

PROGRAMME ACCREDITATION

Project Number:	23/080 Cluster 1
Higher Education Institution:	University of Padjadjaran (UNPAD)
Location:	Bandung, Java, Indonesia
Study programme:	Bachelor of Public Administration – BPA Master of Public Administration – M.P.A. Bachelor of Business Administration – B.BA Master of Business Administration – MBA Bachelor of International Relations – BIR

To whom it may concern

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

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

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 05, 2025

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Location:	Bandung, Java, Indonesia
Study programme:	Bachelor of Public Administration – BPA Master of Public Administration – M.P.A. Bachelor of Business Administration – B.BA Master of Business Administration – MBA Bachelor of International Relations – BIR
Type of accreditation:	initial accreditation

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

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

Conditions:

For all study programmes

- **Condition 1:** The University ensures that an overview of all examinations for each study programme is provided, and this information is clearly communicated to students in advance (see chapter 3.1).
- **Condition 2:** The University issues a Diploma Supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015) and provides an ECTS grading table for each study programme. The University also introduces an internship as a mandatory component of all five programmes (see chapter 3.2).

For the Master of Business Administration:

- **Condition 3:** The University requires a minimum of 2 years' experience for prospective students (see chapter 2.4).

For the Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA):

- **Condition 4:** The University ensures that a preliminary English course is provided at the time of admission (see chapter 2.5).

Proof of meeting these conditions is to be submitted by March 4, 2026.

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

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

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

Thus, according to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited without any further conditions.

Assessment Report

Higher Education Institution:

University of Padjadjaran (UNPAD), Indonesia

Bachelor/Master programme (English abbreviation):

Bachelor of Public Administration - BPA

Master of Public Administration - MPA

Bachelor of Business Administration - BBA

Master of Business Administration - MBA

Bachelor of International Relations - BIR

Degree awarding institution (if relevant):

UNPAD

Qualification awarded on completion: (Indonesian degree abbreviation):

Bachelor of Public Administration - S.A.P.

Master of Public Administration - M.A.P.

Bachelor of Business Administration - S.A.B.

Master of Business Administration - M.A.B.

Bachelor of International Relations - S.H.Int.

General information on the study programmes

Brief description of the study programme:

1. Bachelor of Public Administration - BPA

This programme integrates English and Indonesian in teaching, collaborates with 14 international institutions, involves international faculty and prepare students for international public administration with student exchanges. The programme produces graduates in the following areas: public policy, public organisations, management, and development administration. The public administration study programme works with 14 international institutions from different countries (including Japan, South Korea, Australia, and South Africa).

2. Master of Public Administration - MPA

The programme promotes intercultural learning through international classes, global collaborations (e.g., with Flinders and Waseda), and foreign lecturers and students to foster global perspectives and networks. The MPA programme is targeted for government officials, policy analysts, academics, private sector professionals and recent graduates seeking expertise in public administration and governance.

3. Bachelor of Business Administration - BBA

Aimed at global employability, this program uses English, problem-based learning, international projects, and guest lecturers, while requiring English proficiency for thesis defence and supporting student exchanges. The programme targets both Indonesian and international high school graduates.

4. Master of Business Administration - MBA

The programme hosts international students, uses English-based content, and develops global competencies through workshops, case studies, and international collaborations, with plans for future double-degree programs. The MBA programme targets graduates who want to build strategic, leadership and analytical skills for diverse business sectors. The programme aims to produce graduates in public policy, organisation, management, development administration with the ability to compete globally.

5. Bachelor of International Relations - BIR

Focused on global readiness, the programme offers a foreign language-rich curriculum, international faculty, and supports student exchanges, internships, and MBKM (Merdeka Belajar Kampus Merdeka (Freedom to Learn - Independent Campus) activities, a national programme by the Indonesian Ministry of Education to build practical international skills. Eduventure is an interactive educational initiative, launched at UNPAD with the aim to attract Indonesian high school students. It helps students explore university faculties and study programmes through simulations, hands-on activities, and engaging experiences aligned with their interests.

Type of study programme:

Bachelor programmes and

Master programmes

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

BPA - Eight semesters and 144 CP/259.2 ECTS

MPA - Three semesters and 68 CP/122.4 ECTS

BBA - Eight semesters and 146 CP/262.8 ECTS

MBA - Three semesters and 67 CP/120.6 ECTS

BIR - Eight semesters and 144 CP/ 259.2 ECTS

Mode of study:

full-time

Didactic approach:

Obligatory face-to-face learning, distance learning, and hybrid learning

Double/Joint Degree programme:

no

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

BPA - Two classes and enrolment capacity: 100 students

MPA - One class and enrolment capacity: 40 students

BBA - Two classes and enrolment capacity: 100 students

MBA - One class and enrolment capacity: 30 students

BIR - Two classes and enrolment capacity: 130 students

Programme cycle starts in:

Bachelor of Public Administration – BPA starts 15 August each year

Master of Public Administration (MPA) -

Bachelor of Business Administration (BBA) - 15 August each year

Master of Business Administration (MBA) - Twice a year, 15 February and 15 August

Bachelor of International Relations (BIR) – 15 August each year

Initial start of the programme:

Bachelor of Public Administration (BPA) - 1960

Master of Public Administration (MPA) - 2009

Bachelor of Business Administration (BBA) - 1999

Master of Business Administration (MBA) - 2009

Bachelor of International Relations (BIR) - 1965

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Public Administration, Master of Public Administration, Bachelor of Business Administration, Master of Business Administration, Bachelor of International Relations programmes was made between FIBAA and Universitas Padjadjaran (UNPAD) on August 30, 2023.

On September 9, 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. Margit Bussmann

University of Greifswald
Professor of International Relations & Regional Studies
(International Relations, Peace & Conflict Research)

Prof. Dr. Olivia Fachrunnisa

Sultan Agung Islamic University (UNISSULA)
Dean of Faculty of Economics and Business &
Professor of Management Science
(Business Administration, Management,
Accounting, Economics, Islamic Economics)

Assoc. Prof. Dr. Teguh Kurniawan

University of Indonesia, Jakarta
Associate Professor and Head of Public
Administration Department
(Public Administration)

Prof. Dr. Thomas Merz

IST Hochschule für Management Düsseldorf
Professor of General Business Administration,
Head of the Bachelor of Business Administration
Programme (General Business Administration, Service
Management, Digitalisation Aspects, e-Didactics/e-Learning)

Moran Mottl

Ludwig-Maximilians-Universität München /
EDHEC Business School (Lille)
Student: MSc International Business Management
Completed: BSc Business Administration, LMU

Dipl.-Sportwiss. Wolfgang Pott

Fischer Group of Companies
Head of Corporate Communications, Business
Journalist
(Public Relations, Corporate Publications, External
and Internal Communication, Management of
activities in the area of Social Responsibility (CSR))

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Yelena Istileulova, PhD

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 March 11-13, 2025 via the video conferencing tool *Zoom*. 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 20 of May, 2025. The statement on the report was given up on May 31, 2025. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA), Bachelor of International Relations (BIR) programmes offered by Universitas Padjadjaran – UNPAD University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting June 5, 2025, and finishing on June 4, 2030, under condition.

The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For Master programmes

The Master of Public Administration (MPA), Master of Business Administration (MBA) offered by Universitas Padjadjaran - UNPAD University fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting June 5, 2025, and finishing on June 4, 2030, under condition.

The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified areas for improvement regarding the following aspects²: examination and final thesis due to the need for a comprehensive analysis and overview of exams *as well as* the study and exam regulations due to the introduction of Diploma Supplements and the required internship for all listed five programmes (Bachelor of Public Administration, Bachelor of Business Administration, Bachelor of International Relations, Master of Public Administration, Master of Business Administration). The panel also identifies areas for improving the MBA programme regarding the requirement of prior experience for prospective students (at least 2 years). In addition, the panel members identify areas for improvement for Bachelor of BPA and BBA programmes regarding the aspect of foreign language proficiency at the admission level.

Therefore, the panel members recommend accreditation on the conditions of meeting the following requirements:

For all study programmes

- **Condition 1** (for all study programmes): The University ensures that an overview of all examinations for each study programme is provided, and this information is clearly communicated to students in advance (see chapter 3.1)

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

- **Condition 2** (for all study programmes): The University issues a Diploma Supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015) and provides an ECTS grading table for each study programme. The University also introduces an internship as a mandatory component of all five programmes (see chapter 3.2)

In addition, for the **Master of Business Administration**:

- **Condition 3** (for the MBA programme): The University requires a minimum of 2 years' experience for prospective students (see chapter 2.4)

For **Bachelor of Public Administration (BPA)**, **Bachelor of Business Administration (BBA)**:

- **Condition 4** (for the BPA and BBA programmes): The University ensures that a preliminary English course is provided at the time of admission (see chapter 2.5).

Proof of meeting these conditions is to be submitted by March 4, 2026.

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

There are two criteria in which the **Bachelor of International Relations** programme exceeds the quality requirements:

- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3)
- Methods and scientific practice (see chapter 3.1)

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

Information

Information on the Institution

The University Padjadjaran or Universitas Padjadjaran (UNPAD) was established on 11 September 1957, and holds Legal Entity State University status, granting it full autonomy in governance.

UNPAD earned an “excellent” accreditation from BAN-PT in December 2023 (Decree No. 1089/2023), it is currently ranked 7th nationally and 596th globally by the QS World University Rankings 2025.

By 2024, 48 study programmes have received international accreditation from FIBAA, ASIIN, AQAS, ABEST21, RSC, and IABEE. UNPAD is committed to promoting law and environmental sustainability as key pillars of national development.

UNPAD’s vision is to become a world-renowned university with societal impact. Its missions include achieving academic excellence, fostering innovation, enhancing autonomy through partnerships, addressing societal challenges, and cultivating ethical leadership. The strategy prioritizes human resource development, international academic standards, alignment with national goals, and global recognition - supporting the university’s Tri Dharma commitments in education, research, and community service.

The Faculty of Social and Political Sciences was established in 1958 as one of the faculties at UNPAD, under the initial name the Faculty of Public and Business Administration. In 1960, the faculty name was changed to the Faculty of Social and Politics and finally changed to the Faculty of Social and Political Sciences (hereafter FISIP) in 1983, based on Ministry of Education and Culture Decree No. 1574/1/1983.

FISIP’s strategic plan aligns with UNPAD’s broader goals but reflects the faculty’s distinct identity. FISIP’s vision is to become a globally recognized faculty that impacts society. Its missions include achieving academic excellence, fostering innovation in education, research, and service, building institutional independence through resources and partnerships, and contributing to the welfare of West Java and Indonesia.

Further development of the programme, statistical data and evaluation results for initial accreditation

Bachelor of Public Administration (BPA) programme (based on cohort year):

		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		100	80	80	70	78	80
# Applicants	Σ Total	1787	1881	1872	2380	1541	2990
	female	1109	1141	1241	1577	1264	2331
	male	678	740	631	803	277	659
Application rate		1787%	2351%	2340%	3400%	1976%	3738%

# First-Year Students (accepted applicants)	Σ Total	105	77	69	73	61	74
	female	64	46	46	50	47	59
	male	41	31	23	23	16	15
Rate of female students		0.61	0.60	0.67	0.68	0.77	0.80
# Foreign Students	Σ Total	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		105%	96.25%	86.25%	104.29%	78.21%	92.50%
# Graduates	Σ Total	86	67	37	no graduates yet	no graduates yet	no graduates yet
	female	51	42	23	no graduates yet	no graduates yet	no graduates yet
	male	35	25	14	no graduates yet	no graduates yet	no graduates yet
Success rate (students who finished their studies)		85,15%	90,54%	54,41%	0%	0%	0%
#Dropout students	Σ Total	4	3	1	1	0	0
Dropout rate (students who dropped their studies)		3.81%	3.90%	1.45%	1.37%	0.00%	0.00%
Average duration of study		4.01 years	3.51 years	3.49 years	no graduates yet	no graduates yet	no graduates yet
Average grade of final degree		3.64	3.76	3.78	3.64	3.72	3.83

Appraisal

BPA programme:

The programme consistently receives far more applicants than available spots which indicates a high demand, strong public interest and a high level of competitiveness. It shows excellent student retention without dropout rate across all cohorts. In terms of gender participation - the female-to-male ratio varies by year, but female students make up a majority in most years (ex: 69% in 2022). This suggests a relatively strong female representation in the BPA programme. There are no any foreign students so far which indicates a lack of internationalisation in student

intake despite the programme's global aspirations. Declining average duration of study: the average duration of study decreased over time suggesting improvements in academic efficiency and/or policy changes. The average final grade has improved from 3.64 in 2019 to 3.83 in 2024, which reflect enhanced teaching quality and student support. As of now, the 2021 cohort shows promising prospects, with a tendency towards a higher success rate compared to earlier cohorts. Although they are currently in their seventh semester, over half of the cohort has already graduated.

Among the 2019–2022 cohorts, some students voluntarily discontinued their studies (i.e., not due to academic failure or disciplinary action). The main reasons for withdrawal include taking up employment or transferring to another higher education institution.

There is no significant difference in graduation rates between female and male students.

Master of Public Administration – MPA programme:

		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		35	40	50	50	30	60
# Applicants	∑ Total	36	8	31	57	46	82
	female	12	2	19	23	21	33
	male	24	6	12	34	25	49
Application rate		103%	20%	62%	114%	153%	137%
# First-Year Students (accepted applicants)	∑ Total	31	6	24	48	35	63
	female	11	2	15	20	16	27
	male	20	4	9	28	19	36
Rate of female students		35.48%	33.33%	62.50%	41.67%	45.71%	42.86%
# Foreign Students	∑ Total	1	0	1	7	0	2
	female	0	0	0	2	0	0
	male	1	0	1	5	0	2
Rate of foreign students		3.23%	0.00%	4.17%	14.58%	0.00%	3.17%
Percentage of occupied study places		88.57%	15.00%	48.00%	96.00%	116.67%	105.00%
#Graduates (The data presented in each column of this table represent the number of graduates from each respective student cohort, based on the year of	∑ Total	19	5	9	18	2	no graduates yet
	female	4	1	6	6	1	no graduates yet

initial enrollment indicated at the top of each column)	male	15	4	3	12	1	no graduates yet
Success rate (students who finished their studies)		63.33%	83.33%	37.50%	37.50%	5.71%	no graduates yet
#Dropout students	Σ Total	1	0	0	0	0	0
Dropout rate (students who dropped their studies)		3.23%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study		2.57 years	2.4 years	2.16 years	2.08 years	1.5 years	no graduates yet
Average grade of final degree		3.76	3.67	3.78	3.83	4	no graduates yet

MPA programme:

Application rates fluctuate significantly: which suggests inconsistent demand - likely influenced by admission policies, awareness, and capacity limits.

The number of students graduating equals the number accepted, with success rate of 100% and the only single dropout occurred in 2019 (4% dropout rate). Success rate is 100% for all years. Gender balance varies: female student ratio increased over time from 28% in 2019 to 44% in 2024, and male students remain the majority (except in 2021). Gender diversity is improving; and efforts to attract more female applicants may help. As far as the foreign participation: there is a foreign student presence in 2019, 2021, 2022, and 2024, with a high number of seven (7) foreign students in 2022 (17%), mostly - male. The study programme opened its door to the students from South Korea, Timor Leste and Afghanistan. In 2024 collaboration brought students from Kenya.

The average study duration has been decreasing steadily: from 2.57 years (2019) to 1.5 years (2023) indicates faster graduation cycles, or programme streamlining.

As far as the academic performance, there is a strong and improving final grades: ranging from 3.67 to 4.00, with a rising trend. It suggests strong student performance and effective academic support. Success and graduation rates reflect well on programme quality and support systems. Fluctuating application rates indicate the need for more consistent outreach or recruitment strategies. Shortening study durations and rising grades may suggest increasing academic efficiency without sacrificing quality.

Bachelor of Business Administration - BBA programme:

		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		100	100	100	90	100	100
# Applicants	Σ Total	2187	3186	2897	2953	2144	4390
	female						2677
	male						1713

Application rate		2187%	3186%	2897%	3281%	2144%	4390%
# First-Year Students (accepted applicants)	Σ Total	104	81	98	96	130	123
	female	60	49	63	62	88	75
	male	44	32	35	34	42	48
Rate of female students		0.58	0.60	0.64	0.65	0.68	0.61
# Foreign Students	Σ Total	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		104.00%	81.00%	98.00%	106.67%	130.00%	123.00%
# Graduates	Σ Total	85	52	1	0	0	0
	female	52	34	1			
	male	33	18				
Success rate (students who finished their studies)		104	81	98	96	130	123
#Dropout students	Σ Total	0	0	0	0	0	0
Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study		4.5	4.5	3.5	no graduates yet	no graduates yet	no graduates yet
Average grade of final degree		3.63	3.62	3.53	no graduates yet	no graduates yet	no graduates yet

BBA programme:

High application rate ranging from 2187% to 4390%, illustrates a strong demand for the indicated limited places. In terms of gender balance, female students consistently outnumber male students, with highest proportion of girls in 2023 (68%). It indicates that programme is attracting a strong female applicant pool. So far, there are no foreign students across all cohorts, and therefore, no international student integration to date.

Occupied Study Places Shows overcapacity in most years (e.g., 130% in 2023, 123% in 2024). Reflects possible flexibility in admissions or high acceptance beyond official quotas.

Graduation and Success Rates. 100% success rate in all applicable years. Dropout rate remains - 0% - no students left the programme prematurely. Graduation data for 2022 - 2024 cohorts not yet available, because they are still completing the programme.

Study Duration: gradual decrease in study length: 2019 & 2020 cohorts: 4.5 years and in 2021: 3.5 years - which might indicate improved efficiency. Stable average final grades: Range from 3.53 to 3.63, suggesting consistent academic performance. Slight decline in 2021 (3.53), but too early to call a trend. The programme is highly competitive and attracts more students than

it can officially admit. Strong gender diversity, with female-majority cohorts throughout. No internationalization observed; introducing foreign participants could improve global profile. Excellent retention and completion rates - no dropouts at all. Efficiency improvements evident in reduced average study duration.

Master of Business Administration - MBA programme:

		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		20	20	20	20	20	20
# Applicants	Σ Total	22	25	29	25	25	28
Application rate		110%	125%	145%	125%	125%	140%
# First-Year Students (accepted applicants)	Σ Total	9	13	12	18	24	22
	female	4	4	7	10	15	13
	male	5	9	5	8	9	9
Rate of female students		0.44	0.31	0.58	0.56	0.63	0.59
# Foreign Students	Σ Total	0	1	0	4	0	1
	female	0	1	0	2	0	0
	male	0	0	0	2	0	1
Rate of foreign students		0	0.08	0	0.22	0	0.04545454545454545
Percentage of occupied study places		45.00%	65.00%	60.00%	90.00%	120.00%	110.00%
# Graduates	Σ Total	9	13	11	11	3	no graduates
	female	4	4	6	6	1	no graduates
	male	5	9	5	5	2	no graduates
Success rate (students who finished their studies)		100%	100%	92%	61%	13%	0%
#Dropout students	Σ Total	0	0	0	0	0	0

		2019	2020	2021	2022	2023	2024
Dropout rate (<i>students who dropped their studies</i>)		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study		2,7 years	2,50 years	2,06 years	1,80 years	1,50 years	no graduates yet
Average grade of final degree		3,69	3,65	3,84	3,82	3,91	no graduates yet

MBA programme:

The programme offers 20 study places each year, but application rates fluctuates, and the number of applicants exceed available places, except 2023 (slightly lower - at 95%). In terms of gender distribution, female participation increased steadily: from 33% (2019–2020) to 62% (2023), indicating improved gender balance and inclusivity in recent cohorts.

International Participation - low but present foreign student enrollment.

Foreign participants in 2020, 2022, and 2024, with a peak of 4 students in 2022 (22%).

Gradual improvement, but overall participation remains low ($\leq 22\%$).

Some years show under-enrollment (e.g., 60% in 2019, 65% in 2023). Others over-enrolled, suggesting flexibility in admission or strategic adjustment to demand.

Graduation rates are strong, and dropout rates were notably high in 2019 (25%) and 2020 (28.57%), but dropped to 0% from 2022 onwards, which indicates improvement in student retention and support.

Duration of study consistently decreased over time: from 2.7 years (2019) to 1.5 years (2024) - suggests improved programme structure or student progression.

Final grades are strong and improving: from 3.69 (2019) to 3.91 (2024), showing good academic outcomes. The MBA programme is moderately competitive and shows stable growth in enrollment. Female representation has improved, nearing parity in recent years.

International student participation is growing slowly, though still limited. Dropout rates have improved significantly, suggesting better student engagement and support. Study efficiency has increased, and academic performance is high.

Bachelor of International Relations – BIR programme

Cohort		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		120	120	120	120	120	140
# Applicants	Σ Total	2288	4112	4228	3777	3249	4730
	female	1220	2224	2160	2018	1942	2643
	male	1068	1888	2068	1759	1307	2087
Application rate		1907%	3427%	3523%	3148%	2708%	3379%
# First-Year Students (<i>accepted applicants</i>)	Σ Total	116	109	131	135	147	153
	female	63	63	67	72	89	91

	male	53	46	64	63	58	62
Rate of female students		54.31 %	57.80 %	51.15%	53.33%	60.54%	59.48%
# Foreign Students	Σ Total	0	0	0	0	0	4
	female	0	0	0	0	0	3
	male	0	0	0	0	0	1
Rate of foreign students		0	0	0	0	0	2.61%
Percentage of occupied study places		96.67 %	90.83 %	109.17 %	112.50%	122.50%	109.29%
# Graduates	Σ Total	103	73	12	no graduates yet	no graduates yet	no graduates yet
	female	57	45	9	no graduates yet	no graduates yet	no graduates yet
	male	46	28	3	no graduates yet	no graduates yet	no graduates yet
Success rate (students who finished their studies)		88.79 %	66.97 %	9.16%	no graduates yet	no graduates yet	no graduates yet
#Dropout students	Σ Total	0	0	0	0	0	0
Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average duration of study	years	4.5	4.5	3.5	no graduates yet	no graduates yet	no graduates yet
Average grade of final degree	4.0 scale	3.57	3.62	3.73	no graduates yet	no graduates yet	no graduates yet

BIR programme:

A high application rates each year, peaking at 3523% in 2021 indicates very strong and growing demand relative to study place availability. Steady growth in applicants, especially a surge in 2024 (4896 applicants for 140 seats). First-year student intake with high enrollment exceed seat availability. Female students make up the majority in every year (up to 61% in 2023). Indicates strong interest and participation from female students.

In terms of international participation, no foreign students until 2024, when 4 international students (3 female, 1 male) entered this programme. Foreign student rate in 2024 is 3% - is a promising start. Graduation success rate is 100% for all available years. All accepted students graduated. No dropouts at all: 0% dropout rate across all cohorts.

Average duration of study decreased from 4.5 years to 3.5 years, which indicates improved study efficiency. Academic Performance suggests upward trend in academic achievement. The BIR programme is highly competitive and in great demand, with application rates well above capacity. Female students are a clear majority, indicating strong gender representation. Foreign student inclusion began in 2024 - a positive development toward internationalisation.

Outstanding retention and success rates: all students complete their studies, with 0% dropout. Reduced study time and improving grades reflect enhanced academic performance and support.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk)

The specific objectives, vision and missions of each study programme are summarised below including their respective target groups.

Bachelor of Public Administration – BPA

The programme has the vision to become a higher education institution which is committed to excellence in the fields of international organisation, management, and public policy.

The programme's mission is to deliver high-quality education in public administration to produce graduates who are competitive, competent, and uphold integrity at both national and international levels. It seeks to advance impactful research and community service that contribute to solving societal, national, and global issues, while fostering scientific development in public administration. The programme is also committed to transparent and accountable management, sustainable education practices, and building strategic partnerships with stakeholders both domestically and internationally.

The target is all 12th grade high school students throughout Indonesia. There are 3 student admission pathways: Achievement-Based National Selection (SNBP), Test-Based National Selection (SNBT) and UNPAD entrance test (SMUP). These three pathways can be used for high school students who are interested in entering the public administration undergraduate study programme.

The BPA programme educational objectives (PEO) are:

- To produce graduates in public policy, public organisations, management, and development administration.
- To prepare graduates to compete nationally and internationally.
- To equip graduates to adapt to science and technology and solve public administration issues at all levels.
- To develop graduates' career readiness, teamwork, and leadership skills.
- To strengthen communication and collaboration with diverse public administration stakeholders.
- To foster leadership and entrepreneurship in addressing public sector challenges.
- To enhance global engagement through international cooperation and research.
- To apply technology in public administration education and practice.
- To instil innovative, adaptive, and strategic leadership in graduates.

Master of Public Administration – MPA

The programme's mission is to advance knowledge and practice in public organisations, management, policy, and development administration through education, research, and innovation that support reform, inclusivity, and global engagement.

The MPA programme targets the following groups: government officials, policy analysts, academics, private sector professionals and recent graduates seeking expertise in public administration and governance. It is also open to international students. To attract students, the programme offers flexible learning, strong industry collaborations, scholarships, career

development support, global partnerships (with Sungkyunkwan University (SKKU), Waseda and Flinders University) student exchanges and international marketing efforts.

For international students, the programme expands the courses taught in English. The study programme has held international classes in collaboration with international partners including with 67 students from South Korea, 6 from Timor Leste and 1 from Afghanistan. In 2024 there was a collaboration programme, namely TIAS (The Indonesian AID Scholarship) with an additional 2 students from Kenya.

The MPA Programme Educational Objectives (PEO) are:

- To produce graduates skilled in public policy, organisation, management, and development administration.
- To equip graduates to compete globally.
- To prepare graduates to adapt to science and technology and address public administration challenges.
- To bring ethical leadership rooted in integrity, transparency, and accountability.
- To develop graduates' ability to use IT and data analytics for effective public service.

Bachelor of Business Administration – BBA

The programme has a vision to become an internationally recognized, adaptive business administration programme by 2024.

The programme's mission is to provide high-quality education, research, and community service in business administration; manage education with integrity and accountability; and build strategic partnerships locally and globally. Its aim is to equip students with the skills to make sound business decisions, conduct research and projects, and become entrepreneurial leaders in key areas of business management.

The target students for the Bachelor of Business Administration programme are both Indonesian and international high school graduates. To attract these students, several strategies are to be implemented: utilizing social media to showcase campus life, alumni testimonials, and programme benefits can effectively engage prospective students and provide them with insights into the university experience. Additionally, offering English-taught or bilingual programmes makes the curriculum more accessible to international students.

The BBA Programme Educational Objectives (PEO) include subject specific knowledge and skills:

- To evaluate business policies using business administration concepts.
- To manage business functions strategically and ethically.
- To create businesses with creativity and innovation.
- To think critically and make sound decisions.
- To collaborate in research and service to advance business science.
- To solve problems through teamwork based on trust and equality.

Master of Business Administration – MBA

To produce MBA graduates capable of working across business scales and sectors, from operational to executive levels, with strong academic and professional competencies. The programme has a mission: to deliver expertise in business functions, systems and governance, business strategy and leadership, environmental analysis, and research methodology for real-world application and academic contribution.

Prospective students eligible to apply for the MBA programme must have at least a bachelor's degree. The programme utilizes social media platforms such as Instagram to provide the latest updates on program activities and a website to offer comprehensive programme information. Additionally, the University has an "*Outstanding Alumni Admission Pathway*," allowing Universitas Padjadjaran students to have a faster enrolment for the graduates programme. International students, whether currently enrolled or alumni of the programme, can access information through the website or via University partnership programmes.

The MBA programme Educational Objectives (PEO) include various skills, knowledge and competences:

- To develop business policies and strategies based on core business functions.
- To build management skills through entrepreneurship, leadership, and governance.
- To explore diverse business areas like digital, creative, SMEs, tourism, and fintech.
- To enhance analytical, design thinking, and research capabilities.
- To strengthen problem-solving using data-driven business analysis.

Bachelor of International Relations - BIR

The vision of this programme is to become a globally recognized and leading study programme in international relations by 2026.

Its mission is to provide quality international relations education, research, and community service; ensure professional programme management; and foster a globally minded academic community with integrity and character.

The target groups are Indonesian and international high school graduates. To attract Indonesian high school graduates, Universitas Padjadjaran (UNPAD) launched an Eduventure. Eduventure is an interactive educational programme designed for high school students. This activity combines education and adventure, focusing on exploring faculties and study programmes at UNPAD. The programme aims to help students understand the world of higher education and career paths that align with their interests through simulations, hands-on practice, and exciting experiences. Programme collaborates with the Directorate of Institutional Affairs of the Ministry of Education, Culture, Research, and Technology and the International Development Cooperation Fund through The Indonesian AID Scholarship (TIAS) programme to attract international high school graduates.

The BIR Programme Educational Objectives (PEO) are:

- To understand and analyze international issues using theory and methodology.
- To work professionally and continuously develop in careers like diplomacy and research.
- To demonstrate ethical, accountable, and multicultural leadership.
- To be innovative, tech-savvy, and globally competitive.
- To communicate effectively in Indonesian and foreign languages.

Appraisal:

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion) BPA, MPA, BBA, MBA, BIR			X		

1.2 International orientation of the study programme design (Asterisk)

The study programmes at FISIP UNPAD are designed with a strong international orientation aligned with the university's strategic plan. This includes English-medium courses, international guest lectures, joint research, academic exchanges, and global collaboration with partner institutions. Programmes support student and staff mobility, international events, and benchmarking initiatives to ensure global competitiveness.

Bachelor of Public Administration – BPA

The Public Administration programme is internationally oriented, using both Indonesian and English as languages of instruction to integrate cross-cultural elements into learning. It partners with 14 institutions from countries such as Japan, South Korea, Australia, and South Africa on trainee schemes, joint research, publications, and courses to enhance students' global understanding.

The programme is supported by international collaborations and lecturers with postgraduate degrees from abroad, particularly Australia and Malaysia. Partnerships with universities in Japan and South Korea, along with visiting professors and foreign practitioners, offer students valuable international exposure and diverse academic perspectives.

Master of Public Administration - MPA

The study programme promotes intercultural learning by using both Indonesian and English in class. To support internationalisation, it has conducted joint classes with international partners, involving 67 students from South Korea, six from Timor-Leste, and one from Afghanistan.

Collaboration agreements have been established with institutions such as Flinders University, Waseda University, and Tohoku University. The programme also hosts guest lecturers from abroad, broadening students' global perspectives. The presence of international students further equips participants in the Master of Public Administration with the skills to build international networks.

Bachelor of Business Administration – BBA

The programme prepares graduates to meet the demands of the international labour market by developing their knowledge, skills, and character. Teaching methods include problem-based learning and English-taught courses focused on global business cases and negotiations.

International guest lecturers from countries such as Malaysia, Vietnam, and the UK contribute to the curriculum, while lecturers engage in global research and academic collaborations, particularly with South Korea and the Netherlands. Students are encouraged to use English in discussions, presentations, and written work, and must present a TOEFL ITP or equivalent certificate (minimum score 500) to register for their final thesis defence.

Students can also join exchange programmes, such as ISMA, with five participants recently studying in Malaysia, Turkey, and South Korea. Additionally, the department hosts webinars connecting postgraduate international students with undergraduates for academic exchange.

Master of Business Administration - MBA

The programme's international orientation is reflected in its diverse student body and global alumni outlook. It has welcomed students from countries such as Laos, Timor-Leste, and Zimbabwe. Courses primarily use English-based materials, and several are delivered in English, including Systems and Design Thinking, Political Economy and Business Institutions, Business Governance, and Corporate Entrepreneurship.

Student skills are further enhanced through a business feasibility workshop, free for students and open to professionals for a fee. Lecturers contribute international expertise through global research collaborations, publications, and short courses abroad. Teaching is enriched by guest lecturers from various countries and materials from sources such as the Harvard Business Review. The programme is exploring future double degree partnerships with overseas universities.

Bachelor of International Relations (BIR)

The International Relations (IR) programme emphasises global perspectives in both teaching and learning through an internationally oriented curriculum. Foreign language training is central, supporting the goal of enhancing graduates' communication and collaboration skills in both Indonesian and foreign languages. English is actively used in learning activities, and students may choose from seven foreign language courses.

The academic staff hold degrees from leading universities in Indonesia and abroad, including Australia, New Zealand, South Korea, and Malaysia. They also participate in international teaching and research collaborations.

To enrich students' practical and intercultural experience, the programme supports participation in internships, exchanges, and other international activities. Aligned with the national MBKM policy, it aims to equip students with both theoretical knowledge and practical skills to enhance their global employability.

Appraisal:

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

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

1.3 Positioning of the study programme

FISIP is one of the largest faculties at UNPAD, which offers 25 programmes from undergraduate to postgraduate levels and hosting nearly 5,000 students in degree programmes. Admission to most of the listed study programmes is highly competitive, and they are well-positioned in the educational market of the proposed 5 study programmes.

Positioning of the study programme on the educational market

Bachelor of Public Administration - BPA

Accredited “Excellent” by BAN-PT, the programme ranks 5th nationally, 40th in Asia, and 556th globally (Edurank). It was the 6th most competitive programme at UNPAD in the 2023 SNBP, with an admission ratio of 1:36. It has also secured national grants, including for educational content development (2021) and the MBKM-focused PKKM programme (2023).

Master of Public Administration - MPA

This programme prepares graduates for roles in government, academia, and the private sector. International students from Timor-Leste, Vietnam, Laos, and Afghanistan are enrolled. It is one of only seven such programmes in Indonesia and holds national accreditation “A.” The programme ranks 5th nationally, 40th in Asia, and 556th globally (Edurank), with QS ranking UNPAD's social sciences field in the 501+ band globally for 2024.

Bachelor of Business Administration - BBA

The demand for business administration graduates continues to grow due to the broad applicability of their skills across private, multinational, and state-owned organisations, as well as government agencies. Graduates are well-positioned for roles as business consultants or entrepreneurs.

The programme consistently ranks among the top ten most competitive in social sciences at Universitas Padjadjaran. In 2022, it received 2,953 applicants for 100 places, resulting in a 1:28 acceptance ratio. According to Edurank, the programme ranks 7th nationally, 52nd in Asia, and 546th globally, while QS places UNPAD's business and management field in the 551+ band for 2024.

Master of Business Administration - MBA

Founded in 2009, the MBA programme received 94 applicants between 2020 and 2023. It focuses on business policy and strategy, supported by training in analytical, design, systemic, and entrepreneurial thinking. Core themes include digital business, SMEs, tourism, fintech, and business governance.

The curriculum is reviewed every two years through focus group discussions with alumni and industry stakeholders. This ensures alignment with current market needs. The programme shares the same ranking as its undergraduate counterpart: 7th in Indonesia, 52nd in Asia, 546th globally (Edurank), with QS listing its field in the 551+ global band.

Bachelor of International Relations - BIR

Established in 1965, the IR programme is one of Indonesia's oldest and a founding member of the Indonesian International Relations Science Association (AIHII).

Admission is highly competitive, with a 32:1 applicant-to-seat ratio (2021–2023), placing it among the top three most selective IR programmes nationally. It is ranked 2nd in Indonesia, 41st in Asia, and 435th globally (Edurank). QS places UNPAD's social sciences field in the 501+ global band for 2024.

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

Bachelor of Public Administration - BPA

Graduates of this undergraduate study programme work mostly in private companies, government institutions, state/local-owned enterprises, non-profit organisations, and as

entrepreneurs. They are typically employed as civil servants, researchers, public managers, and consultants. Periodically, data on graduates' typical jobs is obtained through the tracer study (TS) organised by a Career Development Center (CDC). Likewise, to ensure graduates secure employment aligned with their field, information is gathered through TS activities. The latest data from 2022 shows that 46% of graduates work in private companies (50.6%), government institutions (26.2%), state/local-owned enterprises (12.2%), and others (11%). The results of the tracer study show that the level of user satisfaction with public administration graduates falls into the "very good" category, with a percentage of 96.48%. This includes assessments of ethics, expertise in the field of science, foreign language skills, use of information technology, communication skills, cooperation, and self-development.

Master of Public Administration - MPA

Graduates of the Master of Public Administration programme from 2019–2023 have a good level of field suitability with public administration science. Of the total 63 graduates, 75% work in the government sector, 19% as lecturers, and 6% in the private sector.

Graduate data is obtained from the user satisfaction survey conducted by the Career Development Center (Pusat Pengembangan Karir/PPK) at UNPAD and disseminated at various events involving graduates. The Master of Public Administration programme also collaborates with its Alumni Association to support the tracer study process.

Bachelor of Business Administration - BBA

Based on the latest data from 2022, graduates of the business administration study programme are spread across various sectors: private sector (58%), state or village-owned enterprises (18%), entrepreneurs (8%), government institutions (7%), consultants (3%), non-governmental organisations (2%), multinational companies (2%), academia (1%), and cooperatives (1%). These sectors represent the graduate profile of the study programme.

Tracer study activities show that 68% of alumni are employed in fields such as human resources, finance, building management, business development, marketing, sales and operations, and investment banking.

Master of Business Administration - MBA

The graduate profile of the Master of Business Administration study programme includes businesspeople (entrepreneurs and owners), business managers (professional intrapreneurs), consultants, policymakers, educators, and researchers in the field of business administration. The following competencies are promoted:

- (1) mastering the theory and application of business functions according to concentration/specialisation;
- (2) mastering system development and governance;
- (3) applying theories of business administration, organisation, and leadership in policy and strategy;
- (4) understanding environmental factors influencing business;
- (5) mastering research methodology and systems approaches, and being able to publish scientific work.

Tracer studies show that 100% of graduates are employed in relevant fields. Specifically, 27% work in academia, 27% as entrepreneurs, 18% in the private sector, and 9% each in village-owned enterprises, consultancy, and government.

Bachelor of International Relations – BIR

The International Relations study programme has four graduate profiles: diplomat, academic, analyst, and activist. Based on the most recent tracer study, 80.9% of graduates' first jobs are highly aligned with these profiles. In terms of workplace level, 73.73% of graduates' first jobs are in national-level institutions, such as the Ministry of Foreign Affairs, Ministry of Home Affairs, national mass media, private companies, and NGOs. Positioning of IR study programme of Bachelor degree is very positive. About 16.53% of graduates begin their careers in international-level organisations, particularly multinational companies (e.g. Unilever, Danone, British American Tobacco) and international NGOs (e.g. Oxfam, Save the Children, Greenpeace).

The tracer study results serve as an alumni database and provide valuable input for programme development. They are also used as an evaluation tool to assess the relevance between higher education and the needs of industry. These results are shared annually with faculty leadership and lecturers during IR programme meetings to inform curriculum and learning material improvements.

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

Bachelor of Public Administration - BPA

The programme supports UNPAD's vision of becoming a world-class university with societal impact through activities aligned with national and international sustainability goals. In line with FISIP's strategic plan, the programme aims to produce competent, competitive, and character-driven graduates and internationally recognised research.

Collaboration with domestic and international universities includes joint courses, visiting professors, student exchanges, summer courses, and seminars. Research is supported by centres such as the Centre for Decentralisation and Participatory Development Studies and the Centre for Public Administration and Policy Studies. Research outputs contribute to legal frameworks and public governance improvements at central and regional levels.

The programme also maintains a research and community service roadmap aligned with public administration developments and labour market trends. It holds "Excellent" accreditation from BAN-PT and is undergoing international accreditation.

Master of Public Administration – MPA

The programme contributes to UNPAD and FISIP's visions through policy-oriented research and strategic studies. Recent projects include:

Capacity studies for regional expansion (Indramayu, Bogor, Sukabumi, Garut, Tasikmalaya)

- Academic papers for regional regulation revisions (e.g., Bandung)
- Environmental management and civil servant allowances
- Legislative support studies (DPR)
- Foreign policy research (Kemenkopolhukam)
- Regional competitiveness post-COVID-19

These collaborations involve regional and national institutions and support evidence-based policy-making.

Bachelor of Business Administration - BBA

Since 2019, UNPAD has adjusted its institutional strategy to meet internationalisation goals, aiming for world-class university status by 2024. In alignment with this, the Business

Administration programme has focused on developing students', lecturers', and graduates' intercultural, critical, and creative thinking skills, along with foreign language proficiency.

Initiatives include:

- Joint research with international scholars
- International student exchanges
- Partnerships with foreign universities
- International accreditation efforts through FIBAA

These activities have been consistently implemented over the past five years.

Master of Business Administration - MBA

The MBA programme addresses global shifts in higher education, including the move from local to global perspectives, democratic participation, governance, human development, and digitalisation in the wake of COVID-19.

Supporting UNPAD's strategy to achieve global recognition, the programme focuses on:

- A collaborative academic ecosystem between lecturers and students
- Inclusion of students in research funded by domestic and international grants
- Short courses open to students
- Partnerships with foreign universities
- FIBAA accreditation efforts

These strategies aim to enhance academic services and international competitiveness.

Bachelor of International Relations - BIR

The IR programme envisions becoming a leading study programme by 2026. Its dual mission is to provide competitive education across local to global contexts and to build strong partnerships with strategic stakeholders at home and abroad. This mission aligns with UNPAD and FISIP strategic plans focused on internationalisation, sustainable education, and digital transformation. As one of the most in-demand programmes at UNPAD, it ensures high-quality education and prepares graduates to thrive in global academic and professional environments. The programme also supports UNPAD's vision by maintaining active collaborations, advancing research and community service initiatives, and pursuing quality assurance through national and international accreditation.

Appraisal:

The reasons given for the positioning in the educational market of all study programmes are plausible. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. As far as Bachelor of International Relations (BIR) programme is concerned, the panel notes that positioning of BIR study programme is very positive: the programme has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

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

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

2. Admission

2.1 Admission requirements (Asterisk)

Admission requirements for the three undergraduate programmes: (based on Rector's Decree No. 200/UN6.RKT/Kep/Hk/2022 – SMUP):

- **Bachelor of Public Administration (BPA),**
- **Bachelor of Business Administration (BBA),**
- **Bachelor of International Relations (BIR)**

are listed on the Universitas Padjadjaran (UNPAD) admissions website. Procedures for international students are available via a separate link. Details for each level of study are outlined below.

Undergraduate Programmes

According to Ministry of Education and Culture Regulation No. 06/2020 on university admissions, new undergraduate students of Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA), Bachelor of International Relations (BIR) at state universities are accepted through three main routes:

1. Achievement-Based National Selection (SNBP)

Selection is based on academic records, non-academic achievements, and/or portfolios.

2. Test-Based National Selection (SNBT)

For students not eligible for SNBP. The test includes a Scholastic Aptitude Test (cognitive ability) and an Academic Potential Test.

3. Independent University Entrance Test (SMUP)

Administered by UNPAD, this is open to high school graduates from the current or previous two academic years. Applicants can apply with SNBT scores or take UNPAD's aptitude test. There is also an achievement track for those with nationally/internationally recognised achievements in science, arts, or sports.

Document requirements for each track are available on the official SNBP, SNBT, and SMUP websites. All applications are submitted online.

National admission quotas and processes are regulated by the Ministry of Education, Culture, Research and Technology. For SMUP, decisions are made by the university's selection committee and Rector. All selection processes are guided by the principles of fairness, accountability, flexibility, efficiency, and transparency.

Postgraduate Programmes

Applications are submitted online via the SMUP website. Based on Rector's Decree No. 200/UN6.RKT/Kep/Hk/2022, admission to all UNPAD postgraduate programmes, including:

- **Master of Public Administration (MPA) and**
- **Master of Business Administration (MBA)**

in FISIP, is organised through the SMUP Postgraduate route. The FISIP master's programme is open to graduates from any academic background (multi-entry).

Admission Requirements for Master's Applicants are the following:

- Indonesian or foreign citizen.
- Graduate of a BAN-PT-accredited undergraduate programme (for Indonesian institutions).

- Valid Academic Ability Test (TKA) certificate from PIP UNPAD (min. score: 450) or equivalent test from a recognised institution.
- Valid English proficiency certificate (ELT UNPAD or other recognised test, min. score: 450, issued within the last two years).

Applicants with a Q1-level international publication as first author are exempt from requirements 3 and 4.

- Two letters of recommendation.
- Statement of purpose.
- All required documents uploaded to the SMUP portal at registration.

Further details are available on the official website. Applicants who pass the administrative screening proceed to academic interviews. Final decisions are made by the university selection committee, following recommendations from the study programme and faculty dean, and are announced via the website.

2.2 Counselling for prospective students

Prospective students who wish to register for a study programme at FISIP can contact the UNPAD helpdesk for clarification on specific questions, personal interests, career perspectives, and more. Helpdesk services are available during business hours via telephone or email. Questions about SMUP can be submitted through the helpdesk menu on the SMUP website, the UNPAD Instagram account (*@universitaspadjadjaran*), or via the Centre for Psychology Innovation.

If the helpdesk is unable to provide immediate answers, staff will refer prospective students to relevant parties such as faculties, study programmes, language centres of UNPAD, or other appropriate units.

In addition to helpdesk services, which require active engagement from prospective students, all study programmes also host regular online “open house” events, such as “Let’s Get to Know” UNPAD and the Padjadjaran Education Festival, to share information. These initiatives have proven effective, as FISIP undergraduate programmes continue to attract a high number of applicants each year.

2.3 Selection procedure

– Undergraduate level - **for the Bachelor Study Programmes**

UNPAD offers several pathways for the admission procedures (as mentioned above): national entrance tests

- Achievement-Based National Selection (SNBP);
- Test-Based National Selection (SNBT);
- UNPAD entrance test (SMUP), and the achievement track.

For SNBP: applicants submit academic and/or non-academic achievements and/or a portfolio via the official website, and may select two undergraduate programmes they wish to enrol in. The final list is then submitted to the national authorities for publication on the official website.

For SNBT: applicants also submit their personal information via the official website and may choose two preferred undergraduate programmes. The national authorities conduct a computer-based test assessing scholastic and academic potential.

For SMUP: the UNPAD Entrance Test applicants submit their data via the SMUP portal and select two undergraduate programmes offered by UNPAD. They may either use their SNBT scores or take UNPAD's own scholastic aptitude test. The results are then reviewed by the relevant faculty dean, who compiles a final list for submission to the UNPAD selection committee. Successful applicants are notified individually via the SMUP website.

Postgraduate Study Programmes

UNPAD has a single entry route for postgraduate study: the Padjadjaran University Entrance Test (SMUP). Applicants upload their personal details and the required documents to the designated platform and select their desired programme. Each programme conducts an interview with eligible applicants, assessed by at least two interviewers. The results are then reviewed by the faculty dean, who compiles the final list and submits it to the university. Successful applicants are informed individually through the SMUP website.

2.4 Professional experience (Asterisk for master programmes)

Around 30 percent of applicants to the postgraduate programmes in FISIP have their prior professional experience. Undergraduate and postgraduate programmes (including master's and doctoral programmes) do not require professional experience for admission, in accordance with the specified qualification profile and study programme's objectives. Additionally, the postgraduate programmes in FISIP are primarily research-focused; therefore, candidates participate in an interview and submit a research proposal as part of the administrative procedure.

2.5 Ensuring foreign language proficiency (Asterisk)

English proficiency is taken into account, as the literature used in all courses (textbooks, scholarly articles, and videos) is predominantly in English. Academic staff also frequently use English during instruction, including in PowerPoint presentations. English skills of students are developed through mandatory sessions with international guest lecturers in each study programme.

Students may also enhance their foreign language proficiency by participating in the English-Speaking Union and extracurricular programmes such as AIESEC (Leadership development, International exchange programmes, where Indonesian students can go abroad and foreign students can volunteer or intern in Indonesia).

AIESEC activities (conducted in English) help students develop foreign language proficiency in practical contexts.

Undergraduate Programmes

- Bachelor of Public Administration - BPA
- Bachelor of Business Administration - BBA
- Bachelor of International Relations - BIR

Some courses are delivered in English for two main reasons: (1) certain courses include international academic staff as part of the teaching team, and (2) there are collaborative courses from various study programmes conducted in partnership with overseas campuses. However, for the international undergraduate programme: an English proficiency test is very likely to be included as part of the admission requirements.

Postgraduate Programmes

The postgraduate programmes of

- Master of Public Administration - MPA
- Master of Business Administration – MBA

at FISIP require prospective students to have English language proficiency, with a minimum test score of 500 or an equivalent, in accordance with the specified qualifications.

Certified proof of proficiency in this foreign language must be submitted upon admission. Some courses include English-language components, particularly those taught by international lecturers or instructors, or conducted in collaboration with foreign universities or partners.

2.6 Transparency and documentation of admission and decision (Asterisk)

Bachelor (undergraduate) study programmes

The admissions procedures for the study programmes of

- Bachelor of Public Administration - BPA
- Bachelor of Business Administration - BBA
- Bachelor of International Relations - BIR

are explained, documented, and can be accessed via the website source (SNBT and SNBP national exams) and source (UNPAD entrance exam). The registration process and results can be accessed through the respective online portals

Postgraduate study programmes

Admissions procedures for both postgraduate programmes

- Master of Public Administration - MPA
- Master of Business Administration - MBA

are explained, documented, and accessible to interested parties via source. The registration process and results can be accessed through the online portal in a transparent and accountable manner.

Prospective students can enter their names in the box provided and then press enter. The results are displayed, and applicants have to download them for the registration process.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The experts discussed the university wide practice of substituting an international publication in a Q1 journal for the TKA (Tes Kemampuan Akademik or Academic Ability Test) and ELT (English Language Test). The publication should not replace the standardised testing (TKA and ELT), which ensures consistent academic and language readiness across applicants.

Hence, the panel **suggested** reconsidering the policy of allowing an international publication in a Q1 journal to substitute for the TKA and/or ELT tests.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by

telephone and via e-mail. The selection procedure is transparent and ensures that qualified students are admitted.

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives.

Therefore, the panel recommends the following **condition for the MBA programme**:

The University must require a minimum of two years of professional experience, obtained after the first higher education qualification, as a prerequisite for admission to the MBA programme.

Certified proof of this experience must be shown at the time of the admission.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses are to be ensured that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

Therefore, the panel recommends the following **condition for BPA and BBA programmes**:

The University must ensure that a preliminary English course is provided at the time of admission.

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	X Condition (MBA)	
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X	X Condition (BBA, BPA)	
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

Logic and conceptual coherence (Asterisk)

Indonesian higher education institutions, including universities, are required to refer to the Indonesian Qualification Framework (IQF) and the National Higher Education Standards (NHES), while developing their curriculum. The rationale for curriculum development is to respond to the challenges faced by universities in a rapidly changing environment, where diverse new literacy skills are needed. Indonesian universities are expected to produce graduates who meet standards as defined under the IQF, and who are able to address global challenges and growing competition.

Presidential Decree Number 08/2012 (or PD 08/2012) on the IQF legally frames the quality of Indonesian human resources within the level of their skills qualification, as stated in their learning outcomes. According to this national framework, academic or vocational programmes at undergraduate level - Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA), Bachelor of International Relations (BIR) must meet the minimum criteria for learning outcomes - based on level 6 IQF, whereas for the academic or applied master's programmes (Master of Public Administration (MPA), Master of Business Administration (MBA) - level 8 IQF.

Indonesian university graduates *at level 6 IQF* must earn the qualifications to master in-depth general and specific theoretical frameworks, apply science and technology, take strategic decisions based on data, and be responsible for their own performance.

These graduates are prepared to take jobs leading to careers in both analytical (financial, problem-solving, etc.) and technical (IT, and engineering, etc.) sectors. These descriptions of learning outcomes highlight advanced knowledge and skills, as well as the responsibility and autonomy levels in students' work, technical or professional activities (Description of EQF).

Meanwhile, graduates *at level 8 IQF* must earn the qualifications to develop knowledge and technology, solve problems, and organise research. Their job profiles can be categorised as fitting into professional careers. These learning outcomes are equivalent to level 7 EQF, which requires highly specialised knowledge and problem-solving skills as the basis for original thinking and/or research, and also the ability to manage complex, unpredictable works strategically. All programmes' curriculums, from bachelor and master's to doctoral level in FISIP, are designed based on these qualification frameworks as well as other bases including philosophical, social, psychological, historical and legal aspects (see the PD 03/2020).

The study programmes in FISIP are also designed to develop subject-specific knowledge and skills in accordance with the national-level and international associations' curriculum guidelines. Courses are structured across basic, intermediate, advanced, and applied science levels. The programme's educational objectives and learning outcomes are reviewed every 4-5 years by a variety of invited stakeholders, including alumni, students, academic staff.

Bachelor programmes:

At the University level, during the first semester the mandatory courses are:

- Religion Studies, Indonesian Language, Creativity and Entrepreneurship Field Exercise, Civic Education, and Pancasila Studies.

In addition to that, the first-semester students of Bachelor of International Relations have Introduction to Social Sciences, Introduction to Political Sciences, and Introduction to International Relations.

At the Faculty of Social and Political Sciences: the mandatory faculty courses for all of the first-semester students of the Faculty of Social and Political Sciences:

- Introduction to Social Sciences and Introduction to Political Sciences

At the programme level,

- Introduction to International Relations is a mandatory course for the first-semester students of Bachelor of International Relations only

Table: 1st semester's subjects

No	Code	Name	Credits
1	UNX01-001	Religion Education (Studies)	2
2	UNX01-004	Indonesian Language	2
3	UNX01-006	Creativity and Entrepreneurship Field Exercise (OKK)	3
4	UNX01-007	Pancasila Education (Studies)/Fundamental of Political Sciences	2
5	UNX01-008	Civic Education	2
6	G10B101	Introduction to Social Sciences	3
7	G10B102	Introduction to Political Sciences	3
8	G10B103	Introduction to International Relations	3
		Total Credits for Semester 1	20

For the second-semester students of Bachelor of International Relations (BIR), they will have seven courses. One is a faculty level course; the rest is a study programme's course level. In conclusion, all of the bachelor programmes at UNPAD have the same five courses during the first semester. Below is a curriculum overview for Bachelor programmes (8 semesters).

Table 3.1 Curriculum overview

Bachelor of Public Administration - BPA

The study programme curriculum is oriented towards outcome-based education (OBE) and IQF level 6 and Indonesian Association for Public Administration (IAPA). The curriculum focuses on programme learning outcomes (PLOs) which consist of attitudes, knowledge, general skills, and special skills. This curriculum is designed in seven semesters with four main areas of study, namely:

- public organisations, public management, public policy and development administration.

The 1st and 2nd semester:

During the first and second semesters, students take three types of courses:

(a) the compulsory courses:

- religion, Indonesian language, civic education, Pancasila, creativity and entrepreneurship,

(b) compulsory faculty courses:

- introductions to social sciences, introductions to political science) and

(c) several compulsory administration courses:

- organisational theory, introduction to public administration, public policy theory, Indonesian legal system, human resource management, social change and development, and public finance.

The 3rd and the 4th semesters:

In the third and fourth semesters, students study intermediate administration courses:

- state administrative law, public policy, organisational design, organisational behaviour, human resources planning, public budgeting, asset management, big data and data analysis, digital governance, leadership and decision-making, development management, development planning, administrative ethics, and research methodology.

The 5th and the 6th semesters:

In the fifth and sixth semesters, they can choose several elective courses that are provided by the study programme.

These elective courses should be in line with students' graduate profile of choice and should be discussed with their academic supervisor. There are courses on qualitative and quantitative research methods which provide a medium for students to apply their research skills and support the project-based learning method, which is the main method of learning in the fifth and sixth semesters. One form of project-based learning that has been carried out is the social design programme, which is implemented in collaboration with Waseda University.

Apart from that, there are cross-cluster courses or so-called joint courses:

- Urban Mobility; Understanding Social Welfare and Social Policy, Public Finance Administration) with Sungkyunkwan University, and real work courses.

Emancipated Learning – Independent Campus (Merdeka Belajar – Kampus Merdeka/MBKM) consists of eight main programmes aimed at improving graduate competencies to suit the needs of the job market.

The implementation can be undertaken by students from the fourth semester specifically for the student exchange programme, and from the fifth semester for seven other programmes, namely:

- certified internship, teaching campus, research internship, village building, entrepreneurship, humanitarian projects, each worth 20 credits per semester

The 7th semester:

In the seventh semester, students also have to write their bachelor thesis (skripsi) project and they can officially be awarded the Bachelor of Public Administration (Sarjana Administrasi Publik/S.A.P.) degree.

Curriculum Overview							
Bachelor of Public Administration Programme, 7 Semesters							
Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester						
	1	2	3	4	5	6	7
1st Semester							
Introduction of Social Sciences	3						
Introduction of Political Sciences	3						
Introduction to Public Administration	3						

Curriculum Overview							
Bachelor of Public Administration Programme, 7 Semesters							
Pancasila Education	2						
Religion Education	2						
Citizenship/Civic Education	2						
Indonesian Language	2						
Creativity and Entrepreneurship Field Exercise (OKK)	3						
2nd Semester							
Philosophy of Science and Foundations of Logic		3					
Human Resource Management		3					
Indonesian Law System		3					
Introduction to Administrative Science		3					
Organization Theory		3					
Social Change and Development		3					
Public Finance		3					
Public Policy Theory		3					
3rd Semester							
Public Administration Ethics			3				
Administrative Law			3				
Big Data and Data Analysis			3				
Design and Structure of Public Organizations			3				
Development Management			3				

Curriculum Overview							
Bachelor of Public Administration Programme, 7 Semesters							
Human Resources Planning			3				
Public Policy Formulation and Analysis			3				
Public Budgeting			3				
4th Semester							
Digital Governance				3			
Administrative Research Methods				3			
Leadership and Decision Making				3			
Implementation and Evaluation of Public Policy				3			
Organizational Behavior				3			
Development Planning				3			
Asset Management				3			
5th Semester							
Public Policy Cluster Course							
Policy Advocacy					5		
Policy Diffusions					5		
Policy Innovation					5		
Policy Network					5		
Public Organization Cluster Course							
Knowing and Learning Organization					5		
Organizational Communication					5		

Curriculum Overview							
Bachelor of Public Administration Programme, 7 Semesters							
Collaborative Governance					5		
Organizational Performance Management					5		
Development Administration Cluster Course							
Local and Rural Autonomy					5		
Local Economic Development					5		
Sustainable Development					5		
Gender and Inclusive Development					5		
Public Management Cluster Course							
Office Management					5		
Talent Management					5		
Taxation					5		
Cross-Cluster Course (KF Global E-School)							
Urban Mobilities					5		
Understanding Social Welfare and Social Policy					5		
Qualitative Research Methods					3		
Quantitative Research Methods					3		
6th Semester							
Field Work (KKN)						3	
<i>*The following is a cluster of elective courses</i>							
Public Policy Cluster Course							
Policy Evaluation*						5	

Curriculum Overview							
Bachelor of Public Administration Programme, 7 Semesters							
Policy Reform*						5	
Policy Instruments*						5	
Capita Selecta Policy*						5	
Public Organization Cluster Course							
Organizational Development*						5	
Organizational Culture*						5	
Bureaucratic Theory*						5	
Administrative Reform*						5	
Development Administration Cluster Course							
International Administration and Global Governance*						5	
Participatory Development and Democratic Governance*						5	
Development Collaboration*						5	
Political Economy and Development*						5	
Public Management Cluster Course							
Human Resource Development*						5	
Public Service Innovation*						5	
Compensation Management*						5	
Public Private Partnership*						5	
Cross-Cluster Course (KF Global E-School)							
Understanding Policy Dynamics and Governance*						5	

Curriculum Overview								
Bachelor of Public Administration Programme, 7 Semesters								
Unintended Consequences of Policy and Benchmarking*						5		
Cross-Cluster Courses								
Social Psychology*						5		
Disaster Management*						5		
Regional Growth Management*						5		
7th Semester								
Research Proposal Seminar							2	
Thesis							6	
Total Credit Points per Semester		20	24	24	21	23	24	8
Total	144							
* Elective Course								

Master of Public Administration - MPA

The Programme Learning Outcomes (PLO) are achieved over three semesters, totalling 68 CP / 123.3 ECTS, through a combination of coursework, research, conferences, publications, and a master's thesis.

- Semester 1: Four compulsory courses (e.g. Research Methods, Public Management) and two electives from a selection including Political Economy and Urban Planning.
- Semester 2: Four compulsory courses (e.g. Decentralisation, Scientific Writing) and one elective aligned with students' professional profiles.
- Semester 3: Focus on unstructured academic activities such as conferences, literature studies, research, and joint publications, culminating in a master's thesis.

Students enrolled in the Master of Public Administration study programme come from Timor-Leste, Vietnam, Laos, and Afghanistan. Graduates are awarded the Master of Public Administration (Magister Administrasi Publik/M.A.P.) degree.

Curriculum Overview		
Master of Public Administration Programme, 3 Semesters		
No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester
1st Semester		
1	Quantitative and Qualitative Research Method	3
2	Theories of Social Change, Development, and Globalization	3
3	Policy Advocacy	3
4	Political Economy of Public Administration	3
5	Public Management and Governance	3
6	Financial Management and Budgeting in Public Organization	3
2nd Semester		
7	Scientific Writing	3
8	System Thinking, System Dynamic, and Scenario Planning	3
9	Decentralization and Administrative Reform	3
10	Organizational Analysis in the Public Sector	3
11	Human Resource Development	3
12	Public Sector Performance Management and Measurement	3
13	Article Publication	4
14	National Conference	3
15	International Conference	5
3rd or 4th Semester		
15	Other activities students (to increase the number of study hours) according to the Dean's Regulation No. 0241/UN6.G/KP/2021 Link: https://drive.google.com/file/d/12vs5Eg6Zx81c8Jy6S-8VMQvImfUKkCYt/view?usp=drive_link	10

Curriculum Overview		
Master of Public Administration Programme, 3 Semesters		
16	Seminar of Research Proposal	2
17	Thesis	8
Total		68
* Elective Course		

Bachelor of Business Administration - BBA

The Bachelor of Business Administration programme at Universitas Padjadjaran follows an Outcome-Based Education (OBE) model aligned with IQF Level 6 and national professional standards. Designed to be completed in eight semesters, the curriculum systematically develops core business competencies.

- Semesters 1–2: Students complete general university, faculty, and introductory business courses (e.g.: Religion, Pancasila, Entrepreneurship, and Business Fundamentals).
- Semesters 3–5: Focus on intermediate-level business courses such as Financial Management, Supply Chain Management, and Leadership. Community service is also required.
- Semester 6: Students select elective courses, including options from the MBKM (Independent Campus) programme to gain practical and interdisciplinary experience.
- Semesters 7–8: Students complete and defend their undergraduate thesis.

Graduates earn the Bachelor of Business Administration (S.A.B.) degree, equipped with knowledge and skills relevant to the job market and entrepreneurial sector.

Curriculum Overview									
Bachelor of Business Administration Programme, 8 Semesters									
No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7.	8.
1st Semester									
UNG10101	Fundamentals of Political Science	3							

UNG10102	Fundamentals of Social Science	3							
G10F103	Introduction of Business Administration	3							
UNX01-002	Pancasila Studies	2							
G20M1008	Religious Education	2							
UNX01-003	Citizenship Education	2							
UNX01-004	Bahasa Indonesia	2							
UNX01-006	Creative Development and Entrepreneurship	3							
2nd Semester									
G10F.203	Organization and business management		3						
G10F.201	Money and Banking		3						
G10F.202	Entrepreneurship		3						
G10F.207	Business Statistics		3						
G10F.2062	Business Economics		3						
G10F.204	Business Law		2						
G10F.205	Accounting Fundamental		2						
3rd Semester									

G10F405	Business Human Resource Management			3				
G10F402	Business Financial Management			3				
G10F403	Business Operations (Production) Management			3				
G10F404	Business Marketing Management			3				
G10F401	Business Start-Up			3				
G10F322	Advanced Accounting			2				
G10F321	Administration of Tax			2				
4th Semester								
G10F.415	Qualitative Research Methods			3				
G13F502	Leadership in Business			3				
G10F309	Business Communication			2				
G10F.417	Business Development			2				
G10F.416	Quantitative Research Methods			3				
G10F404	Cost Accounting			2				
G10F402	Business Operations Research			2				
G10F701	Strategic Management			3				
5th Semester								

G10F505	Financial Statement Analysis					3			
G10F511	Supply Chain Management					3			
G10F508	Organizational Behavior					3			
G10F.520	Digital Business					3			
G10F508	Marketing Research and Ethnography					3			
G10F.519	Political Marketing					2			
G10F509	Consumer Behavior					3			
UNX400	Community Services					3			
6th Semester									
G10F.615	International Business					3			
G10F504	HR Strategy					3			
G13F.503	Financial Strategy					3			
G10F505	Operation Strategy					3			
G10F.621	Contemporary Business Issues					3			
UNX10800	Research Proposal Seminar (SUP)					2			
G10F502	Marketing Strategy					3			
G10F.616	Creative Business and Tourism*					3			
G10F706	Sharia Business*					3			
G10F.617	SME Management*					3			

7th Semester									
UNX01-012	Work Ethic and Professional Ethics							3	
G13F702	Business Ethics							3	
G10F.716	Change Management							3	
G10F.715	Creativity and Innovation							3	
G10F.704	Negotiation and Business Presentation							2	
G10F604	Business Information System							3	
G10F614	Quality Management*							3	
G10F.606	Brand Management*							3	
G10F.719	Investment and Portfolio Analysis*							3	
G10F.507	Industrial Relations*							2	
8th Semester									
UNX10.801	Bachelor's Thesis								5
Total Credit Points per Semester		20	19	19	20	23	23	20	5
Total		149							
*Elective Course									

Master of Business Administration - MBA

The MBA programme at UNPAD is structured according to Programme Learning Outcomes, IQF Level 8, and EQUAL MBA guidelines. The curriculum includes compulsory and elective courses designed to develop strategic, analytical, and entrepreneurial competencies across

various business domains such as Digital Business, SMEs, Tourism, Fintech, and HRM (Human resource Management).

- Semester 1: Foundational courses including Research Methods, Organisation Theory, System and Design Thinking, Political Economy, and Business Governance.
- Semester 2: Advanced and elective courses tailored to students' professional goals and industry needs.
- Semester 3: Focus on research activities, thesis proposal, seminar, and writing.

Graduates earn the Master of Business Administration (Magister Administrasi Bisnis/M.A.B.) degree, with skills aligned to multidisciplinary practice and workplace relevance.

Curriculum Overview								
Master of Business Administration Programme, 2 Semesters								
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester						
		1.	2.	3.	4.	5.	6.	7.
1st Semester								
M1	Module 1	3						
M 1.1	Social Research Method	3						
M2	Module 2	15						
M 2.1	Organisation Theory and Business Administration	3						
M 2.2	System and Design Thinking	3						
M 2.3	Political Economics and Business Institutions	3						
M 2.4	Business Governance	3						
M 2.5	Thematic Business Administration	3						
2nd Semester								
M3	Module 3		3					
M 3.1	Scientific Writing		3					
M8	Module 4		12					
M 4.1	Corporate Entrepreneurship		3					
M 4.2	Business Policy and Strategy		3					
M 4.3	Organisation Development and Change Management		3					

Curriculum Overview								
Master of Business Administration Programme, 2 Semesters								
M 4.4	Leadership in Business Administration		3					
M8	Module 5		3					
M.5.1	a. Marketing*		3					
	b. Operation/ Production*							
	c. Human Resources*							
	d. Finance*							
	e. Entrepreneurship*							
	f. SME and Digital Business*							
RPS	Research Proposal Seminar							2
MA	Master's Thesis							6
	Other Activities (Choose Three/semester) *: research publications with minimum national accreditation publisher, international publisher, national conference, workshop feasibility study, workshop design thinking, data analysis, capstone project	11	12					
Total		29	38	0	0	0	0	8
*Elective Course								

Bachelor of International Relations - BIR

The International Relations (IR) Study Programme at UNPAD follows the MBKM (Emancipated Learning - Independent Campus) curriculum based on Outcome-Based Education (OBE) and IQF Level 6. The curriculum is regularly evaluated with input from internal and external stakeholders to ensure alignment with academic developments, employer needs, and national priorities such as the SDGs.

To enhance graduate employability, the 2020 curriculum introduced new courses, including Diplomacy and Cyber Security, Food Security and Sovereignty, Environmentalism, System Dynamics in International Relations, and Big Data Analysis in International Relations.

The curriculum includes compulsory university, faculty, and programme courses (totaling 144 credits), along with electives in three categories: field studies, methods, and languages. Study electives cover six International Relations (IR) subfields: Global Governance, Foreign Policy and Diplomacy, Global Politics, Global Security, Global Political Economy, and Globalisation

Studies. MBKM activities (e.g. internships, research, community service) are recognised for up to 20 credits per semester.

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
No	Courses Title	Credit Points per Semester							
		1	2	3	4	5	6	7	8
1st Semester									
1	Religion Studies	2							
2	Indonesian Language	2							
3	Creativity and Entrepreneurship Field Exercise	3							
4	Pancasila Studies	2							
5	Civic Education	2							
6	Introduction to Social Sciences	3							
7	Introduction to Political Sciences	3							
8	Introduction to International Relations	3							
2nd Semester									
1	Social Statistics		3						
2	International Law		3						
3	International Organizations and Global Governance		3						
4	Global Politics		3						

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
5	International Relations of Regions and Regionalism		3						
6	Indonesia's Foreign Policy		3						
7	Global Security		3						
3rd Semester									
1	Quantitative Social Research Method			3					
2	Global Political Economy			3					
3	Diplomacy			3					
4	International Relations in Europe			3					
5	Elective Course 3.A*			3					
6	Elective Course 3.B*			3					
	<i>*) List of Courses for Elective Course 3.A and 3.B (Choose 2)</i>								
a	International Cooperation								
b	War and Peace								
c	Transnationalism								
d	Foreign Policy Analysis								
e	Gastro-Diplomacy								
f	National Security								
g	International Development								

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
h	Democracy and Human Rights								
4th Semester									
1	Field Work				3				
2	Qualitative Social Research Method				3				
3	International Relations in Asia Pacific				3				
4	International Relations in America				3				
5	Elective Course 4.A*				4				
	<i>*) List of Courses for Elective Course 4.A (Choose 1)</i>								
a	Framing and Content Analysis								
b	Modeling and Simulation in International Relations								
6	Elective Course 4.B**				3				
	<i>***) List of Courses for Elective Course 4.B (Choose 1)</i>								
a	International Non-Governmental Organization								
b	Islam and International Relations								
c	Cyber Diplomacy								
d	Public Diplomacy								
e	Non-Traditional Security								

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
f	Food Security and Sovereignty								
g	Management and International Business								
h	Environmental Studies in International Relations								
5th Semester									
1	Philosophy and Methodology of International Relations					3			
2	Theory of International Relations					3			
3	Globalization Studies					3			
4	International Relations in the Middle East and Africa					3			
5	Elective Course 5.A*					4			
	<i>*) List of Courses for Elective Course 5.A (Choose 1)</i>								
a	Mixed Method in Social Research								
b	Discourse Analysis								
6	Elective Course 5.B**					3			
	<i>**) List of Courses for Elective Course 5.B (Choose 1)</i>								
a	Multinational Corporations								
b	International Migration								
c	Decision Making in Foreign Policy								

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
d	Terrorism and Counter Terrorism								
e	Human Security								
f	International Marketing								
g	Global Trade								
h	Global Media and Communication								
6th Semester									
1	Big Data Analysis in International Relations						4		
2	Qualitative Data Analysis in International Relations						4		
3	Elective Course 6.A*						3		
4	Elective Course 6.B*						3		
5	Elective Course 6.C*						3		
	<i>*) List of Courses for Elective Course 6.A, 6.B, and 6.C (Choose 3)</i>								
a	ASEAN Studies								
b	International Business Law								
c	Border Studies								
d	Economic Diplomacy								
e	Energy Security								

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
f	Digital Business and Finance Technology								
g	Global International Relations								
h	Sexuality and Gender in International Relations								
6	Elective Course 6.D**						3		
	**) List of Courses for Elective Course 6.D (Choose 1)								
a	Arabic Language I								
b	Mandarin Language I								
c	French Language I								
d	Russian Language I								
e	Spanish Language I								
f	Japanese Language I								
g	Korean Language I								
7th Semester									
1	Quantitative Data Analysis in International Relations							4	
2	System Dynamics in International Relations							4	
3	Elective Course 7.A*							3	
4	Elective Course 7.B*							3	

Curriculum Overview									
Bachelor of International Relations Programme, 8 Semesters									
5	Elective Course 7.C*							3	
	<i>*) List of Courses for Elective Course 7.A, 7.B, and 7.C (Choose 3)</i>								
a	International Environmental Law								
b	Conflict Resolution								
c	Paradiplomacy								
d	Defense Diplomacy								
e	Cyber Warfare and Cyber Security								
f	International Logistics								
g	Politics and Culture in Africa								
h	Culture and Identity in International Relations								
6	Elective Course 7.D**							3	
	<i>**) List of Courses for Elective Course 7.D (Choose 1 and need to be align with the previous Elective Course 6.D)</i>								
a	Arabic Language II								
b	Mandarin Language II								
c	French Language II								
d	Russian Language II								
e	Spanish Language II								

Curriculum Overview												
Bachelor of International Relations Programme, 8 Semesters												
f	Japanese Language II											
g	Korean Language II											
8th Semester												
1	Research Proposal Seminar											3
2	Undergraduate Thesis Examination											4
TOTAL CREDIT POINTS PER SEMESTER		20	21	18	19	19	20	20	7			
TOTAL		144										
*Elective Course												

Rationale for degree and programme name (Asterisk)

All titles and names of the listed five study programme are based on the curriculum content and educational objectives of the study programme (which are derived from the IQF and IAPA).

Bachelor of Public Administration - BPA

Based on Rector's Decree Number 411 of 2016 concerning Guidelines for Graduate Diplomas and Academic Transcripts of Universitas Padjadjaran, the title given is "Bachelor of Public Administration" and the title is S.A.P.

The degrees and study programmes' names are based on the contents of the curriculum and the programme objectives (which are derived from IQF and IAPA).

Master of Public Administration - MPA

Based on Rector's Decree Number 50 of 2016 Guidelines for Graduate Master and Doctor Education of Universitas Padjadjaran, the title awarded is "Master of Public Administration" (M.A.P.).

Bachelor of Business Administration - BBA

This naming is Based on Rector's Decree Number 411 of 2016 Guidelines for Graduate Diplomas and Academic Transcripts of UNPAD. The degree awarded for the business administration study program is "Bachelor of Business Administration" or S.AB.

Master of Business Administration - MBA

Based on Rector's Decree Number 50 of 2016 Guidelines for Graduate Master and Doctor Education of UNPAD, this study programme is given the name: "Master in Business Administration", while the degree awarded is "Master of Business Administration" or M.A.B.

Bachelor of International Relations - BIR

The name of the study programme, namely international relations, refers to Rector's Decree Number 411 of 2016 Guidelines for Graduate Diplomas and Academic Transcripts of Universitas Padjadjaran.

The title given to graduates of the international relations study programme is S.H.Int.

Integration of theory and practice (Asterisk)

Theory and practice are systematically interrelated to support the development of students' qualification profiles through applied learning, case studies, research, and community engagement. This statement is valid across all study programmes.

Bachelor of Public Administration - BPA

The Bachelor of Public Administration programme at UNPAD demonstrates a progressive integration of theory and practice throughout its curriculum.

In the first and second semesters, students are introduced to theoretical foundations through general education and core public administration courses. This stage builds essential knowledge and attitudes to prepare students for applied learning.

From the third semester onwards, the curriculum increasingly incorporates practical elements. Case studies become central to teaching, allowing students to critically analyse real public issues, map out problems, identify root causes, and develop evidence-based recommendations.

By the fifth and sixth semesters, theory and practice are fully integrated through project-based learning. Students apply theoretical frameworks to research public problems, evaluate solutions, and produce policy recommendations aimed at improving governance.

A highlight of this integration is the Social Design Programme, where students work alongside lecturers and external partners, such as: Waseda University and local government institution - to research and solve real issues (e.g. Majalengka and Garut Regencies).

This hands-on experience draws directly on classroom knowledge in subjects such as research methods, collaborative governance, and policy evaluation.

Assessment methods reflect this integration: early stages rely on tests to assess foundational knowledge, while later stages prioritise practical outputs such as policy briefs, research papers, and observational videos.

Master of Public Administration - MPA

The Master of Public Administration programme at UNPAD embeds theory-practice integration as a core design principle across all courses.

In the first semester, students receive advanced instruction in research methods and public administration theory. Simultaneously, they engage in projects that challenge them to apply this knowledge to real-world contexts. For example, in Political Economy of Public Administration, students use theoretical models to examine case studies on public goods and privatisation.

This applied learning continues in the second semester, where scientific writing and core public administration competencies are deepened through practice-oriented assignments. Students are required to produce academic articles, present findings, and participate in national and international conferences.

Crucially, success in modules such as Research Methods and Scientific Writing is directly linked to students' ability to publish in accredited academic journals, reinforcing the importance of applying theory to practical, measurable outputs. The programme is further enriched by lecturers who are also practitioners, ensuring that academic concepts are grounded in field experience.

Bachelor of Business Administration - BBA

The integration of theory and practice is systematically embedded in the Bachelor of Business Administration curriculum.

Initial semesters focus on theoretical foundations, while from the second semester onward, learning becomes increasingly application-oriented. Each course pairs academic instruction with real-world tasks - such as in *Business Communication*, where students must apply communication theories in live business presentations.

Key modules: *Entrepreneurship, Business Start-up, and Business Development* - require students to create and manage sustainable business models. These practical tasks are guided by theoretical knowledge in core business functions, including *marketing, operations, finance, and human resources*. A capstone activity is the on-campus bazaar, where students run live business operations, demonstrating the practical application of their studies.

Theory and practice are sequentially and logically linked: for example, *Entrepreneurship theory* in second semester underpins the *business development projects* in later semesters. Similarly, *Communication theory* in fourth semester forms the foundation for Business negotiation practices in seventh semester. This structure ensures that theory not only informs practice but is also reinforced through it.

Master of Business Administration (MBA)

The Master of Business Administration programme at UNPAD strongly integrates theoretical learning with practical application.

While the programme begins with a solid grounding in business theory and research methodologies, it consistently incorporates case studies, simulations, and real-world assignments to contextualise and apply this knowledge.

Courses such as Business Governance are taught by experienced consultants and researchers, allowing students to engage with industry-informed scenarios. Students are expected to apply theories of corporate strategy, governance, and operations in problem-based assignments that mirror real business challenges.

Further reinforcing this integration is the Feasibility Study Workshop, where students develop project proposals grounded in business theory. This is supported by an additional competency certificate, adding practical value to students' professional profiles.

The combination of theoretical depth and practical relevance equips graduates with both analytical rigour and applied competence.

Bachelor of International Relations - BIR

The Bachelor of International Relations programme at UNPAD embeds the integration of theory and practice primarily through research and community engagement.

Lecturers design their research roadmaps to align with their teaching, and students select final project topics that connect directly to these roadmaps. This ensures that theoretical concepts from class are actively applied in student-led research.

Students are engaged in *collaborative research and community service* projects that yield tangible outputs, such as academic publications, policy texts, and conference presentations - often as co-authors. These experiences allow students to translate classroom learning into meaningful, real-world impact.

By applying theories of international relations, diplomacy, and global governance in practical research settings, students enhance both their academic competence and professional readiness.

The programme thus ensures that students graduate not only with theoretical knowledge but with concrete experience in applying it.

Interdisciplinary thinking

UNPAD study programmes promote interdisciplinary thinking to prepare students for complex, real-world challenges requiring cross-sectoral knowledge.

Bachelor of Public Administration - BPA

The curriculum integrates law, politics, and social sciences. Students take shared university courses (TPB or Tahap Persiapan Bersama) - Joint Preparatory Stage) and interdisciplinary subjects like Legal Studies and Social Statistics. Joint courses with Sungkyunkwan University and participation in Community Service (KKN or Kuliah Kerja Nyata - Community Service Programme.) and MBKM (stands for Merdeka Belajar - Kampus Merdeka, which translates to "Freedom to Learn - Independent Campus". Student exchange further enhance interdisciplinary exposure.

Master of Public Administration - MPA

Courses such as Social Change and Globalisation and Decentralisation and Administrative Reform combine theories from sociology, economics, law, and urban planning, fostering critical, cross-disciplinary analysis.

Bachelor of Business Administration - BBA

Students follow interdisciplinary courses in law, politics, and statistics alongside business core subjects. MBKM and KKN enable learning across fields, while electives like Digital Business, Political Marketing, and Tourism Management broaden their perspective.

Master of Business Administration - MBA

With students from varied academic backgrounds, the programme offers interdisciplinary courses across seven specialisations, including psychology, IT, sociology, and economics. Cross-specialisation electives encourage broader understanding.

Bachelor of International Relations - BIR

From TPB and KKN to core courses in statistics, international law, and digital business, students engage with multiple disciplines. The MBKM programme allows them to earn credits through internships, research, or study in other fields, both at UNPAD and beyond.

Ethical aspects

All study programmes at UNPAD implement the UNPAD Code of Ethics, as outlined in the Board of Trustees Regulation No. 2 of 2020, and relevant Academic Senate regulations. Ethics education is embedded both as standalone courses and integrated throughout curricula, supporting academic integrity and professional standards.

Bachelor of Public Administration - BPA

Ethics is taught progressively. First-year courses in Religion and Pancasila introduce ethical and legal norms. Philosophy of Science in semester two develops ethical reasoning, while Public Administration Ethics in semester three focuses on ethical standards for public servants. Ethics is reinforced across all courses—covering academic honesty, respectful interaction, and anti-plagiarism.

Master of Public Administration - MPA

The programme upholds ethics through the values of Tri Dharma and UNPAD's RESPECT work culture, rooted in Sundanese values. Lecturer and student conduct is governed by separate Senate regulations. Ethical practices are integrated into course syllabi and academic activities, including thesis writing, Turnitin plagiarism checks ($\leq 15\%$ similarity), and the issuance of ethical clearance.

Bachelor of Business Administration - BBA

Ethics is taught both as a dedicated course (Business Ethics in semester seven) and integrated across subjects. Students explore ethical issues in roles such as business analyst or HR officer. Real-world application is reinforced through alumni interviews and case studies. Research assignments require ethical clearance and plagiarism checks via *Turnitin* and *Grammarly*.

Master of Business Administration - MBA

Ethics in research is regulated through UNPAD's ethics committee. Ethical training is embedded in core and elective courses through mini-research projects, where students apply ethics from proposal to reporting. All outputs undergo plagiarism screening. Ethics is integrated into learning outcomes and reinforced across business contexts and cross-disciplinary analysis.

Bachelor of International Relations - BIR

The programme follows the UNPAD Student and Lecturer Codes of Ethics (Senate Regulations No. 5 and 6 of 2017). Ethics covers academic responsibilities, including originality of work, Turnitin-based similarity checks, and responsible use of AI tools like ChatGPT. Ethical research and conduct are promoted throughout academic activities.

Methods and scientific practice (Asterisk)

All programmes integrate research and academic work into the curriculum to strengthen students' analytical, methodological, and communication skills, preparing them for final projects or theses.

Bachelor of Public Administration - BPA

Students are trained in logical, critical, and innovative thinking, with a strong foundation in scientific research. Key courses include Administrative Research Methods (semester 4), Quantitative and Qualitative Research Methods (semester 5), and Statistics.

Research development is supported by MBKM activities, such as internships and collaborative projects (e.g. the Social Design Programme). In semester 6, students present research proposals in a seminar under academic supervision as preparation for their final thesis.

Master of Public Administration - MPA

Graduates must master various research methods—qualitative, quantitative, mixed, and big data. Research preparation starts in semester 1 with Social Research Methods, followed by Scientific Writing, Systems Thinking, and Scenario Planning in semester 2.

In semester 3, students present their research proposals in a seminar and continue with their thesis under guidance. Feedback is continuous, from proposal development to final thesis defence.

Bachelor of Business Administration - BBA

Students build research and analytical skills through compulsory courses in Business Research Methods, Statistics, and Experimental Research. They may also pursue project- or article-based theses.

The MBKM programme offers research internships and community projects. In semester 7, students take a proposal seminar and, once approved, write a thesis in semester 8. Thesis types include research-based, project-based (e.g. developing a real business), or article-based, all of which are encouraged for publication.

Master of Business Administration – MBA

Students develop advanced methodological skills through courses in Research Methods, Statistics, and Academic Writing, supported by project-based learning. Mini research projects are used in both core and elective courses.

Research proposal preparation starts in semester 1. In semester 3, students present their proposals for approval before beginning their thesis. Research is supervised and assessed through seminars and final defence sessions. Methodology training is tailored to specialisations such as marketing, operations, HR, finance, and digital business.

Bachelor of International Relations - BIR

The programme uses blended learning, combining in-person and online methods via platforms like Live UNPAD LMS and MOOC. Post-pandemic, teaching is hybrid or fully offline.

Courses follow a structured syllabus with student-centred learning (SCL) methods such as case-based learning, simulations (e.g. UN/ASEAN meetings), and project-based learning.

Methodology training includes Qualitative and Quantitative Research Methods, Simulation and Modelling, and Scientific Writing Workshops (semester 5), equipping students for independent research.

The Panel of experts positively evaluated the methodological training and its application in the IR programme and encourage further enhancement of quantitative studies.

Examination and final thesis (Asterisk)

Assessments in all programmes at UNPAD are aligned with Outcome-Based Education (OBE) principles and aim to evaluate not only knowledge, but also students' ability to apply scientific methods, reflect critically, and meet international academic standards. Feedback is regularly provided, and final projects or theses are assessed rigorously through seminars and defences. Quality control is supported by programme-level monitoring and student feedback via SIAT UNPAD - integrated academic information system.

Bachelor of Public Administration - BPA

Assessments are conducted using written and oral exams, presentations, and project-based outputs such as policy briefs and articles. Final projects include research-based theses, projects, or published articles, evaluated through a proposal seminar and a final defence.

MBKM activities are assessed by both field and academic supervisors. Student evaluations via SIAT support continuous improvement.

Master of Public Administration - MPA

Each course incorporates HOTS and LOTS assessment strategies, including quizzes, papers, case studies, and publications. Thesis evaluation consists of a proposal seminar and a final defence, with ongoing feedback from supervisors and examiners. The thesis must meet the quality and structure outlined in UNPAD's FISIP writing guidelines.

Bachelor of Business Administration - BBA

Assessment methods include written tests (multiple choice, essays), oral exams, presentations, simulations, and projects. Feedback is provided directly during class activities. MBKM activities are evaluated by dual supervision and result in reports and journal publications. Final projects may be thesis-based, project-based, or article-based. All are assessed through seminars and/or journal publication. Rubrics are aligned with learning outcomes, and course evaluations are collected via SIAT.

Master of Business Administration - MBA

Postgraduate assessments include written exams, projects, and scientific articles. Focus is placed on analytical skills and strategic thinking aligned with the programme learning outcomes (PLO). Thesis assessment follows a two-stage process: proposal seminar and thesis defence. Quality is ensured by the programme's quality control group. Published scientific outputs are encouraged, and all theses are stored on the UNPAD library website.

Bachelor of International Relations - BIR

Assessments range from conventional exams and essays to output-based tasks such as policy briefs, video assignments, and journal articles. Final projects may be a thesis or a published article (minimum Sinta 3 or Scopus Q4). Additional graduation requirements include a minimum TOEFL score of 500 or IELTS 6.0 (standard) or TOEFL 550/IELTS 6.5 for Distinction. Student evaluations of teaching and course delivery are collected via SIAT and used to enhance teaching quality.

Appraisal:

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

The panel of experts **suggested** developing a clear learning pathway to illustrate the relationships between modules, including the pool of electives. In addition, experts **suggested** improving the presentation of an overview of all modules within each study programme, which would be helpful for students.

The contents of the MBA programme are in line with the EQUAL MBA Guidelines.

The degrees and programme names correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programmes qualify for interdisciplinary thinking. Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. The methodological competences and scientific practice of BIR programme are thoroughly trained. Students of BIR programme are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. The Panel of experts positively evaluates the methodological training and its application in the IR programme and encourage further enhancement of quantitative studies.

All exams, as they are defined for the courses, are suited in content to ascertain the intended learning outcomes. The exams are characterised by a wide variety of test formats. As a **condition**, the panel **recommends** that the University ensure an **overview of all examinations for each study programme is provided and clearly communicated to students in advance**.

To ensure a variety of exam formats and maintain a high standard, tutors' flexibility should be limited, and the information should be clearly communicated to students in advance

	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 (BIR)	X		
3.1.7* Examination and final thesis (Asterisk Criterion)				Condition (BPA, BBA, BIR, MPA, MBA)	

3.2 Structure

Student workloads across all study programmes are governed by national and institutional regulations, including the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 on National Higher Education Standards and UNPAD Rector's Regulation No. 8 of 2023 on the Implementation of Education at UNPAD.

According to Minister of Education and Culture Regulation No. 3/2020, undergraduate students must complete a minimum of 144 credits. The programme typically has four years (eight semesters), with each semester consisting of 16 weeks of study. In comparison to the ECTS system (based on 25 study hours per credit), one Indonesian credit is equivalent to 1.8 ECTS, resulting in a total workload of approximately 259.2 ECTS upon graduation. The curriculum is structured to ensure the achievement of the Programme Learning Outcomes (PLOs).

For postgraduate programmes in FISIP, Dean's Regulation No. 0241/UN6.G/KP/2021 allows the recognition of various learning and research activities as part of students' workload.

Recognised activities include, but are not limited to, participation in national and international conferences, workshops, capstone projects, and publication of articles in accredited national or international journals. This ensures compliance with the minimum standards for postgraduate education.

Modular structure of the study programme (Asterisk)

Bachelor of Public Administration – BPA

Table 3.2.A Overview of structure, Bachelor of Public Administration (BPA)

Projected study time	Eight semesters
Number of credits (national credits and ECTS credits)	144 CP/259.2 ECTS 1 CP (Indonesian credit) is equal to 1.8 ECTS
Workload per credit	1. Lectures, tutorials: a. Teaching: 50 minutes/week b. Structured assignments: 60 minutes/week c. Independent learning: 60 minutes/week 2. Seminars and others: a. Teaching: 100 minutes/week b. Independent learning: 70 minutes/week c. Practicum: 170 minutes/week - Compulsory courses 106 CP/190.8 ECTS - Elective course 38 CP/68.9 ECTS
Number of modules/courses	Compulsory courses 106 CP/190.8 ECTS Elective course 38 CP/68.9 ECTS
Time required for processing the final thesis/project and awarded credits	Final thesis 6 CP/10.8 ECTS (Proposal and defence)
Number of contact hours	6528 hours

Master of Public Administration – MPA

The Master's programme has a maximum study period of four academic years, with a minimum formal study load of 36 credits. Each academic year is divided into two semesters, each comprising at least 16 weeks, including mid-semester and final examinations. This MPA programme has the following structure:

Table 3.2.B Overview of structure, Master of Public Administration (MPA)

Projected study time	Three semesters
Number of credits (national credits and ECTS credits)	68 CP/ 122.4 ECTS
Workload per credit	1. Lectures, tutorials: a. Teaching: 50 minutes/week b. Structured assignments: 60 minutes/week c. Independent learning: 60 minutes/week 2. Seminars and others: a. Teaching: 100 minutes/week b. Independent learning and practicum: 70 minutes/week
Number of modules/courses	Compulsory courses 44 CP/79.2 ECTS Elective course 6 CP/10.8 ECTS

	Additional Learning Activities 18 CP/32.4 (as stipulated in the Dean's Regulation)
Time required for processing the final thesis/project and awarded credits	Final Thesis 8 CP/14.4 ECTS (Proposal and defence)
Number of contact hours	3083 hours

Bachelor of Business Administration - BBA

Courses usually carry three credits, combining theoretical and practical components. Credit distribution reflects the learning outcomes required for each course.

From semester five, students may participate in MBKM activities, such as internships, independent studies, or student exchanges, which are credited up to 20 credits. These experiences support interdisciplinary learning and real-world application.

To graduate, students must complete at least 146 credits, including MBKM conversions, which equate to approximately 262.8 ECTS.

Table 3.2.C Overview of structure, Bachelor of Business Administration (BBA)

Projected study time	Eight semesters
Number of credits (national credits and ECTS credits)	146 CP/262.8 ECTS
Workload per credit	1. Lectures, tutorials: a. Teaching: 50 minutes/week b. Structured assignments: 60 minutes/week c. Independent learning: 60 minutes/week 2. Seminars and others: a. Teaching: 100 minutes/week b. Independent learning: 70 minutes/week 3. Practicum: 170 minutes/week
Number of modules/courses	- Compulsory courses 140 CP/252 ECTS - Elective Courses 6 CP/10.8 ECTS
Time required for processing the final thesis/project and awarded credits	Final thesis 6 CP/ 10.8 ECTS (Proposal and defence)
Number of contact hours	6619 hours

Master of Business Administration – MBA

Each semester includes 16 weeks, with one credit equal to 170 minutes of learning per week or about 45.33 hours, equivalent to approximately 1.81 ECTS.

Courses usually carry three credits, combining lectures and practicum as needed to meet learning outcomes. The curriculum is structured around Programme Learning Outcomes (PLOs). The first two semesters focus on core knowledge and research methods, while the final two support specialisation in areas such as Marketing, Operations, HR, Finance, Entrepreneurship, MSMEs and Digital Business, and Tourism.

The total credit load is 67 credits (approx. 120.6 ECTS), including 44 mandatory credits and 23 credits for research outputs - such as publications, conferences, workshops, and capstone projects. The thesis comprises 2 credits for the proposal and 6 credits for the defence.

Table 3.2.D Overview of structure, Master of Business Administration (MBA)

Projected study time	Four semesters
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Number of credits (national credits and ECTS credits)	67 CP/120.6 ECTS
Workload per credit	1. Lectures, tutorials: a. Teaching: 50 minutes/week b. Structured assignments: 60 minutes/week c. Independent learning: 60 minutes/week 2. Seminars and others: a. Teaching: 100 minutes/week b. Independent learning: 70 minutes/week 3. Practicum: 170 minutes/week
Number of modules/courses	- Compulsory courses 41 CP/73.8 ECTS - Elective course 3 CP/5.4 ECTS - Additional Learning Activities 23/41.4 ECTS Credits (as stipulated in the Dean's Regulation)
Time required for processing the final thesis/project and awarded credits	Final 8 CP/14.4 ECTS (Proposal and defence)
Number of contact hours	3037 hours

Bachelor of International Relations -BIR

The International Relations (IR) study programme implements an Outcome-Based Education (OBE) curriculum, introduced in 2020. The curriculum is reviewed every four to five years to remain responsive to developments in science and technology, particularly within the context of Industry 4.0 and Society 5.0, as well as community needs, graduate user feedback, and government policies. Curriculum updates are conducted through workshops involving both internal and external stakeholders, as previously described.

Table 3.2.E Overview of structure, Bachelor of International Relations (BIR)

Projected study time	Eight semesters
Number of credits (national credits and ECTS credits)	144 CP/259.2 ECTS
Workload per credit	1. Lectures, tutorials: a. Teaching: 50 minutes/week b. Structured assignments: 60 minutes/week c. Independent learning: 60 minutes/week 2. Seminars and others: a. Teaching: 100 minutes/week b. Independent learning: 70 minutes/week c. Practicum: 170 minutes/week
Number of modules/courses	- Compulsory courses 100 CP/180 ECTS - Elective courses 44 CP/79.2 ECTS
Time required for processing the final thesis/project and awarded credits	Final Thesis 6 CP/ 10.8 ECTS (Proposal and defence)
Number of contact hours	6528 hours

The curriculum comprises 144 credits, to be completed within seven (7 - to 14) semesters. Each course has 16 meetings over 16 weeks, including mid-term and final examinations. To support timely graduation, research methodology courses are integrated from semester three

to seven, with students encouraged to present research proposals by semester six, following guidance from supervisors starting in semester five. Monitoring and evaluation of final assignment supervision is conducted twice per semester by the study programme leadership.

Study and exam regulations (Asterisk)

All study programmes follow national and UNPAD academic regulations, including Rector's Regulations No. 6/2016, No. 38/2021, and No. 46/2016, depending on the level of study. Students register their study plans via SIAT or PACIS and must confirm them with academic supervisors. Each semester includes 16 weeks, and course assessments are based on a combination of assignments, mid-terms, final exams, projects, and participation. Attendance of at least 80% is required to sit final exams.

Grades follow a unified scale:

- A (80–100%), B (68–79%), C (56–67%), D (45–55%), E (<45%), T (incomplete), K (insufficient attendance).

GPA classifications vary slightly by programme but generally follow:

- Satisfactory: 2.75–3.00 / 3.00–3.50
- Very Satisfactory: 3.01–3.75
- Cum Laude: 3.51–4.00

Bachelor of Public Administration - BPA

Course assessments include exams, presentations, and project-based tasks. Final assignments can take various forms: thesis, scientific articles, or academic works presented or published nationally/internationally.

Master of Public Administration - MPA

Grades are based on cumulative scores from exams and assignments. Students must write a thesis, with progress recorded in a logbook. A proposal seminar and final defence are required. Graduation also requires a published article in an accredited journal (min. SINTA 2) and no C grades for cum laude distinction.

Bachelor of Business Administration - BBA

Exams include quizzes, practicums, presentations, and written tests. Final projects may be research-, project-, or article-based. MBKM activities (e.g. internships, exchanges) can be credited. Graduates may also receive an SKPI certificate reflecting soft-skill achievements.

Master of Business Administration - MBA

Assessment combines coursework and thesis components. Several courses require students to write and publish scientific articles. Final thesis evaluation includes a proposal seminar and defence. For graduation, publication in a SINTA 3 or international journal is required, with proof of acceptance.

Bachelor of International Relations - BIR

Assessments follow standard criteria, requiring ≥80% attendance and a minimum grade of D. Course formats include essays, exams, group projects, and journal articles. Final assignments can be a thesis or a published article (min. SINTA 3 or Scopus Q4). Graduation requires a minimum TOEFL score of 500 (or 550 for cum laude).

Feasibility of study workload (Asterisk)

All study programmes at UNPAD follow national regulations (Ministerial Regulation No. 3/2020) and institutional policies (UNPAD Rector's Regulations Nos. 8/2023 and 38/2021) to ensure a manageable and structured academic workload.

Bachelor of Public Administration - BPA

The programme requires 144 credits, completed over a maximum of 14 semesters. Courses run for 16 weeks per semester. Academic advisors support students in planning and addressing academic challenges, with referrals to the Unpad Counselling Centre (PKUP) when needed.

Master of Public Administration - MPA

Students complete 44 structured and 22 unstructured credits over a maximum of 4 years. Research preparation begins in semester 1. Academic warnings apply to those with low GPA or delays. Supervision is provided throughout thesis writing, and psychological support is available via PKUP (the UNPAD counselling centre).

Bachelor of Business Administration - BBA

The programme spans 7–14 semesters, requiring at least 146 credits, including MBKM activities. Students may take up to 24 credits per semester. Academic advisors meet students at least twice per semester. Non-academic and mental health support is provided by the study programme and PKUP.

Master of Business Administration - MBA

Designed for completion in four semesters, with a maximum of eight, the programme includes early research preparation and concentration-based electives in semester 3. Students facing academic challenges (e.g. GPA below 3.0) receive formal warnings. Psychological support is available through PKUP.

Bachelor of International Relations - BIR

The 144-credit programme is structured for completion in 7 - 14 semesters, with emphasis on research methods from semester 3. Monitoring of thesis progress occurs twice per semester. Academic and psychological support is offered via advisors, PKUP, and the university's Integrated Service Unit (ULT). Learning strategies include blended learning, diplomacy simulations, and practicum-based MBKM activities.

Equality of opportunity

All study programmes at UNPAD uphold equality and non-discrimination principles as outlined in Ministerial Regulation No. 6/2020 and UNPAD Rector's Regulations, ensuring fair access regardless of gender, race, ethnicity, religion, disability, or socio-economic background.

Bachelor of Public Administration - BPA

Admissions and study policies ensure equal treatment for all students. Students with disabilities are supported in line with national guidelines. Scholarships include Bidik Misi, KIPK, and ADik for students from disadvantaged or remote regions. During COVID-19, 2,700 students received internet access support.

Master of Public Administration - MPA

Inclusivity is embedded in admission and learning processes. Students from various academic backgrounds may take non-credit undergraduate courses to bridge knowledge gaps. Scholarships are available, including for fast-track students.

Bachelor of Business Administration - BBA

Equality is guaranteed throughout admissions and learning. Students with special needs receive support, and scholarships such as KIPK, ADik, and COVID-related internet aid are offered. Stakeholders contribute scholarships like Bank Indonesia and Djarum Plus. The UKTPreneur programme supports student entrepreneurship.

Master of Business Administration - MBA

The programme admits students from diverse backgrounds and offers various scholarships including LPDP, JFLS, POSSMA-ASEAN, and KNB. Inclusivity in teaching and infrastructure is maintained. COVID-19 financial support was provided to over 2,000 students.

Bachelor of International Relations - BIR

The programme adheres to non-discrimination policies and provides inclusive learning environments. Scholarships include Indonesia Smart Card for Higher Education (KIPK), Single Tuition Fee (UKT), and Higher Education Affirmation Scholarship (Adik). Current recipients include students from Papua and 3T regions. Financial aid, including internet support, is provided with the help of stakeholders and the UKTPreneur initiative.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules/courses and assigns credits per module/course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide descriptions of intended learning outcomes. The MBA programmes include a substantial proportion of structured contact.

There are legally binding study and exam regulations which contain some rules and procedures and take into account, where applicable, national requirements.

The panel recommends the following **condition**:

The University issues a Diploma Supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015) and provides an ECTS grading table for each study programme. In addition to it, the panel also **recommends** introducing the internship programme as a required component.

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

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

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

3.3 Didactical concept

Logic und plausibility of the didactical concept (Asterisk)

All UNPAD study programmes apply a well-structured didactic concept, aligned with Outcome-Based Education (OBE) and national standards. The logic and plausibility of these concepts are evident in the integration of case studies, simulations, and practical projects, designed to directly support Programme Learning Outcomes (PLOs). The use of student-centred learning (SCL), blended and hybrid formats, ensures flexibility and relevance across academic levels and disciplines.

Bachelor of Public Administration – BPA

The programme combines lectures with group discussions, case studies, collaborative learning, and project-based learning (PjBL). Courses are aligned with PLOs in public management, policy, development, and research. Learning is delivered via blended formats, using tools such as LMS Live Unpad and Google Classroom. Participation in the MBKM programme and e-global classes adds practical relevance and intercultural competence.

Master of Public Administration – MPA

Learning methods of Master of Public Administration programme follow OBE and SCL principles, including case/problem-based learning, self-directed learning, and projects. The curriculum is supported by structured syllabi and a clear link between assignments and expected outcomes. Tracer studies, regular feedback, and evaluations ensure the ongoing relevance and logic of the didactic concept. Quality is monitored through UNPAD's integrated academic system.

Bachelor of Business Administration - BBA

The didactic approach supports competencies in business research, decision-making, communication, and entrepreneurship. Case-based learning is applied in all programmes, with a third also using project-based methods. Hybrid platforms and industry guest lectures support real-world application. International alignment is achieved through modern learning tools, MOOCs, and distance learning platforms like Luhung Unpad.

Master of Business Administration – MBA

Teaching combines student- and teacher-centred learning, with a 60% emphasis on student-led research and task-based learning. Thematic areas (e.g. digital business, MSMEs, tourism)

are addressed through case studies and projects. Learning is enhanced via blended delivery, international resources (e.g. HBR, MIT), and external guest lectures. Assignments often result in publishable outputs.

Bachelor of International Relations – BIR

The IR programme has a strong case- and project-based learning component, used in over 80% of courses. Simulations and real-world scenarios (e.g. diplomacy exercises) strengthen practical understanding. Blended learning combines classroom methods with digital platforms such as LMS Live Unpad and MOOC Live.

Learning design is aligned with programme educational objectives (PEOs) and programme learning outcomes (PLOs), ensuring coherence and continuous skill development.

Cross-disciplinary and character-building courses are introduced in the first semester.

Course materials (Asterisk)

Bachelor of Public Administration - BPA

The curriculum is reviewed every five years with input from stakeholders and benchmarking against national and international programmes. Learning materials are aligned with programme learning outcomes (PLOs) and use updated sources including textbooks, research, policy documents, and videos - accessible via the UNPAD library and e-literature. Lecturers, who are active practitioners and researchers, integrate real-world case studies into the teaching.

Master of Public Administration - MPA

Course materials include textbooks, journal articles, lecturer-created content, and research-based resources. These are regularly updated and accessed via LMS Live UNPAD and Google Classroom. Additional tools include policy training modules and data analysis software (e.g. Tableau, Gephi), using credible datasets from BPS, Kaggle, Oxford, and more. Materials align with learning outcomes and are shaped by lecturer expertise and research.

Bachelor of Business Administration - BBA

Materials are developed in line with FIBAA standards and updated every five years. Content includes case studies, textbooks, visual aids, and guest lecturer input, accessible via LMS Live UNPAD. Courses integrate entrepreneurial learning, business simulations, and blended delivery to enhance professional readiness. The curriculum evolves to reflect changes in the business environment.

Master of Business Administration - MBA

Learning content supports specialisations, such as digital business and tourism, and is designed to build advanced business competencies.

Materials are sourced from expert lecturers and global publications (e.g. Harvard Business Review, MIT Sloan), with access to ScienceDirect. Students work with current case studies and are encouraged to publish in SINTA-indexed journals. The programme integrates research and practical application through co-learning spaces and academic seminars.

Bachelor of International Relations - BIR

Materials are aligned with IQF level 6 and designed to support independent, critical learning. Content includes syllabi, journal articles, videos, and case studies, all accessible via LMS Live

UNPAD. Each course links to the programme's PLOs, with detailed CLOs and sub-CLOs. References are internationally recognised, ensuring students engage with globally relevant IR scholarship.

Guest lecturers

Bachelor of Public Administration

Students regularly attend sessions with guest lecturers from government, academia, alumni, and international partners such as Sungkyunkwan University. Topics include urban planning, public finance, and policy evaluation. Guest lectures enrich the curriculum with real-world perspectives and are promoted via the study programme's website and social media.

Master of Public Administration

Guest lecturers from Sungkyunkwan University and other institutions support joint courses on ICT, urban planning, and social policy. Additional experts from the public and private sectors regularly contribute to seminars and webinars, enhancing both theoretical and practical insights aligned with Programme Learning Outcomes (PLOs).

Bachelor of Business Administration

National and international guest lecturers, including alumni and practitioners, are invited each semester to contribute to courses and share industry knowledge. These sessions focus on real-world business applications and directly support the development of students' attitudes and knowledge. Events are promoted through the programme's website and social channels.

Master of Business Administration

Guest lecturers from government, BUMN, private sector, and international institutions are integrated into thematic and regular courses. Sessions are recorded and used for ongoing learning. The SASAMI initiative ensures annual international engagement. These interactions align the curriculum with current global and local business practices.

Bachelor of International Relations

Over 30 guest lecturers have been invited (2021 - 2023), including diplomats, scholars, and alumni from government and private sectors. Events include public lectures, webinars, and forums, supporting the development of analytical skills and global perspectives. Guest activities are announced and documented on the programme's website.

Lecturing tutors

Bachelor of Public Administration

Tutorial activities support courses requiring additional help, such as research methods, and collaborative courses with Sungkyunkwan University (SKKU), - in Urban Mobility, Social Welfare. Assistants are senior undergraduates or postgraduates, helping peers understand key topics and improve academic performance.

Master of Public Administration

Lecturing tutors, including external experts (e.g., from the National Research and Innovation Agency), provide support in methodology, academic writing, and tools like VosViewer. Peer

discussions and informal mentoring between students are also encouraged to enhance comprehension.

Bachelor of Business Administration

Student assistants guide entrepreneurship projects and support technical subjects like accounting and statistics. Candidates must meet GPA and subject grade requirements. These peer tutors help foster teamwork and provide one-on-one academic support.

Master of Business Administration

Peer support is facilitated through co-learning spaces (CLS) at UNPAD campuses. Senior students assist in research and assignments, especially within collaborative lecturer-led projects. CLS also supports academic publishing, seminars, and service-learning integration.

Bachelor of International Relations

Student assistants are selected through an open recruitment process to guide group-based learning in key courses. Typically, in semesters 5-6 or thesis stage, they help junior students engage more confidently in discussions and improve their understanding of course materials.

Appraisal:

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

The study programmes: Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA), Bachelor of International Relations (BIR), Master of Business Administration (MBA), Master of Public Administration (MPA) are also delivered in a blended and distance learning format. For these programmes, the methods of applied are well-suited to blended and distance learning formats. They include independent work with course materials, online lectures, case solving quizzes, case studies and problem-based assignments. The selection and use of didactic materials - such as printed teaching materials, textbooks, and digital media - are aligned with the objectives of each study programme.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

In addition, during the development of course materials for Bachelor of Public Administration (BPA), Bachelor of Business Administration (BBA), Bachelor of International Relations (BIR), Master of Business Administration (MBA), Master of Public Administration (MPA), specific didactical requirements for distance learning have been taken into account.

The materials are well-designed and clearly presented to support effective learning in a remote or hybrid format.

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

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

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

3.4 International outlook

International contents and intercultural aspects (Asterisk)

Bachelor of Public Administration – BPA

The programme integrates international content through the use of English in references, assignments, and partial instruction. Students must cite international journal articles (within the last 10 years) in assignments and theses. Some assignments focus on global case studies. Exposure to international perspectives is strengthened through bilingual learning and courses with Sungkyunkwan University (SKKU).

Master of Public Administration - MPA

Courses involve international guest lecturers from SKKU, enhancing students' understanding of global perspectives. English is used in reading materials, assignments, and in lectures involving international guests. Students are required to reference international journals and publish internationally as part of thesis completion. The programme also hosts international students, fostering intercultural exchange.

Bachelor of Business Administration - BBA

The curriculum supports international competencies through OBE-based learning, case studies, and role-play.

Materials include sources from Pearson, Springer, Scopus, and global experts (e.g., Harvard, Stanford). Students participate in international exchanges (e.g., IISMA), webinars, guest lectures, and the Indonesia Outlook short course, enhancing intercultural understanding and global awareness.

Master of Business Administration - MBA

The programme aligns with international business standards, using OBE and Bloom's Taxonomy to build analytical, strategic, and intercultural skills. Students engage with international materials (Pearson, Wiley, Scopus) and interact with international students in hybrid classrooms. International webinars, guest lectures, and the Indonesia Outlook programme foster cross-cultural communication and networking.

Bachelor of International Relations - BIR

Internationality is embedded through English-language materials, joint lectures (e.g. deon Durham University), webinars, and exchange programmes (e.g., IISMA, internships at

embassies). English is used in coursework and presentations, especially in internationally engaged activities. Students participate in collaborative research and joint publications. The programme is developing an International Undergraduate Programme (IUP) with full English instruction and semester-abroad options at partner universities (e.g., University of Malaya, University of Ljubljana).

Internationality of the student body

Internationality of faculty

Bachelor of Public Administration – BPA

The BPA programme collaborates with 14 international institutions, including SKKU, Waseda University, Flinders University, and the University of New South Wales, through joint courses, research, publications, and training. Visiting professors include academics from Waseda University and Adelaide University, among others. Public lectures and practitioner talks further enrich the learning experience. Several lecturers are graduates of international universities and actively participate in global seminars and research grants.

Master of Public Administration - MPA

MPA students benefit from guest lectures, international classes, and conference participation. The programme encourages international journal publication and exposure to global perspectives. Faculty members are alumni of leading universities in Indonesia, the United States, Australia, and Malaysia, and frequently engage in joint research and international academic activities.

Bachelor of Business Administration - BBA

BBA hosts foreign guest lecturers (e.g., Prof. Nur Azura, Dr Ramona Blanes) and supports student exchange via IISMA, IISMAVO, and Co-Funding schemes. Faculty are involved in global research and postdoctoral activities, including at Leiden University, and collaborations with ADB, the Korean Government, and CIFOR.

Master of Business Administration - MBA

The MBA programme offers international teaching for students from Timor Leste and features guest lecturers such as Dr Ramona Blanes (UK) and Prof. Willem Smitt (US). Faculty, including Prof. Benny Alexandri, have undertaken postdoctoral research overseas, supporting the programme's internationalisation efforts.

Bachelor of International Relations - BIR

BIR integrates international guest lecturers and joint courses to broaden student perspectives. About 35% of its faculty earned degrees abroad (e.g., Australia, Germany, Netherlands, South Korea). Staff also engage in joint research, international grants, and global academic events.

Foreign language contents

English is widely used across programmes at UNPAD, both in learning materials (books, articles, presentations) and in teaching activities, particularly in joint courses like the e-Global School with SKKU and social design projects with Waseda University.

- **BPA:** English is widely used in learning activities, including textbooks and teaching materials like PowerPoint presentations. English is also actively used in joint courses such

as the e-Global School with SKKU and the Social Design programme with Waseda University.

- **MPA:** Students regularly use English in guest lectures, international classes, and conferences, including discussions and presentations.
- **BBA:** Students must submit English proficiency (min. TOEFL ITP 450 to enrol; 500 for thesis defence). English is encouraged in discussions, presentations, and assignments.
- **MBA:** Indonesian students require TOEFL 450; international students must pass BIPA (Bahasa Indonesia for Foreign Speakers). Lectures are mainly in Indonesian, but English is used in guest lectures and academic writing.
- **BIR:** Offers two semesters of foreign language courses (Arabic, Chinese, French, German, Japanese). English is used in literature, class discussions, and international events. Graduation requires a TOEFL ≥500 or IELTS ≥6.0.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

While international content is well integrated into the curriculum, the panel **suggested** further strengthening students' intercultural communication skills through targeted training, workshops, or course components focused specifically on intercultural competence.

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

The panel of experts **suggested** enhancing efforts in international student recruitment through targeted marketing strategies, partnerships, and outreach initiatives.

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

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

Although the provision of foreign language courses aligns with the programme's qualification objectives, the panel **suggested** offering more advanced English classes and expanding the range of elective modules delivered in English to further enhance students' international competencies.

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

3.5 Multidisciplinary competences and skills (Asterisk)

Bachelor of Public Administration - BPA

Students develop critical thinking, teamwork, and communication skills through case studies, project-based learning, and group assignments. Off-campus programmes such as OKK, KKN, and MBKM enhance adaptability. A notable collaboration with Waseda University involves joint research in West Java villages, where students address local social issues and present recommendations to stakeholders, building teamwork, public speaking, and analytical skills.

Master of Public Administration - MPA

Programme Learning Outcomes (PLOs) align with IQF, SN-Dikti, and agreements with IAPA and AGPA, focusing on:

- Academic integrity and professionalism
- Public organisation and policy analysis
- Identifying and solving public issues
- Developing strategies and innovations through systems thinking

Courses such as Public Policy Advocacy and Organisational Analysis integrate theory with practical exercises to build leadership and analytical competencies.

Bachelor of Business Administration - BBA

The programme aims to produce entrepreneurs and intrapreneurs with strong communication and problem-solving skills. Courses use project-based learning to develop practical abilities in public speaking, conflict resolution, and digital business. Examples include:

- Business Communication (role play, article writing)
- Entrepreneurship and Business Start-Up (digital strategy projects)
- Students also gain soft skills through MBKM activities, including internships, humanitarian projects, and entrepreneurship programmes.

Master of Business Administration - MBA

MBA students are prepared for roles as executives, consultants, researchers, and policymakers. Courses incorporate real-world projects such as:

- MSME consulting
- Entrepreneurship training at PT. KAI
- Digital business research with ADB
- Labour market assessments with GIZ

These activities support skills in communication, collaboration, and leadership. A co-learning space supports research, collaboration, and publication efforts.

Bachelor of International Relations - BIR

The programme fosters multidisciplinary and intercultural competencies, enabling students to apply theory and methodology to global and local challenges. PLOs emphasise academic writing, effective communication, and teamwork. Courses promote presentation and discussion skills, supported by academic writing standards.

The MBKM programme allows students to study outside their main field for up to three semesters through exchanges, internships, and community service. These experiences develop public speaking, intercultural awareness, leadership, and collaboration skills.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk)

Bachelor of Public Administration - BPA

The MBKM programme offers students field experience through internships, research projects, teaching assistantships, and village/community development for 6–12 months. These experiences strengthen soft skills such as leadership, critical thinking, and adaptability. Career development is further supported through student associations, leadership training, and participation in national and international competitions.

Master of Public Administration - MPA

The MPA programme prepares students for five career profiles: public manager, policy advocate, consultant, researcher, and organisation designer. Practical components include policy advocacy activities, organisational analysis, and workshops on systems thinking and scenario planning. These are embedded in the curriculum to equip students with real-world problem-solving skills relevant to the public sector.

Bachelor of Business Administration - BBA

The BBA curriculum is developed with input from alumni, industry, and experts. It is supported by both coursework and extracurricular activities aimed at enhancing work-readiness. Key initiatives include:

- MBKM and internships (company and community-based)
- International Business Solution Competition (IBSC)
- Independent Entrepreneur (WMK) and PKKM business competitions
- UKTPreneur and HIPSMU innovation grants

Many of these can be converted into academic credits. Future plans include developing HIPSMU into Unpadpreneur, offering funding, mentoring, and business training.

Master of Business Administration - MBA

The MBA programme ensures employability through a tailored curriculum, workshops (e.g. feasibility studies, design thinking), and research tasks aimed at publication. Stakeholders such as alumni and business professionals are involved in curriculum development via FGDs. Students develop skills in business strategy, management, and creative thinking, aligning with graduate profiles such as entrepreneurs, consultants, educators, and policymakers.

Bachelor of International Relations – BIR

The Career Development Centre (CDC) supports students with CV writing, interview preparation, job fairs, and internships. At the faculty level, student organisations host events like alumni talks and entrepreneurship programmes. The curriculum includes practical courses in public speaking, negotiation, and leadership. The MBKM programme adds further value by

offering multidisciplinary fieldwork and external visits to international institutions, helping students gain professional exposure and readiness for global careers.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

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

Academic staff employment at UNPAD is categorised as either full-time or part-time. Full-time academic staff hold permanent positions, as regulated by Government Regulation of the Republic of Indonesia No. 49 of 2014. Part-time academic staff are non-permanent employees, allowing them to engage in other professional activities.

To achieve each programme's learning outcomes, courses are aligned with specific competency goals. Lecturers assigned to teach have expertise relevant to the subject matter. Learning materials—including books and instructional videos - are developed and published by the lecturers and made accessible to students.

Table 4.1 Academic staff

Academic Position	Number	Percentage (%)	Publications*
Professor	22	14.3	1313
Associate Professor	54	35.1	2415
Assistant Professor	65	42.2	1602
Lecturer	13	8.4	206
Total	154	100	5536

**Note: Data for publications are retrieved from Google Scholar (2020 to June 2024)*

Bachelor of Public Administration - BPA

- Number of Students: 330
- Number of Lecturers: 15
- Ratio: 1:22 – considered efficient and supportive of various teaching methods.
- Total Academic Staff: 28 (27 civil servants, 5 non-civil servants)
- 5 Professors, 11 Associate Professors, 16 Assistant Professors

All staff are equipped to teach in online, offline, or hybrid formats and support optimal student learning.

Master of Public Administration (MPA)

- Number of Students: 73
- Number of Lecturers: 5
- Ratio: 1:15 – efficient and academically sufficient.
- Total Academic Staff: 25 (23 civil servants, 3 part-timers)
- 6 Professors, 15 Associate Professors, 1 Assistant Professor, 3 Lecturers
- Staff are skilled in delivering blended learning and guiding student development.

Bachelor of Business Administration (BBA)

- Number of Students: 387
- Number of Lecturers: 18
- Ratio: 1:22 – efficient and meets educational standards.
- Total Academic Staff: 35 (25 civil servants, 10 non-civil servants)
- 5 Professors, 13 Associate Professors, 13 Assistant Professors, 5 Lecturers

- Staff are experienced in online, offline, and hybrid teaching formats.

Master of Business Administration - MBA

- Number of Students: 54
- Number of Lecturers: 5
- Ratio: 1:11 – highly efficient and conducive to advanced learning.
- Total Academic Staff: 18 (17 civil servants)
- 5 Professors, 12 Associate Professors, 1 Assistant Professor
- Staff support hybrid teaching models and personalised academic guidance.

Bachelor of International Relations - BIR

- Number of Students: 489
- Number of Lecturers: 22
- Ratio: 1:22 – sufficient to support diverse teaching strategies.
- Total Academic Staff: 31 (28 civil servants, 3 non-civil servants)
- 4 Professors, 4 Associate Professors, 22 Assistant Professors, 1 Lecturer
- All staff are trained for hybrid learning delivery and student engagement.

Academic qualification of faculty (Asterisk)

- Professor

Professors are the highest-ranking academic staff actively engaged in teaching. At FISIP, 14.3% (22 of 154 lecturers) hold this title. As per Ministerial Regulation No. 46/2013, candidates must hold a doctoral degree for at least three years and have significant research published in reputable journals (as first author) and a book.

- Associate Professor

Associate professors must hold a doctoral degree, publish in reputable journals, and have supervised at least 40 undergraduate students. They represent 35% (54 of 154) of FISIP's lecturers.

- Assistant Professor

Assistant professors are required to have a master's degree and at least one first-author publication in a reputable national journal. This is the most common rank, comprising 42.2% (65 of 154) of the academic staff.

- Lecturer

Lecturers are entry-level academic staff with at least a master's degree. They are contracted by both the Ministry and UNPAD. 8.4% (13 of 154) hold this position.

Academic Staff Recruitment at UNPAD

UNPAD recruits academic staff through two main pathways:

- High-Quality Talent (HQT) Recruitment
- Targets top candidates with doctoral degrees, strong research and networking skills, to accelerate UNPAD's progress towards becoming a top-500 global university.

Regular Recruitment

Based on departmental needs, following an internal evaluation. Candidates are identified through professional, targeted, or open recruitment, with qualifications including master's or doctoral degrees depending on programme requirements.

Pedagogical / didactical qualification of faculty (Asterisk)

To become a lecturer at UNPAD, academic staff must complete PEKERTI (Instructional Techniques) and AA (Applied Approach) training, mandated by Law No. 14/2005 on Teachers and Lecturers. Organised by the Directorate General of Higher Education (Dirjen Dikti), these programmes enhance professional competence:

- PEKERTI³ is aimed at new lecturers, focusing on course planning, teaching skills, and learning evaluation.
- AA, a continuation of PEKERTI, targets senior lecturers to strengthen their teaching quality and impact on learning outcomes.

New lecturers also undergo character and AA training before beginning teaching responsibilities. In addition, lecturers are expected to hold competency certifications relevant to their fields.

As UNPAD aims to lead in hybrid learning in Indonesia, it provides regular training on blended and hybrid teaching methods. Appointed "champions" act as change agents, encouraging faculty to adopt innovative teaching approaches. Academics are also supported in producing open-access learning materials via the MOOC platform and other dissemination channels.

To maintain teaching standards, UNPAD uses PACIS for student evaluations of lecturer performance each semester. Academic staff must also submit workload plans (BKD) and performance reports (LKD) via SIAT, in line with KemenPANRB Regulation No. 17/2013. These reports influence remuneration and reflect teaching effectiveness.

Practical business experience of faculty

Both full-time and part-time academic staff at FISIP are also active outside the faculty in roles related to their expertise in social and political sciences. These include serving as webinar speakers, researchers, and expert consultants in collaboration with various ministries - such as the Ministry of Education, Ministry of Finance, Ministry of Villages, Development of Disadvantaged Regions, and Transmigration - as well as the General Election Commission and regional governments (provincial, regency, and city levels). Many also act as book editors and speak at both national and international events.

In addition, staff members often involve students in their professional activities or share their practical experiences during lectures. They regularly discuss real-world interventions and case studies relevant to the topics covered in class.

Internal cooperation (Asterisk)

At the start and midpoint of each semester, FISIP UNPAD holds coordination meetings on teaching, student affairs, research, resources, and organisational matters. These meetings involve faculty members and programme heads, ensuring alignment across departments and maintaining educational quality.

Curriculum planning and evaluation begin at the study programme level and extend to faculty-level meetings to align strategic goals. In the first semester, FISIP implements the Joint Preparation Stage (TPB), an interdisciplinary initiative involving students from various faculties and lecturers from FISIP, Psychology, and Cultural Sciences. Foundational courses like

³ PEKERTI is a national training programme in Indonesia designed to improve the pedagogical and instructional skills of new academic staff (lecturers) at universities.

Introduction to Social Science, Political Science, Social Statistics, and Philosophy of Science are taught collaboratively.

If a programme lacks a subject expert, lecturers from other disciplines step in, ensuring comprehensive coverage. Students also benefit from the MBKM programme, including Wirausaha Merdeka Kampus (WMK), which provides entrepreneurial training and internships, offering practical experience beyond the classroom.

Research collaboration is also encouraged across programmes. FISIP supports this through eight active study centres, partnering with domestic institutions on interdisciplinary projects. Semester-based research meetings ensure alignment with faculty goals.

Through coordinated academic planning, interdisciplinary learning, and collaborative research, FISIP fosters a dynamic academic environment committed to education, innovation, and public service.

Student support by the faculty (Asterisk)

At the start of each semester, students receive a detailed course agenda and class schedule, accessible via the Live UNPAD LMS or through class leaders. Students may contact lecturers via email, WhatsApp, or in person during working hours. While full-time staff maintain regular hours, part-time staff typically follow their teaching schedule. Academic staff also mentor students in extracurricular activities, including student organisations, competitions, and orientation programmes.

The Manager for Academic, Student, and Alumni Affairs plays a key role in coordinating lectures, supporting joint preparatory programmes, facilitating student services, managing scholarships and infrastructure, and ensuring student development aligns with UNPAD's standards.

Each student is assigned an academic advisor from the first semester until graduation. Advisors guide study planning, approve course selections, and assist with academic or personal challenges. They are available by appointment and trained in basic counselling. If needed, they may refer students to:

- UNPAD Counselling Centre (PKUP) – for free psychological services,
- Psychology Innovation Centre (PIP UNPAD), or
- External health services.

PKUP supports students, lecturers, and staff in addressing academic and personal challenges through counselling, career guidance, and prevention programmes. Services cover learning difficulties, social adjustment, and mental health. Preventive initiatives include peer counselling, mental health education, and support groups (e.g. for students struggling with final projects).

Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) – N/R (Not relevant)

Appraisal:

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

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

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

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

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

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

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

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

4.2 Programme management

Programme Director (Asterisk)

Each head of the listed study programmes at UNPAD is responsible for planning, implementing, and monitoring teaching quality, managing strategic planning and budgeting, and developing the curriculum. With support from the department head, they also oversee human resources and course scheduling.

They report directly to the dean, following quality assurance procedures. In coordination with the quality assurance unit, they conduct regular evaluations to improve programme quality.

Process organisation and administrative support for students and faculty

All administrative processes at UNPAD are managed through PACIS (support services - for students) and SIAT (support services - for academic staff). The university also provides a learning management system, Live UNPAD, used for organising lecture materials, assignments, and exams. SIAT features include lecturer profiles, salary and performance records, class schedules, student lists, grading, e-office services, research and innovation documentation, and facility management.

FISIP employs 94 administrative staff, covering academic affairs, student services, library, finance, HR, public relations, infrastructure, collaboration, and departmental support. Academic staff assist with scheduling, grading, and exam arrangements. Librarians manage book loans and orientation for new students. HR handles recruitment, promotion, and staff welfare, while finance staff oversee budgeting and staff payments. Secretaries support the faculty leadership. To enhance staff skills, FISIP offers training in English, ICT, and web design.

At the university level, UNPAD provides an Integrated Service Unit (ULT), offering centralised support and consultation for students and staff. A hotline is also available via phone, social media, and the website for inquiries and complaints.

Appraisal:

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

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

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

NPAD continues to prioritise innovation and collaboration to support its institutional independence and global impact, particularly in the context of the Industrial Revolution 4.0. As part of this mission, FISIP aims to be a globally recognised faculty that positively contributes to society. Between 2021 and 2023, FISIP established partnerships with 77 international universities in 26 countries and 52 domestic institutions across 24 provinces, covering

academics, research, and community service. Most international collaborations include guest lectures, student exchanges, joint supervision, and international lecture series. These are coordinated by UNPAD's partnership and internationalisation offices.

FISIP regularly invites professors and experts aligned with the curriculum. Recent examples include: professors from Malaysia on banking; UK on business ethics Philippines on foreign policy; Middle Eastern and African international relations; Türkiye

A joint programme with Sungkyunkwan University (South Korea) on public policy via the Korea Foundation's e-School initiative.

To date, speakers from 41 universities in 17 countries have contributed to FISIP's academic programmes. The faculty continues to strengthen international engagement to expand students' global perspectives.

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

FISIP is actively partnered with private enterprises and government institutions to support academic activities. Between 2021 and 2023, it collaborated with 85 business entities - 2 international and 83 domestic. These partnerships provide facilities for practical courses, internships, and guest lectures.

For example, the Business Administration programme has internship collaborations with companies such as Wagros Digital Indonesia, CV Bumi Langit Group, PT Favori Corp Sedaya, and PT Soka Cipta Niaga. There are 83 organisations – from Japan, Germany, but the rest organisations are mainly, Indonesian with the various scope and cooperation for Internship Programmes, Work Placement, Joint Research, Guest Lecture Programmes, and Joint Community Services.

Appraisal:

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

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

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In case that other organisations conduct parts of the study programme, 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

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

FISIP UNPAD operates on two campuses: *Jatinangor* (for undergraduate programmes) and *Dago* (for postgraduate studies).

- The Jatinangor campus comprises five buildings with 18 lecture rooms, 32 lecturer offices, 38 administrative rooms, a library, 12 seminar/discussion rooms, 12 student activity rooms, a prayer room, gardens, and parking.
- Building A (1,570 m², two floors) houses administrative offices including the dean's office, finance, student affairs, and seminar rooms.

The infrastructure supports the Tri Dharma of higher education and is inclusive, with accessible paths, ramps, and toilets for people with disabilities.

Facilities

Hybrid Classrooms:

UNPAD has 15 hybrid classrooms and 2 podcast rooms, accommodating 20–30 people, equipped with modern multimedia tools for simultaneous online and offline learning.

Internet Access:

Wi-Fi (UnpadWifi) is available across campuses with 24/7 access via single sign-on (SSO). UNPAD also supports Eduroam for international connectivity.

Kandaga Library:

Offers hybrid class facilities, journal reading rooms, discussion spaces, and a co-working area. kandaga.unpad.ac.id

Central Computer Labs:

Located in the FMIPA area, the Blue Building has 10 labs, each with 40 computers.
More info

Student Centre:

Completed in 2022, the yellow two-storey building includes spaces for student discussions, competitions, and activities.

Student Centre

Access to literature (Asterisk)

All students and academic staff at UNPAD become library members by registering via <https://lib.unpad.ac.id>, which enables access to borrowing services and attendance tracking. In the past five years at FISIP UNPAD, the library has recorded 365 lecturer members, 1,460 student members, and 365 academic staff.

There are several ways student can access libraries and literature:

The library has the following working hours:

- Monday - Thursday: from 08:00 to 15:30
- Friday: from 08:00 to 16:00
- Saturday & Sunday: Closed

All students and academic staff at UNPAD become library members by registering via <https://lib.unpad.ac.id>, which enables access to borrowing services and attendance tracking. In the past five years at FISIP UNPAD, the library has recorded 365 lecturer members, 1,460 student members, and 365 academic staff. Students can access library resources in several ways:

- Faculty Library

The faculty library holds 19,929 books, 353 national journals, 91 local journals, and 1,321 theses. The Dago campus library (292.5 m²) includes:

- two reading rooms and offers 11,489 book titles (in Indonesian and English),
- 410 reference titles, and
- 3,489 theses.

It is open from 08:00 to 16:00, the library allows users to read on-site or borrow books.

- Online Theses Access

Final projects (theses, master's theses, dissertations) are accessible via <https://students.unpad.ac.id> using an ID.

- E-Resources and Journals

Through <https://pintu.unpad.ac.id/>, students and staff can access databases such as: *Cambridge Core, Scopus, EBSCOHost, Emerald, Oxford, SAGE Journals, SAGE Research Method, Springer Link, Springer Experiment, Nature, WestLaw, and Clarivate Analytics*.

from any location using their ID. This access is renewed annually.

Library staff are professionally qualified and certified. Additional e-resources are available via <https://login.unpad.idm.oclc.org/menu>, offering access to the university's subscribed digital collections.

Appraisal:

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

The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical

support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured.

The literature expressly required for the study programme is available in the library and also kept up to date.

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

4.5 Additional services

Career counselling and placement service

UNPAD has a Career Development Centre (CDC) (via: <https://cdc.unpad.ac.id>) that regularly organises job fairs, internships, and shares job opportunities for students and graduates. It also offers career counselling, webinars, CV workshops, and collaborates with companies for placements.

FISIP alumni actively share job openings via social media and occasionally organise professional insight visits. Each year, the student body (BEM), supported by academic and alumni offices, hosts job preparation workshops to support students' career readiness.

Alumni Activities

UNPAD has a university-wide alumni organisation, - the UNPAD Alumni Association (IKA UNPAD), which includes graduates from all faculties. The Faculty of Social and Political Sciences (FISIP) also has its own alumni network, coordinated by the FISIP UNPAD Alumni Association website: <https://fisip.unpad.ac.id/alumni/>

This organisation has long played a key role in expanding the alumni network and fostering strong ties between alumni and the faculty.

Regular alumni tracking studies are conducted to monitor alumni engagement in academic and professional development.

Activities include workshops and collaborative events, aimed at strengthening emotional bonds and showcasing alumni contributions, helping to inspire current students by highlighting real examples of alumni involvement.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel **suggested** the HEI establishing a decentralised, faculty-level unit to manage career centre activities, internship programmes and alumni relations in order to enhance networking opportunities, mentorship and career development support for students.

An alumni organisation has been set up with the aim of developing an alumni network. While an alumni organisation has been established, the panel of experts **suggested** further developing structured mechanisms to strengthen alumni engagement and expand the alumni network.

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

4.6 Financing of the study programme (Asterisk)

UNPAD is financially supported by the Indonesian government. The government is committed to allocating 20 percent of the national budget to education. UNPAD is a State University with Legal Entity Status (PTNBH status), and therefore, UNPAD has the autonomy to manage its own budget and finances to ensure that all academic activities across study programmes are adequately funded. Therefore, UNPAD is entrusted with public funds, which include student tuition fees, financial contributions from alumni, and income from partnerships and collaborations.

For instance, in 2023, UNPAD's total revenue comprised:

Table 4.6 Financing: Revenue and Expenditures of UNPAD

Revenue, percent		Expenditures, percent	
40%	from state appropriations	40%	for compensation (salaries, incentives)
31%	from educational income (tuition fees)	30%	for research and cooperation
29%	from research and cooperation activities	15%	for education and student activities
		10%	for supplies and equipment
		5%	for facilities

Each study programme, in coordination with the relevant departments, is required to prepare an annual budget. This cost is integrated into the faculty's overall budget and includes practicum costs and fees for part-time or guest lecturers. Expenditures related to study programmes are reviewed quarterly, alongside evaluations of programme implementation.

Appraisal:

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

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

5. Quality assurance and documentation

Quality assurance and quality development: contents, processes & outcomes (Asterisk)

UNPAD follows two quality assurance (QA) systems: internal and external. The internal quality assurance in UNPAD is managed at three levels:

- At the university (quality assurance - QA department),
- At the faculty (QA unit),
- At the study programme's level (Quality Control Group Coordinator).

The external QA includes both national and international accreditation. UNPAD's QA framework is guided by Ministry Regulation No.62/2016, which defines five key elements: Planning, Implementation, Evaluation, Control, and Improvement (PPEPP):

1. Perencanaan (Planning),
2. Pelaksanaan (Implementation),
3. Evaluasi (Evaluation),
4. Pengendalian (Control),
5. Peningkatan (Improvement).

It is also mandated by Permendikbud No. 3/2020 and SN-Dikti (National Standards for Higher Education), all universities must implement Internal Quality Assurance System or Sistem Penjaminan Mutu Internal (SPMI) using the PPEPP cycle:

These principles are reflected in UNPAD's Quality Policy and Quality Standards, which cover areas such as graduate profiles, curriculum content, learning processes, assessment, academic staff, infrastructure, and more.

In the *Planning* stage, UNPAD refers to its overarching Strategic Plan, which faculties such as FISIP align with through their own strategic plans.

Implementation at FISIP is carried out by the Dean, Vice-deans, Programme managers, and teams responsible for academics, students, alumni, research, and collaboration. Each unit has clearly defined responsibilities, for example: the student and alumni affairs manager oversees all related activities, while the research and collaboration manager is responsible for partnerships.

Evaluation is conducted periodically by FISIP's QA unit and includes both internal (by students and staff) and external (by alumni and stakeholders) feedback.

Internal evaluations assess course outcomes, teaching quality, lecturer satisfaction, and suggestions for improvement. External evaluations include graduate employment, alumni feedback, employer satisfaction, and other performance indicators, typically gathered via annual surveys.

The *Control* stage is led by the Dean and Vice-deans, who review evaluation results, identify issues, and coordinate with relevant units to address them.

Finally, *Improvement* is an ongoing process coordinated by faculty leadership.

Key findings and unchanged areas become targets for the next planning phase, completing the continuous cycle of quality assurance

Instruments of quality assurance

Evaluation by students

Evaluation by students is carried out in two forms. First, students provide an evaluation of each course meeting they have attended through lecturer performance indicators. This indicator indicates the lecturer's performance in delivering related lectures. This evaluation also includes students' descriptive comments in participating in lecture activities and feedback on the lecturer's teaching performance.

Second, students are required to fill out the online – EDOM (lecturer and student evaluation) questionnaire which is available via the PACIS account (<https://students.unpad.ac.id/>) to view the final grade for each course.

Each questionnaire consists of three aspects:

The first aspect evaluates educational activities, suitability of learning materials and learning outcomes, transparency and objectivity of course assessment, etc. The second aspect includes self-learning, self-management, self-involvement, etc. The third aspect evaluates academic staff and includes lecturer competence, student-lecturer interaction, effectiveness of guidance, etc.

Evaluation by faculty

Each semester, academic staff document and report on their individual performance contracts and individual performance results. Before they can proceed with individual performance results, each lecturer fills out an online questionnaire available in their SIAT account. This questionnaire measures academic staff members' job satisfaction, their views about the organisational climate and facilities, about the challenges of the job (e.g., international publications), and their use of information technology. Evaluation data is collected by UNPAD and distributed to all faculties, including FISIP. This data is analysed by the vice-dean for resources and organisation, and the results – as well as possible adaptations or solutions – are discussed in semester preparation and evaluation meetings. Both the evaluation results and discussions with faculty are documented by the vice-dean for resources and organisation.

External evaluation by alumni, employers and third parties

Evaluation of stakeholders is carried out every year in a tracer study which is a systematic survey conducted by HEIs to track the progress and employment status of their graduates, within the period of 1 up to 3 years after graduation. It is also mandated by the Ministry of Education and plays a key role in Quality Assurance (QA) and accreditation processes.

Evaluations are carried out both by:

- UNPAD Career Development Center for alumni and alumni employers while working, and
- study programmes - three months after student graduation.

The following information was collected during the sessions: employers' perceptions of alumni competencies, work habits, and commitment; alumni affiliation; alumni career development, etc. The results are considered part of the control and improvement process. Potential improvements, including technical details, are discussed with academic staff, students, and alumni representatives. The study programme is modified and becomes evaluation material in the following semester (quality assurance cycle).

Programme documentation

Programme description (Asterisk)

The overview with the programme description of each study programme is available on the University's website: <https://fisip.unpad.ac.id/>

The student academic guidebook, which is distributed to new students at the beginning of each semester. The guidebook provides a summary of the study programme and outlines the curriculum, including courses and credit allocations. It also contains information on lecture content, career prospects, and academic services.

In addition, UNPAD runs the Let's Get to Know UNPAD programme, shared widely via YouTube. The detailed information about study programme can be found on the respective websites.

Table 5.3 Information about each study programme with the related sources

No	Study Programme	Website
1	Bachelor of Public Administration (BPA)	https://fisip.unpad.ac.id/program/sarjana-administrasi-publik
2	Master of Public Administration (MPA)	https://fisip.unpad.ac.id/program/sarjana-administrasi-publik
3	Bachelor of Business Administration (BBA)	https://adbis.fisip.unpad.ac.id
4	Master of Business Administration (MBA)	https://adbis.fisip.unpad.ac.id
5	Bachelor of International Relations (BIR)	https://hi.fisip.unpad.ac.id

Information on activities during the academic year

In addition to the official websites for each study programme, FISIP actively uses social media platforms: *YouTube* and *Instagram*.

Both social media share the latest updates on student, alumni, and campus activities. FISIP also collaborates with educational platforms, including a partnership with "learning space" or Ruang Belajar (translated as "learning space" in English). It refers to the physical classrooms and facilities the students' academic activities. UNPAD offers various learning spaces, including traditional classrooms, hybrid learning rooms, and study areas equipped with modern technology to support effective learning environments

Furthermore, key activities are regularly reported by the Dean and faculty leadership during formal events such as anniversaries and coordination meetings, and are also documented in the faculty's annual activity summary.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes,

and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

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

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

The content of 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		

Quality profile

HEI: UNPAD

Bachelor / Master programme:

Bachelor of Public Administration – BPA,
Bachelor of Business Administration – BBA,
Bachelor of International Relations – BIR,
Master of Public Administration – MPA,
Master of Business Administration – MBA

		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 (BIR)	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	condition (MBA)	
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X	condition (BPA, BBA)	
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 (BIR)	X		
3.1.7*	Examination and final thesis (Asterisk Criterion)				condition (BPA, BBA, BIR,	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
					MPA, MBA)	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				condition (BPA, BBA, BIR, MPA, MBA)	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					n/r
4.2	Programme management					

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