

Accreditation Report

Program Accreditation of
Universitas Pendidikan Indonesia – The Education University

Tourism Marketing Management (Bachelor)
Catering Industry Management (Bachelor)
Resort and Leisure Management (Bachelor)
Tourism Education (Bachelor)
Tourism (Master)

I Procedure

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Attendance by ACQUIN office: Robert Raback

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are taken into account.



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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programs, study program coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.



1 The Higher Education System in Indonesia

1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the "Tri Dharma" (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and



Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habuf. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, "only" about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominational oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status



of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university: At a state university, undergraduate studies (bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas



Terbuka”), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called “Instituts” are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor’s degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions is the Sekolah Tinggi (“High School”), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These “Diploma” degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor’s degree (S1) in Indonesia, albeit with the addition of “Bachelor of Applied Science”. In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies (“Akademi”). Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics (“Politeknik”) offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master’s degree as their highest qualification; all others teach with Bachelor’s, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master’s degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90



percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Ting), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An "A" accreditation is the best rating. "B" means "very good", "C" is the lowest classification level and is also used for newly established study programs. The designations "unggul" (excellent), "baik sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an "excellent" grade (the majority of which were state higher education institutions), 859 with a "very good" grade and 1,755 with a "good" grade. Among the study programs that have already been accredited, 19.0 per cent received an "excellent" grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a "very good" grade and 29.2 per cent a "good" grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor's and master's programs at state universities are accredited with an "excellent", this applies to only 7.5 percent of bachelor's and 12.9 percent of master's programs at private universities.

According to the government's plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected "decline in performance" of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the "very good" to the "excellent" level.



2 Short profile of the HEI

The Universitas Pendidikan Indonesia (UPI) is a state university with autonomy in academic and non-academic matters/ affairs. The university organises the Tri Dharma Perguruan Tinggi (TPHE) in the discipline of educational sciences and education of academic disciplines, as well as disciplines of theology, humanities, social sciences, natural sciences, formal sciences, and applied sciences.

Brief History of UPI

UPI is one of the first teacher education institutions in Indonesia and has served the country by providing high quality teachers and educators. It was established as Teachers Education College (PTPG) on 20 October 1954 in Bandung with the main mission to prepare teachers/educators. In 1957, PTPG was amalgamated into the Padjadjaran University, then a newly established state university in Bandung, as the Faculty of Teacher Training and Educational Sciences (FKIP). This integration further strengthened UPI's position and contributed to its growth and development. In 1963, the Government amalgamated a number of teacher training institutions at tertiary level in Bandung into Bandung Institute of Teacher Training and Educational Sciences (IKIP Bandung). In 1999 IKIP Bandung transformed into Universitas Pendidikan Indonesia in accordance with Presidential Decree Number 124 of 1999, with a broader mandate to offer not only educational degrees but also degrees in pure sciences, mathematics, engineering, literature, arts, economics, business and social sciences. The university has been designated to be an autonomous university.

Since 2017, there has been a significant change in the role and scope of the university's responsibility in providing teachers and educators along with the issuance of the MOECRT (The Ministry of Education, Culture, Research, And Technology) Regulation, that changes the scheme of teacher education. Teacher education is now administered in bachelor's degree plus one year (for Students with linear background or graduates of teacher education institutions, henceforth SLB) or one and a half year (for students with non-linear background or those of general institutions, henceforth SNLB).

Visions and Missions of UPI

UPI is a university that embodies an educational identity rooted in integrity and honesty. The university recognizes the crucial role of education as a determinant for the future. At UPI, education holds the purpose of instilling a commitment to raise positive character traits such as independence, responsibility, and adaptability within the campus community. Moreover, UPI places great importance on developing values that prioritize civility and mutual support among its members.



UPI translates its vision of being a "Leading and Outstanding University" into specific missions: (1) providing education by promoting the harmonious integration of educational sciences with religious, humanities, social, formal, and applied disciplines; (2) conducting innovative research that advances educational theory and practice, as well as other disciplines, incorporating local wisdom; (3) developing comprehensive teacher professional education integrated with academic and professional education at all levels; and (4) disseminating experiences and innovations in education, religious disciplines, humanities, social, formal, and applied sciences to contribute to social progress. UPI upholds the following goals aligned with these missions: (1) producing high-quality teachers, education professionals, scientists, and experts across its higher education programs, equipped with strong moral values and global competitiveness; and (2) generating, advancing, and sharing science and technology for the betterment of human welfare.

University Values

UPI's values are built in line with Pancasila as the Foundation of the Republic of Indonesia, and uphold the values of morality, equality, and equal opportunities in education. Therefore, UPI has scientific, educational, and religious values. In implementing these values, and as an effort to enhance quality to support national development with social justice, UPI focuses on the following in its development:

(1) Fair academic freedom: The implementation and development of education that is oriented towards excellence, fairness, and upholds diversity; (2) The excellence in the field of Education and research that promotes the resolution of development issues: Development and dissemination of outstanding research results in the fields of knowledge, education policy, and the resolution of strategic issues at the national, regional, and international levels; (3) Dissemination of research results for the welfare of society: The organization and development of community engagement by disseminating and utilizing innovations in the field of educational sciences, disciplinary education, and other disciplines to empower the society; (4) Creative and innovative learning environment through student-centred learning: The organization and development of student development programs to improve the quality of graduates and enhance networking and alumni empowerment; (5) Development of human resources quality based on SDGs: Capacity building of resources (human resources, facilities and infrastructure, and finances), and university efforts to support the implementation of the Tri Dharma (Three Pillars of Higher Education) to enhance the well-being and excellence of the university; (6) Institutional Governance towards sustainable development: Development of a healthy, accountable, and environmentally friendly university governance as an autonomous and multi-campus university based on an integrated information system.



Organizational Structure of UPI

To achieve UPI's vision and mission, UPI has organizational structure and work procedures (SOTK) guidelines to improve understanding and achievement of performance targets for all UPI academics and educational staff. It consists of several study programs, quality control units, as well as several supporting resources consisting of laboratories, workshops and studios, study centres, academic and student affairs sections, general administration sections and human resources. To carry out its functions, the faculty is led by a dean and assisted by three vice-deans, namely the vice-dean for academics and the vice-dean for human resources, finance and general affairs and the vice-dean for student affairs.

UPI provides education through eight faculties and one postgraduate school and five regional campuses, which are located in Cibiru, Sumedang, Purwakarta, Tasikmalaya, and Serang and which run several study programs of their own.

Achievements of UPI

Universitas Pendidikan Indonesia has been named one of the world's best universities through the latest edition of the most referenced university rankings in the world. Universitas Pendidikan Indonesia is ranked # 201-250 in the World, #33 in Asia and #1 Top University in Indonesia in the Field of Education based on QS (Quacquarelli Symonds) World University Rankings (QS-WUR) by Subject 2023.

QS (Quacquarelli Symonds) is the most widely used rating agency in the world. In addition, the Ministry of Education has just recognized QS in the ranking and is already very reputable. Good achievement in maintaining the #1 position in the aspect of education but not the end goal and not the only one. One of the UPI's next targets is to be able to enter the top 1.000 international QS WUR globally.

External Accreditation

Apart from the internal quality assurance system, all the units of UPI are also audited by external quality agencies, such as the National Accreditation Agency for Higher Education (NAA-HE or BAN-PT) and agencies of quality certification for ISO 9001: 2008 and ISO 9001: 2015. The university is currently holding the accreditation rank "Excellent", indicating that the university has far exceeded the standards established in the National Standards of Higher Education (NSHE). Furthermore, UPI proudly showcase 113 programs rated as "Excellent," 24 programs rated as "Very Good," and 28 programs rated as "Good." This is a testament to UPI's unwavering commitment to maintaining exceptional quality in education. Moreover, UPI has gained international recognition for its dedication to excellence, with an impressive 77 internationally accredited study programs across various faculties from ASEAN University Network Quality Assurance (AUN-QA), the Accreditation Service for International Schools,



Colleges, and Universities (ASIC), and the Agency for Quality Assurance through Accreditation of Study Programs.

2.1 Faculty information

Short Portrait of Faculty of Social Science Education

The Faculty of Social Science Education (FPIPS) is one of the faculties that develops social sciences and humanities. The history of its establishment shows that initially, FPIPS was founded in 1966 under the name Teaching Faculty of Social Sciences (FKIS). In its subsequent development, based on Government Regulation No. 5 of 1980 and Government Regulation No. 30 of 1990, its name was changed to the Faculty of Social Science Education (FPIPS), which remains until today.

FPIPS manages 23 programs consisting of 4 doctoral programs, 6 master programs, 12 bachelor programs, and 1 vocational program. Four of the programs are tourism programs for bachelor's degrees. The excellence of FPIPS is also reflected in several programs that have obtained international accreditation, therefore, providing opportunities to develop internationally standardized curricula. There are 5 programs that have received international accreditation from AQAS, and 1 program has obtained international accreditation from AUN-QA. Additionally, three tourism programs in FPIPS obtained TedQual UNWTO certification in 2016-2019.

The vision of FPIPS is "To become a pioneering and excellent faculty in the development of Social Science education, social sciences, religion, and tourism based on research and community services at the national and international levels by 2025". This vision is formulated in reference to UPI statute, the Regulation of the Board of Trustees Number 06/PER/MWA UPI/2015 regarding the Implementation of Government Regulation Number 15 of 2014) and the Regulation of the Board of Trustees of Universitas Pendidikan Indonesia Number 04 of 2020 concerning the Strategic Plan of Universitas Pendidikan Indonesia for 2021-2025.

Although the primary identity of FPIPS lies in the field of Education, the presence of non-education programs within FPIPS itself becomes a distinct advantage. FPIPS offers a range of competitive study programs in both education and non-education fields, and the learning process adopts the concept of cross-fertilization, which strengthens the interaction between education and non-education programs.

Vision of FPIPS

The vision of FPIPS is "To become a pioneering and excellent faculty in the development of Social Science education, social sciences, religion, and tourism based on research and



community services at the national and international levels by 2025". This vision is formulated in reference to UPI statute, the Regulation of the Board of Trustees.

School of Postgraduate Studies (SPS)

The School of Postgraduate Studies, henceforth SPS, is an education provider for master and doctoral degrees. It was first established in 1968. School of Postgraduate Studies UPI is an academic unit that functions to provide and/or coordinate master programs (pure and applied), doctoral programs (pure and applied), and other programs in their capacity. The number of study programs managed by SPS until 2020 is 31 master programs and 21 doctoral programs. The Master program of Linguistics (MPL), Doctor program of Linguistics (DPL) and Master program of Indonesian as a Foreign Language Education (MPIFLE) are included in the management section of the school.

SPS has an extensive experience and reputation in providing postgraduate education in the field of education and disciplined education. In the last five years, SPS has focused its program and activities on efforts to gain international recognition. Performance achievements during that period have brought SPS to an important stage in entering the world-class university community. The indicators for international recognition are shown by the presence of international students in 10 study programs: visiting professors from partner universities abroad including: Japan, Australia, Germany, Egypt, Singapore, France and the USA.



3 General information on the study programs

3.1 Bachelor in Resort and Leisure Management (MRL)

Provider of the study program	Universitas Pendidikan Indonesia
Faculty/ department	Social Science Education (FPIPS)
Date or planned date of introduction	September 2005
Regular study duration	8 semesters / 4 years
Number of ECTS credits	223,5
Capacity per year	100
Number of students currently enrolled	468
The average number of graduates per year	63
Target group(s)	Graduates of SMA (Senior High School), MA (Islamic Senior High School), and SMK (Vocational High School) from all provinces in Indonesia
Admission requirements	Graduates of SMA/MA/SMK/Package C Pass the admission test
Tuition fees	Varies based on the UKT system IDR 500.000 – IDR 6.170.000
Type of studies	Full-time



3.2 Bachelor Program in Tourism Marketing Management (MPP)

Provider of the study program	Universitas Pendidikan Indonesia
Faculty/ department	Social Science Education (FPIPS)
Date or planned date of introduction	September 2005
Regular study duration	8 semesters / 4 years
Number of ECTS credits	219
Capacity per year	100
Number of students currently enrolled	440
The average number of graduates per year	60
Target group(s)	Graduates of SMA (Senior High School), MA (Islamic Senior High School), and SMK (Vocational High School) from all provinces in Indonesia
Admission requirements	Graduates of SMA/MA/SMK/Package C Pass the admission test
Tuition fees	Varies based on the UKT system, IDR 500,000 - IDR 6,170,000
Type of studies	Full-time



3.3 Bachelor Program in Catering Industry Management (MIK)

Provider of the study program	Universitas Pendidikan Indonesia
Faculty/ department	Social Science Education (FPIPS)
Date or planned date of introduction	September 2005
Regular study duration	8 semesters / 4 years
Number of ECTS credits	222
Capacity per year	100
Number of students currently enrolled	359
The average number of graduates per year	80
Target group(s)	Graduates of SMA (Senior High School), MA (Islamic Senior High School), and SMK (Vocational High School) from all provinces in Indonesia
Admission requirements	Graduates of SMA/MA/SMK/Package C Pass the admission test
Tuition fees	Varies based on the UKT system, IDR 500,000 - IDR 6,170,000
Type of studies	Full-time



3.4 Bachelor Program in Tourism Education (DIKPAR)

Provider of the study program	Universitas Pendidikan Indonesia
Faculty/ department	Social Science Education (FPIPS)
Date or planned date of introduction	September 2019
Regular study duration	8 semesters / 4 years
Number of ECTS credits	219
Capacity per year	100
Number of students currently enrolled	295
The average number of graduates per year	44
Target group(s)	Graduates of SMA (Senior High School), MA (Islamic Senior High School), and SMK (Vocational High School) from all provinces in Indonesia
Admission requirements	Graduates of High School or equivalent, physically and mentally healthy, and pass the admission test
Tuition fees	Tuition varies between based on the UKT system, IDR 500.000 – IDR 6.170.000
Type of studies	Full-time



3.5 Master Program in Tourism (MPAR)

Provider of the study program	Universitas Pendidikan Indonesia
Faculty/ department	School of Postgraduates (SPS)
Date or planned date of introduction	September 2020
Regular study duration	4 semesters/2 years
Number of ECTS credits	54 ECTS for linear students
Capacity per year	20
Number of students currently enrolled	50
The average number of graduates per year	13
Tuition fees per semester	IDR 8.522.000 (~ 524 EUR) for Indonesian and international students per semester, valid for 2020, 2021, 2022 and 2023 intake
Type of studies	Full-time



III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The internal quality management of the university is coordinated by the University Quality Assurance Unit (SPM). This unit is responsible for ensuring that quality assurance is carried out consistently and continuously by all academic, administrative, business, and supporting elements of the university. The internal quality assurance system is carried out through a process approach and a performance approach.

At the university level, internal quality assurance is carried out by the SPM and the Internal Control Unit (ICU). Each unit for each activity held is carried out by the Quality Control Unit (SKM) in the work unit concerned. The internal quality assurance system is implemented through Internal Quality Audits (IQA) and the ICU annually. This includes self-evaluation reports, internal audit forms, and analysis and evaluation of the performance of the study program every year.

The Internal Audit Unit (SAI) is involved in carrying out quality evaluations and internal audits to assess the implementation of the quality assurance system and the level of achievement of quality standards or objectives within the university. Academic and administrative staff are involved in implementing quality assurance for every activity they organize, ensuring compliance with quality standards, and participating in internal quality audits and evaluations. Students are also involved in providing feedback, participating in satisfaction surveys, and contributing to the continuous improvement of the quality of education and services.

The implementation of quality assurance follows the PPEPP model, which includes standard setting, standard implementation, standard evaluation, standard control, and continuous improvement. The university determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system, including input, process, output, and impact.



In addition, the university conducts internal evaluations every year, namely internal audits, to ensure that the quality assurance system is being implemented effectively. The success of quality assurance is assessed by accreditation and the absorption of graduates by stakeholders. This internal quality management system is designed to achieve predetermined quality standards or objectives and ensure continuous quality improvement.

The internal quality management of the university involves various stakeholders who play essential roles in ensuring the effectiveness of the quality assurance system. The university management is mainly responsible for carrying out quality assurance to meet standards that apply nationally and/or internationally. They are involved in setting quality targets, coordinating quality assurance activities, and ensuring the implementation of the quality assurance system.

1.2 Assessment

UPI has established a comprehensive formal quality assurance (QA) policy, which is implemented through its Internal Quality Assurance System (SPMI). This system is publicly accessible via the university's website, allowing transparency in regulations, procedures, and related information. The quality assurance framework is further decentralized, with coordination at the faculty level managed by the Faculty's Quality Assurance Unit (SKM) and at the study program level by the Quality Assurance Group (GKM). This structured approach ensures consistency and comprehensiveness in the application of QA policies across the institution.

UPI's QA policy is notably broad, covering nine interconnected quality standards that align with the three foundational pillars of HEI's in Indonesia: education, research, and community service. Additionally, these standards involve crucial management-related areas such as human resources, information systems, facilities, planning, development, and reporting. The alignment of UPI's QA framework with these pillars ensures that its policies apply uniformly across all institutional aims and goals and also on each faculty level.

All units and bodies within UPI are actively engaged in the development and implementation of these QA policies. As described by the institution, UPI has designated teams at various levels responsible for overseeing the effective functioning of QA mechanisms. These bodies operate under the close coordination and supervision of UPI's top management, ensuring that the development, revision, implementation, and monitoring of the QA system are well-executed. The university's QA body, primarily responsible for coordination, works in tandem with faculty-level units, which manage administrative aspects, and study program-level units, which focus on academic activities such as teaching, learning, and research.

Moreover, UPI adheres to national regulations on gender equality, as mandated by the 2020 gender-responsive university manual issued by the Ministry of Female Empowerment and Child Protection. This manual follows the Presidential Instruction on National Development and



outlines measures to ensure equal opportunities and resources for all genders. UPI has established the University Centre for Gender Role and Child Protection Studies, tasked with promoting gender equity and advocating for children's rights within the university and the broader public.

In conclusion, UPI's QA policy is well-structured and aligned with national and international standards, with effective coordination at all levels to ensure continuous improvement. However, ongoing efforts in faculty development and adherence to emerging regulations will be crucial to sustaining and enhancing UPI's commitment to quality assurance.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

2.1.1 Bachelor in Resort and Leisure Management (MRL)

The Management of Resort & Leisure Study program (MRL) itself was officially established based on the Decree of the Rector of the Universitas Pendidikan Indonesia dated March 16, 2005. MRL has the vision "To become an Excellent Study program in the Field of Tourism for Resort and Leisure Management by 2025". In general, the meaning of this vision is to portray that MRL establishes itself as a leading study program in the field of tourism in producing graduates, scholarly works, and research, as well as conducting community service activities related to the planning and management of resorts and leisure. The indicators of excellence are observed from academic aspects (student affairs), research (scholarly works), and community service. The stages of achieving this vision are focused on achieving excellence locally (by 2010), regionally (by 2015), nationally (by 2020), and internationally.

The vision of MRL is determined based on the vision and mission of the Faculty and University, which is developed in accordance with the intended goals and outputs. The internal discussion on the vision and mission is conducted by considering the future challenges of the tourism program and the target of achieving a world-class university in line with the current global tourism conditions. The stakeholders involved in formulating the vision and mission of MRL



include Faculty Members and Staff, Practitioners in the Field of Tourism and Resorts, as well as Alumni.

To facilitate the achievement of the vision, MRL has formulated its missions that include: 1) Organizing education to produce professional and trustworthy tourism graduates who are capable of developing the potential of natural and human resources to strengthen national and global tourism, 2) Conducting research and development in the field of resort and leisure management, 3) Engaging in community service activities in the field of resort and leisure management that align with the needs and development of society, science and technology, and 4) Expanding access and networking with national and international tourism stakeholders. To achieve the established graduate profile, MRL refers to the standards of the Indonesian National Qualifications Framework (KKNI) by offering an undergraduate program equivalent to Level 6 in the KKNI. Furthermore, in developing the curriculum to produce the desired outcomes and graduate profiles, MRL conducts studies on current industry needs, global trends in tourism knowledge, and practical issues in Indonesia.

To fulfill the mission of developing human resources that can support national and global tourism development, as well as promoting equality and justice in society, MRL provides broad admission pathways for high school students to become students in the MRL program. There is an affirmative action pathway for underprivileged groups, as well as achievement-based and regular pathways, all of which require applicants to undergo tests and meet the standards set by UPI.

The quality assurance system for the program follows the quality assurance system implemented in Indonesia, in accordance with the Law of the Republic of Indonesia on Higher Education Quality Assurance System. The quality assurance system consists of two main components: Internal Quality Assurance System and External Quality Assurance System. In 2009, the MRL study program obtained national accreditation with a Grade A, representing the highest level of national accreditation achievement in Indonesia. In the future, the national accreditation scheme has been handed over to independent accreditation bodies (LAM). The national accreditation process is periodically renewed every 5 years.

Based on the vision, mission, and objectives, graduates of the MRL program can fulfill the following competency profiles: (1) can pursue further studies at a higher level (master's degree) in both public and private universities, either at home or abroad. (2) can work in their respective areas of expertise in various sectors of tourism or other relevant sectors. (3) can contribute to society through the application of knowledge and skills related to the field of tourism. (4) can start their own business (entrepreneurship) in the field of tourism or other relevant fields, thereby creating employment opportunities for the community.



2.1.2 Bachelor Program in Tourism Marketing Management (MPP)

The MPP study program was established in 2005 based on the Establishment Decree of the study program and the Operational Permit Decree. This study program is one of the tourism study programs under the Faculty of Social Science Education (FPIPS), Universitas Pendidikan Indonesia. The MPP study program has a vision, which is: "To become a leading and excellent study program in the development of Tourism Marketing Management Science based on research and supporting the development of Sustainable Tourism." Since 2010, this study program has been accredited with a B grade by the National Accreditation Board for Higher Education (BAN-PT). Since 2015, the program has successfully improved its accreditation to an excellent grade, which is the highest accreditation ranking for study programs in Indonesia. Since 2010, the program has been collaborating and participating in The ASEAN International Mobility for Students (AIMS), regularly accepting international students every semester, except during the global COVID-19 pandemic.

The program's vision is derived by the study program in accordance with the vision of UPI and the vision of FPIPS. To achieve this vision, the program carries out the following missions: a) Providing quality education to produce graduates in the field of tourism marketing management, b) Conducting research that is beneficial for the development of tourism marketing management science and tourism stakeholders, c) Playing an active role and showing concern for the local community in the development of tourism potential.

Based on the above vision, mission, and objectives, the curriculum and teaching-learning process in the study program are designed to produce graduates who meet the expected profile, which includes: 1) Tourism management and marketing professionals: possessing competencies to plan, manage, market, and evaluate tourism businesses. 2) Researchers in the field of tourism marketing management: having competencies to identify problems in tourism management and marketing, seek solutions through scientific procedures, and publish their research findings. 3) Entrepreneurs in the field of tourism: capable of applying their competencies to engage in entrepreneurial activities in various tourism sectors, including accommodation, sports tourism, tourist attractions, and food and beverage.

The vision of the MPP also emphasizes support for sustainable tourism development. Specifically, the MPP program strives to ensure the availability of tourism resources in the future. In this regard, the prioritized principle is the development of tourism that adheres to ethical, responsible management and is sensitive to the needs of the surrounding environment. It aims to produce graduates who understand tourism marketing management with a focus on environmental preservation, cultural heritage, and the improvement of socio-economic well-being of communities. Graduates are also expected to carry out pragmatic marketing practices while considering ethics, morals, professionalism, and accountability. This is done to support the creation of sustainable tourism development.



In the process of evaluating and establishing the curriculum, the study program follows the curriculum evaluation guidelines and curriculum development guidelines issued by the university. In evaluating and developing the curriculum, the study program utilizes various relevant information. One source of information is obtained from the analysis of the internal and external environment. Specifically, for the internal environment, analysis is conducted on the academic community within the study program, resources and capabilities of the study program including the availability of facilities, infrastructure, financial resources, faculty and expertise, students, and other internal aspects. This allows the program to identify strengths and weaknesses in delivering its academic services.

Further examination is conducted by analysing the external environment, which includes the public sector related to the existence of the program, particularly government policies related to higher education. The scrutiny of the external environment is also carried out through the analysis of industry needs, which is done through focus group discussions with alumni, academics from tourism campuses other than UPI, the tourism industry, industry associations, and professional associations in the field of tourism. These stakeholders are invited to provide constructive input to the study program and to understand the evolving attitudes, skills, and knowledge required by users and graduates. Through data obtained from internal and external sources, the program formulates a curriculum that meets the needs of graduates and is expected to be relevant to the development of the times.

Therefore, the objectives of MPP are: 1) to produce competent, professional, and morally upright graduates in the field of tourism marketing management through the development of an adaptive and relevant curriculum that meets the needs of stakeholders. 2) to generate innovative and applicable research in the field of tourism marketing management. 3) to apply the principles of tourism marketing management to develop the potential of tourism through community empowerment.

2.1.3 Bachelor Program in Catering Industry Management (MIK)

The Catering Industry Management Study program (MIK) was established in 2005. Over time, the MIK Program has undergone two curriculum changes in 2006 and 2010. The study program has a vision and mission determined based on the vision and mission of the faculty and university, which is developed according to the intended goals and outputs. A comprehensive analysis of internal and external factors related to the potentials and constraints of program development is also conducted to realize a forward-looking vision and mission. The discussion regarding the vision and mission is carried out by considering the learning outcomes of the graduates of the program with the expected competency standards



as a Tourism Bachelor. The vision of the Catering Industry Management Program (MIK) is as follows: "The Leading and Excellent Program in the Field of Catering Industry Management Based on Research in 2025."

The vision of the MIK program as the leading and excellent program in the field of catering industry management based on research in 2025 is a manifestation of UPI and FPIPS's vision. As the first tourism program in Indonesia that produces undergraduate students, the MIK program demonstrates UPI's pioneering presence. The multidisciplinary nature of tourism studies is also reflected in the strengthening of scientific, technological, and professional fields in all disciplines within FPIPS, enabling it to excel and establishing a leading position in its field. The general meaning of this vision portrays the MIK program as a leading tourism program that produces graduates, scholarly works, and research, as well as conducts community engagement activities related to the planning, management, and development of the catering industry.

After establishing the vision of this program, the next step is to formulate the mission, which includes tasks, responsibilities, obligations, and action plans, namely: (1) providing education to produce professional and trustworthy bachelor of tourism who are capable of developing the potential of natural and human resources to strengthen national and global tourism, (2) conducting research and development in the field of catering industry management, (3) engaging in community service activities in the field of catering industry management that align with the needs and development of society, knowledge, and technology, (4) expanding access and networks with national and international tourism stakeholders.

The MIK study program welcomes students from various backgrounds, without discrimination based on socioeconomic status, race, religion, ethnicity, or nationality. This is evident in the selection of religious courses, which are tailored to each student's respective religion. Additionally, the program supports the interests of its students, as seen in the division of specialized classes into two tracks: pastry and gastronomy. Students will also be equipped with entrepreneurship courses that can be applied after graduating from MIK. This is supported by the results of tracer studies, which show that, on average, MIK alumni have culinary-related businesses.

In 2016, MIK also obtained the TedQual accreditation, which is an international certification specifically dedicated to educational institutions in the field of Hospitality and Tourism, issued by the United Nations World Tourism Organization (UNWTO), with a Degree of Accomplishment score of 75%.



2.1.4 Bachelor Program in Tourism Education (DIKPAR)

The DIKPAR program was established on April 4, 2019, and is committed to realizing the vision of the faculty and the university. This commitment is reflected in the study program's vision. The establishment of the tourism education study program began with the ideas of tourism lecturers within the Faculty of Social Sciences Education as the development team for the tourism education study program, considering the data from the Directorate of Teacher Ministry of Culture and Education that indicated a high percentage of vocational teachers in Tourism Vocational Schools lacked a background in tourism education. Furthermore, there was no teacher training institution specifically focused on preparing professional tourism teachers. At that time, a team was established to prepare the proposal for creating the tourism education program. Through various processes, the program at UPI was finally established in 2019 with resources consisting of six permanent faculty members at UPI who passed the selection process, and the first Head of the study program was elected. The year 2019 marked the first year of the establishment of the program. In 2021, the BAN-PT Accreditation Certificate was obtained by the Tourism Education program in its third year of establishment. Based on BAN-PT Decree, it is stated that the Tourism Education program meets the criteria for a Good Accreditation rating. The fields of study in the Tourism Education program are tourism education, tourism, and hospitality management. The tourism education aspect is reflected in education-related courses such as curriculum and instruction, educational management, and learning strategies in the field of study. Meanwhile, tourism and hospitality management include hotel management, restaurant management, and tour management.

The vision of the Tourism Education Study Program is to become a leading program for tourism education study in Indonesia. In order to achieve this vision, the Tourism Education Study Program has established steps while still adhering to the Tri Dharma of Higher Education, which are education, research, and community service, namely: (1) conducting education to produce human resources (HR) in the field of tourism education who have knowledge, skill, and attitude competence to become tourism educator professionals who can adapt to the era of the 5.0 industrial revolution, (2) enhancing the quality of research and publications in the field of education and tourism science to strengthen the field of tourism education science and provide a foundation for the education and community service process, (3) organizing community service based on research outcomes and strengthening professional competence to enhance the field of tourism education science.

The program's curriculum contains courses that support the achievement of graduate competencies and provide students with the freedom to broaden their horizons and deepen their skills according to their interests. The curriculum is designed based on its relevance to the objectives, coverage, and depth of material, and organization that encourages the formation of hard skills and personality and behavioural skills (soft skills) that can be applied



in various situations and conditions. In this way, the curriculum will continue to be developed to suit the needs of the field of tourism educators and professionals. Graduates from the Tourism Education Study Program acquire general tourism knowledge and education knowledge and skills. It is known that there is still a lack of tourism teachers with an educational study background, despite the high growth of tourism schools in Indonesia. There is a significant need for teaching personnel, such as teachers in tourism vocational high schools in the field of tourism and hospitality, including hotel management, culinary study, tour services study, and ecotourism study.

Realizing the established graduate profile, the Tourism Education Study Program refers to the Indonesian National Qualifications Framework (KKNI) standards by implementing a bachelor's degree program equivalent to level 6 in the Indonesia Qualification Framework-infused-based curriculum. Furthermore, in developing the curriculum to produce the desired outcomes and graduate profile, the Tourism Education Study Program conducts studies on future industry needs, global trends in the development of tourism education, and practical issues in tourism education in Indonesia. Currently, the tourism education program has several partners with tourism industries, tourism schools, and tourism associations in Indonesia.

Based on the stated mission, the Tourism Education Study Program establishes the following objectives: (1) produce professional tourism educators who are religious, responsible, and committed in carrying out their duties, have the ability to collaborate, and demonstrate a high level of concern for society and the environment, (2) produce tourism professionals who possess, develop, and apply knowledge, technology, and/or art in the field of Tourism Education, (3) conduct scientific, technological, and/or artistic activities in the field of Tourism Education through innovative, original, and validated research, employing an inter-multidisciplinary and transdisciplinary approach, (4) develop the ability to communicate tourism education ideas and thoughts through academic forums and journals that receive national and international recognition.

2.1.5 Master Program in Tourism (MPAR)

The Master of Tourism program was established on April 6, 2020. The program earned its opening accreditation based on BAN-PT on March 30, 2020. The initial cohort of students was admitted in the second semester of the academic year 2020/2021, and a second batch was enrolled in the first semester of 2021/2022. The program has observed a growing trend in student interest, highlighted by the increasing demand for formal and informal program information.



Aligned with the University's and the School of Postgraduates' vision, the Master of Tourism program's vision is: "Gaining National and International Recognition in the Implementation of Postgraduate Education in Tourism in 2025."

In developing the curriculum and the quality assurance of education, the Master of Tourism program has raised collaborations with various stakeholders domestically and internationally. These include higher education institutions like Leiden University, UNPAD, STP Trisakti, and public sector entities such as the Ministry of Tourism and Creative Economy, Bandung City Cultural and Tourism Agency, Bandung Regency Tourism and Culture Agency, and the West Bandung Tourism and Culture Agency. These collaborations aim to ensure the quality of the learning process during the study.

2.2 Assessment

2.2.1 Bachelor in Resort and Leisure Management (MRL)

The design and approval process of UPI's study programs follows a structured and transparent framework, underpinned by a solid market analysis and the involvement of relevant stakeholders, including industry representatives, alumni, students, and a science consortium. The ongoing quality assurance process is effectively established and ensuring continuous improvement of the program.

The bachelor's program associates with UPI's mission to become a leading university in the ASEAN area. The hospitality and tourism programs contribute to industry needs and to the academic profile of the Faculty of Social Science Education. While the institutional vision and mission statements are outward-looking, explicit reference to students as key stakeholders could be made more prominent.

While external collaboration with institutions and companies is well integrated, the direct involvement of students in the program development process could be more structured. Although student feedback is continuously collected, concrete measures to actively incorporate student input in the final stages of program design were not clearly articulated.

The bachelor's program has a clear-structured curricula, with learning objectives that align with academic and professional requirements. The core expertise courses are well-designed, equipping students with essential industry and research skills. Entrepreneurship is strongly emphasized across the bachelor's programs, preparing students to also establish their own businesses. However, some course titles, such as Immersive Programs, lack clarity and could be more descriptive to help students understand their content. Additionally, the career opportunities available to graduates could be further specified, providing concrete examples to help students envision their professional paths.



While the workload is generally well distributed, discrepancies between semesters should be addressed to ensure consistency, particularly. Standardizing the ECTS distribution across semesters would improve transparency and help students with planning for semesters abroad. The master's program as a direct comparison demonstrates a more balanced workload.

Internships are an integral part of the study program, facilitated through a network of established university partners. Students also have the option to propose additional organizations for their internships. Faculty members provide support throughout the process, from preparation to evaluation. However, clearer guidelines on how students can leverage career services and internships to transition into employment would enhance the program's industry relevance.

The use of English in program documentation could be expanded to support internationalization efforts. Additionally, some of the academic literature used in courses is outdated, and regular updates to course materials are recommended to reflect recent developments in tourism research and practice.

2.2.2 Bachelor Program in Tourism Marketing Management (MPP)

The strategic plan for the faculty FPIPS outlines clear objectives for the HEI through and its plan to establish five core principles aimed at preparing students to contribute effectively to the workforce in sectors addressed by the faculty, particularly in tourism: (1) improving the quality of research in the field of tourism; (2) developing professional education with a focus on tourism; carrying out community service to disseminate education in tourism (3) and enhancing the faculty's networking opportunities both locally and internationally.

The bachelor program aligns well with the mission and vision of the university. Comprising 44 modules, 70% of which are subject-specific to tourism marketing, the program's core curricular elements reflect the institution's strategic goals. The module handbook includes all individual study program modules, and the learning outcomes are generally consistent with level 6 of the European Qualifications Framework. However, notable inconsistencies have been observed in the structure of these modules. Some modules, such as MP101 Introduction to Tourism, include both Program Learning Outcomes and Course Learning Outcomes, while others, like IS300 Introduction to Social Sciences, list only the Course Learning Outcomes. Additionally, it has been noted that module developers often lack a clear understanding of the distinction between PLOs and CLOs, resulting in significant variation across the program. The core reading lists for all modules are outdated, which is a critical concern given the dynamic nature of the tourism and marketing sectors. It is essential to ensure that reading materials remain current to reflect ongoing developments and contemporary research in the field.



Student involvement in program design occurs through informal and formal mechanisms. Informally, students provide feedback on individual modules, leading to discussions between lecturers and program managers about potential content improvements. Formally, UPI assesses students' skill acquisition and practical application through on-the-job evaluations. If additional competencies are deemed necessary, the curriculum team and program managers review and adjust the respective modules accordingly.

The overall objectives of the program are also well-defined. These include mastering tourism science concepts, particularly in tourism marketing management, applying scientific and technological advancements while adhering to ethical standards in line with the Global Tourism Code of Ethics. Demonstrating critical, systematic, and innovative thinking in strategic decision-making for tourism marketing, exhibiting effective communication skills across cultural contexts and maintaining quality performance and professional networks within and beyond the tourism industry.

The program curriculum strikes a suitable balance between theoretical knowledge and practical skills. Key modules cover essential areas such as digital marketing, social media marketing, sustainable tourism, tourist behaviour and consumer service, tourism strategic management, and tourism finance management. The integration of case studies, on-the-job training, and collaboration with industry professionals further enhances the practical learning experience, ensuring that students are well-prepared for their future careers. Additionally, seminar-based modules and individual research projects adapt critical thinking, innovation, and problem-solving skills crucial for evolving the tourism marketing sector.

Despite the program's strengths, several areas require improvement. The overall learning objectives and detailed curriculum information are not accessible on the study program's webpage, limiting the program's international visibility. Moreover, the module handbook does not clearly outline the relationship between the curriculum and learning outcomes. Although discussions with program managers revealed that the program aligns with the National Standard set by Indonesian authorities, it is advisable to provide students with a comprehensive list of career opportunities for each study program.

The definition of student workload in credits is transparent, as outlined in the official documents and through UPI's Virtual Learning Environment (SPOT). However, while internships form a core component of the study program, there is no formal departmental structure dedicated to managing internships. The International Office currently addresses student queries related to work placements, and students often rely on lecturers' networks to secure internship opportunities. Although UPI's partnerships and collaboration agreements with industry stakeholders benefit students' placement prospects, establishing a dedicated internships office would provide more structured and consistent support to national and international students.



The program is grounded in the core principles set by the Council of Europe for higher education. Compulsory transversal modules, including community service, field experience or on-the-job training, civic education, and the research project/thesis, effectively reflect the Council's four key educational purposes: preparing students for sustainable employment, fostering personal development, encouraging active citizenship, and building an advanced knowledge base to stimulate research and innovation.

In designing, implementing, and delivering the study program, UPI considers most of the key elements of international accreditation standards. The university's system for monitoring and measuring KPIs related to study programs ensures quality assurance. The assessment approach for the bachelor program is student-centred and varied, typically consisting of five components: class attendance (10%), class activities and participation (20%), individual and group tasks (20%), midterm exams (20%), and final semester exams (30%). This balanced assessment structure allows students multiple opportunities to demonstrate their competencies.

To further strengthen the program, it is crucial to update the core reading lists regularly and consider adding supplementary reading materials. Greater student involvement in the program development phase should also be encouraged. The Executive Students' Board at UPI presents an ideal platform for ensuring that student representatives contribute to the continuous improvement and evolution of the study program.

2.2.3 Bachelor Program in Catering Industry Management (MIK)

The Catering Industry Management Bachelor's Program at UPI aligns well with the strategic plan for the Faculty of Social Sciences Education, which sets clear objectives until 2025. The program supports the mission of the institution by preparing students to contribute to the current workforce, improving the quality of research in tourism and catering, developing professional education, carrying out community service, and enhancing local and international networking opportunities.

The core curricular elements of the program reflect the mission and vision of the university. The program is composed of 56 modules, 45% of which are subject-specific to the catering industry. The learning outcomes for each module align with Level 6 of the European Qualifications Framework and are subdivided into 'Attitude Learning Outcomes,' 'General Skills Learning Outcomes,' 'Specific Skills Learning Outcomes,' and 'Knowledge Learning Outcomes.' The assessment methods are primarily based on project and practical work, which is suited to the practical nature of the study program. However, the core reading list requires significant updating to reflect the evolving nature of the industry and ensure students access current and relevant literature.



Students are involved in program design through both informal and formal mechanisms. Informally, lecturers and students discuss module content and propose improvements based on student feedback, which lecturers then relay to program managers. Formally, the university conducts recurring evaluations to assess students' skills in practice. If skill gaps are identified, the curriculum team and program managers review and adjust the module content accordingly. Despite the adequate learning outcomes of individual modules, the overall program objectives could not be identified in the module handbook or on the program's website. Furthermore, the program's online presence requires improvement, as the study program webpage was found to be inaccessible during verification. This lack of accessible will clearly be a temporary issue, but (in general) information impacts the program's international visibility and should be addressed continuously.

The program offers a well-balanced mix of theoretical knowledge and practical skills. Key modules cover areas such as Digital Marketing, social media for Marketing, Sustainable Tourism, Tourist Behaviour and Consumer Service, Tourism Strategic Management, Food Safety Management, Digital Gastronomy, Gastronomic Information Systems, and Field Experience Practice. Real-world case studies, on-the-job training, and collaboration with industry professionals further enhance practical learning, ensuring that graduates are well-prepared for careers in the catering industry. Career opportunities include roles such as sous chefs and food and beverage managers; however, it is advisable to make a comprehensive list of potential career paths easily accessible to students.

The student workload is clearly defined in the documents of each module and is also featured in SPOT, UPI's Virtual Learning Environment, ensuring transparency. Internships are a core component of the study program, but there is currently no formal departmental structure to support internship placement. Queries from students regarding internships are generally handled by the International Office, and work exposure opportunities are often identified through informal lecturer networks. Although UPI maintains industry partnerships for student placements, the absence of a dedicated internship office weakens the support system for students. Establishing a formal internships office would significantly strengthen the program's operational capacity in this area.

The program's structure reflects the core principles of higher education as outlined by the Council of Europe. Compulsory transversal modules, such as Community Service, Field Experience or On-the-Job Training, Civic Education, and the research project or thesis, align well with the four purposes of higher education: preparation for sustainable employment, personal development, active citizenship, and the advancement of knowledge and research innovation.

UPI incorporates most of the key elements in designing, implementing, and delivering the Catering Industry Management program. The university monitors and measures KPIs for study



programs through a dedicated system. The assessment pattern for the program is student-centric and consists of multiple components: Class Attendance (10%), Activities and Participation in Class (20%), Individual and Group Tasks (20%), Midterm Exam (20%), and Final Semester Examination (30%). This diversified assessment approach allows students to balance their performance across various areas.

Nevertheless, the program should be enhanced by thoroughly reviewing and updating the core reading list and potentially adding a supplementary reading section. Greater student involvement in program development should also be encouraged. The existing Executive Students' Board at UPI presents an excellent opportunity to formalize student participation in shaping the program's future direction.

2.2.4 Bachelor Program in Tourism Education (DIKPAR)

The DIKPAR study program at UPI aligns well with the mission statement and overall strategic objectives of the higher education institution. The program is well-designed to equip students with the necessary competencies to teach tourism in vocational schools. It shows a balanced structure and a strong connection with various stakeholders from vocational schools, ensuring that the curriculum is regularly discussed and reviewed to meet the evolving needs of the vocational education sector. The organizational chart presented in the official documents strengthens this positive impression, as it clearly assigns responsibilities to different stakeholder groups. It is also encouraged that students be integrated more proactively into the ongoing development process of the study program.

The primary objective of the program is to prepare future tourism educators for their roles as vocational schoolteachers. The program is well-matched to the current demand for qualified tourism educators within vocational schools. It aims not only to provide students with the essential knowledge required for their future teaching roles but also to equip them with advanced academic capabilities relevant to the field of tourism education.

The curriculum of the DIKPAR program reflects a thoughtful combination of foundational courses, applied tourism courses, methodological courses, and pedagogical courses. Practical elements and case studies are also incorporated, enhancing the application of theoretical knowledge in real-world contexts. Career opportunities for graduates are primarily focused on positions as vocational high school teachers specializing in tourism education.

The workload of the program is defined transparently through online resources and supporting documentation. However, in comparison with other program elements, the workload assigned to the thesis component appears to be under-proportional. Internship support is well-organized through the appointment of a dedicated internship coordinator, which ensures that students receive appropriate guidance and assistance throughout their internship experiences. Reports



from DIKPAR professors highlight the program's strong and active engagement with vocational high schools.

The program includes several courses dedicated to fostering active citizenship and personal development. Additionally, research and innovation are embedded within the curriculum, providing students with knowledge and skills specifically designed to the vocational high school education context. This targeted approach aligns well with the employment prospects for graduates.

Regarding the institutional approval process, the DIKPAR program follows the established recommendations without deviation. The program is highly suited to its intended purpose, focusing on addressing the local market's need for qualified tourism educators. Given the international standards for accreditation, an opportunity for improvement lies in increasing the use of English in both instructional delivery by the DIKPAR teaching staff and the provision of key program documents in English. As the official documents indicates, this step is essential in supporting the program's long-term strategy to enhance its international scope and reach.

2.2.5 Master Program in Tourism (MPAR)

The development and offering of a master's program in tourism align with the strategic objectives of UPI's senior management to enhance academic excellence and attain national and international recognition as a research institution. The accreditation review process confirmed that the program design adheres to these overarching institutional goals. The accreditation procedure revealed that external stakeholders, such as Leiden University from Europe, were actively engaged in the design of the program. This external input contributes to the program's alignment with international academic and industry standards. However, the involvement of students, the primary stakeholders in higher education, could be more proactively integrated in shaping the program's structure and content. Enhancing student participation in the program design process would further align the curriculum with learner needs and expectations.

The core content of the curriculum is consistent with comparable international master's programs in tourism. The inclusion of an independent study course and a thesis provides students with a solid foundation for further academic pursuits, including PhD studies. Additionally, the mandatory business project ensures that graduates develop practical skills relevant to the tourism industry. The program's structure appears well-organized to facilitate its intended learning outcomes. The first semester includes foundational courses (e.g., statistics, philosophy of science), while the second semester's rising level focuses on applied subjects (e.g., destination planning, entrepreneurship). This structure is conducive to achieving both theoretical and practical learning objectives.



Given Indonesia's growing tourism sector, there is a clear demand for professionals with advanced academic qualifications in tourism. This master's program has the potential to prepare graduates for senior positions in the industry. However, the establishment of a formal career centre would enhance student support in securing internships and employment opportunities. While internship opportunities are available, it remains unclear whether they are a mandatory component of the curriculum. A structured career support system would further strengthen the program's industry relevance.

For Indonesian standards, the program's workload appears adequate and transparent. However, when compared to European master's programs, the overall workload is relatively low. A reconsideration of the credit allocation and study intensity could enhance the program's competitiveness in an international context. The institutional approval process for the program is well-documented and systematically implemented. The process involves internal and external stakeholders and adheres to the four purposes of higher education. Furthermore, the program's learning objectives—both at the overall program level and individual course level—are clearly defined and appropriately aligned with the expected outcomes.

The program integrates original journal articles from internationally recognized scholarly sources in English, preparing students for thesis research. However, the broader use of English should be more explicitly embedded in UPI's official documentation to enhance accessibility for international students. Additionally, some of the literature used in the program appears outdated, and regular updates to reading materials would improve the academic rigor of the curriculum.

Overall, the master's program in tourism is well-structured and aligns with institutional, national, and international standards. There are notable strengths, such as the integration of international perspectives, a balanced mix of theoretical and applied learning, and a structured approval process. However, areas for improvement include increasing student involvement in program design, strengthening career services, ensuring clarity regarding internship requirements, enhancing workload comparability with international programs, and updating academic resources. Addressing these aspects would further elevate the program's quality and global competitiveness.

2.3 Conclusion

The criterion is **not fulfilled**.



3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

Student-centred learning, teaching, and assessment are implemented at UPI through various methods and approaches. The learning process is designed to enhance students' potential independently, with various forms of learning such as lectures, discussions, presentations, group assignments, and individual assignments. This approach encourages students to take responsibility for their own learning and contribute to the learning process.

Students are encouraged to actively participate in discussions, seminars, and group assignments. They are also involved in project-based learning, where they undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. Lecturers and students work together to develop and explore various relevant studies, in terms of scientific content and skills in their application. Information exchange (discussions) in and outside the classroom is a hallmark of the learning process.

Study programs assess attitudes, knowledge, general skills, and specific skills to be achieved in each course by determining the appropriate learning approach. For example, students engage in real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The program implements the Project-Based Learning (PBL) method to enhance critical thinking skills in addressing language and literature issues. Students undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The learning process leverages digital tools, online resources, and multimedia platforms to enhance learning experiences. For example, students use computational linguistics tools and software to analyse large linguistic datasets.

Examination system

Examinations are based on educational, authentic, objective, accountable, and transparent principles that are integrated. The assessment techniques include observation, participation, performance, written tests, oral tests, and surveys. The assessment system includes formative assessments aimed at obtaining information used for the improvement of the learning process and a summative assessment aimed at evaluating the students' achievements of the intended learning outcomes.

Course exams are held at least twice in one semester, namely midterm and final semester exams, while the assignments can be adjusted. Final examinations of the study program can be held every month. Students who write theses or dissertations undergo an oral defence examined by a board of reviewers. In this oral defence, they are assessed based on their



knowledge of the theory, academic writing, ability to defend their thesis, and English proficiency.

The grading management is done digitally through the university's grading system called SINNO. The grading system uses a scale of 0-4, and students are allowed to submit a letter of request for a review of the grade if they do not accept the grade offered by the lecturer. The assessment system includes a continuous improvement process, where feedback from students is used to make improvements in the learning process and assessment methods.

3.2 Assessment

UPI established well aligned processes to ensure student-centred learning, teaching, and assessment with several aspects of a high-level educational approach with only few areas for further improvements.

UPI follows a traditional syllabus across all classes in the cluster, ensuring that learning outcomes and assessment methods are clear and well communicated. The assessment processes align with the intended learning outcomes, helping students develop the relevant skills. Moreover, the detailed composition of final grades is mostly transparent and consistently shared. However, some syllabi and lesson plans appear outdated, suggesting that periodic curriculum updates are needed to maintain relevancy.

The university applies a structured assessment process that extends beyond traditional methods, incorporating a variety of approaches such as simulation-based assessments, peer review, and practical work. This range of assessments complements formative and summative assessments. Notably, students may retake an exam after a year if needed, and final examinations may take the form of a thesis, non-thesis, or the publication of a journal article, adding flexibility to the assessment framework.

UPI has included Outcome-Based Education (OBE) principles, which focus on the holistic development of students, encouraging problem-solving, critical thinking, and the application of knowledge in real-life contexts. The use of diverse teaching methods, from lectures and case studies to project-based learning and fieldwork, enhances the student learning experience. Additionally, students are encouraged to engage in laboratory-based experiments, further fostering independent research and practical skills.

While these strengths are evident, there are also some concerns. Although student feedback is collected via questionnaires, these are the only evaluation tools used, raising doubts about their effectiveness. The anonymity of these questionnaires is questionable, given that there is potential for senior administration, including the rector, to access the results, which could undermine honest feedback. UPI would benefit from expanding its feedback mechanisms



beyond questionnaires to ensure a comprehensive evaluation of teaching and learning methods.

There is a notable gap in offering students opportunities to build an individual base, which could better prepare them for their professional careers. Introducing more elective modules and customizable learning paths could not only enhance the knowledge-building process but also increase the attractiveness of UPI's programs. Therefore, it is recommended that students as the main stakeholders should be motivated to take this pro-active part in the development of their own study programs at UPI. This would give them the chance to participate as members in a decision-making body at UPI.

Lastly, UPI has established a robust quality control system, underpinned by continuous monitoring and support from academic supervisors to benefit the students in their daily tasks. This process, which includes also mid-term and end-of-semester assessments, supports students' academic progression. The integration of an online learning platform (SPOT and SPADA) facilitates access to learning materials, lesson plans, and hybrid learning opportunities further enhance flexibility. Nonetheless, UPI could continue to assess and develop student-centred learning approaches to meet its quality assurance goals, particularly by improving the professional development of teaching staff and aligning teaching methods with the evolving educational landscape in the context of internationalization. Therefore, each lesson plan could be improved so the course descriptions learning methods and examination requirements are made clearer, reflecting the content of the curriculum in an international context and could also be available on the UPI website.

In conclusion, while UPI exhibits many positive aspects in line with the ESG, particularly in its assessment variety and commitment to OBE principles, the university should strongly continue to refine its practices to fully achieve a student-centred approach. Expanding feedback mechanisms, updating syllabi, enhancing portfolio-building opportunities, and strengthening doctoral supervision will help UPI align more closely with European Standards for quality assurance in higher education.

In the discussions with the students, it widely became clear that students as the main stakeholders and their appeals should also be taken into consideration, which is recommended. By having an appeals policy in place, the student's voice can even be heard more actively in the HEI.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:



Recommendation 1: UPI is not yet spending time with students on developing the programs. This should be better streamlined to take a pro-active part in the development of the programs.

Recommendation 2: UPI should integrate an appeals policy and transparent procedures for students to make it possible for students to complain about bad grades as a possibility to counteract potential unfairness on the part of single lecturers.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

Student admission at UPI is organized through a systematic process. For most master program applicants, a bachelor's degree (S1) or equivalent from an accredited study program and/or higher education with a cumulative grade point average (GPA) of at least 2.75 is required. For doctoral program applicants, a master's degree (S2) or equivalent from an accredited study program and/or higher education with a GPA of at least 3.00 is required.

Applicants are required to submit their final diploma and transcripts of education, a statement of assignment/permission of the employer, and a research plan for doctoral applicants. Registrants are required to register online through the designated website, where they can choose the study programs and receive an application number along with information on the amount of the registration fee to be paid. If a selection test is required, these could be academic potential tests, English language tests, interviews, and specific material tests in accordance with the scientific field of the study program concerned.

Progression

Student learning progress is monitored through academic supervision, which is reviewed at the end of each semester with a ratio of academic supervisors to the student population of 1:4. Academic supervision can be done face-to-face and/or online, depending on individual circumstances.

The individual students' progress is monitored through qualification exams that students can take after completing a certain number of credits. The minimum requirement for passing the qualification exam is a qualifying test score of 3.00. Students who are completing theses or dissertations are guided by academic supervisors and undergo an oral defence examined by



a board of reviewers. The quality of the thesis and dissertation is tested through several stages of examination.

Academic advisors provide ongoing guidance to students, focusing on study planning, problem handling, and study completion. This guidance is aimed at ensuring that students are making progress and addressing any challenges they may encounter. The study program also monitors the development of thesis/dissertation writing every semester, ensuring that students are on track with their research and writing process.

Recognition

UPI implements clear and standardized procedures for the recognition of modules and credits, in line with international requirements and the national regulations of the Indonesian Ministry of Education. UPI ensures that credits earned by students are transferable within national institutions and internationally, supporting student mobility and academic progression with its partner universities.

Through participation in academic exchange programs and partnerships with international institutions, UPI facilitates the recognition of learning outcomes and credit transfer for students. Detailed information regarding the recognition of prior learning is provided for each program, ensuring transparency in the assessment of credits. To do so, UPI follows a structured certification process, where grades, modules, and qualifications are officially documented in academic transcripts. This guarantees that students' academic achievements are recognized in accordance with international standards, increasing academic progression and employability.

Certification

UPI also ensures a structured and transparent certification process that aligns with international standards based on national regulations. Upon completion of their studies, students receive official academic transcripts (e.g. Diploma supplements) that document their grades, completed modules, and qualifications. These transcripts are issued in accordance with the national credit system, also ensuring the most possible compatibility with international academic requirements.

UPI's certification process provides clear and verifiable documentation of each student's academic achievements, which is recognized nationally and internationally. This certification supports the students' academic and professional mobility, enabling them to pursue further education or career opportunities with validated and internationally recognized credentials.



4.2 Assessment

The programs have received a growing number of students over the past years, with a stable ratio of acceptance and a high level of success. The general admission process is easily accessible on UPI's website and can be seen as very important for the general approach of internationalization. Once students are enrolled, they are supported by various systems (on- and offline) which have been established for the students not to be left alone with difficulties. The monitoring and support of students' progression are very well integrated into the academic framework. The recruitment of PhD-students in general is more selective compared to bachelor and master programs and follows a very clear process. Prospective students register through a system, take a test and pass an interview. While the choice of the supervisor, and the possibility to have a co-supervision, remains unclear, it could be noted that students complete their studies in 5 years against 8-10 years previously, which is a very positive development within the past few years. Such progress suggests that the supervision process is adequate. In both cases, the recognition of the students' skills and knowledge is based solely on the students' score (GPA). Because learning outcomes are more concrete in terms of knowledge and skills acquisition and may be used by students on the job market, it would be useful to have a document listing them as part of the certification. Learning outcomes should be stated precisely and not in a general way, to allow a quick recognition of their value by the different stakeholders, especially in the industry. Equally important is the setting up of a procedure to ensure that potential conflicts between students and supervisors can be handled independently, without endangering the completion of the study.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Implementation

UPI follows a structured and transparent system for the recruitment, placement, and management of its teaching staff, which emphasizes the importance of qualified, competent, and well-managed academic personnel. UPI ensures that its processes meet national regulations and institutional policies to uphold a high standard of education.

The recruitment of lecturers is governed by a set of clear policies based on the Rector's Decrees and national laws. These guidelines ensure a transparent and fair process for selecting qualified individuals to serve in master and doctoral programs. The recruitment



mechanism aligns with UPI's strategic plan, ensuring that staffing decisions meet the needs of the main institution.

Lecturer qualifications are decided by academic, administrative, and personality requirements. Academically, lecturers are required to hold a Doctoral degree (PhD or equivalent) in a relevant field of study, demonstrate academic potential, and possess proficiency in both oral and written English. Additionally, lecturers must meet administrative requirements, including holding the necessary functional academic positions and obtaining approvals from their supervisors and university authorities. Personality requirements include a commitment to institutional policies, responsibility in fulfilling teaching duties, and adherence to ethical standards, particularly with regard to intellectual property rights.

Lecturer positioning decisions consider the lecturer-to-student ratio, the specific academic needs of study programs, and the alignment of lecturers' expertise with the courses offered. The head of the study program is responsible for proposing semester schedules, ensuring that the right lecturers are assigned to teach the appropriate courses.

The teaching load for lecturers is decided based on their structural positions within the university. Senior administrators, such as Deans or Vice Rectors, have reduced teaching loads to balance their administrative responsibilities. Lecturers without administrative duties may teach up to 10 courses or groups per semester. Retired lecturers are also permitted to teach, with a maximum of eight courses or groups assigned to them. UPI ensures that the management and development of its academic staff are aligned with the university's Vision, Mission, and strategic objectives. The institution regularly reviews its human resource needs, including planning for future retirements and adjusting staffing requirements accordingly. This forward-looking approach helps maintain a sustainable and high-quality teaching workforce.

The recruitment, placement, and dismissal of staff follows established university regulations, with clear processes in place to handle these aspects of employment. Lecturers and staff are managed under national civil servant (PNS) regulations and university-specific policies for non-PNS employees. This system ensures that the university can make staffing decisions that support its long-term goals and uphold high standards for education.

UPI's policies for recruiting, placing, and managing its teaching staff are designed to ensure that the institution is staffed with highly qualified and competent personnel. By adhering to well-defined procedures and aligning with both national and institutional guidelines, UPI maintains its commitment to providing high-quality education. This structured approach supports the university's overall mission and ensures that teaching staff can effectively contribute to the achievement of its academic objectives.



5.2 Assessment

UPI has several strengths and areas of excellence when it comes to its teaching staff. Not all but most of the staff must hold advanced degrees, often from prestigious institutions both in Indonesia and internationally, such as those in Australia, the USA or within the ASEAN countries. This diverse academic background enriches the teaching environment, offering students exposure to a broad range of specializations, including interdisciplinary fields. These specializations enhance the relevance of the curriculum by linking theoretical linguistics to real-world applications. Such partnerships not only improve research but also create practical learning opportunities for students, encouraging a direct connection between academic theory and professional practice.

The lecturers demonstrate a strong commitment to both teaching and research, as confirmed through interviews with students who provided highly positive feedback. Students consistently praised their lecturers for being approachable, accessible, and supportive, highlighting their willingness to engage outside of class via platforms like WhatsApp. This active engagement contributes to a positive learning environment where students feel supported and constantly challenged with new insights and knowledge in the way that they can manage the best, even with difficult topics.

The academic achievements of the teaching staff further underline their competence. Many are recognized at national and international levels, publishing research in respected journals and contributing to the academic community. Moreover, the staff participate in continuous professional development, attending workshops and seminars, particularly those led by international visiting professors. This ongoing development ensures that lecturers remain at the forefront of research and pedagogical advancements, particularly in areas like research ethics, publication practices, and grant management. Nevertheless, this research was yet not seen in detail in the modules outcome and should therefore more precisely been integrated so that students can benefit from the latest research activities with the daily teaching.

Students benefit from early exposure to critical and interdisciplinary perspectives. This is an important aspect of the programs, as it raises a deeper understanding of current research trends and interdisciplinary approaches.

However, while the lecturers demonstrate a strong commitment to student engagement and development, it is important to ensure that such efforts are consistently integrated into formal feedback mechanisms. Regular student feedback, while informally sought by lecturers, should be systematically used to improve teaching methods and enhance the learning experience across the board. Nevertheless, UPI states high-quality education, engaging in ongoing professional development, and maintaining strong connections between academia and professional practice. Their interdisciplinary expertise, active research participation, and



willingness to support students contribute significantly to the academic success of the programs.

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 3: UPI should integrate more own international research into the curriculum of all Bachelor-programs to ensure the involvement of the individual fields of research into the individual modules.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

Currently, the infrastructure facilities in FPIPS and departments/study programs are very adequate, both in terms of the number or specifications to ensure the implementation of academic and organizational activities. Communication channels inside are available in every room including lecturer lockers to be able to make connections between rooms. In addition, there are also information tools placed in the information centre room and then channelled to each room to facilitate the dissemination of information to the entire academic community. The availability of electricity and its channels is very large and connected to various existing rooms according to their designation. To facilitate the academic community in accessing information via the internet, FPIPS has created a network connected to each room. In addition, it is also enriched through the provision of a hotspot network on each floor of the FPIPS building. Each room is equipped with chairs, tables and furniture in accordance with their respective uses. Especially for laboratories equipped with smartboards as multimedia in the learning process. Regarding planning for the next 5 years, each study program generally seeks to complete multimedia learning media facilities. Then specifically try to complete it based on their respective specialties. The condition of the facilities of each department / study program is currently quite ideal, especially regarding learning media, such as LCD Projectors, practicum equipment, almost all lecture rooms are equipped with air conditioners and LCD Projectors. Thus, the lecture process runs well thanks to the coordination of the department / study program with the faculty.

Buildings and Physical Resources



The buildings are comprehensive for all facilities, distributed and designed to meet specific academic and administrative needs. The division of space into classrooms, administrative offices, and specialized rooms such as language labs, podcast rooms, and microteaching areas reflects a thoughtful allocation of resources to enhance both teaching and learning. The buildings include dedicated learning spaces for various programs, equipped with modern tools such as smart classrooms and practice rooms. Specialized facilities, such as language laboratories, tailored to the needs of diverse language programs including Indonesian, German, Japanese, French, Arabic, and Sundanese. The provision of flexible learning environments, including hybrid learning options via free Zoom meeting facilities, supports a more dynamic and accessible educational approach. Micro-teaching labs as a means of personal development and coaching for the practitioner as a prospective teacher, developing and coaching the professional skills and/or skills of education of the practitioners in school, and preparing the practitioner before joining the Professional Teaching Training Program (PPL) especially for the specific degrees.

Learning Facilities and Library

UIN provides a range of academic support facilities that are essential for ensuring quality learning experiences. The reading rooms and study areas for students promote academic research and independent learning, which is crucial for higher education as seen here. The availability of virtual classrooms and hybrid learning setups allows for flexibility in the learning process, particularly beneficial in nowadays evolving educational landscape where online and blended learning are becoming increasingly common.

The library is well-facilitated and located in a separate building to ensure independent learning possibilities and group activities for all students.

Student Support and Supplementary Facilities

UIN provides holistic support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment conducive to both academic success and personal well-being. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of scholarships are offered to support students with special needs or circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period. The Student Activity Centre (PKM) is another place to develop the managerial creativity skills of students to accommodate student activities.

Internet and Digital Access Points



The availability of free internet facilities throughout the buildings further enhances learning and research, allowing students and staff to stay connected and access digital resources easily.

6.2 Assessment

Because the accreditation procedure could only be conducted online with no real access to the learning resources, the experts' group could only transport a general feeling for the resources that might be missing on campus. However, outstandingly positive are the efforts of the library providing for many research and academic needs and functioning as a glue for the various fields. Books and literature necessary for classes seem to be provided adequate.

As for students' assistance and especially students with special needs, the university staff is trying their best to support these specific needs. Unfortunately, there is yet no institutionalized system where students are being supported on every level of administration and academia. The university is strongly encouraged to elaborate such a plan for the further inclusion of a heterogeneous student body.

Student mobility and internationalization as part of the academic exchange is one of the key factors in the programs to ensure a positive long-term development in the programs, yet only very few students take the chance to go abroad or are engaged in international relations to other HEI via internships or exchange semesters outside of Indonesia. This could be improved by UPI. Therefore, UPI-students could be pro-actively addressed to take the opportunity for a semester or two and stay abroad if possible. This would directly benefit the internationalization strategy of UPI in the short and long term.

Nevertheless, the expert's assumed that an additional career centre for all students might be beneficial and would be recommended. By establishing a career centre in the future UPI can even more directly network with industry partners from the local area. The industry (also alumni) can stay in contact with the HEI and also address topics to implement in specific courses, which can be seen as a development from external stakeholders which are already familiar with UPI.

6.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 4: Establish a career center for students that are seeking for a job after graduation and network directly with industry partners.



7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

Over the past year, UPI implemented a comprehensive information management system to support its governance, academic, and administrative processes. This system is integrated into various university activities, ensuring efficient management and monitoring of educational, research, and community service functions.

UPI's planning documents consist of a long-term development plan (RPJP) for 35 years (2016-2040), a Strategic Plan (Renstra) adjusted every five years, annual Key Performance Indicators (KPI), and Annual Work Plans and Budgets (RKAT) for each unit. The KPI are aligned with the strategic plan and long-term development plan and follow national, local and international policies and standards. UPI uses this integrated information system to support the process of planning, managing, and evaluating education and institutional activities.

The information system infrastructure includes platforms such as SIAK (Academic Information System) for student-related academic activities, SISTER (Integrated Resource Information System) for faculty performance management, and a financial management system (SIKU) that oversees planning, usage, and reporting of funds. The information systems enable real-time monitoring of student academic activities, lecturer performance, and institutional achievements, all connected through centralized data centres accessible via e-plan and e-reporting systems.

Regular evaluations of performance targets and quality standards are carried out, including through Internal Quality Audits (AMI) and the monitoring of RKAT implementation via online platforms. UPI also conducts satisfaction surveys to gather feedback from stakeholders (students, lecturers, alumni, administrative staff, etc.), which are then used for continuous improvements. The institution's quality standards are setup and ensure that the dissemination of information is appropriately managed, and that only authorized personnel have access to specific information, ensuring data security and confidentiality.

In addition, UPI carries out tracer studies to monitor graduate employment and income levels post-graduation, in line with national KPI standards. The information management system also supports decision-making processes, curriculum development, and student services improvement by analysing data collected from various academic and administrative processes. The coordination and management of UPI's integrated information systems have been key to maintaining effective academic processes, achieving performance targets, and improving the overall quality of education and services provided by the university.



7.2 Assessment

UPI collects information for the individual study programs. These are considered to be embedded in different national and international quality management and accreditation systems. Quality assessment and improvement also appears to assume high priority in UPI's development strategy. UPI strives to define tangible quality indicators against which they measure the actual performance of each program not only in comparison to other study programs at UPI but also over time. To this end, UPI makes good use of digital means and seems to sample all the typical data required by current quality management systems.

Students and staff are central in the data collection process, however the strong focus on quantitative data risks to neglect potentials for improvement that are based on qualitative data and informal processes that are not taken into account in a systematic way yet.

Although alumni are considered to be important stakeholders and the self-assessment report refers to regular tracer studies concerning alumni including individual examples of their success in the labour market, there seem to be no systematic data on the alumni career paths, which admittedly may be difficult to gather.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

General information dealing with the university can be accessed through various platforms that apply transparent and accountable principles. The public information services can be accessed online and offline under the surveillance of authorised parties. UPI generally ensures that public information is accessible through multiple platforms sticking to the principles of transparency and accountability. Public information services, online and offline, are overseen by designated authorities, particularly the Information and Documentation Management Officer (PPID). The infrastructure for public information and the online learning system is managed by the Directorate of Information Technology and Communication (TIK).

UPI's website serves as the primary platform for disseminating information to the public, including students, staff, the community, and other external stakeholders. The website provides transparent and comprehensive details on university activities, services, and programs. Additionally, the platform offers performance reports on various internal audits, further emphasizing transparency.



Internally, communication occurs through various means, including general meetings with faculty members, limited coffee morning sessions with department heads, and academic discussions during lectures and seminars. Information dissemination is further supported by digital tools, such as faculty and department-specific websites, which provide updates on events, activities, and academic programs. Social media platforms like Instagram and Facebook, as well as physical postings on campus, ensure that information reaches the entire academic community.

Each academic unit, including faculties and departments, maintains dedicated websites to provide updates on their respective activities and achievements. These websites are designed to provide the information needed of internal stakeholders and the public, offering details on academic offerings, accreditation status, alumni testimonials, and student activities.

Public Information at FPIPS

The website of FPIPS is the main channel for distributing information to the public regarding programs and services owned by FPIPS itself. The website provides regular information of all activities of the faculty, its programs and services to students, staff, community and other stakeholders in a transparent manner. Apart from that, there is a special website link that provides performance reports on study programs, especially regarding the results of internal audits.

Internally, direct communication is carried out, among other areas, by inviting all academic members of the faculty in the form of general meetings, limited coffee morning meetings with elements of faculty leaders, heads/secretaries of departments and heads of study programs; faculty meetings, department/study program discussions/meetings, comparative studies, seminars/workshops. Direct communication is also provided to students in class during lectures, new student orientation activities, public lectures and during academic guidance.

8.2 Assessment

UPI provides necessary program-related information across various platforms, including its general website, department-specific websites, and social media accounts like Instagram or Facebook. While essential information about the programs and activities is available in Indonesian and English, its accessibility and completeness present some challenges, particularly for non-Indonesian speakers. Despite knowing that not all information is mainly available in English, regular updates are made to include most needed information on program developments, selection criteria, and student opportunities, ensuring timely access to important data. UPI could show that there is constant development in the management of



content on the official website, especially when identifying error pages and broken links, especially to program-specific information, which were creating barriers for its users. Social media engagement, particularly on platforms like Instagram, is another area where improvement could benefit the overall visibility. The content shared is sometimes scarce or outdated, with minimal activity or follower interaction, diminishing its effectiveness as a tool for public information dissemination. The experts still see the effort and know that keeping track could sometimes be very challenging. They also see the engagement to have public days on campus with the opportunity to have a face-to-face interaction with students and the teaching staff of the individual programs.

Internally, UPI has established multiple password-protected systems for students, staff, and other stakeholders. There are six separate systems for students alone, designed to provide secure access to various types of information. These systems are well-documented in the university's self-assessment report and seem to meet modern digital requirements, yet they cannot be fully assessed without the necessary login credentials. Although some of these systems feature single sign-on functionality, their integration appears to be limited, with certain systems even lacking functional login pages at the time of review. Overall, while UPI has made significant efforts to provide accessible and transparent information about its programs, there are areas where accessibility, integration, and the timeliness of updates could be improved to better meet the needs of both local and international users.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

The Internal Quality Assurance Unit (SPMI) is established and appointed by UPI to primarily ensure the input and output quality maintenance and improvement in the academic, administrative and management aspects at the university level. The organisational structure and its duties are specified and explained in the UPI Rector's Regulation in 2020. The implementation of quality assurance at UPI adopts the PPEPP pattern (standard setting, standard implementation, standard evaluation, standard control and continuous improvement).



At the faculty level, the Quality Control Unit (SKM) is assigned by the Dean's instructions and coordinating with the head of the study program in quality assurance. While at the study program level, it is the Quality Control Group (GKM) that controls the quality assurance system. Through SPMI, UPI conducts an evaluation process of the quality achievement of each study program institutionally through Internal Quality Audit (IQA) activities. The performance achievement of the study program is reported periodically to the university in September to October each year.

To ensure quality, the study programs undertake a comprehensive curriculum review, every five years and periodic syllabus reviews at the beginning of each semester. Lecture monitoring is enhanced using lecture minutes, ensuring student involvement. Attendance policies require a minimum of 80% attendance for course evaluation. Students evaluate lectures at the end of each semester via questionnaires. Continuous guidance is provided by academic supervisors, focusing on study planning and completion. Performance achievement reports are prepared, followed by internal audits and management reviews for corrective actions and continuous improvement.

The implementation is further supported by documents such as the UPI Quality Policy, Quality Manual, and Quality Standards. These documents guide the development of curriculum, improvement of student services, research outputs, and academic collaborations. External reviews, such as those conducted by BAN-PT and adherence to ISO 9001:2015, complement internal reviews, ensuring that UPI maintains high standards of education.

With this quality assurance activities ensure ongoing alignment with national and international benchmarks, aiming for continuous improvement and meeting stakeholder expectations while striving for international recognition.

9.2 Assessment

UPI collects a variety of data, especially on course evaluation by students, which show an encouraging degree of satisfaction with the program management in general but are sometimes incomplete for more affective criteria. Results of the different student questionnaires and feedback from alumni have led to corrective actions in all of the programs over the last years. The impression that UPI has implemented a working quality improvement system and is successfully integrating all its stakeholders in its attempt for excellence has been validated during the accreditation process by the discussion rounds with academic and administrative staff as well as with the students, who feel that they are listened to and can influence the development of the study programs.

It is not clear, however, if and how the results of the corrective actions due to students' remarks or complaints are communicated as such. Some doubts also subsist concerning the necessary program adaptation to changing labour market demands and societal needs. Though the



alumni network is regularly mentioned in this regard, due to a lack of alumni career data and tangible examples their impact on program development remains more or less vague. Maybe there is an over-reliance on questionnaires rather than explore complementary feedback methods and rely on moderated focus groups that bring together all stakeholders for a program together.

During the site visit, it was found that feedback is collected by the teaching staff itself and could therefore be viewed by them individually. To ensure that every given feedback in the evaluation process can be counted, the whole evaluation process should be adjusted and ensured to be completely anonymous by specific actions.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Implementation

All programs at UPI must undergo an accreditation by the National Accreditation Board for Higher Education (BAN-PT), which is the national accreditation body for higher education institutions in Indonesia.

Based on the Higher Education National Standards, UPI established a quality policy aimed at achieving predetermined quality standards or objectives and continuous quality improvement. The implementation of quality assurance is carried out to obtain quality education based on the university database. In accordance with the official requirements, the SPS is in line with the objectives of the quality policy, namely planning, achieving, maintaining, and improving the quality standards or objectives of the SPS in a sustainable manner, as well as satisfying the needs of the relevant stakeholders. In the long term, UPI quality assurance is carried out to realize the vision of UPI.

At the national level, BAN-PT is responsible for overseeing the quality assurance of non-educational study programs, while educational study programs are overseen by the Educational Independent Accreditation Agency (LAMDIK). Accreditation of BAN-PT and LAMDIK are conducted every five years involving stages of preparing self-evaluation reports, sending reports, and visitation by reviewers.

To achieve the goal of quality assurance, UPI designs and implements a quality assurance strategy that refers to the quality assurance guidelines set by the Directorate General of Higher Education, Ministry of Education and Culture. UPI's quality assurance is coordinated by the



Rector of UPI through SPM. The UPI quality assurance strategy includes: (1) Develop a UPI quality assurance system and its implementation tools; (2) Building and or increasing the commitment of UPI leaders and all work units to carry out quality assurance for every activity it organizes in accordance with the UPI quality assurance system and its implementation model; (3) Establish goals or quality standards for UPI and work units within UPI for each quality period; (4) Designing the organization and working mechanism of UPI quality assurance and implementing it consistently; (5) Identify activity units for each quality item at each stage in the UPI business process, as well as determine activities whose quality is guaranteed. UPI determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system which includes input, process, output, and impact. Quality assurance activities at UPI are carried out with reference to the University's quality guideline. This guideline was also formulated considering national laws concerning internal auditors, external auditors, and quality assurance, which emphasizes: (1) University leadership carries out quality assurance to meet standards that apply nationally and/or internationally; (2) Quality assurance is carried out on an ongoing basis by all academic, administrative, business and supporting elements of the University under the coordination of the SPM; (3) The institutional structure, main tasks, functions and authorities of the SPM as referred to regulated by a Rector's Regulation; (4) The success of quality assurance is stated in the value of accreditation and the absorption of graduates by stakeholders; (5) Compulsory accreditation for each element of academic implementation carried out by the relevant accreditation body, national and international.

10.2 Assessment

The external quality assurance of UPI is covered by different accreditations of national organizations in the past and is checked now in this accreditation for the study programs according to international standards. Also, different kind of standards are considered and published in the Quality Management Policy and Quality Management Manual. That means, that the different organization levels and status groups are covered within the accreditation procedure. The Quality Assurance itself is regulated in its processes within the university. Quality Assurance is covered within the evaluations and the external check is done with the accreditation itself. The relevant information that shows Quality Assurance to outside stakeholders can be found on the website and in the Quality Management Manual and other documents across different platforms. Therefore, this information can be found transparent in a sufficient way.

According to the feedback and results from different national and international accreditation procedures, UPI is motivated to follow-up the given recommendations to be included into the next re-accreditation procedure. That (e.g.) includes the documentation for the study



programs. The improved documentation will be used for further development of the study programs. The university has holistic and stable quality management and quality system, which will be improved continuously. Currently, no further actions need to be taken to improve the optimization process for this criterion.

10.3 Conclusion

The criterion is **fulfilled**.



IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programs "Tourism Marketing Management" (Bachelor), "Catering Industry Management" (Bachelor), "Resort and Leisure Management (Bachelor), "Tourism Education" (Bachelor), "Tourism" (Master) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programs, and the national relevant regulations.

The expert group concludes that the **ESG standards 1.1** (Policy for quality assurance), **1.2** (Design and approval of the program), **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled**.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an



active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous



improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately considered.

2 Accreditation Recommendation

The peer-review experts recommend **accreditation without conditions**:

General conditions:

Specific conditions:

None

General recommendations:

Recommendation 1: UPI is not yet spending time with students on developing the programs. This should be better streamlined to take a pro-active part in the development of the programs.

Recommendation 2: UPI should integrate an appeals policy and transparent procedures for students to make it possible for students to complain about bad grades as a possibility to counteract potential unfairness on the part of single lecturers.

Recommendation 3: UPI should integrate more own international research into the curriculum of all Bachelor-programs to ensure the involvement of the individual fields of research into the individual modules.

Recommendation 4: Establish a career center for students that are seeking for a job after graduation and network directly with industry partners.

Recommendations for specific study programs: None



V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 10 March 2025:

General recommendations for all study programmes:

- UPI is not yet spending time with students on developing the programs. This should be better streamlined to take a pro-active part in the development of the programs.
- UPI should integrate an appeals policy and transparent procedures for students to make it possible for students to complain about bad grades as a possibility to counteract potential unfairness on the part of single lecturers.
- UPI should integrate more own international research into the curriculum of all Bachelor-programs to ensure the involvement of the individual fields of research into the individual modules.
- Establish a career center for students that are seeking for a job after graduation and network directly with industry partners.

Tourism Marketing Management (Bachelor)

The study programme "Tourism Marketing Management" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Catering Industry Management (Bachelor)

The study programme "Catering Industry Management" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Resort and Leisure Management (Bachelor)

The study programme "Resort and Leisure Management" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Tourism Education (Bachelor)

The study programme "Tourism Education" (Bachelor) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Tourism (Master)

The study programme "Tourism" (Master) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

