

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	2/045 Cl. 3
Higher Education Institution:	Udayana University
Location:	Denpasar, Indonesia
Study programme:	Doctor of Tourism Programme (PhD)
Type of accreditation:	initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Udayana University, Indonesia

Doctoral programme:

Doctor of Tourism Programme

Qualification awarded on completion:

Doctor of Tourism

General Information on the Study Programme

Brief description of the study programme:

This Doctor of Tourism programme (DoTP) was formed as a forum for educating professionals to create experts in the field of tourism science. The aim of the DoTP is to produce advanced, quality tourism knowledge, especially within the scope of the travel industry, tourist accommodation and tourism destinations. The graduate profile of the Doctor of Tourism programme is 1) Tourism researchers, 2) Academician, 3) Consultant, 4) Entrepreneur, 5) tourism expertise, 6) Tourism Policy Makers.

Type of study programme:

PhD programme

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

Three years and 46 SKS credits / 78.2 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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

20 per year

Programme cycle starts in:

September

Initial start of the programme:

2010

Type of accreditation:

initial accreditation

Accreditation in one cluster (cluster 3) with:

Bachelor of Tourism

Bachelor of Tourism in Travel Industry Management

Master of Tourism

Procedure

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

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

Prof. Dr. Bibiana Grassinger

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

Nina Hoffmann

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

Prof. Dr. Ali Ozturen

Eastern Mediterranean University, Famagusta
Dean of the Faculty of Tourism

Feria Sturm

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

Prof. Dr. Usep Suhud

Universitas Negeri Jakarta, Indonesia
Tourism Researcher and Lecturer
Country Expert

FIBAA project manager:

Marie Bielke

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 23 to 25, 2025 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Bachelor of Tourism Programme, Bachelor of Tourism in Travel Industry Management Programme, and Master of Tourism Programme. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

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

¹ The panel is presented in alphabetical order.

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Summary

The Doctor of Tourism Programme offered by Udayana University (Universitas Udayana) fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026, and finishing on March 26, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified an area where the programme could be further developed and **recommend:**

- communicating the outcome of student evaluation and on how the HEI / the Faculty explaining to students how the HEI/Faculty will consider and use these evaluation results (see chapter 5.3).

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

There are six criteria in which the programme exceeds the quality requirements:

- Positioning of the Doctoral Programme in the education market (see chapter 1.2),
- The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution (see chapter 1.4),
- Selection procedure (see chapter 2.2),
- Focus of the Curriculum on Qualification and Competency Development (see chapter 3.2.3),
- Technical Offers (see chapter 3.2.4),
- Equipment (Literature, Magazines, Databases) for the Library (see chapter 4.4.2).

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

Quality Profile

Institution: Udayana University

Programme: Doctor of Tourism



Quality Ratings

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market		X			
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates			X		
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution		X			
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure		X			
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.2	Contents					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development		X			
3.2.4	Technical Offers		X			
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.3	Programme Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Information

Information on the Institution

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

As of 2023, Unud has 13 faculties, one graduate school, and 30,284 students across 124 study programmes, including 395 international students, 56 inbound, 65 outbound, and 102 international staff. The University employs 1,606 lecturers, 971 men and 634 women, 809 of whom hold PhDs.

Ranked among Indonesia's top 20 universities², Unud strives for international-standard education, enhancing research and community engagement. Its vision is to be excellent, self-reliant, and cultured, fostering competitiveness, innovation, leadership, entrepreneurship, and academic integrity based on Pancasila and local wisdom.

Unud's missions include:

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

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

Integrated into the Faculty of Tourism, the Doctor of Tourism Programme (DoTP) focuses on interdisciplinary tourism education and research. It complements the existing bachelor's and master's programmes, offering advanced research pathways to cultivate expertise and leadership in the tourism sector.

Accredited A by the National Accreditation Body for Higher Education (BAN-PT) under Decision No. 3427/SK/BAN-PT/Ak-PPJ/D/VI/2020, and reaccredited in 2025, the programme is recognised nationally for academic excellence, faculty, research initiatives, and student support.

² Unud's SER, p. 8.

Statistical data

Study Programmes: Doctor of Tourism Program (DoTP)

	2024	2023	2022	2021	2020	2019
# Study Places offered by HEI	20	20	20	20	20	20
# Applicants	Σ	32	22	47	43	41
	f	17	13	28	22	16
	m	15	9	19	21	25
Application rate	160.00%	110.00%	235.00%	215.00%	125.00%	205.00%
# First-Year Students (accepted)	Σ	20	17	20	20	20
	f	9	10	10	10	9
	m	11	7	10	10	11
Rate of female students	45.00%	58.82%	50.00%	50.00%	63.64%	45.00%
# Foreign Students	Σ	0	1	0	0	0
	f	0	1	0	0	0
	m	0	0	0	0	0
Rate of foreign students	0.000	0.059	0.000	0.000	0.000	0.000
Percentage of occupied study places	100%	85%	100%	100%	55%	100%
# Graduates	Σ	0	0	2	10	17
	f	0	0	0	6	7
	m	0	0	2	4	10
Success rate (students who finished their studies)	0.00%	0.00%	10.00%	50.00%	45.45%	85.00%
Dropout rate (students who dropped their studies)			90.00%	50.00%	54.55%	15.00%
Average duration of study	0	0	6 (in semester)	6.10(in semester)	6.60(in semester)	7.47 (in semester)
Average grade of final degree	0	0	3.95	3.97	3.97	3.90

Appraisal

The statistical data show a strong and sustained demand across the intake periods presented, with the number of applicants remaining significantly higher than the available study places. This indicates a high level of popularity for the doctoral programme. In some of the years shown, not all study places were filled, suggesting a highly competitive selection process.

The proportion of female students ranges between 45% and 63%, fluctuating from intake to intake. Only in 2023 were there 5% international students.

Although doctoral students complete their studies with high average grades, a considerable number of students in previous cohorts discontinued their studies. During the online visitation, the expert panel learned that a major reason for this was financial pressure during the COVID-19 pandemic. The impact of the pandemic is also reflected in the duration of studies, where a decline from 7.47 semesters to an average of 6 semesters is evident, with students who began in 2019 requiring the most time to complete their studies.

In the column for the 2022 cohort, digits appear to have been transposed, meaning that not 90% of doctoral students dropped out, but rather that they had not completed their studies at the time the data was collected.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The Doctor of Tourism Programme (DoTP) was established by Decree No. 126/D/O/2010 in 2010 to educate professionals in Tourism Science, producing experts in the field. Its vision is to become a leading center for the development of excellent, independent, and culturally rooted doctoral-level tourism scholars who generate innovative and impactful research to advance tourism knowledge and support the development of high-quality, globally competitive tourism by 2035.

The DoTP aims to generate high-quality tourism knowledge, particularly in the travel industry, accommodation, and destination management. Graduates pursue careers as Tourism researchers, Academics, Consultants, Entrepreneurs, Tourism experts, as well as Policy makers.

The DoTP aligns with European and national qualification frameworks, aiming to ensure that its curriculum, research structure, and competency goals meet established doctoral education standards, and provide a strong academic foundation, combining theoretical learning with practical applications to cultivate expertise in tourism.

A key aspect of the programme is its multidisciplinary approach, which aims for students to engage with various perspectives on tourism, informed by collaborations between faculty members, industry leaders, and academic stakeholders. Through regular reviews and updates, the curriculum aims to remain responsive to global research developments, adapting to the latest advancements in tourism theory and practice.

Furthermore, the DoTP integrates international research findings into its objectives, enhancing the depth and relevance of its academic offerings. This approach aims to ensure that doctoral students are well-prepared to address global challenges and innovations in the tourism sector, contributing to the ongoing evolution of tourism science.

Appraisal:

The doctoral programme corresponds to the goals of the European and national qualification framework. The doctoral programme and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Excellent!	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

The DoTP is managed by the Faculty of Tourism and holds a significant position in tourism education. Located in Bali, the faculty has a global orientation while remaining deeply rooted in Balinese culture. The DoTP is the first doctoral programme in Indonesia to receive “A” accreditation from BAN-PT, fostering the growth of tourism study programmes across central and eastern Indonesia. Furthermore, Unud’s Faculty of Tourism offers a complete academic pathway from undergraduate to doctoral studies, all accredited with an “A” rating by BAN-PT.

As a popular tourism destination, Bali serves as a living laboratory, attracting students from across Indonesia and internationally. The Faculty of Tourism aligns with global tourism trends and has established international education networks, including student exchanges, double degrees, and joint degree programmes, offering students overseas study experiences and dual qualifications. The faculty is also engaged in collaborative research, further strengthening its global reputation.

The DoTP at Unud competes with equivalent doctoral programmes, including Gadjah Mada University’s Tourism Studies Doctorate and the Trisakti Tourism College, the first private university authorised to offer a doctoral programme in Tourism Science, both in West Java.

A key distinction is that the DoTP operates under Unud’s Faculty of Tourism, whereas Gadjah Mada University’s programme falls under its Faculty of Engineering, illustrating a difference in institutional organisation. Furthermore, the Doctor of Tourism programme at Trisakti Tourism College was only established in 2020, which highlights Udayana University’s pioneering role as Indonesia’s first tourism doctorate. Given Bali’s international reputation, Unud serves as both a research hub and a tourism laboratory, further strengthened by its Tourism Excellence Centre (Tourism Research Consortium).

Graduates of the DoTP emerge as highly specialised experts, taking on key roles in tourism and hospitality. Many alumni pursue academic careers as lecturers and researchers, while others hold managerial positions in hotels and tourism enterprises. Tracking data shows that 30% of graduates work in managerial tourism roles, while 70% enter academia and research, demonstrating the programme’s impact to tourism research.

Appraisal:

The doctoral programme is convincingly positioned within the postgraduate education market thanks to its clearly defined profile and its targeted qualification and competency objectives. In addition, its market position has been analysed, and the programme’s attractiveness in relation to these objectives is demonstrated persuasively.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market		X			

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

The DoTP holds a strong position in the job market, equipping graduates with in-depth knowledge and specialised skills in tourism. This advanced education enhances their expertise in research, teaching, consulting, and management, making them highly sought after by companies, educational institutions, governments, and tourism organisations.

The programme prepares graduates for diverse career opportunities. Graduates can become lecturers or researchers at universities, work in research institutions, tourism consultancies, government agencies, or international organisations, or establish their own businesses as tourism experts. The flexibility of these opportunities aims to enable graduates to build successful and impactful careers in the tourism industry.

1.3.1 In the research fields

The DoTP focuses on advancing tourism knowledge through research on evolving industry trends. Research outcomes contribute to national and international tourism studies, with findings published in peer-reviewed journals. Graduates also participate in collaborative research with institutions such as Sorbonne University and Angers University in France.

The programme addresses contemporary challenges in tourism through academic study and professional development, covering:

- Sustainability, cultural heritage, and tourism management, aligning research goals with global trends.
- Multidisciplinary approaches, integrating insights from economics, environmental science, and social sciences.
- Competitive positioning, supporting Indonesia's priorities for economic growth and environmental conservation.
- International collaboration, forging partnerships with foreign universities and research organisations to strengthen global impact.

The programme emphasises professional qualifications, aiming to equip students with advanced research skills and methodologies for academia and industry roles. Partnerships with tourism stakeholders aim to ensure relevance, providing students with practical insights and networking opportunities.

The programme's research framework follows a structured evaluation process, with the research positioning being shaped by a comprehensive SWOT analysis, and benchmarking against similar doctoral programmes. Faculty and doctoral students regularly publish in high-impact journals, contributing valuable insights to the field of tourism. The programme encourages active participation in national and international conferences, aiming to enhance visibility and to foster academic dialogue. This strategic approach aims to foster best practices and innovative research themes, aiming to ensure academic excellence.

1.3.2 Outside the research fields

Graduates of the DoTP are part of its Alumni Association, holding diverse roles in the tourism industry, including consultants, practitioners, experts, and advisory board members in Bali Province institutions.

Besides focusing theoretical research, the programme aims to align with industry needs and employer expectations. There is increasing demand for doctoral graduates with advanced knowledge and applicable skills, making the programme's positioning outside traditional research fields particularly relevant.

By encouraging interdisciplinary study, the programme integrates knowledge from various fields, aiming to broaden students' perspectives and enhance their adaptability across professional sectors.

Appraisal:

The doctoral programme has a special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research. The doctoral programme is furthermore strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

The DoTP aligns with the strategic priorities of Udayana University. Its curriculum, research focus, and student support services contribute to the Unud's broader mission in academic excellence. The programme integrates institutional research themes, demonstrated through collaborative projects, funding initiatives, and global partnerships.

Unud offers a complete academic pathway from undergraduate to doctoral studies in tourism, strategically positioning the DoTP to address priority research fields. The programme strengthens Unud's competitiveness while promoting interdisciplinary collaboration among faculty and students. The integration of the doctoral programme is documented highlighting the goals, methodologies, and anticipated outcomes and serves as a guide for implementation and assessment.

It is shaped through consultations with faculty, industry stakeholders, and students, ensuring relevance and alignment with institutional objectives.

The programme incorporates feedback loops to evaluate its effectiveness and adapt to changing institutional priorities and research landscapes. Regular assessments aim to ensure that the programme remains aligned with the University’s strategic goals.

The DoTP promotes internationalisation through several key initiatives. Students are encouraged to publish in international journals, supported by Unud’s ScienceDirect subscription, granting access to 2,522 journal titles across 12 subjects. The programme has also established optional double degree collaborations at the doctoral level, offering international exposure and recognition.

Lecturers and students actively participate in international conferences, such as from International Tourism Studies Association and IBT, while the programme also organises conferences to foster global academic discourse. Additionally, it hosts lectures by international experts and examiners, including from the Slovak Republic and France, with contributions from academics at the University of Economics in Bratislava and the University of Melbourne.

The programme has developed research collaborations with global institutions, including Bournemouth University, Angers University, and ASEM France University of Toulouse. Graduates contribute to international academia as journal reviewers for Canadian publications, lecturers abroad, such as in Atlanta, and reviewers for high-ranking journals, including International Journal of Hospitality and Tourism Management and Tourism Management Perspectives.

Appraisal:

The goal-oriented integration of the programme within the institution’s strategic framework is described and comprehensively explained. Furthermore, the programme’s alignment with the institution’s strategic concept is convincingly demonstrated. It represents a logical continuation of the university’s research-focused strategy, and the institution’s corresponding strategic priorities are clearly evidenced.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution		X			

1.5 Gender Equality and Equal Opportunities

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

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

As per Statute Chapter III, Article 14 (2019:16), students with disabilities receive equal treatment from peers, lecturers, and staff. The faculty provides accessibility support, including lifts, study tables, wheelchairs, and ramps, ensuring an inclusive learning environment. The doctoral programme management actively promotes equal opportunities through workshops, training, and awareness campaigns on gender equality, diversity, and inclusion.

The DoTP at the Faculty of Tourism prioritises gender equality and anti-discrimination, aiming to ensure inclusivity in tourism education. Gender equality in admissions is reflected in the balanced ratio of male and female students. Progress is tracked through enrolment, retention, and graduation data, helping to identify areas for improvement. The programme encourages student and faculty participation in discussions and initiatives, fostering an inclusive and equitable academic environment.

Appraisal:

The HEI fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

2.1 Admission conditions and procedures (Asterisk Criterion)

The admission process for Master's and doctoral students follows Standard Operating Procedures outlined in Udayana University Chancellor's Decree No. 204/UN41/HK/2019. Requirements and selection announcements are published on the Unud website (www.unud.ac.id), with registration available at www.pps.unud.ac.id.

The admission process includes an Academic Potential Test, an English Language Proficiency Test (TOEFL; 550 for doctoral candidates), a Basic Competency Test, and an interview.

Admission conditions for the doctoral programme, including academic prerequisites and required materials, are outlined in accessible documentation. Procedures are structured and transparent, with details on application timelines, selection criteria, and evaluations provided on the University's website and brochures.

The evaluation process uses a standardised rubric to minimise bias and assess applicants based on qualifications and potential. Applicants receive communication regarding their application status, with feedback provided to those not admitted, fostering trust and transparency in the process.

2.2 Selection procedure

As the DoTP is highly sought after for postgraduate tourism studies in Indonesia, the selection of candidates is of great importance to the Faculty of Tourism and is highly competitive. It follows a transparent, merit-based, and multi-stage procedure designed to assess academic readiness, research potential, and relevant qualifications.

The selection procedure is fourfold. Suitable doctoral candidates are chosen through the use of an Academic Potential Test and TOEFL tests, which are administered jointly for all candidates in Professional, Specialist Doctor Education, and Master of Tourism programmes, as well as the Basic Competency Test and Interview, which are conducted directly at the Faculty of Tourism.

The Basic Competency Test aims to assess a candidates prior tourism knowledge at national and international levels, while the Interview evaluates candidates' insights and expertise in tourism as well as their personal aptitude and professional skills.

2.3 Transparency of the Decision on Admission

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

The process is structured to be accountable, following clear procedures and criteria, and flexible. It is also designed to be efficient, leveraging information and communication technology while optimising human resources and scheduling.

Decisions regarding student admissions are made centrally at the University level and announced through national media and the Unud website. The results are communicated personally to successful candidates, who can access their graduation status using their designated exam credentials. Admissions are centrally managed, with results announced via national media and the University website³. Selection outcomes are securely communicated, respecting applicants' privacy, with individual results accessed through exam credentials.

To support continued improvements, annual monitoring and evaluation of selection processes are conducted, with findings documented in reports that inform ongoing improvements to the selection process. This process is coordinated by the Institute of Learning Development and Quality Assurance (LP3M).

Appraisal:

Admission conditions and procedures are properly defined and transparent.

A selection procedure, which is targeted to the programme goals, is applied.

The decision on admission is based on transparent criteria, and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure		X			
2.3	Transparency of the Decision on Admission			X		

³ www.unud.ac.id.

3. Implementation

3.1 Structure

3.1.1 Structural Setup of the Doctoral Programme (Asterisk Criterion)

Projected study time	3 years
Number of Credit Points (CP)	46 SKS credits / 78.2 ECTS credits
Workload per CP	1 SKS = 1.7 ECTS = 45,33 hours
Number of courses	22 (12 compulsory, 10 electives)
Number of contact hours	50 min.

The DoTP curriculum spans six semesters, with a maximum allowance of ten semesters, aiming to complete 78.2 ECTS credits (46 SKS credits). Of these, 83% involve research conducted by doctoral students, while the remaining 17% comprises theoretical courses that enhance research originality.

In the first semester, mandatory courses aim to support the attainment of key qualifications, including Philosophy of Science, Cultural Studies, Research Methodology, Scientific Writing Methodology, and Dimensions of Tourism. The second semester features a core scientific development course unique to the Tourism Doctoral Programme, covering Tourism Research Methods, Cultural Studies, and Tourism Dimensions.

From the third semester onwards, research activities commence based on submitted proposals. Between the fourth and sixth semesters, students continue research while drafting their dissertations under instructor supervision. The programme structure aligns closely with doctoral objectives, aiming to ensure all courses contribute to the development of essential research skills and knowledge.

Each course aims to complement students' research, providing theoretical and practical foundations for academic success. The curriculum accommodates various research areas within tourism, allowing students to pursue specific interests while benefiting from a comprehensive academic framework.

3.1.2 Doctoral Degree Regulations (Asterisk Criterion)

The Faculty of Tourism follows the Semester Credit System (SKS), offering courses in odd and even semesters. In the first year, credit loads are assigned based on a package system per study programme. In subsequent semesters, credit allocation is determined by the previous Semester Achievement Index (IPS). The learning process emphasises a process-oriented approach and fosters student independence. Students must attend at least 75% of lectures each semester to qualify for final exams, as outlined in the Faculty of Tourism Academic Guidebook.

Exams are administered mid- and end-semester. Students with less than 75% attendance cannot sit for exams. Courses with less than 75% face-to-face sessions require additional lectures. The Dean may grant exemptions, allowing students with at least 50% attendance, due to authorised extracurricular activities or illness, to sit for exams, provided official documentation is provided.

3.1.3 Status of the Doctoral Students

DoTP students enrol as full-time doctoral candidates, committing to their studies through research, seminars, lectures, and academic assignments. Before their qualifying exam, they must attend national and international conferences and submit a dissertation. Additionally, they are required to publish in nationally indexed journals (Sinta 2) and Scopus-indexed journals.

Some students receive financial assistance via LPDP scholarships, campus employment, research assistantships, or teaching positions, with obligations tied to these funding sources. Doctoral candidates must comply with University regulations, including registration procedures, academic rules, codes of conduct, and institutional requirements.

3.1.4 Module/Course Description (Asterisk Criterion)

The DoTP module/syllabus provides a theoretical and methodological foundation for developing tourism knowledge and skills, covering the following topics:

1. Tourism Introduction:
 - Introduction to tourism concepts and theories;
 - Development of the tourism industry and its impact on the economy and society;
 - Challenges and opportunities in sustainable tourism management.
2. Research Methods in Tourism:
 - Introduction to tourism research methodology;
 - Qualitative and quantitative approaches in tourism research;
 - Collection, analysis and interpretation of data in a tourism context.
3. Theories and Concepts in Tourism:
 - Literature review on theories and concepts in tourism;
 - Application of tourism theories in research contexts.
4. Sustainable Tourism:
 - Sustainable tourism concepts and principles;
 - Socially, economically and environmentally responsible tourism management;
 - Sustainable tourism development in a global context.
5. Tourism Destination Management:
 - Tourism destination planning and management.
 - Development of unique tourism products and experiences.
 - Quality management and visitor satisfaction.
6. Tourism Marketing and Communication:
 - Marketing strategies in the tourism industry.
 - Brand development and positioning of tourism destinations.
 - Digital marketing and use of social media in tourism.
7. Tourism Product Innovation and Development:
 - Identifying new trends and opportunities in tourism.
 - Global and local issues in Tourism.
 - Development of innovative tourism products and services.
 - Innovation management in the tourism industry.

Lectures and assignments may delve deeper into specific research topics. Students complete one field project to enhance expertise in their area of study.

Dissertation support includes guidance from academic advisors, access to research resources, laboratory facilities, statistical assistance, and other technical support essential for completing research and writing the dissertation.

Appraisal:

The structure aligns with the objectives of the doctoral programme and effectively links the range of courses to the research activities of the doctoral candidates.

The programme's structural framework complies with both national and higher education regulations as set out in the doctoral degree ordinance.

The legal and practical status of doctoral candidates is appropriately defined.

The range of courses and modules is described in terms of content, duration, requirements, required reading, degree level, and the intended, outcome-oriented competencies to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

3.2 Content

3.2.1 Logic and Conceptual Consistency (Asterisk Criterion)

The curriculum follows an outcome-based education (OBE) approach, ensuring that learning outcomes are clearly defined in each syllabus through integrated teaching methods. Learning outcome achievement is measured via matrices and evaluations.

Learning methods combine Teaching-Centred Learning (e.g. classroom teaching, demonstrations, practice), Student-Centred Learning (e.g. group discussions, problem-based learning), and

Research Methodology (e.g. developing research ideas, writing proposals/reports/papers, and presenting findings). The university provides training to ensure lecturers are proficient in delivering effective instruction. Learning takes place both in-person and online via the Academic Service for E-Learning (OASE).

Logical and conceptual consistency is fundamental in the tourism doctoral programme. This includes the development of coherent tourism theory throughout matriculation, lectures, and exams; consistent research methods; strong links between hypotheses, research questions, and findings; a clear and solid theoretical framework; logical argumentation and presentation; reliable use of literature and references; and strong critical thinking skills. These elements aim to ensure that research maintains intellectual integrity and contributes meaningfully to tourism science.

3.2.2 Science and Research Based Teaching (Asterisk Criterion)

The doctoral programme encourages active research among faculty and students, leading to numerous peer-reviewed publications. Regularly updated and disseminated, these publications aim to ensure the curriculum reflects the latest findings and trends. Participation in funded research projects highlights the programme’s relevance, providing students with hands-on research opportunities that enhance their learning experience.

The curriculum undergoes regular reviews to incorporate new scientific insights and maintain alignment with academic and industry standards. Guest lectures and seminars by leading experts offer students valuable perspectives on contemporary research and practices, aiming to foster academic discourse.

Elective courses, aim to engage students in identifying field-specific issues. Lecturer research has contributed to seven key approaches in tourism:

Coastal Tourism	Impact on urban growth and its correlation with vegetation and water indices, using Sentinel-2 remote sensing imagery.
Gender, Work, Tourism, and Higher Education	A study focused on Bali.
Surface Urban Heat Island Phenomenon	Analysing Bali and Lombok’s tourism areas through remote sensing
Tourist Loyalty Studies	Using Structural Equation Modelling (SEM) via SmartPLS and AMOS to examine loyalty in marine, nature, and cultural tourism, published in SCOPUS-indexed journals.
Macroeconomic Approach to Tourism Leakage	Measuring leakage in Bali’s tourism accommodation industry using SAM, aiding local tourism development strategies.
Economic Value of Cultural Heritage	A dissertation applying economic calculations to assess cultural heritage value in tourism.
Interdisciplinary Tourism Studies	Combining economic management, tourism experience, and psychology; research highlights upscale restaurants in Bali and their role in sustainable tourism.

3.2.3 Focus of the Curriculum on Qualification and Competency Development (Asterisk Criterion) and

3.2.4 Technical Offers

The DoTP curriculum is designed to develop logically connected qualifications and competencies, ensuring doctoral students meet national qualification framework objectives and acquire essential research skills.

Key components of the programme include:

- Structured Curriculum – a carefully designed curriculum with interrelated modules aligned with national qualification standards.
- Orderly Learning Progression – Modules increase in complexity, allowing students to build foundational and advanced knowledge step by step.
- Theory-Practice Integration – Courses link theoretical concepts with practical applications through case studies, field research, and industry collaboration.
- In-Depth Research – A strong emphasis on independent research, enabling students to contribute valuable insights to tourism studies.
- Theories and Concepts – Specialised courses provide an in-depth understanding of tourism theories, helping students establish a strong academic foundation.
- Research Methods and Academic Writing – Comprehensive training in qualitative and quantitative research methodologies, including data collection, analysis, and interpretation, ensuring students conduct valid and reliable studies.
- Proposal development and data analysis tools (e.g., NVivo, SEM PLS).
- Research Focus of Supervisors – The curriculum reflects the expertise and research interests of supervisors and co-supervisors, allowing students to develop specialised knowledge in relevant areas. Doctoral students are also offered research assistantships in ongoing faculty projects, enhancing their practical skills and integration into academic teamwork.

By integrating these elements, the DoTP aims to ensure doctoral students gain the qualifications necessary to conduct high-quality research and advance tourism knowledge.

3.2.5 Multidisciplinary Qualifications (Asterisk Criterion)

In the DoTP, multidisciplinary qualifications are conveyed through a tailored approach, aiming to enable doctoral students to discuss their specialised knowledge with peers, present research to academic audiences, and communicate findings to the wider public. This enhances their ability to manage teams and drive social, scientific, and cultural progress in their professional environment. Multidisciplinary qualifications in the tourism doctoral programme are addressed through student Discussions, Presentations and Seminars, Publications and Conferences and Public Communication.

Appraisal:

The concept of the doctoral programme (including profile elements and unique selling points) aligns with the practical implementation of the learning objectives. The key focus of implementation lies in developing competencies that strengthen active participation in the research field.

Teaching reflects the current state of scientific knowledge in line with the programme's objectives and takes into account the relevant associated research.

The modules and courses are designed to foster qualification and competency development and are logically linked to one another. The goals of a doctoral degree, as defined in the national qualification framework, are fulfilled. Furthermore, the programme promotes methodological competence and the capacity to conduct independent research.

The programme offering meets the disciplinary requirements necessary to achieve the intended research competencies of the doctoral candidates. It corresponds with the research focus of both the participating academics and the doctoral candidates. Courses on research methods and approaches to scientific inquiry form part of the curriculum. In addition, supplementary courses and activities individually enrich the content and support the achievement of the intended qualification and competency objectives.

The expert panel was pleased to learn that doctoral students are engaged in research projects both domestically and internationally, working either with their supervisors, independently, or in collaboration with universities abroad.

The interdisciplinary qualifications offered within the doctoral programme are communicated in a manner appropriate to the target group. They enable doctoral candidates to discuss the knowledge they have gained in their specialised fields with colleagues, to present it before academic audiences, and to communicate it effectively to laypeople. The programme also promotes the ability to lead teams and to contribute to social, scientific, and cultural progress within their respective professional environments.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development		X			
3.2.4	Technical Offers		X			
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

3.3.1 Examinations (Asterisk Criterion)

The DoTP examination process consists of five stages: qualifying exams, proposal exams, dissertation feasibility seminars, closed exams, and open exams. Exam preparation involves careful planning to establish objective and relevant assessment criteria, ensuring qualifications, competencies, research contributions, and adherence to national and international standards.

Exams assess understanding, mastery of methodology, and the ability to advance knowledge in tourism research. An evaluation determines whether candidates meet academic requirements and merit formal certification.

3.3.2 Organisation of the Examination Procedure

The examination procedure details the number and types of assessments. These include comprehensive exams, project defences, and dissertation evaluations to ensure balanced student evaluation. Exams are scheduled to prevent overlap and allow sufficient preparation time.

The academic calendar provides deadlines, communicated in advance. Registration is streamlined via an online system. Various assessment formats, including written exams, oral presentations, and practical evaluations, aim to accommodate different learning styles and to ensure thorough competency assessment.

Examinations follow Standard Operating Procedures for the five stages of the DoTP assessment:

1. Qualifying Exam – Students submit requests to their supervisor or department. A panel of qualified lecturers assesses their written or oral exams, providing feedback.
2. Proposal Exam – Research proposals are reviewed for clarity, validity, and methodology. Students present their proposals to examiners, receiving feedback and revisions where necessary.
3. Seminar Exam Results – Students present research findings to their supervisors, examiners, and participants, with discussions testing their understanding. Feedback is provided for further development.
4. Closed Defence – A written exam covering theory, methodology, and research contributions is assessed by supervisors and examiners, with results communicated to students.
5. Doctoral Public Defence – Students present their dissertation and contributions to tourism research. They respond to examiner and audience queries, defending their arguments and findings.

The Standard Operating Procedure outlines requirements, procedures, examining committee composition, exam format, assessment criteria, and protocols for resolving issues that arise during the examination process.

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. Additionally, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

3.4.1 Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)

The didactic concept is designed to support critical analysis, evaluation, and synthesis of complex ideas, and is being communicated to students from the start of the programme. The programme follows a structured approach, progressively building students' knowledge and skills for deeper subject understanding. The curriculum integrates theory with practical applications, aiming to ensure that students can apply abstract concepts in real-world contexts.

Learning methods combine:

- Teaching-Centred Learning (classroom teaching, demonstrations, practical exercises)
- Student-Centred Learning (group discussions, problem-based learning)
- Research Methodology (developing research ideas, writing proposals/reports/papers, presentations, seminars)

Learning methods align with the Tourism Faculty Education Standards, incorporating lectures, training, seminars, case studies, project-based learning, and discussions. Online learning is supported through Moodle-based OASE and video conferencing tools such as Cisco Webex, Zoom, and Google Meet, while SIMAK and PDDIKTI Feeder facilitate academic administration.

3.4.2 Diversity of the Teaching Methods

A varied teaching approach encourages active participation of students and aims to enhance the learning experience. Methods include lectures with focus group discussions that encourage interaction and deeper exploration of theoretical knowledge, guest lectures that are delivered by academics, industry experts, and researchers, providing insights into tourism sector trends, group discussions that facilitate knowledge sharing, perspectives, and collaborative learning, group assignments aimed at encourage teamwork and the development of cooperative skills, case studies where students analyse real-world tourism challenges, helping students apply knowledge to problem-solving, as well as independent research where students conduct original research, focusing on data collection, analysis, and dissertation writing, contributing to tourism knowledge expansion.

3.4.3 Networking of the Doctoral Students

Collaboration among doctoral students supports knowledge exchange and research development. Networks include WhatsApp groups, tourism alumni organisations (Ikayana Tourism Commissariat), and social media communities (Instagram, Facebook). They aim to enable themed discussions, research sharing, and joint projects.

Programme activities include:

- Seminars and Discussion Forums as platforms for sharing research findings and academic discourse.
- Research Groups that facilitate collaboration on specialised topics.
- Online Discussion Platforms to connect doctoral students across locations.
- Workshops and Training to enhance dissertation writing and research methodologies (SEM, AMOS, NVivo, Statistics).
- Journal Publications, where students contribute to DOAJ-indexed and international journals.

3.4.4 Scientific Supervision

Effective supervision is deemed crucial for academic growth, methodological precision, and research guidance. Each doctoral student is paired with a supervisor based on research interests, aiming to ensure an expert mentorship relationship. Supervisory roles are clearly defined to be professional and productive.

Key supervision activities include academic advisor guidance, which is the initial supervision for qualification exam preparations, requiring at least two consultations per semester, recorded in the student activity book. Furthermore, after passing the qualifying exam, students receive a promoter and two co-promoters, guiding them through the research process, with expert consultation if needed. Lastly, continuous and intensive supervision with regular meetings during scheduled discussions to track research progress, resolve challenges, and plan next steps.

Appraisal:

The didactic concept of the doctoral programme has been developed in line with its objectives. It is particularly designed to enable doctoral candidates to conduct critical analyses, evaluations, and syntheses of new and complex ideas.

A mix of teaching methods is employed, and regardless of specific learning objectives or curricular requirements, all modules and courses are delivered in accordance with the didactic concept.

In line with the programme's objectives, it encourages the exchange of experiences and research findings among doctoral students and contributes to the expansion of research-based knowledge.

The assignment of each doctoral candidate to a supervisor or assessor, both in legal and practical terms, ensures continuous and intensive professional, methodological, and scientific supervision. Appropriate time planning is also guaranteed.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies/Employability

The DoTP aims to produce highly qualified graduates for tourism-related fields. The programme equips students with in-depth knowledge of tourism research, covering key theories, concepts, and frameworks. Through independent research and critical analysis, graduates can gain a systematic understanding of complex tourism issues, recent industry developments, and mastery of research methods. They should develop strong analytical and evaluative skills, identify gaps in existing research, and formulate new approaches to unanswered questions.

Effective communication and collaboration skills enable graduates to engage with tourism professionals, contribute to industry development, and participate in relevant fieldwork. These practical experiences allow students to apply their knowledge in real-world environments, enhancing their professional expertise.

Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research-oriented fields of activity. In doing so, the professional qualification is aimed both at a research-oriented activity (including teaching) as well as a practical vocational activity.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

4.1.1 Structure and Number of Teaching Staff (Asterisk Criterion)

The DoTP faculty consists of 10 doctoral-level academics specialising in tourism management, sustainable development, and hospitality studies, aiming to ensure comprehensive interdisciplinary coverage. Their diverse expertise aims to provide the doctoral students with a strong academic foundation, enriched by peer-reviewed publications, international conference contributions, and ongoing research.

Faculty members mentor doctoral candidates, guiding them in research design, methodology, and publication. Regular workshops and seminars support research skill development and promote collaboration among students. Feedback from students indicates high satisfaction with mentorship, reflecting the faculty's commitment to academic support.

All faculty are on stable contracts, which ensures continuity in the programme and consistent academic standards. Unud encourages professional development to enhance teaching and research capabilities.

The faculty maintains a balanced gender ratio, with four female and six male members with ongoing efforts to recruit more female faculty members in leadership positions.

4.1.2 Scientific Qualification of the Teaching Staff (Asterisk Criterion)

The DoTP faculty are doctoral-level academics. Their qualifications meet national accreditation standards.

Faculty members' research interests align closely with the DoTP's focal points, such as sustainable tourism, cultural heritage management, and tourism policy development. They engage in research projects, providing doctoral students with opportunities to participate in their studies. Their work is regularly published in peer-reviewed journals, with each member contributing three to five articles annually in high-impact tourism and hospitality publications. These research activities expose students to current industry trends and foster academic development.

Faculty members contribute to national and international scientific organisations, serving in leadership roles and on editorial boards of respected tourism journals. Their involvement strengthens academic networks and offers doctoral students valuable collaborative opportunities.

Several faculty members have received recognition for their research contributions, further supporting the programme's academic standing.

4.1.3 Pedagogical Qualification of the Teaching Staff (Asterisk Criterion)

All DoTP faculty members have completed formal pedagogical training in higher education teaching. Many have participated in workshops on teaching methodologies, enhancing their instructional skills and student engagement.

Faculty employ diverse teaching methods, including interactive lectures, case studies, and collaborative projects, to support critical thinking and varied learning styles. Student feedback consistently reflects effective pedagogical practices.

Unud prioritises continuous professional development for faculty members. They receive regular supervision and mentoring, which includes classroom observations, peer evaluations, and constructive feedback sessions. Faculty with extensive mentoring experience in undergraduate and postgraduate education further enrich the doctoral students' academic and research development.

Faculty members are encouraged to engage in professional development activities, such as conferences, workshops, and training on innovative teaching strategies, ensuring they remain up to date with pedagogical advancements.

4.1.4 Internationality of the Teaching Staff

A significant proportion of DoTP faculty have international experience in research and teaching, with 60% having participated in projects or teaching assignments abroad. They use their experience to enrich academic perspectives and inform curriculum design, integrating global best practices.

Faculty members use their international networks to foster collaborative research, student exchange programmes, joint seminars, and guest lectures with the aim to enhance the programme's global engagement. Students can benefit from exposure to diverse perspectives and research methodologies, strengthening their understanding of international tourism dynamics.

These experiences are incorporated into curriculum development, with faculty members integrating case studies and examples from various countries, to broaden academic content and to equip doctoral students to navigate the complexities of global tourism markets.

4.1.5 Internal Cooperation within the Faculty (Asterisk Criterion)

The faculty conducts monthly coordination meetings and annual retreats, aiming for open communication, curriculum discussions, and updates on student progress. These events support teaching alignment and faculty cooperation, reinforced through joint initiatives, interdisciplinary workshops, guest lectures, and symposiums, enhancing academic engagement and networking.

Faculty members collaborate on research and practical projects, particularly in tourism, sustainability, and community development, leading to successful grant applications and impactful studies. These collaborations provide doctoral students with valuable research opportunities and address real-world challenges in the tourism sector.

The faculty's collaborative approach can enrich the doctoral learning environment by exposing students to diverse perspectives and methodologies. Participation in joint projects aims to strengthen their understanding of tourism and to contribute to a cohesive, interdisciplinary curriculum.

Appraisal:

The structure and number of teaching staff correspond to the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education, as well as the supervision of doctoral students' research, are ensured. The contractual arrangements for the teaching staff guarantee the continuous delivery of the doctoral programme. Efforts are made to maintain the balanced gender ratio among the teaching staff.

The academic qualifications of the teaching staff meet national requirements and are consistent with the focus areas of the programme and the strategic plans of the HEI. Their research activities align with the orientation of the doctoral programme and support the scientific development of the doctoral students.

The pedagogical qualifications of the teaching staff are appropriate for their responsibilities and have been duly demonstrated.

A significant number of staff members possess relevant experience in international research and/or teaching abroad.

Regular meetings concerning programme coordination are held within the faculty.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

4.2.1 Scientific Integration of the Doctoral Students (Asterisk Criterion)

The DoTP integrates doctoral students into the scientific community through various academic structures, collaborative research opportunities, and scholarly activities. This integration is deemed fundamental to fostering their development as independent researchers and contributing members of the academic tourism field.

Doctoral students are actively involved in faculty-based research clusters related to tourism studies, such as: Sustainable and Regenerative Tourism, Cultural and Heritage Tourism, Tourism Policy and Governance and Community-Based and Creative Economy in Tourism. These groups organise regular academic forums, colloquia, and proposal seminars where doctoral students present their research progress to receive interdisciplinary feedback and refine their methodologies. Collaborative research between lecturers and students is conducted in a research group under the coordination of the Institute for Research and Community Service. The tourism research group consists of several groups: shopping tourism, cultural tourism, tourist planning and behaviour, culinary tourism, and tourism marketing. The research group consists of five lecturers, and one professor or Associate Lecturer. Each research group will mentor junior lecturers and doctoral students in the research process.

The DoTP collaborates with the Centre for Tourism Excellence in the Bali International Tourism Conference, which is held annually in November. Attending this conference is a requirement for graduation from the doctoral programme. Furthermore, students are strongly encouraged to present their work at national and international conferences, publish in peer-reviewed journals indexed in SINTA, Scopus, or Web of Science, and participate in doctoral consortiums, workshops, and public lectures held by collaborating institutions.

Doctoral students often work under promoter and co-promoter teams consisting of professors from different disciplines, including those affiliated with international universities through Memorandums of Understanding. This aims to support interdisciplinary dialogue in dissertation development, co-publication opportunities between students and faculty, and enhanced access to joint research grants and global networks.

4.2.2 Networking of the Scientists

Doctoral students engage with scholars, industry experts, and practitioners through workshops, conferences, and collaborative projects, gaining insights into tourism sector trends and challenges.

Faculty members play an active role in mentoring students, assisting them in developing professional networks. By leveraging their own academic connections, they facilitate collaborations and enhance students' research and professional opportunities.

The academic staff of the DoTP are actively engaged in national and international scientific networks, which enables collaborative research, cross-institutional publications, and academic mobility, while also enhancing global visibility of the programme. DoTP faculty members maintain academic links with scholars and institutions across Asia, Europe, and Australia. These partnerships are realised through:

- joint research projects with Prince Songkla (Thailand), University of Bremen (Germany), and Griffith University (Australia/Singapore);
- co-publications in international journals and edited volumes in the fields of sustainable tourism, cultural tourism, and tourism governance and Conference participation and speaker invitations, including the Asia Tourism Forum, Global Tourism Economy Forum, and ITB Convention.

Lecturers of DoTP are affiliated with various scientific and professional organisations such as the American Hotel and Lodging Education Institute, the Indonesian Tourism Scholars Association and the Bali Tourism Board.

At the national level, DoTP scientists collaborate with the Ministry of Tourism and Creative Economy on tourism research and policy formulation, Badan Riset dan Inovasi Nasional on data-driven tourism development initiatives, and Local governments and tourism boards in Bali and other provinces for community-based tourism projects and knowledge transfer.

Appraisal:

Cooperations with HEI and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences and to take part in other scientific events and establishments.

Scientific networking has a recognisable benefit for doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

4.3.1 Structural Organisation (Asterisk Criterion)

The DoTP is led by a Head of Programme, who is responsible for the academic and operational management of the programme. The Head of Programme is appointed by the Rector on the recommendation of the Dean of the Faculty of Tourism. The Head reports directly to the Dean and regularly coordinates with the Vice-Dean for Academic Affairs to ensure alignment with faculty policies and institutional regulations.

To support quality assurance and the continuous enhancement of the programme, the Head is assisted by the Internal Quality Assurance Team, which monitors academic quality indicators, student progression, curriculum evaluation, and graduate outcomes.

Decision-making within the programme is carried out through:

- Academic Committee Meetings, chaired by the Head of Programme, involving core faculty members to decide on admissions, supervision assignments, research directions, and dissertation evaluations.
- Faculty Board Meetings, at which broader strategic issues, such as budgeting, policy changes, and international cooperation, are discussed at faculty level.
- Coordination with Unud's Postgraduate School and Quality Assurance Office, particularly with regard to compliance with national standards (BAN-PT) and international accreditation bodies.

4.3.2 Management Support

The DoTP is supported an administrative and academic management structure to ensure smooth operations and efficient service for both doctoral students and teaching staff. A team of administrative staff assists the Head of Study Programme in coordinating daily academic operations, maintaining records, and facilitating communication between students, supervisors, and the faculty administration, and provides direct support in handling academic scheduling, examination logistics, registration processes, data entry into the Unud's academic information system (SIMAK-NG), and document processing such as transcripts, letters of recommendation, and academic certificates.

Doctoral students are supported in administrative matters related to enrolment, tuition payment, leave of absence, study planning, and dissertation submission. An academic advisor is assigned to each student to assist with course selection, research direction, and academic progression monitoring.

Teaching staff are supported by the administration for classroom scheduling, guest lecture arrangements, teaching honoraria processing, and academic reporting, as well as research and conference funding proposals, collaboration with external stakeholders, and documentation for academic promotion (e.g., lecturer certification and functional position dossiers).

4.3.3 Documentation of the Doctoral Programme (Asterisk Criterion)

The DoTP provides detailed documentation covering programme content, structure, duration, study processes, and examination requirements. All materials are available electronically, on the Faculty's website⁴ and programme website⁵ as well as on the online platforms OASE and IMISSU. Additional resources, including academic guides and FAQs, aim to provide further clarity on programme expectations, and to support students throughout their doctoral studies.

Programme documentation is regularly updated to reflect curriculum changes, examination procedures, and institutional policies. Feedback from students, faculty, and external reviewers is incorporated into updates.

⁴ <https://fpar.unud.ac.id/>.

⁵ <https://s3pariwisata.unud.ac.id/>.

Appraisal:

The organisational structure, decision-making processes, competencies, and responsibilities are clearly defined and appropriately implemented. All relevant parties are involved in the decision-making process.

Management support regarding the allocation of tasks and personnel is transparent and efficiently ensured, both in qualitative and quantitative terms.

The requirements relating to content, structure, design, duration, study processes, and examinations are documented and published appropriately. Stakeholders also have electronic access to this documentation, ensuring transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programme Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

4.4.1 Quality of the Classrooms and Working Places (Asterisk Criterion)

Academic services at Unud are supported by resources at both the faculty and University levels, including lecture buildings and integrated laboratories. The Faculty of Tourism provides facilities and equipment for both academic and non-academic activities.

Each classroom includes essential furnishings and technology to facilitate effective teaching and learning, and size and layout accommodate both lectures and interactive sessions

Modern IT resources, including projectors, smart boards, and high-speed internet access, enhance teaching methodologies and support diverse learning approaches. Additionally, dedicated doctoral student workspaces, such as study areas and computer stations, are available to provide a conducive environment for research and collaboration.

4.4.2 Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)

The DoTP benefits from a well-equipped reference library, offering a comprehensive collection of literature, academic journals, and essential databases, aligned with programme content and research activities. The collection is regularly updated, ensuring access to current research and publications in tourism and related disciplines.

Doctoral students have guaranteed online access to technical literature, allowing them to consult materials remotely. The library also provides digital access to external academic resources, enabling uninterrupted research. Key databases essential to the DoTP are accessible free of charge, aiming to ensure that students can conduct in-depth research without financial constraints. Databases include:

- ProQuest (<https://www.proquest.com/index>): providing dissertations, theses, academic journals, and conference papers.
- SpringerLink (<https://link.springer.com>): for scholarly articles and eBooks, particularly strong in social sciences and tourism studies.
- Cambridge Core (<https://www.cambridge.org/core>): covering multidisciplinary peer-reviewed journals and books.
- IG Library (<https://portal.igpublish.com/iglibrary>): digital books covering tourism, hospitality, and business fields.
- Perpustakaan Nasional Republik Indonesia (<https://www.perpusnas.go.id>): offering full-text academic books, journals, and multimedia resources.
- UNUD e-Perpus (<https://e-perpus.unud.ac.id/public>): the university's internal digital library providing access to collections in Indonesian and English.

Additionally, students can consult Google Scholar and open-access repositories such as DOAJ (Directory of Open Access Journals) and Neliti.org for supplementary sources.

Library acquisitions are informed by doctoral student research interests, with regular consultations involving students and faculty to ensure resources remain relevant and aligned with the evolving needs of the programme.

Appraisal:

The quantity, quality, and IT facilities of the classrooms meet the requirements of the programme. The needs of students with disabilities are adequately accommodated. A sufficient number of workspaces are available for doctoral candidates, and the technical equipment meets the necessary standards.

A reference library is available, providing access to literature, journals, and databases that are current and relevant to the study content and research activities of the doctoral students. The financial resources and personnel provided ensure the continuous and purposeful development of the library's holdings. Online access to academic resources is ensured, including from outside Unud. Doctoral students also have off-campus digital access to a wide range of scholarly literature. The research interests of the doctoral students are taken into account, and specific advisory and research services are available. All databases relevant to the doctoral programme are available free of charge.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			

4.5 Finance Planning and Financing

4.5.1 Finance Planning and Financing of the Doctoral Programme (Asterisk Criterion)

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

Budget implementation follows Udayana University DIPA guidelines, outlined in Work Operational Instructions. Spending at Unud adheres to Minister of Finance Regulation No. 190/PMK.05/2012, governing State Revenue and Expenditure Payment Procedures (referenced in Unud's 2017 technical guidelines). Spending models are stipulated in regulations.

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

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

The Faculty receives 30% of the total institutional funds and manages 60% of these resources, while the study programmes utilize the remaining 40%. Within the Faculty, financial management is coordinated by four Sub-Coordinators: (1) the Academic Sub-Coordinator, who manages funds related to academic activities, cooperation initiatives, and quality assurance; (2) the Planning Sub-Coordinator, who oversees the allocation of funds for performance achievements, as well as the planning and development of study programmes and faculty initiatives; (3) the Student Affairs and Information Management Sub-Coordinator, who manages funds for student activities and information systems; and (4) the General Affairs and Finance Sub-Coordinator, who handles funds for the procurement and maintenance of facilities and infrastructure. A total of 40% of the funds is

allocated specifically for study programme activities. The Faculty ensures that each study programme receives adequate financial support to sustain its operations. In cases where a study programme experiences a shortage of funds, the Faculty provides cross-subsidies from programmes with higher operational budgets.

Budget allocation of DoTP covers programme operations, ensuring financial resources support teaching and research activities, accreditation costs, including infrastructure updates, equipment maintenance, and administrative expenses, as well as funding for equipment and facilities, guaranteeing essential academic and research tools are available.

4.5.2 Financial Support and Scholarship Programmes

Unud is committed to financial support for tourism doctoral students, aligning with programme objectives. Support measures include:

- Scholarships, awarded based on academic merit, financial need, or specific research focus.
- Financial assistance, such as student loans and stipends, helping students cover educational costs.

Through these initiatives, Unud aims to ensure that doctoral students receive financial protection, enabling them to focus on their studies and research.

Appraisal:

In line with the objectives, financial planning takes into account staffing needs for academic employees and doctoral positions. The necessary basic financial resources and funding security are ensured for the duration of the accreditation period.

In accordance with the objectives, the HEI guarantees the financial support of the doctoral candidates.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

5. Quality Assurance

5.1 Quality Assurance in terms of Contents, Processes and Results (Asterisk Criterion)

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

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

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

The DoTP has established complaints procedures, ensuring all stakeholders are informed of their rights and the process for lodging concerns. Clear guidelines aim to promote trust, open communication, and effective resolution. Beyond complaints procedures, the DoTP has feedback mechanisms to facilitate ongoing dialogue between students and faculty. Regular surveys and informal feedback sessions allow students to share perspectives on programme quality, faculty performance, and overall academic experience, supporting continuous improvement.

5.2 Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)

The DoTP integrates quality assurance within the broader faculty and institutional framework, aiming to ensure alignment with research objectives and academic standards. Regular monitoring of quality assurance practices within the doctoral programme is conducted, with findings reported to faculty leadership and relevant committees to maintain responsiveness to both internal and external quality requirements.

Quality assurance is continuously reviewed and adjusted, incorporating feedback from faculty, students, and external reviewers. This inclusive approach aims to foster accountability and programme improvement. Based on assessment findings, the DoTP implements enhancements in content, processes, and identified gaps.

The programme benchmarks against leading doctoral programmes, adopting best practices to strengthen quality assurance processes, benefiting both students and faculty.

5.3 Evaluation by Doctoral Students

Student learning evaluations at Unud are conducted twice a year, during even and odd semesters, following the University's internal quality assurance standards. At the University level, students assess courses and lecturers via IMISSU (<https://imissu.unud.ac.id>) using the Questionnaire-NG feature. Faculty and study programme evaluations are managed by UP3M and TPPM, with surveys conducted online through Google Forms.

The results of these evaluations serve as feedback for lecturers and study programmes, helping to improve teaching quality, curriculum design, and student learning experiences. Evaluations are discussed in faculty meetings and shared on the faculty and study programme websites to ensure transparency.

Findings from student evaluations are thoroughly analysed, identifying strengths, weaknesses, and areas for improvement. Recommendations are formulated into actionable steps, covering curriculum enhancements, teaching methods, resources, and facilities. Once improvement measures are defined, their implementation is monitored and periodically reviewed to ensure they remain aligned with academic goals and uphold quality standards.

The evaluation process also includes Student Satisfaction Surveys, assessing individual courses and lecturers throughout the semester. These surveys use a 5-point Likert scale, administered online. Each lecturer receives a personalised evaluation report, detailing student feedback on their teaching methods and course content. This system aims to ensure that faculty members receive constructive insights, enabling them to refine their approaches to better support student learning.

5.4 Evaluation by Supervisors

Supervisors regularly evaluate the programme using a predefined procedure to ensure consistent assessment of curriculum delivery, student engagement, and research outcomes. Findings are discussed within faculty and supervisory committees, aiming to facilitate a thorough review of strengths and areas for improvement to foster continuous enhancement.

Evaluation results, along with proposed improvements, are compiled into a comprehensive report containing actionable recommendations. These reports are systematically documented, aiming to ensure transparency and for future reference. A structured follow-up mechanism ensures effective implementation of the recommended measures, with clearly assigned responsibilities to uphold academic standards.

A feedback loop informs doctoral students and faculty of evaluation outcomes, encouraging collaboration and enabling stakeholders to contribute to quality improvement efforts.

5.5 Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

The DoTP undergoes regular external evaluations, following a structured procedure to ensure an objective assessment of its strengths and areas for improvement. These evaluations incorporate

insights from external reviewers, helping the programme maintain relevance and align with best practices in tourism research and education.

Evaluations from alumni, graduate users, and third parties are collected through questionnaires and interviews, ensuring continuous refinement of the study programme.

The results of external evaluations are discussed internally among faculty members and programme administrators, enabling a comprehensive review of feedback and recommendations. This internal dialogue supports informed decision-making regarding curriculum improvements, teaching methods, student engagement, and research output. Evaluation findings are integrated into ongoing quality development processes, ensuring that necessary adjustments keep the programme effective and competitive.

External evaluations involve doctoral students, faculty, and vocational representatives, aiming to ensure alignment between academic learning and industry standards. The structured assessment process incorporates feedback from teachers, researchers, and external parties, leading to actionable improvements in programme delivery. Follow-up meetings ensure effective implementation and continuous enhancement.

The DoTP conducts Tracer Study Surveys to gather feedback from alumni and graduate users, following BAN-PT standards. These surveys are carried out annually, targeting alumni who completed two years of study. Alumni feedback is categorised into academic and non-academic aspects, allowing the University to refine learning methodologies, curriculum design, and infrastructure in response to stakeholder expectations.

For academic improvements, alumni feedback helps enhance the internal learning system, ensuring courses remain relevant and up to date. Non-academic feedback aids in curriculum development, resource planning, and facility upgrades, aligning programme objectives with market needs and professional industry standards.

BAN-PT conducts four-yearly evaluations, requiring the programme to submit a Self-Evaluation Report covering learning, governance, research, community service, tracer studies, and student outcomes. Compliance with accreditation standards ensures the DoTP retains its official BAN-PT licence.

Appraisal:

A quality assurance procedure is in place, which is systematically used for the continuous monitoring and further development of quality in terms of content, processes, and outcomes. Responsibilities are clearly defined.

The quality assurance of the doctoral programme is systematically embedded within the overall quality framework for research at both the faculty and institutional levels.

Regular evaluations of the programme's implementation are conducted by the doctoral candidates in accordance with a predefined procedure. The results are discussed internally and incorporated into the process of quality improvement. The panel **recommends** the communicating the

outcome of student evaluation and on how the HEI / the Faculty explaining to students how the HEI/Faculty will consider and use these evaluation results.

Similarly, regular evaluations are carried out by supervisors following a predefined procedure. The results are reviewed internally and used to inform ongoing quality enhancement.

In addition, regular external evaluations are undertaken in line with a predefined procedure. The outcomes are discussed internally and contribute to the continuous development of quality.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Appendix

Abbreviations

Abbreviation	Explanation
AA	Applied approach
AUN-QA	ASEAN University Network – Quality Assurance
BAN-PT	National Accreditation Board for Higher Education (
BNSP	National Board for Professional Certifications
DOAJ	Directory of Open Access Journals
EQF	European Qualifications Framework
FPAR	Faculty of Tourism Alumni Association
ICT	Information and communications technology
IISMA	Indonesian International Student Mobility Award
IKAYANA	Udayana University Alumni Association
IMISSU	Integrated Information Management System
IPS	Semester Achievement Index
KKN	<i>Kuliah Kerja Nyata</i> , Student Study Service
KKNI	Indonesian National Qualifications Framework
LMS	Learning Management System
LP3M	Institute of Learning Development and Quality Assurance
LPDP	<i>Lembaga Pengelola Dana Pendidikan</i> , Scholarship by the Indonesian Ministry of Finance
MBKM	<i>Merdeka Learning Kampus Merdeka</i> , Emancipated Learning Experience Outside of Study Programme
OASE	Online Academic Service of E-learning
OBE	Outcome-based Education
PEKERTI	Instructional techniques
RPS	<i>Rencana Pembelajaran Semester</i> , Semester Learning Plan
SERDOS	<i>Sertifikasi Dosen</i> , Pedagogical certificate
SIMAK and PDDIKTI	Unud's User Interface Systems
SKS	Satuan Kredit Semester, Indonesian National Credit System
SNBP	<i>Seleksi Nasional Berbasis Prestasi</i> , Achievement-based National Selection
SNBT	<i>Seleksi Nasional Berbasis Test</i> , Test-based National Selection SNBT
SPMI	Internal Quality Assurance System
SWOT-Analysis	Analysis of Strengths, Weaknesses, Opportunities and Threats
TPPM	The Quality Assurance Implementation Team
UP3M	Learning Development and Quality Assurance Unit

Curriculum Overview

Curriculum Overview													
Doctoral Program of Tourism, University of Udayana, 6 Semesters													
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester						Workload		Method of Teaching i.e. lecture, course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		0	1	2	3	4	5	6	Hours in Class				Hours Self-Study
0 Semester		20,4											
	Matriculation	20,4							23	56	L/T/S	Project (200 mins)	100/100
1st Semester		37,4											
FI612	Philosophy		3,4						23	56	L/T/S	Mid and final exams papers (200 mins)	40/100
MP613	Research Methodology		13,6						36	84	L/T/S	Mid and final exams papers (200 mins)	40/100
SRW612	Cultural Studies		3,4						23	56	L/T/S	Mid and final exams papers (200 mins)	40/100
DP612	Tourism Dimensions		3,4						23	56	L/T/S	Mid and final exams papers (200 mins)	40/100
MI612	Academic Writing		13,6						23	56	L/T/S	Project (200 mins)	100/100
2nd Semester		23,8											
Elective			6,6						47	112			
FP622	Tourism Planning and Development		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
EP622	Tourism Economics		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
PR622	Tourist's Behaviour		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
PM622	Tourism Marketing and Communication		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
TP622	Tourism Global and Local Challenge		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
MK622	Tourism Destination Management		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
PE622	Cultural Tourism		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
SD622	Tourism Impact Studies		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
PA622	Tourism Alternative		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
IT622	Tourism Current Issues		3,4								L/T/S	Mid and final exams papers (200 mins)	40/100
FP0623	Qualification Examination			17							S	Project (200 mins)	100/100

3rd-6th Semester													
PRD710	Research Proposal Defense				18,7	17	25,5	54,4	70	168	S	Project (200 mins)	100/100
PRD717	Independent Research					17			70	168	S	Project (200 mins)	100/100
PHD728	Interim Presentation						25,5		93	224	S	Project (200 mins)	100/100
POT810	Closed Examination							34	117	280	S	Project (200 mins)	100/100
POB814	Final Dissertation Defense in Public							20,4	47	112	S	Final Project (200 mins)	100/100
total		20,4	37,4	23,8	18,7	17	25,5	54,4	572	1.372	187		
L:	Lecture												
S:	Seminar												
T:	Tutorial												