.2.1).

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

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

- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3),
- Integration of theory and practice (see chapter 3.1.3),
- International contents and intercultural aspects (see chapter 3.4.1),
- Student support by the faculty (see chapter 4.1.6),
- Access to literature (see chapter 4.4.2).

Furthermore, there is one criterion in which the BoTTIMP programme exceeds the quality requirements:

- Skills for employment / Employability (see chapter 3.6).

For the overall assessment of the programmes, please refer to the quality profile.

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

Quality profile

HEI: Udayana University, Bali, Indonesia

Bachelor / Master programme:

Bachelor of Tourism Programme (BoTP)

Bachelor of Tourism in Travel Industry Management Programme (BoTTIMP)

Master of Tourism Programme (MoTP)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				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)		BoTTIMP	BoTP MoTP		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		

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

Information on the Institution

Udayana University (Unud) is Bali's oldest state university, founded in 1958. It began with the Faculty of Letters, established in 1958 as a branch of Airlangga University. Unud holds Public Service Agency status, the second of three campus autonomy levels in Indonesia.

As of 2025, Unud has thirteen faculties, one graduate school, and more than 30,000 students across 124 study programmes, including about 400 international students, 56 inbound, 65 outbound, and 102 international staff. The University employs 1,606 lecturers, 971 men and 634 women, 809 of whom hold PhDs.

Unud is ranked among Indonesia's top twenty universities³, and strives for international-standard education, enhancing research and community engagement. Its vision is to be excellent, self-reliant, and cultured, fostering competitiveness, innovation, leadership, entrepreneurship, and academic integrity based on Pancasila and local wisdom.

Unud's missions include:

1. Providing high-quality education that produces graduates with strong ethics and integrity.
2. Advancing research and community engagement aligned with national and global interests.
3. Empowering Unud to generate and develop knowledge, technology, and culture for societal welfare.
4. Creating innovative and forward-thinking contributions to academia and the national economy.

Udayana University has global collaborations with institutions across Japan, ASEAN, Australia, North America, and Europe. These partnerships span academic exchanges, international research, and fellowship programmes. In 2020, Unud reinforced its global presence by launching an international accreditation initiative to enhance curriculum quality.

³ Unud's SER, p. 8.

Statistical data

Table 1 Statistical Data for BoTP

Study Programmes: Bachelor of Tourism Program (BoTP)

		2024	2023	2022	2021	2020	2019	2018	2017
# Study Places offered by HEI		150	150	150	120	120	100	100	100
# Applicants	Σ	408	432	516	482	442	388	68	176
	f	244	259	309	289	265	232	40	105
	m	164	173	207	193	177	156	28	71
Application rate		272.00%	288.00%	344.00%	401.67%	368.33%	388.00%	68.00%	176.00%
# First-Year Students (accepted)	Σ	143	143	143	120	116	100	68	79
	f	80	84	76	70	79	62	45	48
	m	63	56	67	50	37	38	23	31
Rate of female students		55.94%	58.74%	53.15%	58.33%	68.10%	62.00%	66.18%	60.76%
# Foreign Students	Σ	3	3	0	0	0	0	0	0
	f	3	3	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0
Rate of foreign students		0.021	0.021	0.000	0.000	0.000	0.000	0.000	0.000
Percentage of occupied study places		95%	95%	96%	100%	97%	100%	68%	79%
# Graduates	Σ	0	0	0	59	73	65	35	45
	f	0	0	0	68	78	66	38	36
	m	0	0	0	50	37	34	20	32
Success rate (students who finished their studies)		0	0	0	98.33%	99.14%	90.00%	85.29%	86.08%
Dropout rate (students who dropped their studies)					1.67%	0.86%	10.00%	14.71%	13.92%
Average duration of study		0	0	0	9.00 (in semester)	8.36 (in semester)	8.58 (in semester)	8.48 (in Semester)	9.21 (in semester)
Average grade of final degree		0	0	0	3.89	3.86	3.84	3.75	3.73

Table 2 Statistical Data for BoTTIMP

Study Programmes: Bachelor of Tourism and Travel Industries Management Program

		2024	2023	2022	2021	2020	2019	2018	2017
# Study Places offered by HEI		150	150	120	120	120	100	100	100
# Applicants	Σ	234	276	346	322	352	252	161	137
	f	176	207	260	242	264	189	121	103
	m	59	69	87	81	88	63	40	34
Application rate		156.00%	184.00%	288.33%	268.33%	293.33%	252.00%	161.00%	137.00%
# First-Year Students (accepted applicants)	Σ	118	137	120	120	117	98	83	100
	f	86	94	81	79	80	50	42	62
	m	32	43	39	41	37	40	41	38
Rate of female students		72.89%	68.61%	67.50%	65.83%	68.38%	59.18%	50.60%	62.00%
# Foreign Students	Σ	2	7	13	7	5	8	19	21
	f	2	6	11	4	4	7	8	13
	m	0	1	2	3	1	1	11	8
Rate of foreign students		2%	5%	11%	6%	4.27%	8.16%	22.89%	21.00%
Percentage of occupied study places		79%	91%	100%	100%	97.50%	98.00%	83.00%	100.00%
# Graduates	Σ	0	0	0	0	115	88	79	85
	f	0	0	0	0	64	52	41	37
	m	0	0	0	0	51	36	38	48
Success rate (students who finished their studies)		0.00%	0.00%	0.00%	0.00%	98.29%	89.80%	95.16%	86.00%
Dropout rate (students who dropped their studies)					100.00%	1.71%	10.20%	4.82%	15.00%
Average duration of study		0	0	0	7 (in semester)	8.4 (in semester)	8.8 (in semester)	8.9 9in semester)	10.5 (in semester)
Average grade of final degree		0	0	0	3.68	3.79	3.78	3.75	3.52

In this table, there are transposed digits in the 2021 success rate and dropout rate columns.

Table 3 Statistical Data for the MoTP

Master of Tourism Program (MoTP)

		2024	2023	2022	2021
# Study Places		50	50	50	50
# Applicants	Σ	63	73	103	82
	fe	32	37	63	44
	m	31	36	40	38
Application rate		126%	146%	206%	164%
# First-Year Student	Σ	32	36	52	45
	fe	20	21	28	23
	m	12	15	24	22
Rate of female students		63%	58%	54%	51%
# Foreign Students	Σ	0	0	1	0
	fe	0	0	1	0
	m	0	0	0	0
Rate of foreign students		0%	0%	2%	0%
Percentage of occupied study places		64,00%	72%	104%	90%
# Graduates	Σ	0	0	45	39
	fe	0	0	26	22
	m	0	0	19	17
Success rate		0%	0%	87%	87%
Dropout rate				13%	13%
Average duration of study		None	None	4,16 Semester	4,33 Semester
Average grade of final degree		None	None	3,94	3,93

Appraisal

The three study programmes show a strong and sustained demand for the shown intake periods, with only 2018 being a weak year for BoTP. In all other years, the number of applicants remain significantly higher than the available study places.

The number of first-year students remains relatively stable for the bachelor's programmes, while in the master's programme not all study places have been occupied in the past years, indicating a competitive selection of applicants.

For all three study programmes, the proportion of female students lies above 50%, indicating a positive trend in female participation. The number of students varies between the cohorts for the bachelor's programmes between 2 and 11%, while the master's programme has no foreign students that stay for the whole duration of study. Not shown in the tables are students incoming for short-term mobility. During the online visitation, the expert panel learned that there are students that stay at Unud for only a semester, e.g. in the GoBali programme.

Student outcomes show an overall positive trend in completion rates, with high average grades. While there are some students that dropped their studies before graduation, this number is decreasing the bachelor's programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

In general, the objectives of a study programme must align with government regulations, specifically Minister of Education and Culture Regulation No. 3 of 2020, as well as Udayana University's academic policies. Each programme must define a graduate profile, developed through a collaborative process incorporating the University's vision and mission, the Indonesian National Qualifications Framework, tracer studies, employer surveys, market analysis, accreditation standards, professional institutions, associations of similar programmes, as well as input from students, lecturers, and staff. The graduate profile serves as the foundation for establishing competency standards, which then inform learning outcomes and curriculum development.

Bachelor of Tourism Programme (BoTP)

The BoTP aims to develop graduates with comprehensive knowledge and skills in the tourism industry. Graduates should be adaptable to technological advancements and capable of fostering cultural appreciation independently, drawing from various disciplines while upholding ethical standards, morals, and universal values. The envisioned graduate profile, aligned with Indonesian National Qualifications Framework (KKNI) Level 6, includes roles such as Tourism Consultants, Research Assistants, Managers of Tourist Attractions, and Entrepreneurs in the tourism sector.

Bachelor of Tourism in Travel Industry Management Programme (BoTTIMP)

The BoTTIMP aims to deliver high-quality, professional teaching and learning in tourism studies, producing graduates with expertise and soft skills relevant to the industry. It supports and advances research, engages in community service, strengthens partnerships with tourism stakeholders, and contributes to the development of tourism studies at national and international levels.

Graduate profiles, aligned with Indonesian National Qualifications Framework (KKNI) Level 6, include: Travel Industry Manager, Travel Industry Consultant, Tourism Academic and/or Instructor, Tourism Research Assistant, and Tourism Bureaucrat.

The study programme also focuses on developing students' personalities, including social skills, professionalism, work ethics, leadership, and communication abilities, fostered through lectures and extracurricular activities. Additionally, it aims to encourage service-minded attitudes, cultural sensitivity, creativity, innovation, and adaptability within the tourism industry.

Master of Tourism Programme (MoTP)

The MoTP adopts the KKNI Level 8, corresponding to Level 7 of the European Qualifications Framework (EQF). It aims to produce autonomous, culturally aware graduates, to generate impactful scientific research in tourism, advancing the field and promoting sustainable development, to identify and implement innovative concepts that enhance tourism while supporting environmental protection, cultural preservation, and economic growth in local communities, and to foster collaboration with diverse tourism stakeholders.

Graduates will be equipped for careers in academic tourism, research, destination planning and consulting, and entrepreneurship in the tourism industry.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the tourism discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

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

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

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



Figure 1 Unud Log-Term Academic Development Plan Milestones

The University's internationalisation efforts include the establishment of the Centre for International Programmes in 2012, now the International Office, which manages programmes for international students such as Udayana International Study Programme, International Study Abroad Programme "GoBali", Bali International Programme on Asian Studies, Tropical Engineering, Indonesian for Foreign Speakers, International Business Study Network, Balinese Micro & Small Enterprise Studies Network, Tropical biology, marine conservation, sustainability, eco-tourism, intercultural communication, elective studies, and sports physiotherapy.

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

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

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

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

To strengthen global engagement, the Faculty of Tourism has established international academic networks, including student exchange programmes, double degree initiatives, and joint degree collaborations. These efforts aim to enable students to gain international experience and earn degrees from partner universities. The faculty is also actively involved in collaborative research, supporting its international presence.

As a globally recognised tourism destination, Bali provides an ideal living laboratory for tourism studies. Therefore, the three study programmes attract students from across Indonesia and abroad.

Since 2025, the BoTP programme is also listed as an international programme, officially launched in the odd semester of 2025/2026. It can be studied as a degree programme where all academic activities are conducted in English, with more international exposure integrated into the curriculum.

Appraisal:

All three study programmes have a strong international orientation, in line with the internationalisation goals of Unud and the Faculty of Tourism. This is visible through emphasis on international teaching and learning, including curriculum content, academic staff, and opportunities for practical experience abroad for students and lecturers alike. All programmes equip graduates with the knowledge and skills needed to handle international responsibilities with confidence. The BoTP programme furthermore has an English-language strand, where all teaching is conducted in English.

		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

1.3.1 Positioning of the study programme on the educational market

The BoTP, BoTTIMP, and MoTP hold a significant position in tourism education. While Unud is an institution based in Bali, the Faculty of Tourism maintains a global orientation, remaining deeply rooted in Balinese culture. The three programmes are the first Tourism programmes in Indonesia to receive A accreditation from BAN-PT and have contributed to the development of study programmes in central and eastern Indonesia.⁴ Furthermore, Unud's Faculty of Tourism offers a complete academic pathway from undergraduate to doctoral studies.

The **BoTP** has three key distinguishing features: its location in Bali, its strong focus on cultural tourism, reflected in courses such as Tri Hita Karana⁵ which emphasises the relationships between people, nature, and spirituality in tourism studies, and the diversity of lecturers and students, which fosters a dynamic academic environment.

The **BoTTIMP** is the only undergraduate programme of its kind in Indonesia. The study programmes facilitate international exposure through student exchanges under the IISMA programme, with partner universities such as Michigan University (USA) and Prince Songkla University (Thailand). As the tourism industry becomes increasingly interconnected, the study programme aims to prepare graduates for success in a global context.

The **MoTP** competes with other leading tourism programmes in Indonesia, such as those at Gadjah Mada University, Bandung Institute of Technology, and Pelita Harapan University.

Uniquely positioned as the only academic master's programme in Central and Eastern Indonesia, MoTP plays a central role in advancing tourism education in the region. It demonstrates its competitiveness in national and international higher education through consistently meeting enrolment targets and a rigorous selection process.

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

A tracer study of 107 **BoTP** graduates found that 57% secured their first job within six months, while 19% took between six and twelve months. Among 30 graduates tracked for job suitability, 66% found roles closely aligned with their qualifications, and 30% reported highly relevant employment.

User satisfaction surveys from 84 BoTP graduate employers indicate strong performance across various skills. Ethical competency (70%), communication (69%), and discipline (48%) received high ratings. Other well-regarded abilities include scientific expertise (53%), English proficiency (56%), IT skills (61%), teamwork (70%), personal development (66%), and creativity (37%).

A three-year tracer study found that 92% of **BoTTIMP** graduates secured employment within six months, with most working in roles directly relevant to their studies. Career paths include

⁴ Unud's SER, p. 20.

⁵ „Three causes of well-being” or “three reasons for prosperity”, Balinese traditional life philosophy.

travel industry management, tourism consultancy, academia, research, entrepreneurship, and public sector roles.

Some alumni pursued advanced studies at institutions such as Bournemouth University (UK) and universities in Switzerland, while others secured positions at Dubai Airport, Singapore Airlines, Emirates, cruise lines in the USA and Europe, and various international NGOs. Others have established travel businesses catering to foreign tourists in Bali.

A tracer study found that 78% of **MoTP** graduates secured jobs in tourism-related fields within six months. The majority (61%) work in academia, with others employed in industry, research, and consultancy.

Recognising the impact of digital advancements, MoTP integrates emerging technologies such as Virtual Reality, Augmented Reality, Artificial Intelligence, and the Internet of Things to create new career opportunities in tourism.

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

Udayana University houses the Centre for Tourism Excellence under its Institute of Research and Community Service. The Centre for Tourism Excellence conducts research in tourism planning, development, and policy, supporting destinations such as Wakatobi and Labuan Bajo. Findings from the Centre for Tourism Excellence's research inform teaching in BoTP, BoTTIMP, and MoTP.

The **BoTP** specialises in tourism development, structured around four key pillars: industrial development, destinations, marketing, and institutions, reflected in seventh-semester courses. Tourism-specific electives include wellness, adventure, pilgrimage, spiritual, urban, and rural tourism.

The **BoTTIMP** aligns with Unud's mission to produce skilled graduates for the tourism sector, offering a curriculum tailored to industry needs. It integrates field research and practical learning through courses in tourist guiding, event management, airlines management, land operations, and computer applications.

The **MoTP** supports Unud's goal of being a centre for cultural and tourism education, aligning with the University's 2022-2026 Research Master Plan, which prioritises tourism, economics, and social culture.

The programme advances tourism education through Outcome-Based Education (OBE) with clear learning objectives guiding curriculum design and assessment, international Collaboration through partnerships with universities including Gadjah Mada University (Indonesia), Université Paris 1 Panthéon-Sorbonne (France), Université d'Angers (France), and Griffith University (Australia), research and publication with contributions to national and international journals as well as government cooperation in supporting sustainable tourism development initiatives.

Appraisal:

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

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

The study programmes' qualification goals constitute the core of the HEI's and faculty's strategy and are sustainably implemented. Unud has a Centre for Tourism Excellence where the three study programmes contribute with their research, and in turn the research influences the curriculum design.

		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

2.1 Admission requirements (Asterisk Criterion) and

2.4 Selection Procedure

The Bachelor Programmes Regarding Admission Requirements and Selection Procedure

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

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

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

In addition to these main selection routes, the University offers independent admission options such as the Affirmation Programme for new students, and a Special Selection for International Students. The selection process, including the announcement of results for SNBP, SNBT, and Independent Selection, is conducted in accordance with established stages and provisions.

MoTP Regarding Admission Requirements

The admission process for master's programmes at Udayana University follows the Standard Operating Procedures for Admission of Master's Students, as set out in Chancellor's Decree No. 204/UN41/HK/2019. These procedures outline the requirements applicants must meet, with selection announcements published on Unud's website (www.unud.ac.id). Prospective students can register via www.pps.unud.ac.id.

Admission to Professional and Postgraduate Programmes includes several assessments: the Academic Potential Test, an English Language Proficiency Test (TOEFL score requirement of 450 for master's programmes), the Basic Competency Test, and an Interview. The Academic Potential Test and TOEFL tests are conducted centrally for candidates applying to the Professional Programme, Specialist Doctor Education, and Master of Tourism Programme, while the Basic Competency Test and Interview take place at Unud.

The Basic Competency Test evaluates applicants' understanding of tourism at both national and international levels, while the Interview assesses their insights and abilities within the field of tourism. These evaluations aim to ensure that candidates are academically prepared and suited for their chosen master's programme.

2.2 Counselling for prospective students

Unud offers information and counselling services for prospective students through its official website. Students seeking consultation can visit the complaint service via <https://usercare.unud.ac.id/home>. Additionally, each faculty provides dedicated counsellors to assist students who require support.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Students enrolled in the BoTP, BoTTIMP, and MoTP programmes must demonstrate proficiency in English, with a minimum TOEFL score of 450 required for their final report preparation. Each programme includes English courses, either as mandatory subjects or elective options, which must be completed before submitting a thesis.

To support students in achieving the required TOEFL score, the study programmes offer various initiatives. English language courses are available to enhance academic and professional communication skills. Specialised training sessions provide guidance on TOEFL exam strategies and practice exercises. Additional resources, including textbooks, online learning materials, and library support, are accessible to assist students in language development. Furthermore, counselling and mentoring services are available for those seeking further assistance in improving their English proficiency.

2.6 Transparency and Documentation of Admission Procedure and Decision

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

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

Decisions regarding student admissions are made centrally at the University level and announced through national media and the Unud website. The results are communicated personally to successful candidates, who can access their graduation status using their designated exam credentials.

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

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. There are several pathways for admission. All of these are defined and publicly available. The selection procedure is transparent and ensures that qualified students are admitted.

Applicants can directly turn to a student counselling service, or clarification of specific questions, of personal aptitude, of career perspectives etc with personal dialogue between applicants and Unud via email.

The admission requirements (required language proficiency level or required result in a concrete language test) and preparatory language courses ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities). During the interview session with students and graduates, the expert panel gained the impression that the English language preparation is conducted successfully, as students were able to fluently converse in English.

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

3.1.1 Logic and conceptual coherence (Asterisk Criterion) and

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

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

Students of the BoTP programme are prepared for careers as entrepreneurs, tourism professionals, consultants, and researchers in the tourism sector, aligning with defined learning outcomes. The study period spans eight semesters, structured into six stages:

1. First stage (Semester I): Students take foundational courses in tourism and basic sciences.
2. Second stage (Semesters II-III): Focus on core tourism principles and introductory methodology, including technical applications of theory.
3. Third stage (Semesters IV-V): Emphasis on specialised tourism fields such as marine, coastal, pilgrimage, and cultural tourism.
4. Fourth stage (Semester V): Strengthening research applications with Field Research 2 and methodology/statistics courses.
5. Fifth stage (Semester VI): Courses on tourism industry development, destinations, marketing, and institutions, with intensified study.
6. Sixth stage (Final semesters): Specialisation and individual research, reinforcing programme-specific expertise.

Students receive structured learning materials, including modules and lecturer-produced articles. As the programme is based in a major tourism destination, practical training and site visits enhance theoretical applications. Learning assessments occur through mid-term, final exams, and coursework evaluations.

The programme was originally established in 2008 as the Tourism Destination Bachelor Study Programme and later renamed Undergraduate Tourism Study Programme in 2020 with Decree 574/M/2020. Graduates earn a Bachelor of Tourism (S.Par) degree, meeting KKNl Level 6 competencies.

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

The BoTTIMP curriculum integrates entrepreneurship and management with the travel industry, aiming to equip students with relevant knowledge and skills. The modules aim to support a comprehensive understanding of tourism entrepreneurship. Key learning outcomes include fundamental concepts, market analysis, business planning, financial management, and leadership.

Students can tailor their studies through specialised or elective courses, such as foreign languages, enhancing competencies aligned with their career goals. The programme aims to foster adaptability, allowing students to deepen expertise in their chosen fields.

Established in 2008, the programme was authorised under Decree 2425/D/T/2008 and formally recognised with the creation of the Faculty of Tourism at Udayana University. Graduates earn a Bachelor of Tourism (S.Par), meeting KKNi Level 6 competencies.

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

Each course outlines specific learning strategies to achieve learning outcomes, using methods such as lectures, tutorials, seminars, case studies, and group projects to encourage active student participation.

The curriculum aims to ensure graduates are equipped to produce tourism research contributing to the field and sustainable tourism development.

Table 4 Course Distribution in the MoTP

Course Group	Course Distribution
Sustainable Tourism	10 courses (50%)
	20 SKS credits (42%)
Tourism Theory	2 courses (10%)
	4 SKS credits (8%)
Method	2 courses (10%)
	4 SKS credits (8%)
Research Project	4 courses (20%)
	16 SKS credits (33%)
Entrepreneur	2 courses (10%)
	4 SKS credits (8%)

Compulsory courses exist across all groups, while electives are exclusive to Sustainable Tourism.

The Master of Tourism (M.Par) degree is granted under Decree 257/M/KPT/2017, aligning with KKNi Level 8 and EQF Level 7, focusing on tourism science application and development.

3.1.3 Integration of theory and practice (Asterisk Criterion)

The study programmes integrate theory and practice to develop tourism expertise. In all three programmes, the practical-to-theoretical ratio is 40:60. Students engage in problem-solving exercises, analysing tourism cases and making informed decisions.

BoTP courses blend theory and practical application, covering Tourism Development Policy, Tourism Impact Studies, Feasibility Analysis, Destination Planning, Management, and Financing, along with Field Research I and II. Practical hours include 340 hours per semester (4 weeks) in Tourism courses and 340 hours per semester (ten weeks) in the Courses Field Research I and II.

BoTTIMP integrates 27 courses, combining theory with practical experience delivered by lecturers with industry backgrounds. Key subjects include Tourism Economics, Human Resource Management, Research Methodology, Event Management, Taxation, and Travel Industry Accounting. Practical experiences include:

- Tour Guide Techniques – Students lead tours in English, Japanese, Mandarin, and German.
- Airline Management – Hands-on training in travel industry labs, covering ticketing, flight scheduling, and customer service.
- Tourism English – Language development for effective communication in tourism.

MoTP collaborates with industry professionals to inspire creativity and innovation. The integration of theory and practice in courses is exemplified through specific learning and assessment methods, which include case studies and team-based projects.

Table 5 Theory and Practice in MoTP

Skills	Practical Purpose	Subject
Tourism Ethics	As individual human, students have values morality and ethics	Sustainable Tourism
Mastery of tourism theories and concepts	Students are able to master, implement and develop theories and concepts	Philosophy of Tourism Science and Tourism Capita Selecta
Tourism Research	Students are able to manage data used to prepare scientific descriptions in the form of a thesis	Seminar, Proposal, Pre-thesis, Thesis, Qualitative Analysis Method, Qualitative Analysis Method
Sustainable Tourism Planning and Development	Students understand the planning process in the context of sustainable tourism development	Sustainable Tourism, Community Based Tourism, Tourism Planning
Tourism Entrepreneurship	Students are able to commercialise tourism research results	Tourism Entrepreneur, Tourism Marketing

3.1.4 Interdisciplinary thinking

Interdisciplinary thinking is deemed essential for students to develop expertise in tourism, combining knowledge and communication skills. This is reflected in the diverse courses offered across programmes.

BoTP integrates interdisciplinary learning through mandatory and elective courses, including Foreign Language, Digital Society, Public Relations, and Creative Economy. It also offers practical experience through KKNi and Civil Service programmes, where students collaborate with peers from other faculties. Independent learning options include Internship and Independent Study, Student Exchange, Entrepreneurship, and Teaching Campus.

BoTTIMP broadens students' perspectives by requiring coursework beyond tourism, such as Feasibility Studies, Internships, and Student Exchanges, which introduce key tourism concepts

including history, geography, economics, and culture. Elective options include Event Management, Sustainable Tourism, and Tri Hita Karana.

MoTP employs a multidisciplinary approach, balancing scientific vision and market needs. The curriculum aims to align with sustainable tourism principles while addressing evolving local, national, and global industry trends.

3.1.5 Ethical aspects

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

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

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

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

3.1.6 Methods and scientific practice (Asterisk Criterion)

BoTP and **BoTTIMP** train students in research methodology through field trips, seminars, statistics, and thesis writing. The Faculty of Tourism also provides laboratories to enhance practical learning in travel industry management. Key research-related courses include:

- Field Research I, II, and III – Involve tourism project research and development.
- Tourism Seminar – Covers current travel industry developments.
- Statistics – Teaches application of statistical methods in tourism data analysis.
- Research Methods – Provides theoretical and practical foundations for conducting research.
- Thesis Writing – Guides students in independent research, data collection, and analysis.

MoTP applies scientific methods through observation, analysis, reasoning, and communication, developing both soft and hard skills. Courses such as Qualitative & Quantitative Analysis, Seminars, Thesis Proposals, and Thesis Writing support research skills. Discussions and case studies aim to strengthen decision-making abilities in tourism development.

3.1.7 Examination and final thesis (Asterisk Criterion)

BoTP, **BoTTIMP**, and **MoTP** assess student learning through Mid-Semester and Final Semester Exams. Bachelor students must meet specific requirements to take the Final Report Exam, including completing 139 SKS credits, attending at least ten guidance sessions, and obtaining approval from supervisors. The assessment methodology includes assignments and quizzes (60%), Mid-Semester Exams (20%), and Final Semester Exams (20%).

Writing a Bachelor's Thesis is mandatory for both BoTP and BoTTIMP students. MoTP students complete a Master's Thesis, which involves more in-depth research in a specific field compared to a Bachelor's Thesis.

Learning assessments utilise Benchmark Assessment, converted into eight letter grades based on the Faculty of Tourism Academic Guidebook. Project-based learning and case studies are evaluated using rubrics applied to individual or group assignments, presentations, reports, and practical assessments. Structured activities are integrated into the learning process to monitor student progress and provide valuable feedback for improvement.

Learning outcomes are measured using analytical and holistic rubrics, checklists, assessment scales, and scoring guidelines. Assessment tools include quizzes, oral questions, individual and group assignments, presentations, practical reports, practical exams, mid-term and final exams. Both tests and non-tests are employed to evaluate student competencies. Tests assess cognitive and psychomotor aspects (hard skills) such as technical knowledge and problem-solving, while non-tests evaluate affective aspects (soft skills) including attitude, behaviour, motivation, and interests. Examples of test-based assessments include quizzes, oral questions, and written assignments, while non-test evaluations involve presentations, discussions, and practical reports.

Appraisal:

For all study programmes, the curriculum adequately reflects the qualification objectives. 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.

For all study programmes, the degree and programme name correspond to the contents of the curriculum and the programme objectives. While the expert panels know that in Indonesia, programme names are to be chosen from an official government list, it **suggests** thinking about whether the BoTTIMP would profit from a name change from "Tourism in Travel Industry Management" to "Tourism and **Destination** Management" as the content of the programme also contains destination management.

Practice and theory are systematically interrelated throughout the curriculum at a 40 to 60 ratio. Theoretical discourse and practical application complement each other in developing the students' qualification profile. While in the bachelor's programmes demonstrate a strong practical orientation with courses such as "Field Research" and "Tourism Entrepreneurship, in the master's programme practice integration is reflected more through research-based and methodological application.

The study programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of economical ways of thinking and acting) are appropriately communicated.

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

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Table 6 Modular Structure of the Study Programmes

Programme	Bachelor of Tourism Programme	Bachelor of Tourism Travel Industry Programme	Master of Tourism Programme
Projected study time	8 semesters		4 Semesters
Number of credit points (CP)	144 CP (244.8 ECTS)	147 CP (249.9 ECTS)	54 CP (91.8 ECTS)
Workload per CP	170 minutes (60 minutes independent work, 50 minutes contact hour structure work) 1 ECTS = 25 hours	170 minutes (60 minutes independent work, 50 minutes contact hour structure work) 1 ECTS = 25 hours	170 minutes (face to face 50 minutes, independent study 60 minutes, structured assignments 60 minutes) 1 ECTS = 25 hours
Number of Modules	45 Compulsory Courses and 21 Elective Courses	60 Compulsory Subjects (Theory) with 33 practical subjects and 3 Elective Subjects	16 Compulsory courses and 4 Elective courses

Time Required for Thesis Processing and CP Award	6 months	12 months
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The Indonesian Semester Credit System (SKS) credit system can be converted to the European Credit Transfer System (ECTS), where 1 SKS credit equals 1.7 ECTS credit.

BoTP and **BoTTIMP** require a minimum of 144/147 credits, completed over to eight semesters, with a maximum of 24 SKS credits per semester. Learning objectives follow the Assessment Process Manual, with course outcomes detailed in the Curriculum Guidebook and Semester Learning Plan. The study duration equates to 249.9 ECTS credits for BoTTIMP and 244.8 ECTS credits for BoTP. Credit limits aim to ensure a balanced academic workload, allowing students to tailor their study schedules while maintaining quality education and graduate competency.

MoTP spans four semesters, requiring 53 SKS credits (90.1 ECTS credits), including six SKS credits for Matriculation and two credits for Publications. The programme consists of 20 modules, of which 16 are compulsory and four are optional, with a thesis completed over two semesters. Each credit point requires 6.6 hours of study per week, as outlined in the 2022 Masters Programme Academic Guidelines.

3.2.2 Study and exam regulations (Asterisk Criterion)

Bachelor's students can study outside their programme for three semesters, with credit recognition under the MBKM programme. Since 2020, the Emancipated Learning (MBKM) policy has been implemented through the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education. MBKM comprised of eight flagship programmes: Internship, Independent Study, Teaching Campus, Student Exchange, Research, Entrepreneurship, Village Projects, and Humanitarian Projects, primarily designed for undergraduate students.

Effective 2 May 2025, the Ministry of Education, Science, and Technology officially transformed MBKM into the Impact Campus programme. The emphasis is no longer solely on providing learning freedom, but on ensuring that such freedom generates real and measurable impacts for students, universities, and the wider community.

Among the various programme options, the most popular activity among undergraduate students is impactful internships, particularly in the tourism industry and government agencies. This reflects a strong alignment between academic learning, professional practice, and social contribution.

The Faculty of Tourism at Unud offers courses in odd and even semesters. In the first year, students take a predetermined course package, while subsequent semesters allow credit loads based on the Semester Achievement Index. The curriculum aims to promote independent learning, requiring at least 75% lecture attendance for students to qualify for final exams, as outlined in the Faculty of Tourism Academic Guidebook.

Students study progress evaluations occur at fourth, eighth, and tenth semesters, assessing credit completion and academic performance:

- First evaluation: Students must complete at least 40 SKS credits with a minimum grade of C.
- Second evaluation: Requires at least 80 SKS credits with a minimum grade of C.
- Third evaluation: Students exceeding ten semesters must report to their programme for academic guidance and further recommendations.

Students who fail to meet these credit requirements or exceed the maximum study time face dismissal as per university regulations.

To graduate, bachelor's students must complete at least 144 SKS credits, including a thesis, achieve a minimum GPA of 2.00, have no more than 10 SKS credits graded D, earn a minimum grade of C in essential courses such as Religion, Pancasila, Citizenship, Practical Work, and Final Assignment, finish their studies within a maximum of 14 semesters (seven years), starting from 31 July in the seventh year. Students exceeding this limit cannot continue their studies and may either transfer or be dismissed under university policies. Master's students must complete at least 52 SKS credits, including a thesis.

Final exam eligibility depends on attendance: Students must attend at least 75% of lectures to take Mid-Semester and Final Semester exams. Courses with less than 75% face-to-face meetings cannot be tested and require additional lectures. Exceptions may be granted by the Dean, upon recommendation from the Study Programme Coordinator, for students engaged in extracurricular activities or medical leave (supported by official documentation).

3.2.3 Feasibility of study workload (Asterisk Criterion)

For bachelor's students, there is an average workload of 22 SKS credits per semester. For master's students, there is an average workload of 13 credits per semester. Students must consult their Academic Advisor to ensure a balanced workload, as outlined in the Faculty of Tourism Academic Guidebook and in the 2022 Master's Programme Academic Guidelines. A structured curriculum aims to ensure timely graduation, allowing students to take required courses in the recommended order.

3.2.4 Equality of opportunity

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

Equality in campus life is reinforced through regulations such as Chancellor's Regulation No. 16/2021 on Student Code of Ethics, which prohibits discrimination among students, educational staff, and lecturers. Lecturer equality is further regulated by Chancellor's Regulation No. 13/2018, while educational staff fall under Chancellor's Regulation No. 11/2018, aiming to ensure fair treatment in academic and professional interactions.

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

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules/courses and assign credits per module/course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do intern-ships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined in Udayana University Rector's Decree Number 714/Un14/Hk/2022 on the Guide on Converting Semester Credits (SKS to ECTS).

In addition to the national/institutional grading scale with its explanation (Grading Table), the HEI should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective study programme or field of study. Thus, the panel recommends the following **condition**:

The University ensures that all students receive an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, transcript, and Diploma Supplement upon graduation and stipulates these requirements in a binding document.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programmes' success rate.

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Learning methods combine Teaching-Centred Learning (e.g. lectures, demonstrations, practice), Student-Centred Learning (e.g. group discussions, problem-based learning), and Research Methodology (e.g. developing research ideas, writing proposals, reports, and papers, giving presentations, and attending seminars). Bachelor's and master's level teaching is tailored to course characteristics and follows the Tourism Faculty Education Standards Book, which aligns with National Higher Education Standards. Learning formats include lectures, training/practice, seminars, case studies, project-based learning, and group discussions.

The Faculty of Tourism uses OASE, a Learning Management System (LMS) based on Moodle, for online education. Cisco Webex serves as the primary video conferencing tool for virtual classes, accessible on PCs, laptops, tablets, and smartphones. Zoom Meetings and Google Meet are also used for online learning. Academic administration is managed through SIMAK and PDDIKTI Feeder systems.

3.3.2 Course materials (Asterisk Criterion)

Course materials for the bachelor's and master's programmes at the Faculty of Tourism come from textbooks, journal articles, reference books, audio-visual resources, case studies, and project reports. These materials are provided by the course instructors, are regularly updated to reflect industry developments and are accessible via the OASE learning platform.

The Semester Learning Plan (RPS) and course resources are uploaded to OASE, allowing students easy access. Academic journals can be searched via SPRINGER and ScienceDirect using Unud's online library, with free access available through student email.

3.3.3 Guest lecturers

BoTP and **BoTTIMP** incorporate guest lecturers from diverse professional backgrounds to enrich students' learning experiences. In addition to faculty members, lectures feature international experts from institutions such as Hainan University-Arizona State University Joint International Tourism College and Griffith University. During the interview session with lecturers, the expert panel learned that lecturers are encouraged to invite their research partners from abroad to give guest lectures in the study programmes. A recent example includes a guest lecturer from the UK, who lectured live during a two-week stay at Unud.

The **MoTP** invites guest lecturers from leading universities in Indonesia and abroad to share knowledge and expertise. Efforts are made to maintain a balanced representation, with contributions from University Gadjah Mada (Indonesia), Paris 1st Pantheon Sorbonne and Université d'Angers (France). Additionally, annual national and international seminars are held in conjunction with the Faculty of Tourism anniversary celebrations.

3.3.4 Lecturing tutors

Lecturing tutors play a vital role in enhancing student learning within the tourism study programmes. Their integration into BoTP, BoTTIMP, and MoTP includes academic guidance, helping students understand lecture material, plan study schedules, and address academic challenges. Tutors also facilitate class discussions and question-and-answer sessions, encouraging active student participation.

Additionally, tutors provide individual and group consultation sessions, allowing students to seek clarification, discuss difficulties, and receive personalised support. These sessions aim to help students deepen their understanding and improve academic performance.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The expert panel learned that the documents are not all kept up-to-date and some resources in the recommended reading list missing a publishing date altogether. The expert panel recommends the use of resources starting from 2020, as there have been significant changes to tourism post-COVID-19 pandemic. Therefore, the panel recommends the following **condition**:

The University reviews and updates the materials and reading lists for the courses of the study programmes in the course descriptions.

In the statement on the report, Unud has outlined measures that will be taken to fulfil the condition, such as by updating the reading lists. The expert panel welcomes the constructive measures and awaits the formal implementation as well as the practical application.

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

Lecturing tutors support the students in the learning process and help them 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	

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

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

Currently, Unud offers seven non-degree programmes for international students, including Indonesian Language for Foreign Speakers, Bali International Programme on Asian Studies, International Business Study Network, Go Bali Study Programme, Udayana International Study Programme, Sport and Physiotherapy, and Upskill Study Programme.

The Faculty of Tourism promotes this international vision through the Go Bali Programme (<https://www.gobali.org/>), a one-semester programme primarily attended by students from Germany at both bachelor's and master's levels.

3.4.1 International contents and intercultural aspects (Asterisk Criterion) and

3.4.2 Internationality of the student body

The **BoTP** and **BoTTIMP** programmes integrate international and intercultural elements into their curricula. English is compulsory, with elective options in German, French, Japanese, and Mandarin. During the online visit, the expert panel learned that out of these languages, Mandarin is the most sought-after language by students. Courses such as National Tourism, International Tourism, Cross-Cultural Understanding, Intercultural Communication, Socio-Cultural Tourism, and Tri Hita Karana enhance global perspectives. BoTP offers additional electives, including Health and Wellness Tourism, Spiritual and Pilgrimage Tourism, Volunteer Tourism, and e-Tourism.

Both programmes support student exchange initiatives with universities worldwide, including Nanchang University and Nanchang Normal University (China), Yamaguchi University (Japan), Hochschule Bremen (Germany), Sapienza University (Italy), and Prince of Songkla University (Thailand). International engagement extends to seminars, publications, joint research, and guest lectures.

The **MoTP** promotes internationalisation through double degrees, joint degrees (with Griffith University, Australia), semester credits, and short courses, as well as welcoming foreign students in its full-degree programme. Courses that specifically include international topics are Cultural Heritage Tourism as well as Sociology of Tourism. Lecturers participate in international seminars, publications, and joint research via UNISERF and INSPIRE schemes.

3.4.3 Internationality of faculty

International engagement is reflected in BoTP, BoTTIMP, and MoTP, with lecturers who are graduates of universities in the UK, Germany, Australia, New Zealand, Japan, and France. Some of the lecturers hold double degrees from France. The faculty is actively involved in international publications and collaborations with the Pacific Asia Travel Association, a regional tourism organisation for the Asia-Pacific. A Double Degree programme is also being developed with Nanchang University and Nanchang Normal University.

Lecturers participate in research projects, international collaborations, and conferences, engaging in inter-institutional exchanges and partnerships with global organisations. Some of this joint research is with Nanchang University, Nanchang Normal University, as well as with universities in Japan, the UK or the USA. Some have professional experience with Junior Chamber International, enriching their understanding of global tourism trends and industry developments.

3.4.4 Foreign language contents

The **BoTP** integrates foreign languages into courses such as English, Leisure and Recreation, Volunteer Tourism, and elective courses in German, Mandarin, French, and Japanese. Students also contribute to international journals, making English proficiency essential.

In the **BoTTIMP**, English is used in courses like Introduction to Meetings, Incentives, Conference and Events, IPW Marketing Management, Entrepreneurship, and English for Tourism, alongside elective options in French, German, Mandarin, and Japanese. Most textbooks and journals are in English, the primary language for global tourism communication and academic research.

The **MoTP** combines Indonesian and English in course materials, including books, journals, and videos, and uses both languages in teaching. University regulations require a TOEFL-equivalent score above 450 for admission, and publication in international journals is mandatory for graduating Cum Laude.

Appraisal:

The acquisition of intercultural competences and skills are at the core of the programmes' learning objectives and are strongly promoted through courses such as International Tourism, Cross-Cultural Understanding, Intercultural Communication, Socio-Cultural Tourism, Cultural Heritage Tourism as well as Sociology of Tourism as well as throughout the entire curriculum.

The international composition of the student body and of the faculty (teachers from different countries, teachers with international academic and professional experience) corresponds to the programmes' concept. The measures taken to promote internationality are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. Emphasis is placed on English language proficiency. Additionally, in the bachelor's programmes, there are elective courses in German, Mandarin, French, and Japanese.

	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)				
3.4.2	Internationality of the student body				
3.4.3	Internationality of faculty				
3.4.4	Foreign language contents				

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students are required to complete Achievement Credit Units (SKP), which serve as a means of ensuring that graduates develop multidisciplinary competencies and skills. These include effective communication, public speaking, collaboration, and conflict resolution. SKP is introduced during the orientation programme for new students through the Faculty of Tourism's Introduction to Campus Life for New Students and are aligned with the General Skills outlined in the Graduate Learning Outcomes.

In BoTP, BoTTIMP, and MoTP, achieving the study programme's objectives involves integrating theory and practice, fostering interdisciplinary thinking, applying scientific methods, conducting assessments, and developing a broad set of competencies. Students should learn to organise and effectively communicate ideas and information in their field through various media channels within the academic community, make informed decisions based on analytical evaluation in planning, supervision, and assessment, and conduct self-evaluations for the work they lead or oversee. The Hospitality module for bachelor's students includes the topic of conflict management.

Additionally, graduates develop professional networks with supervisors, colleagues, and external collaborators while gaining the ability to analyse and address tourism-related issues. The learning process incorporates individual and group assignments, employing problem-based and project-based learning methods, followed by presentations. Through these activities, students can refine their public speaking and critical thinking skills, to prepare them to handle complex challenges in the tourism sector.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. During the online visitation, the expert panel learned that master's students also have possibilities to present their research in front of the interested public during international tourism conferences held in Bali. In all courses, students have to present in class and speak in front of their peers. They are encouraged to do so in English.

This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is further ensured through Achievement Credit Units.

		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)

Unud has established the Career and Alumni Development Unit and the Entrepreneurship Development Unit to support graduate employability across BoTP, BoTTIMP, and MoTP. The approach consists of three stages: pre-semester, during-semester, and post-semester (graduation).

During the pre-semester phase, the Faculty of Tourism collaborates with stakeholders and companies to align study programme curricula with industry needs. Throughout the semester, the Career and Alumni Development Unit and the Entrepreneurship Development Unit organise seminars and workshops in coordination with student organisations to prepare students for both local and global job markets. At graduation, the Career and Alumni Development Unit hosts the Udayana Career Fair, connecting graduates with industry stakeholders and helping reduce job search time.

The employability of graduates in each study programme is shaped by a learning process that integrates theory and practice, interdisciplinary thinking, scientific methods, and assessment. Graduates should develop specialised skills that enable them to analyse and evaluate credible destination-related information for tourism planning and development. They should also be equipped to select, use, and design ICT tools relevant to destination development, industry, institutions, and regional tourism marketing.

Collaboration is a key aspect of the curriculum, aiming to ensure that graduates can work effectively in teams to plan and develop tourism destinations. They gain the ability to propose tourism initiatives while considering stakeholder perspectives, allowing them to contribute meaningfully to the industry. Furthermore, they are trained to design tourism business plans and conduct feasibility studies related to tourist attractions and tourism destinations. During the online visitation, the expert panel learned about the use of the Green MICE (Meetings, Incentives, Conferences and Exhibitions), which embeds sustainable event management within the curriculum to reflect both industry developments and Unud's commitment to responsible tourism education. Students are equipped with contemporary knowledge and practical competencies that prepare them to contribute meaningfully to a more sustainable meetings and events sector.

In addition to technical competencies, graduates develop communication skills, enabling them to engage effectively in international settings. Their proficiency in foreign languages, including English at a level equivalent to TOEFL 400, aims to enhance the ability to navigate global tourism markets.

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 **BoTP** and **MoTP** through all its modules/courses.

BoTTIMP proactively addresses industry demands by a coherent curricular design and the way professional competencies are developed progressively across the study structure integrating forward-looking modules like Digital Society, Information Technology, and Green MICE principles, which ensure that graduates are prepared for emerging niches in sustainable event management. This systematic orientation to the dynamic market helps position students for success in the evolving tourism sector. During the online visitation, the expert panel learned that graduates secure high-level positions in international organisations such as Dubai Airport, Singapore Airlines, and major cruise lines as well as the programme achieving an employment rate of 92% within six months of graduation, demonstrating the programme's effectiveness in preparing students for the global job market.

The expert panel commends the programme for its integration of Green MICE principles. The panel considers this emphasis on Green MICE to be an example of curriculum innovation aligned with global sustainability priorities.

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

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

For **BoTP**, faculty numbers are structured to meet programme requirements, even when lecturers are engaged in other assignments. A combination of full-time and guest lecturers aims to ensure alignment with academic and professional standards. All lecturers have expertise relevant to the field of science and subjects they teach.

BoTTIMP lecturers are certified, and 75% possess competency certificates in areas such as tourism guiding, entrepreneurship, marketing, event management, and Tri Hata Karana. With their practical experience, they aim to help students link theory with real-world applications, supporting their understanding of the travel industry and preparation for post-graduation challenges.

MoTP lecturers hold a minimum qualification of a doctorate and have expertise in tourism science, global tourism developments, and related disciplines such as tourism management, ecotourism, and social sciences. Their diverse academic backgrounds contribute to knowledge, innovation, and a holistic approach in Udayana University's tourism education. The programme incorporates expertise from transdisciplinary fields, including culture, economics, environment, nutrition, architecture, and planning. All lecturers at Udayana University are permanent faculty members with doctoral studies related to tourism.

Table 7 Structure and number of lecturers

Lecturer Category	BoTP	BoTTIMP	MoTP
Full time lecturers			
Professor	2	0	11
Doctor	5	8	27
Master	12	10	0
Total	19	18	38
Part time lecturers	0	0	0
Total of full time and part time lecturers	19	18	38

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Lecturers at the Faculty of Tourism, across the bachelor's and master's programmes, primarily hold doctoral qualifications, with professors having at least a master's degree. Faculty members teaching at BoTP, BoTTIMP, and MoTP are full-time lecturers or guest lecturers. Unud verifies faculty qualifications through established procedures, with measures in place for further professional development. Overall, lecturer qualifications comply with government and university regulations for both bachelor's and master's levels.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturer qualifications are governed by Law Number 14 of 2005 on Teachers and Lecturers, requiring a minimum of a master's degree for undergraduate teaching. Faculty of Tourism

lecturers must demonstrate pedagogical competence, supported by training programmes provided by Unud and the Faculty of Tourism, including:

- Higher Education Curriculum Learning Training (P2KPT)
- Distance learning and textbook writing training
- Workshops on preparing RPS (*Rencana Pembelajaran Semester*, Semester Learning Plan) according to Project-Based Learning
- Training in project-based learning and case method modules
- Workshops on implementing project-based learning

In addition to pedagogical skills, lecturers must possess personal and social competence, as outlined in Udayana University Chancellor's Regulation Number 8 of 2018 on Academic Ethics. Lecturer certification is mandatory, with 97% achieving SERDOS certification by 2018, while others await processing. Faculty members also undergo "instructional techniques" (PEKERTI) and "applied approaches" (AA) training. 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, and many hold competency and expertise certificates. As of 2018, 15 lecturers had BNSP (National Board for Professional Certification) competency certification.

4.1.4 Practical business experience of faculty

Lecturers at the Faculty of Tourism have diverse practical business experience to support the integration of theory and practice in student learning. Their expertise spans roles such as consultants, business practitioners, tour guides, assessors in the tourism sector, hotel and travel agency managers, and entrepreneurs.

By incorporating case studies and field projects, lecturers apply industry knowledge to teaching, to help students to connect theoretical concepts with real-world applications. Their experience also facilitates the development of industry networks, enabling guest speakers from the tourism sector to share insights. Additionally, these networks create opportunities for internships, field trips, and project collaborations between students and industry professionals.

4.1.5 Internal cooperation (Asterisk Criterion)

Internal collaboration at the Faculty of Tourism is aligned with the Tri Dharma of Higher Education, encompassing education, research, and service. In education, collaboration takes the form of team teaching, where lecturers work together within their fields from preparation to evaluation. Research and service activities are organised through research and service groups, involving students, lecturers, and staff.

Regular meetings aim to ensure coordination and evaluation:

- Lecturer meetings are held at the start of each semester to assess past teaching and plan improvements.
- Leadership meetings, occurring every two months, include faculty leadership, study programme heads, unit heads, and staff supervisors. These meetings communicate university-level decisions and provide direction.
- Study programme meetings share leadership meeting outcomes with lecturers and staff.

- Faculty Senate meetings are also conducted for broader academic discussions every three months.

4.1.6 Student support by the faculty (Asterisk Criterion)

The Faculty of Tourism provides various forms of student support, involving lecturers, students, and staff as part of a unified academic environment. Lecturers serve as Academic Advisors, assisting all students in study planning and academic progress. Advisors are permanent faculty members, appointed by the Head of the Study Programme. In Final Assignment Preparation Guidance, lecturers help students with research topic selection, methodology, data collection, analysis, and report writing. counsellors are trained by Unud and provide support to students facing academic challenges, based on referrals from Academic Advisors.

Additional Guidance includes supervision for student competitions, mentoring for independent learning activities, support for talent development and interest-based activities, oversight of field research, study visits, and KKN activities, as well as collaboration on academic publications.

Guidance sessions take place during working hours (Monday–Friday, 08:00–16:00) on campus. If in-person meetings are not feasible, online sessions may be arranged. In exceptional cases, guidance may also occur outside working hours while adhering to academic ethics.

Appraisal:

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

The academic qualification as well as the pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

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

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

The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. A flexible methodology of individual study counselling is used with lecturers being assigned as an individual academic advisor throughout the whole duration of study. 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

4.2.1 Programme Director (Asterisk Criterion)

The Faculty of Tourism's study programme management system follows the Minister of Research, Technology and Higher Education Regulation Number 34 of 2017 (regarding Udayana University Statutes) and Regulation Number 30 of 2016 (regarding Udayana University Organisation and Work Procedure).

The Study Programme Coordinator (called Korprodi) leads the study programme, supported by the Head of the Study Programme Quality Assurance Implementation Team (TPPM), responsible for curriculum oversight and academic activities. The Korprodi oversees planning, coordination, and evaluation of educational, research, and community service activities within the study programme. Additionally, they facilitate both academic and non-academic activities.

To support programme management and administration, the Faculty of Tourism has an Administrative Coordinator, supervising the two sub-sections academic and student affairs as well as general and financial administration, assisted by other operational units.

4.2.2 Process organisation and administrative support for students and faculty

The Faculty of Tourism's organisational structure follows the Decree of the Chancellor of Udayana University No. 1292/UN14/HK/2020, outlining its roles in managing and administering higher education.

The faculty consists of the following elements:

- **Faculty Senate** – Responsible for policy-making and academic decision-making.
- **Academic Executive Elements** – Includes the Dean, Deputy Deans, Study Programme Coordinators, and Lecturers.
- **Administrative Implementing Elements** – Provides technical and administrative services.

- **Supporting Units** – Includes the Faculty Quality Assurance Unit, Study Programme Quality Assurance Unit, Research and Community Service Unit, Information and Cooperation Unit, MBKM Unit, Counselling Unit, Business Units, Journal Units, and Laboratories.
- **Student and Alumni Organisations** – Includes Student Representative Body, Student Executive Board, Study Programme Student Association, and Udayana University Alumni Association (IKAYANA).

The Dean oversees education, community service, faculty administration, and staff development. The Dean is supported by three Deputy Deans and coordinates with the Faculty Senate. At the study programme level, the Study Programme Coordinator manages academic activities, assisted by the TPPM.

Administrative processes for lecturers and students are handled by the Administration Section, led by the Administration Coordinator, who reports directly to the Dean. This section includes the two subdivisions Academic and Student Affairs Subdivision, and General and Financial Subdivision.

The faculty employs 68 administrative staff, with all support systems integrated into IMISSU, streamlining administrative requests. Additionally, students and lecturers can access faculty helpdesk services during office hours.

During the online visitation, the expert panel learned that there are formal and informal ways for administrative staff for continuous development such as:

- Self-development workshops on University and faculty level
- Self-development workshops for librarians
- Website training
- English Language classes
- Informal training “Fridays in English” of the Tourism Faculty, where administrative staff conduct their normal tasks in English.

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. During the online visitation, administrative staff told the expert panel about 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

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Collaborative activities at Unud are governed by Chancellor's Regulation No. 7 of 2018, outlining standard procedures for academic and non-academic cooperation. These activities begin with a Memorandum of Understanding (MoU), followed by a Cooperation Agreement. The University centrally manages cooperation activities via IMISSU.

The Faculty of Tourism engages in national and international collaborations, overseen by the Information and Cooperation Implementation Unit, which manages information and cooperation initiatives. The faculty established 26 national collaborations covering student exchange, internships, joint degrees, double degrees, credit semester programmes, and research cooperation.

International collaborations include:

- BoTTIMP sends students to Yamaguchi University, Japan, and Hochschule Bremen, Germany (Exchange Programme).
- BoTP sends students and lecturers to Nanchang University, China (Exchange Programme and joint research).
- MoTP sends students to the University of Applied Sciences Stralsund, Germany (Exchange Programme).
- MoTP collaborates with Griffith University, Queensland, on an optional Joint Degree Programme.
- MoTp collaborates with Universite Paris I Patheon Sorbonne and Universite de Angers, France, on an optional Double Degree Programme.
- Joint research with Nanchang University and Nanchang Normal University, China.
- Cooperation with German Universities for the GoBali programme, where German students study for up to six months at Unud.
- Cooperation for internships with Meji University, Japan, and Universiti Teknologi Mara, Malaysia.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

The Faculty of Tourism collaborates with businesses and organisations in research and community service. Partnerships include:

- Assisted village collaborations in Pingge, Tista, Kerta, Negari, and other tourist villages in Badung.
- Collaboration beyond Bali, including Manggarai, Flores.

- Partnerships with tourism stakeholders, such as ASITA, PHRI, SIPCO, and government agencies, tailored to study programme competencies.

Appraisal:

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

Academic services at Unud are supported by resources at both the faculty and University levels, including lecture buildings and integrated laboratories. The Faculty of Tourism provides facilities and equipment for both academic and non-academic activities, including 17 lecture rooms (totalling 1807 m²), 5 laboratory and practice rooms (362 m²), a reading room, and a resource centre covering 152,16m². These facilities are designed to support interactive learning, research activities, and student collaboration.

A 3.2 Gbps high-speed internet connection is provided free of charge and can be accessed throughout the campus using student accounts. All members of the university community, lecturers, students, and staff, have centralised access to information systems using their IMISSU (Integrated Management Information System of Udayana University) credentials.

Information and communication technology services are managed by the Unit of Information Resources, offering free internet access for students, available with a student account and throughout the University campus. The Unit of Information Resources also provides integrated

access to University-wide information systems via IMISSU, using individual credentials for lecturers, students, and staff.

While Unud does not implement full distance learning, it has developed an online learning management system to support blended learning. This system, initially used during the Covid-19 pandemic, continues to facilitate teaching and includes:

- **Learning Management System (LMS):** Online Academic Service of E-learning (OASE), a Moodle-based platform, offers features such as document uploads, forums, workshops, quizzes, and assignments.
- **Online Conference Facilities:** Webex Meeting, subscribed for university use, supports virtual classes, seminars, and workshops with up to 1,000 participants and unlimited recording storage.
- **Integrated Information System (IMISSU):** This single sign-on platform provides access to academic and administrative systems for lecturers, students, and alumni, integrating SIMAK, PD DIKTI, SISTER, OASE, and Webex.

Lecturers receive regular training to ensure effective use of blended-learning tools and system features.

Further key digital resources include:

- E-Journal Udayana University
- Udayana TV
- Udayana Networking
- UPT Library.

4.4.2 Access to literature (Asterisk Criterion)

Unud has two centralised libraries, located on the Jimbaran and Sudirman campuses. Additionally, the Faculty of Tourism offers a dedicated reading room with 1,230 books focused on tourism studies. The University library holds 21,714 collections, with annual updates to expand its hardcopy and digital resources.

Library services are available online 24/7 via the library website <https://e-perpus.unud.ac.id/public>, where users can browse collections and borrow books digitally. The IMISSU system provides integrated access to academic resources, including journals and databases such as:

- ProQuest
- Elsevier
- Springer.

Furthermore, the University's national journals can also be accessed via the GARUDA (Digital Reference Garba) portal belonging to the Ministry of Education and Culture, Research and Technology.

Facilities available at the Udayana University Library include:

- Online Public Access Catalogue (OPAC) for searching library resources.
- Free internet access for students and staff.
- ScienceDirect full-text document database.
- Computer facilities for academic work.

- Discussion and study rooms for group learning.
- Seminar/training rooms accommodating 100-200 people.
- Library lockers for storing personal items.
- Access to BI Corner and SNI Corner for specialised collections.

The library subscribes to various digital book platforms, including ProQuest E-book Central, Cambridge Core, and IG Library. It also provides Springer Nature journal access, offering 2,100 e-journal titles across multiple disciplines.

Library services include:

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

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. A sufficient number of group rooms is available.

Access to the internet via wireless LAN is provided free of charge. The expert panel noted that the 2021 student satisfaction report included a comment regarding an unstable internet connection. During the online visitation, the panel was informed that this issue has since been resolved satisfactorily. Nevertheless, as a reliable internet connection is essential for both research and study, the expert panel **suggests** ensuring that the connection remains stable.

The opening hours of the library take students' needs sufficiently into account as well as being open online at all times. The Faculty of Tourism has a dedicated reading space with a collection of the most important resources. Access to relevant digital media is available from the students' home with the University's access to various digital book platforms as well as through the GARUDA portal. Qualified library staff is there to advise students.

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

4.5 Additional services

4.5.1 Career counselling and placement service

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

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

- Career Counselling: Offered both online⁶ and offline (once a month). The Career and Alumni Development Unit has psychologists from the Psychology Study Programme to assist students.
- Udayana Career Fair: Held annually, typically a week after graduation, with thirty to forty companies participating to connect with job seekers.
- Campus Recruitment: Conducted at least once a month, allowing companies to present job vacancies to students. For this, interested companies have to register as members of the Career and Alumni Development Unit, pay of administration fees (if applicable) and submit job vacancies for publication.
- Career Preparation: Organised before and after graduation, covering topics such as CV writing, application letters, interview techniques, and assessment tests.

4.5.2 Alumni Activities

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

The Faculty of Tourism Alumni Association operates as part of IKAYANA and serves as a platform for alumni networking, career support, and collaboration. Its main objectives include:

1. Networking Support: Facilitating career relationships and professional collaboration.
2. Career Development: Assisting alumni with job placements, career growth, and skill enhancement.
3. Social Engagement: Organising reunions and alumni events, often coinciding with the Faculty of Tourism's anniversary.
4. Alumni Contributions: Providing opportunities for alumni to contribute to the University through financial or non-financial donations, as well as offering insights into industry trends to better align graduates with market needs.

The Faculty of Tourism currently has 3,536 alumni, with 300 graduates in the latest cohort (173rd graduation period, December 2025). To strengthen alumni relations, various events are organised, including:

- Campus Greening & Alumni Gathering (May 1), hosted by the Tourism Faculty Family Agency, featuring distinguished alumni from government roles.
- Campus Hiring by MAP Group (Subway), held at Unud's Sudirman Campus.
- One Day Campus Hiring; a collaboration with the Ruangguru Platform.

⁶ <http://CDC.Unud.ac.id/programme/consultation>.

- Udayana Career Days.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network on the University as well as the Faculty level.

		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)

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

Budget implementation follows Udayana University DIPA guidelines, outlined in Work Operational Instructions. Spending at Unud adheres to Minister of Finance Regulation No. 190/PMK.05/2012, governing State Revenue and Expenditure Payment Procedures. Spending models are stipulated in regulations.

Budget planning is overseen by the Deputy Dean for Academic Affairs, while budget realisation falls under the Deputy Dean for General Affairs and Finance. The budgeting process begins at the study programme level, where a performance-based budget is developed based on the Non-Tax State Revenue Target projected for the following year. Real revenues include receipts from educational services, grants, collaborations, and other sources, which determine the annual budget ceiling.

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

The Faculty receives 30% of the total institutional funds and manages 60% of these resources, while the study programmes utilize the remaining 40%. Within the Faculty, financial management is coordinated by four Sub-Coordinators: (1) the Academic Sub-Coordinator, who manages funds related to academic activities, cooperation initiatives, and quality assurance; (2) the Planning Sub-Coordinator, who oversees the allocation of funds for performance

achievements, as well as the planning and development of study programmes and faculty initiatives; (3) the Student Affairs and Information Management Sub-Coordinator, who manages funds for student activities and information systems; and (4) the General Affairs and Finance Sub-Coordinator, who handles funds for the procurement and maintenance of facilities and infrastructure. A total of 40% of the funds is allocated specifically for study programme activities. The Faculty ensures that each study programme receives adequate financial support to sustain its operations. In cases where a study programme experiences a shortage of funds, the Faculty provides cross-subsidies from programmes with higher operational budgets.

Appraisal:

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

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

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

Quality assurance at Unud is guided by the university's mission, policies, strategic plans, and national regulations, ensuring continuous improvement through the Internal Quality Assurance System (SPMI) established by the Rector. The system covers content, processes, and outcomes, taking into account evaluations of student workload, success rates, graduate employability, and student demographics. The quality assurance system at Udayana University operates at multiple levels. At the university level, it is coordinated by the Institute of Learning Development and Quality Assurance (LP3M), operating under Permenristekdikti No. 30/2016 and No. 34/2017; at the faculty level, the Learning Development and Quality Assurance Unit (UP3M) oversees quality processes; while at the study programme level, the Quality Assurance Implementation Team (TPPM) is responsible for ensuring standards are met.

Udayana University applies the PPEPP cycle (Planning, Implementation, Evaluation, Control, and Improvement) as its quality assurance cycle to maintain academic and operational excellence.

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

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Student evaluations of the learning process take place twice a year, during even and odd semesters, following standards outlined in the internal quality assurance documents of Unud and the Faculty of Tourism. At the University level, students can participate in evaluations via IMISSU using the Questionnaire-NG feature, the results of which are used for improvements for lecturers and study programmes. These findings are discussed in lecturer meetings at both the study programme and faculty levels.

At the faculty and study programme levels, evaluations are conducted through the quality assurance team, including UP3M and TPPM, using online forms on Google Forms. Students across the Faculty of Tourism provide feedback, which is then shared in faculty meetings and published on the study programme's website. Reports with detailed semester evaluation results are made available online for review.

Survey results contribute to the continuous assessment and enhancement of the travel industry study programmes. Student feedback is analysed to identify areas for improvement, such as curriculum, teaching methods, and available resources. Based on these findings, steps are outlined to address weaknesses and enhance programme quality. Implementation control ensures that these measures are properly executed, with periodic reviews to maintain alignment with objectives and uphold academic standards.

A student satisfaction survey is conducted each semester to assess courses and teaching. Using a five-point Likert scale, the questionnaire is administered online, providing individual evaluation reports for lecturers and their respective courses.

5.2.2 Evaluation by faculty

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

5.2.3 External evaluation by alumni, employers and third parties

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

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

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

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

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

The Faculty of Tourism maintains comprehensive documentation covering curriculum details, programme structure, learning outcomes, facilities, teaching staff, academic policies, and other relevant information. This documentation is stored in an archival system and updated to reflect industry developments, student needs, and quality standards. The latest versions are accessible to relevant stakeholders.

Information is available in both print and digital formats. Printed materials, including study programme guidebooks, brochures, and reports, are provided in libraries and reading rooms. Digital access is facilitated through study programme websites (<https://destinasi.unud.ac.id/>, <https://ipw.unud.ac.id/> and <https://s2pariwisata.unud.ac.id/>) or indirectly via the web pages of Udayana University (<https://www.unud.ac.id/>) or Faculty of Tourism (<https://fpar.unud.ac.id/>), as well as student portals, and electronic learning platforms, aiming to ensure students, faculty, prospective students, alumni, and other interested parties can obtain essential academic information. All information is available in Indonesian as well as in English.

5.3.2 Information on activities during the academic year

The Faculty of Tourism actively engages with media and communication networks through its website, Udayana TV, Udayana Radio, IMISSU system, and social media platforms. Collaboration with print, online, and electronic media aims to ensure a regular coverage of study programme activities and achievements. This includes press releases, interviews, and joint efforts in organising tourism-related events. Maintaining connections with key networks in the tourism industry, such as travel companies, associations, and government agencies, aims to strengthen outreach and industry engagement.

The faculty's annual performance report highlights student achievements, research initiatives, community service activities, curriculum development, and collaborations with industry partners. This report is shared with stakeholders, including media and related networks, to provide a comprehensive overview of the study programmes.

General information about the programmes, curricula, and academic calendar is available on the faculty website. Students have full access to the IMISSU system to ensure integration of all relevant information services.

Appraisal:

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

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

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 HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Appendix

Abbreviations

Abbreviation	Explanation
AA	Applied approach
ABEST21	Accreditation agency, THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW a 21st century organization
AUN-QA	Accreditation agency, ASEAN University Network – Quality Assurance
ASEAN	Association of Southeast Asian Nations
BAN-PT	National Accreditation Board for Higher Education (
BNSP	National Board for Professional Certifications
EQF	European Qualifications Framework
FPAR	Faculty of Tourism Alumni Association
GARUDA	Digital Reference Garba
IABEE	Accreditation agency, Indonesian Accreditation Board for Engineering Education
ICT	Information and communications technology
INSPIRE	Socialization of Partnerships Institution-based Research International Research Grants
IISMA	Indonesian International Student Mobility Award
IKAYANA	Udayana University Alumni Association
IMISSU	Integrated Information Management System
KKN	<i>Kuliah Kerja Nyata</i> , Student Study Service
KKNI	Indonesian National Qualifications Framework
LMS	Learning Management System
LP3M	Institute of Learning Development and Quality Assurance
MBKM	<i>Merdeka Learning Kampus Merdeka</i> , Emancipated Learning Experience Outside of Study Programme
OASE	Online Academic Service of E-learning
OBE	Outcome-based Education
OPAC	• Online Public Access Catalogue
PEKERTI	Instructional techniques
RPS	<i>Rencana Pembelajaran Semester</i> , Semester Learning Plan
SERDOS	<i>Sertifikasi Dosen</i> , Pedagogical certificate
SKP	Achievement Credit Units
SKS	Satuan Kredit Semester, Indonesian National Credit System
SNBP	<i>Seleksi Nasional Berbasis Prestasi</i> , Achievement-based National Selection
SNBT	<i>Seleksi Nasional Berbasis Test</i> , Test-based National Selection SNBT
SPMI	Internal Quality Assurance System
TPPM	The Quality Assurance Implementation Team
UNISERF	Udayana University Senior Fellowship
Unud	Universitas Udayana
UN-WTO	World Tourism Organisation
UP3M	Learning Development and Quality Assurance Unit

Curriculum BoTP

Curriculum Overview Bachelor of Tourism 8 Semesters														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
	1st Semester													
24UNDK02X002 24UNDK02X001	Religious Education Course (Compulsory) Hindu Islam	3.4								27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24UNDK02X003 24UNDK02X004 24UNDK02X005	Catholic Protestant Buddha													
24UNDK02X007	Pancasila and Civic Education (Compulsory)	5.1								40.80	97.92	L	Mid and Final Exam Papers (200 minutes)	5.1/244.8
24UNDK02X008	Basic Natural Sciences (Compulsory)	3.4								27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24UNDK02X009	Indonesian Language Course (Compulsory)	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24SPAK02X010	English 1 (Compulsory)	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24MKWK02X015 24MKWK02X014 24MKWK02X016 24MKWK02X017	Optional Foreign Languages 1 (Compulsory Elective) German Japanese French Chinese	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02X011	Introduction to Tourism (Compulsory)	5.1								40.80	97.92	L	Mid and Final Exam Papers (200 minutes)	5.1/244.8
24FPRK02X021	Computer Applications (Compulsory)	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02X019	Digital Society (Compulsory)	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	2nd Semester													
25PAK02Y012	English 2 (Compulsory)	3.4								27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
24MKWK02X058	Ecotourism (Compulsory Elective)					3.4				27.20	66.28	L/S	Case Study (200 minutes)	3.4/244.8
24MKWK02X059	Adventure Tourism (Compulsory Elective)													
24MKWK02X060	Agrotourism (Compulsory Elective)													
24MKWK02X061	Nature and Conservation Tourism Areas (Compulsory Elective)													
24SPAK02X062	Tourism Feasibility Study (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8
24MKWK02X063	Volunteer Tourism (Compulsory Elective)					3.4				27.20	66.28	L/S	Case Study (200 minutes)	3.4/244.8
24MKWK02X064	MICE Tourism (Compulsory Elective)													
24MKWK02X065	Creative Economy (Compulsory Elective)													
24MKWK02X066	Gastronomic Tourism (Compulsory Elective)													
24MKWK02X067	Enotourism (Compulsory Elective)													
24SPAK02X037	Urban Tourism (Compulsory)					3.4				27.20	66.28	L	Case Study (200 minutes)	3.4/244.8
24SPAK02X069	Rural Tourism (Compulsory)					3.4				27.20	66.28	L	Case Study (200 minutes)	3.4/244.8
24FPRK02X037	Cross-Cultural Understanding					3.4				27.20	66.28	L/S	Case Study (200 minutes)	3.4/244.8
24SPAK02X070	Research Method on Tourism (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8
6th Semester														
24SPAK02Y071	Field Research 2 (Compulsory)					5.1				40.80	97.92	L/S/T	Project (300 minutes)	3.4/244.8
24SPAK02Y072	Tourism Destination Marketing (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8
24SPAK02Y073	Tourism Destination Planning (Compulsory)					5.1				40.80	97.92	L/S	Project bases (300 minutes)	5.1/244.8
24SPAK02Y074	Tourism Industry Planning (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8
24SPAK02Y075	Action Plans and Institution on Tourism (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
24MKWK02Y025	Optional Foreign Languages 2 (Compulsory Elective)													
24MKWK02Y024	German		3.4							27.20	65.28	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24MKWK02Y026	Japanese													
24MKWK02Y026	French													
24MKWK02Y027	Chinese													
24FPRK02Y020	Public Relations (Compulsory)		3.4							27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02Y029	Tourism Economic (Compulsory)		5.1							40.80	97.92	L	Case Study (200 minutes)	5.1/244.8
24SPAK02Y023	Tourism Law and Code of Ethics in (Compulsory)		5.1							40.80	97.92	L/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
24FPRK02Y018	Geography of Tourism (Compulsory)		3.4							27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02Y030	Leisure and Recreation (Compulsory)		3.4							27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24SPAK02Y022	Philosophy and Theory of Tourism (Compulsory)		5.1							40.80	97.92	L	Mid and Final Exam Papers (200 minutes)	5.1/244.8
24FPRK02Y013	Hospitality (Compulsory)		3.4							27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	3rd Semester													
24SPAK02Y031	Tourism Psychology (Compulsory)		3.4							27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02Y048	Research Methodology (Compulsory)		5.1							40.80	97.92	L	Mid and Final Exam Papers (200 minutes)	5.1/244.8
24SPAK02X032	Tourism Planning Process (Compulsory)		3.4							27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24MKWK02X033	Coastal Tourism (Compulsory Elective)													
24MKWK02X034	Marine Tourism (Compulsory Elective)		3.4							27.20	65.28	L/S	Project 200 minutes	3.4/244.8
24MKWK02X035	Tourism Disaster Mitigation (Compulsory Elective)													
24MKWK02X036	Tourism Safety and Security (Compulsory Elective)		3.4							27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24SPAK02X039	Crisis Management (Compulsory)		3.4							27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	L, lecture course, seminar		
24SPAK02X040	Tourism Development Policy (Compulsory)			3.4						27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24SPAK02X041	National and International Tourism (Compulsory)			3.4						27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24FPRK02X042	Tourism Human Resources Management (Compulsory)			5.1						40.80	97.92	L	Mid and Final Exam Papers 300 minutes)	5.1/244.8
24SPAK02X043	Tourism Transport Level (Compulsory)			3.4						27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
4th Semester														
24MKWK02X046	Health and Wellness Tourism (Compulsory Elective)													
24MKWK02X047	Spiritual and Pilgrimage Tourism (Compulsory Elective)				3.4					27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24MKWK02X049	Historical and Cultural Tourism (Compulsory Elective)													
24MKWK02X050	Tourism Amenities Services Management (Compulsory Elective)				3.4					27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24MKWK02X051	Tourism Management of Travel (Compulsory Elective)													
24SPAK02Y052	Marketing Management (Compulsory)				5.1					40.80	97.92	L	Project (300 minutes)	5.1/244.8
24SPAK02Y053	Tourism Impact Studies (Compulsory)				5.1					40.80	97.92	L/S	Project (300 minutes)	5.1/244.8
24SPAK02Y054	Tourism Anthropology (Compulsory)				5.1					40.80	97.92	L	Case Study (300 minutes)	5.1/244.8
24SPAK02Y055	Sociology of Tourism (Compulsory)				5.1					40.80	97.92	L	Case Study (300 minutes)	5.1/244.8
24FPRK02Y028	Field Research 1 (Compulsory)				3.4					27.20	65.28	L/S/T	Project (200 minutes)	3.4/244.8
24SPAK02Y056	Community Based Tourism (Compulsory)				3.4					27.20	65.28	L/S	Project (200 minutes)	3.4/244.8
5th Semester														
24FPRK02X045	Sustainable Tourism (Compulsory)					5.1				40.80	97.92	L	Case Study 300 minutes)	5.1/244.8
24SPAK02X057	Tourism Area Planning (Compulsory)					5.1				40.80	97.92	L/S	Project (300 minutes)	5.1/244.8

PAR606	Tourism Management and Financing (Compulsory)						5.1			40.80	97.92	L	Case Study (300 minutes)	5.1/244.8	II
24SPAK02Y077	Tourism Statistics (Compulsory)						3.4			27.20	65.28	L/T	Case Study (200 minutes)	3.4/244.8	II

Module No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
	7th Semester													
24SPAK02X078	Tourism Seminar (Compulsory)							5.1		40.80	97.92	L/S	Case Study (300 minutes)	5.1/244.8
24SPAK02X079	Capita Selecta (Compulsory)							3.4		27.20	65.28	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
24UNDK02X020	Community-Based Service/ KKN (Compulsory)							5.1		40.80	97.92	L/S/T	Project (300 minutes)	5.1/244.8
24FPRK02X044	Entrepreneurship (Compulsory Elective)							5.1		40.80	97.92	L/S/T	Project (300 minutes)	5.1/244.8
24FPRK02X038	Balinese Concept of Three Aspects to Happiness on Tourism/ Tri Hita Karana Pariwisata (Compulsory)							3.4		27.20	65.28	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	8th Semester													
24SPAK02Y081	Bachelor's Thesis (Compulsory)								10.20	50.00	227.44	L/S/T	Project (300 minutes)	10.2/244.8
	Total	34.0	35.7	37.4	34.0	37.4	34.0	22.1	10.20	1,917.60	4,786.48			
L:	Lecture													
S:	Seminar													
T:	Tutorial													

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

Total ECTS : 244,8

Total SKS : 144

Total ECTS*27.2 : 6658.56

Curriculum BoTTIMP

Curriculum Overview Bachelor of Travel Industry Management (8 Semesters)														
Module No.	Title of Module / Course Unit - * Compulsory or Elective	Credit Points per Semester								Workload		Method of Teaching i.e. Lecture, Tutorial, Seminar	Form and Duration of Examinations	Weight of Exam Related to Final Grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
Semester 1														
24UNDK03X007	Pancasila (Five Ideology of Indonesia) and Civil Education (Compulsory)	5.1								48.8	8	L / T	Mid and Final Exam papers (200 mins)	1,1/248.9
24UNDK03X008	Basic Nature Science(Compulsory)	3.4								27.2	4	L / T	Mid and Final Exam papers (200 mins)	3,4/248.9
24UNDK03X010	General English (Compulsory)	5.1								48.8	8	L / T	Mid and Final Exam papers (200 mins)	1,1/248.9
24FPRK03X021	Applied Computer Science (Compulsory)	3.4								27.2	4	L / T	Project (200 mins)	3,4/248.9
24FPRK03X011	Tourism Introduction (Compulsory)	3.4								27.2	4	L / T / S	Mid and Final Exam papers (200 mins)	3,4/248.9
24SPWK03X001	Tourism Philosophy (Compulsory)	3.4								27.2	4	L / T	Mid and Final Exam papers (200 mins)	3,4/248.9
24FPRK03X012	National Tourism	3.4												
24SPWK03Y009	Introduction of Accommodation and Restaurant (Compulsory)	3.4												
	Optional Foreign Languages I (Elective)	3.4								27.2				
24MKWK03X014	Japanese I									8				
24MKWK03X015	German I									8				
24MKWK03X016	French I									8		L / T	Mid and Final Exam papers (200 mins)	3,4/248.9
24MKWK03X017	Mandarin I									8				
Semester 2														
24UNDK03Y001	Introduction to the Travel Industry (Compulsory)	5.1								8	8	L / T	Project (200 mins)	1,1/248.9
	Religion (Elective)	3.4												
24UNDK03Y002	Islamika													
24UNDK03Y001	Hindu													
24UNDK03Y003	Catholic													
24UNDK03Y004	Christian													
24UNDK03Y005	Budha													
24FPRK03Y018	Tourism Geography (Compulsory)	5.1								48.8	8	L / T	Case Study (200 mins)	1,1/248.9
24FPRK03Y022	International Tourism (Compulsory)	3.4								27.2	4	L / T	Case Study (200 mins)	3,4/248.9
24FPRK03Y023	Tourism English I (Compulsory)	3.4								27.2	4	L / T	Mid and Final Exam papers (200 mins)	3,4/248.9
24FPRK03Y019	Leisure and Recreation (Compulsory)	3.4								27.2	4	L / T / S	Mid and Final Exam papers (200 mins)	3,4/248.9
24UNDK03Y009	Indonesian For Academic Writing (Compulsory)	3.4								27.2	4	L / T	Mid and Final Exam papers (200 mins)	3,4/248.9

PRU 207	Public Relations (Compulsory)		3.4						27.2	4	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
24MKWK03Y024	Optional Foreign Languages I (Elective)		3.4						27.20					
Semester 3														
24PRK03X038	Tri Hita Karwa (Local Wisdom)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X003	Feasibility Studies of Tourism (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X004	Event Management (Compulsory)		5.1						43.6	6	L/T/S	Project (300 mins)	5,1/249.9	
24SPWK03X005	Tourism Theories (Compulsory)		5.1						43.6	6	L / T / S	Case Study (300 mins)	5,1/249.9	
24SPWK03X006	Tourism Transportation Management (Compulsory)		5.1						43.6	4	L / T	Case Study (300 mins)	5,1/249.9	
24PRK03X021	English Tourism II (Compulsory)		3.4						27.2	4	L / T	Case Study (300 mins)	5,1/249.9	
24PRK03X046	Statistics for Tourism (Compulsory)		5.1						43.6	6	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
24PRK03X048	Research Methodology (Compulsory)		5.1						43.6	6	L / T	Project (300 mins)	5,1/249.9	
Semester 4														
24SPWK03Y007	Field Research (Compulsory)		3.4						27.2	4	L / T	Project (200 mins)	5,1/249.9	
24PY001Y017	Occupational Health and Safety (Compulsory)		5.1						43.6	6	L / T	Project (200 mins)	5,1/249.9	
24SPWK03Y008	Ground Handling Management (Compulsory)		5.1						43.6	6	L / T / S	Mid and Final Exam papers (200 mins)	5,1/249.9	
24SPWK03Y009	Tour Guiding (Compulsory)		5.1						43.6	6	L / T	Project (300 mins)	5,1/249.9	
24PRK03Y012	Hospitality (Case method)		5.1						43.6	6	L / T / S	Project (200 mins)	5,1/249.9	
24PRK03Y042	Tourism Development Policy (Compulsory)		5.1						43.6	6	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
24SPWK03Y014	Tourism Systems (Compulsory)		5.1						43.6	6	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
24PRK03Y018	Tourism Code of Ethics (Compulsory)		5.1						43.6	6	L / T	Project (200 mins)	5,1/249.9	
Semester 5														
24 SPWK03X010	Socio-Cultural Tourism (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24 SPWK03X011	Tourism Accounting (Compulsory)		5.1						43.6	6	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
24PY001Y024	Tourism Economics (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24PY001Y036	Tourism Law (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24PRK03X041	Taxation (Compulsory)		5.1						43.6	6	L / T	Mid and Final Exam papers (200 mins)	5,1/249.9	
PRU 225	Entrepreneurship (Compulsory)		3.4						27.2	4	L / T	Project (200 mins)	5,1/249.9	
24PRK03X046	Sustainable Tourism (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
Semester 6 (Emancipated Learning)														
Semester 6 (Emancipated Learning)														
MSKM 501	Exchange Student													
Semester 8														
24SPWK03Y012	Tourism Attraction Management (Compulsory)		5.1						43.6	6	L / T / S	Mid and Final Exam papers (200 mins)	5,1/249.9	
24SPWK03Y013	Tourism Management Strategic (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X017	Tour and Travel Product Marketing Management (Compulsory)		5.1						43.6	6	L / T	Project (300 mins)	5,1/249.9	
24PRK03Y037	Cross Culture Understanding (Compulsory)		3.4						27.2	4	L / T / S	Case Study (300 mins)	5,1/249.9	
24PRK03Y039	Technology Information of Tourism (Compulsory)		5.1						43.6	6	L / T / S	Project (300 mins)	5,1/249.9	
24PRK03Y040	Marketing Management (Compulsory)		5.1						43.6	6	L / T / S	Case Study (300 mins)	5,1/249.9	
24PRK03Y042	Human Resource Management (Compulsory)		5.1						43.6	6	L / T / S	Case Study (300 mins)	5,1/249.9	
Semester 6 (Emancipated Learning)														
MSKM 501	Exchange Student													
Semester 7														
24SPWK03X016	Finance Management (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X018	Airlines Management (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X018	Tour and Travel Operation Management (Compulsory)		5.1						43.6	6	L / T	Case Study (300 mins)	5,1/249.9	
24SPWK03X018	Tourism Seminar (Compulsory)		5.1						43.6	6	L / T	Project (300 mins)	5,1/249.9	
24UNDK03Y020	Public Services KKN (Compulsory)		5.1						43.6	6	S / CS	Project (300 mins)	5,1/249.9	
Semester 7 (Emancipated Learning)														
MSKM 701	Exchange Student													
MSKM 702	Entrepreneurship													
MSKM 703	Internship													
Semester 8														
24SPWK03Y02	Thesis								10.2	1/4	12	S	Project (100 mins)	10,2/249.9
total														
L:	Lecture		34	34	28.1	39.1	34	34	25.5	10.2	1076.00	274		
S:	Seminar													
T:	Tutorial													
CS:	Case Study													
Total ECTS = 249,9														
Total SKS = 147														
Total ECTS*27,2 = 6658,56														
*60% from the process (paper, presentation, assignment)														

Curriculum MoTP

Curriculum Overview Master of Tourism Programme (MoTP)

Module No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester					Workload		Method of Teaching (L: Lecture course, seminar)	Form and Duration of Examinations	Weight of exam related to
		S	1	2	3	4	Hours in Class	Hours Self-Study			

	Matriculation (C)	18.2							L		
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1st Semester

DAMPAK	Sustainable Tourism (C)		5.1				48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Philosophy of Tourism Science (C)		3.4				27.2	65.3	L/S	Exams papers (200 Min)	3.4/122.4
DAMPAK	Tourism Research Methodology (C)		5.1				48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Sociology of Tourism (C)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Tourism Economics (C)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Tourism Law (C)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Tourism Planning (E)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Urban Tourism (E)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Rural Tourism (E)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Coastal Tourism (E)		3.4				27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4

2nd Semester

DAMPAK	Cultural Tourism (C)			5.1			48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Tourism Entrepreneurship (C)			5.1			48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Tourism Management (C)			5.1			48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Tourism Trends and Issues (C)			3.4			27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Tourism Marketing (C)			5.1			48.8	97.8	L/S/CS	Exams papers and case study	5.1/122.4
DAMPAK	Field Studies (C)			3.4			27.2	65.3	L/T/S/CS	Case study presentations (200 Min)	3.4/122.4
DAMPAK	Digital Tourism (E)			3.4			27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Alternative Tourism (E)			3.4			27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Tourism Institutions (E)			3.4			27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4
DAMPAK	Crisis Management (E)			3.4			27.2	65.3	L/S/CS	Exams papers and case study	3.4/122.4

3rd Semester

DAMPAK	Thesis Proposal (C)				5.1		48.8	97.8	T/S/P	Proposal presentation (120 Min)	5.1/122.4
DAMPAK	Pre-Thesis (C)				18.2		61.6	186.8	T/S/P	Pre-Thesis presentation (120 Min)	18.2/122.4
DAMPAK	National/International Publication (C)				5.1		48.8	97.8	L/S	Exams papers (200 Min)	5.1/122.4

4th Semester

DAMPAK	Thesis (C)					13.6	106.8	261.1	T/S/P	Thesis/Project presentation (120 Min)	13.6/122.4
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total			27.2	30.6	20.4	13.6	734.4	1,762.6			
total credit points				91.8	102.0						
total workload							2,497.6	2,774.4			

- L: Lecture course
 S: Seminar
 T: Tutorial
 CS: Case Study
 P: Project