

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/001
Higher Education Institution:	Universitas Padjadjaran, Indonesia
Location:	Bandung, Indonesia
Study programme:	<ol style="list-style-type: none">1. Psychology (Bachelor)2. Psychology (Master)3. Professional Psychology (Master)
Type of accreditation:	initial accreditation

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

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

For all programmes:

- **Condition 1** (see chapter 3.2.): The University adjusts the Diploma Supplements according to the guidelines in the ECTS User's Guide 2015.

Additionally for the **Psychology (Master)**:

- **Condition 2** (see chapter 2): The University ensures adequate admission requirements that fit the purpose of the study programme and give students an equal opportunity to succeed in this programme.
- **Condition 3** (see chapter 3.1): The University improves the quality/level and the quantity of the methodological courses to demonstrate the focus on research in the programme.

Proof of meeting these conditions is to be submitted by June 19, 2024.

Period of Accreditation: September 20, 2023 until September 19, 2028.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Padjadjaran, Indonesia (Unpad)

Bachelor/Master programme:

1. Psychology (Bachelor)
2. Psychology (Master)
3. Professional Psychology (Master)

Qualification awarded on completion:

1. Sarjana Psikologi (S. Psi) / Bachelor in Psychology
2. Masters in Psychology (M. Psi) / Master in Psychology
3. Masters in Psychology (M. Psi Psikolog) / Master in Psychology

General information on the study programmes

Brief description of the study programmes:

Psychology is the science that studies human behaviour and mental processes behind it. In offering the three different study programmes, the faculty of Psychology at Unpad provides at least three different qualifications for graduates seeking a job in the field of psychology.

Graduates of **Psychology (Bachelor)** master the concepts of psychological functions, assessments, interventions and apply those concepts to daily life. Job profiles include psychological counsellors, psychology consultants, developers of psychological measurement, researchers, human resources developers, and people in digital psychology entrepreneurship.

The research focused **Psychology (Master)** study programme enables graduates to explain human behaviour using psychology and other disciplines. Graduates can use their knowledge of psychological assessment and intervention to develop science. The graduates qualify as psychological scientists and non-clinical consultants, for example as academic staff, researchers, educational practitioners, entrepreneurs, consultants, and human resources developers.

Graduates of the **Professional Psychology (Master)** study programme develop the skills to carry out psychological assessment and to design and conduct psychological assessments at individual, group, and community levels. They are certified psychologists in Indonesia.

Type of study programmes:

1. Bachelor
2. Master
3. Master

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

1. Psychology (Bachelor): 8 semesters, 270 ECTS credits/149 SKS credits
2. Psychology (Master): 4 semesters, 74 ECTS credits/41 SKS credits
3. Professional Psychology (Master): 5 semesters, 87 ECTS credits/48 SKS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

1. Psychology (Bachelor): 4 parallel classes, 170 places
2. Psychology (Master): 6 parallel classes, 15 places

3. Professional Psychology (Master): 4 parallel classes, 60 places

Programme cycle starts in:

summer semester (August 15)

Initial start of the programmes:

1. Psychology (Bachelor): 1961
2. Psychology (Master): 1984
3. Professional Psychology (Master): 2002

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Psychology study programmes (Bachelor and Master) and the Professional Psychology (Master) was made between FIBAA and Universitas Padjadjaran on March 2, 2022. On September 8, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Dipl.-Psych. Ute Beyer

Senior Expert Personnel Development/Competence Management in the Federal Employment Agency, Nuremberg, Germany
(Professional field expertise)

Paul Goesmann

Technical University Dresden, Germany
Student: Psychology: Human Performance in Socio-Technical Systems (M.Sc.)
(Student representative)

Prof. Dr. Astrid Schuetz

University of Bamberg, Germany
Professor, Chair of Personality Psychology and Psychological Assessment

Prof. Dr. Peter Sedlmeier

Chemnitz University of Technology, Germany
Professor of Research Methods and Evaluation in Psychology

Dr. Endang R. Surjaningrum

Airlangga University in Surabaya, Indonesia
Ass. Professor at the faculty of Psychology

FIBAA project manager:
Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 20 and 21, 2023 at the HEI's premises in Bandung, Java, Indonesia. The same cluster included an appraisal of the Doctoral Psychology Study Programme (Dr). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 24, 2023. The statement on the report was given up on September 9, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Psychology (Bachelor and Master) and the Professional Psychology (Master) study programmes offered by Universitas Padjadjaran fulfil with few exceptions the FIBAA quality requirements for bachelor and master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 20, 2023 and finishing on September 19, 2028, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Accreditation with conditions

The panel members identified need for improvement regarding the following aspect:² study and exam regulations (the Diploma Supplements must be in line with the ECTS User's Guide).

Additionally, for the **Psychology (Master)** programme:

- admission requirements (to ensure learning outcomes can be achieved by all students), and
- Methods and scientific practice (methods taught need to be at master's level).

They recommend the accreditation on condition of meeting the following requirements:

For all programmes:

- **Condition 1** (see chapter 3.2): The University revises the Diploma Supplements to be conform with the ECTS User's Guide 2015.

Additionally for the **Psychology (Master)**:

- **Condition 2** (see chapter 2): The University ensures adequate admission requirements that fit the purpose of the study programme and give students an equal opportunity to succeed in this programme.
- **Condition 3** (see chapter 3.1): The University improves the quality/level and the quantity of the methodological courses to demonstrate the focus on research in the programme.

Proof of meeting these conditions is to be submitted by June 19, 2024.

Furthermore, the quality requirements that have not been fulfilled –

In the **Psychology (Master)** programme:

- Internationality of the student body (see chapter 3.4), and
- Interdisciplinary thinking (chapter 3.1)

– are not asterisk criteria and therefore do not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where **all the programmes** could be further developed:

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

- publishing the entire admission procedure in English and adding regular office hours for the helpdesk on the website (see chapter 2);
- including open science (see chapter 3.1);
- implementing a course that explicitly addresses intercultural theories and concepts (see chapter 3.4);
- providing more English language training for lecturers (also making it possible for them to study abroad), to ultimately set the stage for the international classroom (see chapter 3.4).

Additionally for **Psychology (Bachelor)**:

- inviting more guest lecturers from the professional field to strengthen the integration of theory and practice (see chapter 3.1)
- Designing more international academic activities including joint program involving lecturers and students
- Providing more opportunities for students to engage with international exposure, including assigning funding to support student mobility

Additionally for **Psychology (Master)**:

- considering specific target groups and define targeted professional fields for the programme (see chapter 1.1);
- enhance interdisciplinarity by:
 - adding more courses with interdisciplinary contents (for example a course on business psychology);
 - teaching interdisciplinary courses (like organizational development, political psychology, philosophy of psychology) by lecturers from different faculties according to their respective fields relevant to the course;
 - following solely interdisciplinary courses in the first semester (for students with a psychology background from their undergraduate studies), meanwhile, students without prior knowledge of psychology, should follow basic psychological courses and specifically methodological courses (psychological assessment measure and tools) in the first semester or through a bridging program;
- including meta-analysis and multivariate statistics in the statistics course. Furthermore, the panel **recommends** including at least the following statistics procedures in the statistics module:
 - Factor analysis (both exploratory and confirmatory)
 - Cluster Analysis
 - Path analysis
 - Structural equation modelling (see chapter 3.1).

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

There are some criteria in which **all the programmes** exceed the quality requirements:

- Logic and plausibility of the didactical concept (see chapter 3.3);
- Access to literature (see chapter 4.4).

Additionally, for **Professional Psychology (Master)**:

- Positioning of the programme in the educational market (see chapter1.3).

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

List of figures

Figure 1: Curriculum Psychology (Bachelor).....	34
Figure 2: Curriculum Psychology (Master).....	39
Figure 3: Curriculum Professional Psychology (Master)	47
Figure 4: Cooperation with HEIs and Other Academic Institutions.....	89
Figure 5: Cooperation with business enterprises and other organizations	90
Figure 6: Internal Quality Assurance System of Unpad.....	97

Information

Information on the Institution

Universitas Padjadjaran (hereinafter referred to as Unpad), established on September 11, 1957 is one of only 21 state universities (PTNBH) and has achieved level “A” accreditation from the National Accreditation Body for Higher Education (BAN-PT).

Unpad has a vision of “becoming a reputable global university and of impacting society”. In order to achieve this vision, Unpad establishes its mission as follows:³

1. achieving academic excellence and obtaining national and international recognition,
2. increasing the relevance and innovation of education, research and community service,
3. developing organisational autonomy by capitalising on internal resources and strategic partnerships,
4. increasing its contribution to solving problems so that the university has an impact on the welfare of the people of West Java and Indonesia,
5. developing leadership, based on a culture of collective, professional integrity to ensure the university’s sustainability management.

Faculty of Psychology

Unpad comprises one graduate school and 16 faculties, one of which is the Faculty of Psychology (hereinafter referred to as FAPSI). FAPSI Unpad was established in 1961 and offered the first psychology study programme in Indonesia. It aims “to become an international standard higher education provider in the research and the application of psychology for the welfare of mankind”.⁴ This vision is further elaborated in the following missions:

1. carrying out integrated penta dharma activities (teaching, research, community service, student activities and partnerships) which are regionally competitive and able to meet the demands of the community that uses higher education services.
2. conducting studies that are (a) internationally recognised, and (b) relevant to the demands of the development of science and technology and the needs of the community through strategic partnerships,
3. performing professional and accountable management of integrated penta dharma activity (teaching, research, community service, and student activities) to increase the reliability of FAPSI Unpad,
4. developing academics who have a leadership spirit and are oriented towards the nobility of local and national values of diversity in world cultures, and to a psychological code of ethics.

FAPSI Unpad implements five core values: sensitivity, care, responsiveness, respect, and spirit. These values are upheld in all academic, research and community service activities by lecturers, students, and administrative staff.

FAPSI Unpad, in its efforts to achieve its vision, focuses on four major strategies:

1. Learning and growth: developing human resources that are caring, committed and innovative, using interdisciplinary scientist-practitioner collaborations and sustainable succession planning.

³ See <https://www.unpad.ac.id/en/university/vision-mission-and-objectives/>, last access on May 19, 2023

⁴ See appendice “see RenStra FAPSI”

2. Internal processes: strengthening the quality of faculty governance by developing a positive organisational climate, a clean and obliging bureaucracy, academic quality assurance system, and integrated information system.
3. Financial: collaborating in teaching, research, and community service activities and utilization of grants/incentives from ministries/agencies.
4. Stakeholders: increasing the number of prospective students, cooperation agreements and grants, institutional excellence, quality assurance and expansion of access in academic and non-academic fields.

Further development of the programme, statistical data and evaluation results

FAPSI follows national regulations established by the Ministry of Education and Culture Republic of Indonesia (Kemendikbud) and the Indonesian Association for Psychology Higher Education Institutions (Asosiasi Penyelenggara Pendidikan Tinggi Psikologi/AP2TPI) in designing the study programmes (e.g., their curriculums, methods of delivery). The national curriculum for bachelor's, master's and doctoral degrees in psychology has been revised over the years to ensure that its quality is up to date with global and national demands. The curriculum and its implementation are evaluated regularly by the quality assurance department (at the level of HEI), the quality assurance unit (at the level of faculty), and the head of the study programme, based on inputs from faculties, students, graduates, alumni, employers, and other stakeholders. The undergraduate and postgraduate curricula of the Psychology Study Programmes, for example, were redesigned using an outcome-based education (OBE) approach which focuses on measuring student performance through outcomes. This was implemented in the 2020 academic year.

The statistical data for the three study programmes is as follows.

Psychology (Bachelor)

		Statistical Data			
Study Programmes: Psychology Study Programme (Undergraduate)					
		2018	2019	2020	2021
# Study Places offered by		170	160	160	175
# Applicants	Σ	7949	4222	6793	7385
	f				
	m				
Application rate		4676%	2639%	4246%	4220%
# First-Year Students (accepted applicants)	Σ	162	148	154	151
	f	126	120	129	131
	m	36	28	25	20
Rate of female students		0,78	0,81	0,84	0,87
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		95,29%	92,50%	96,25%	86,29%
# Graduates	Σ	51	0	0	0
	f	43	0	0	0
	m	8	0	0	0
Success rate (students who)		94,44%	96,62%	95,45%	99,34%
Dropout rate (students who)		5,56%	3,38%	3,90%	0,66%
Average duration of study		3.42 years	no graduates yet	no graduates yet	no graduates yet
Average grade of final		3.55	no graduates yet	no graduates yet	no graduates yet

Psychology (Master)

Statistical Data

Study Programmes: Psychology Study Programme (Postgraduate)

		2018	2019	2020	2021
# Study Places offered by HEI		16	20	20	20
# Applicants	∑	16	6	17	36
	f	14	4	15	22
	m	2	2	2	14
Application rate		100,00%	30,00%	85,00%	180,00%
# First-Year Students (accepted applicants)	∑	12	5	9	19
	f	10	3	9	12
	m	2	2	0	7
Rate of female students		0,83	0,60	1,00	0,63
# Foreign Students	∑	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		75,00%	25,00%	45,00%	95,00%
# Graduates	∑	9	5	0	0
	f	7	3		
	m	2	2		
Success rate (students who finished their studies)		75,00%	100,00%	no graduates yet	no graduates yet
Dropout rate (students who dropped their studies)		25,00%	0,00%	33,33%	0,00%
Average duration of study		2.4 years	2.2 years	no graduates yet	no graduates yet
Average grade of final degree		3,49	3,62	no graduates yet	no graduates yet

Professional Psychology (Master)

		Statistical Data			
		Study Programmes: Professional Psychology Study Programme (Postgraduate)			
		2018	2019	2020	2021
# Study Places offered by HEI		60	60	60	60
# Applicants	Σ	140	126	128	192
	f	121	110	112	161
	m	19	16	16	31
Application rate		233,33%	210,00%	213,33%	320,00%
# First-Year Students (accepted applicants)	Σ	47	46	42	57
	f	39	43	40	53
	m	8	3	2	4
Rate of female students		0,83	0,93	0,95	0,93
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		78,33%	76,67%	70,00%	95,00%
# Graduates	Σ	29	6	0	0
	f	23	6	0	0
	m	6	0	0	0
Success rate (students who finished their studies)		61,70%	13,04%	no graduates yet	no graduates yet
Dropout rate (students who dropped their studies)		10,64%	2,17%	9,52%	0,00%
Average duration of study		2.5 years	2.42 years	no graduates yet	no graduates yet
Average grade of final degree		3.62	3.62	no graduates yet	no graduates yet

Appraisal

For the **Psychology (Bachelor)** first year students do not fill all available study places, although the application rate is immense. The very high application rate (applicants are all persons who handed in their application to Unpad) underlines the good standing of the University and especially the bachelor programme. The drop-out rate is low.

Application rates for the **Psychology (Master)** are rather low in comparison to the other two study programmes. However, also only few study places are offered, and these are not even always filled. There was a high drop-out in the 2018 cohort. The University explains the high drop-out (also in general) with personal reasons of the students, mostly of a financial nature (especially during Covid).

In the **Professional Psychology (Master)** drop-out is a bit higher than in the bachelor programme. It has also more applicants than study places available and despite, first year students do not fill up all study places.

The differences between success and drop-out rates refer to students who are still studying.

None of the programmes has foreign students yet, however with the international accreditation the University hopes to build more and stronger cooperations with HEIs abroad to finally attract more foreign students.⁵

The rate of female students in all study programmes is higher than the rate of male students (the same is true for the faculty according to the University).

⁵ See chapter 1.2

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Unpad determined the objectives of the study programmes based on the Indonesian Qualification Framework (Kerangka Kualifikasi Nasional Indonesia – KKNi). There are three types of higher education study programmes: academic, professional and vocational. The Psychology study programme (undergraduate, KKNi level 6) and the Psychology study programme (postgraduate, KKNi level 8) are academic programmes. Meanwhile, the Professional Psychology study programme (postgraduate, KKNi level 8) is a professional programme.

Indonesian graduates at KKNi level 6 (undergraduate) must earn the qualifications to master in-depth general and specific theoretical frameworks, apply science and technology, take strategic decisions based on data, and be responsible for their own performance. The graduates are prepared to take jobs leading to careers in technical and analysis sectors. Graduates at KKNi level 8 (postgraduate) must earn the qualifications to develop knowledge and technology, solve problems, and organise research. Their job profiles can be categorised as professional careers.

The programme learning outcome (PLO) of each study programme was determined based on the following references:

- evaluation in the tracer study (TS),
- vision and mission of FAPSI,
- vision and mission of Unpad,
- KKNi level, and
- decree from AP2TPI.

All study programmes develop subject-specific and extra-curricular qualification objectives and skills, based on the decree from AP2TPI such as the development of interpersonal skills, communication skills, technology and information skills, and self-regulation.

Psychology (Bachelor)

Graduates must master the concepts of psychological functions, assessments, interventions and applying those concepts to daily life. The programme's vision is to support Unpad becoming a leading tertiary institution at international level in the development of science and in the application of psychology for the welfare of humanity.

The general mission is to:

1. producing graduates who have integrity in scientific practice and its development,
2. to develop scientific activities and applications that can advance the welfare of humanity in an open, innovative, and sustainable manner.

Academic vision:

Psychology is the science that studies human behaviour and mental processes behind it. In studying human behaviour, the study programme emphasises efforts to describe, predict, explain causes, and exercise control on human behaviour by referring to the basic teachings of personality, developmental, social, and general psychological, cognitive, bio-psycho-social functions through scientific studies. The graduates of the study programme should have the

competence to optimise human potential towards a sustainable improvement in well-being. The educational objective of the study programme is to produce graduates able to solve problems and empower humans both individually and in groups, in accordance with the applicable psychological code of ethics.

The programme formulated six graduate profiles⁶:

- Developers of Psychological Assessment Instruments: People who develop Assessment instruments and procedures to be able to assess individual differences in people.
- Psychological Researchers: People who investigate a psychological problem systematically, critically, and scientifically to increase knowledge and understanding, obtain new facts, or make better interpretations.
- HR in Human Development: People who develop and manage human development to optimize their potential's effective and efficient use. Examples: HRD, mentor, coaches, teachers, facilitators, trainers, managers, and instructors.
- Digital Psychology Entrepreneurship: Entrepreneurs use data-based psychological knowledge by utilizing advances in digital technology, which are solutions to problems that exist in society and the nation in the present and future that are innovative and futuristic. Examples: writers, content creators, YouTubers, influencers, and app-based entrepreneurs.
- Counsellors: People who facilitate individuals and groups to recognize and resolve psychological problems by using counselling techniques following the psychological code of ethics rules.
- Psychology Consultant: People who provide instructions, considerations, recommendations, or treatment related to psychological problems in non-clinical psychology and various other contexts. Examples: working in a psychology bureau, providing psychoeducation (community), consultants in other fields (companies, NGOs).

Therefore, graduates should have the following capabilities:

- integrating the Indonesian psychological code of ethics in a professional and personal context by taking into account the values of socio-cultural diversity,
- applying knowledge and understanding of psychological concepts and theories, psychological measurement and assessment, psychological intervention, and psychological research in problem-solving in the context of individuals, groups, organisations and communities,
- ability to apply logical, critical, systematic, and innovative thinking presented in the form of scientific description,
- ability to carry out psychological assessments in accordance with psychodiagnostics principles and the Indonesian psychological code of ethics,
- ability to design, carry out, and evaluate a problem-solving and/or non-clinical psychological intervention appropriately, based on the results of information and data analysis,
- ability to build and maintain interpersonal and professional relationships,
- ability to convey ideas orally and in writing, supported by appropriate references (references or data) by utilising technology in accordance with the psychology code of ethics,

⁶ See p. 12 f. academic manuscript

- ability to design and conduct research in accordance with scientific research principles and the psychology code of ethics by utilising technology,
- ability to plan personal and career development.

Psychology (Master)

Graduates should be able to explain human behaviour using psychology and other disciplines (multi/interdisciplinary) and using their knowledge of psychological assessment and intervention to develop science. The graduates are expected to qualify as psychological scientists and non-clinical consultants.

The programme's vision is to become the provider of higher education in psychology at master's level which is recognised nationally and internationally, based on research with a multi-disciplinary approach in the context of developing knowledge and applying psychological studies to improve human well-being.

The mission as derived from the vision is threefold:

1. Organising education at the master's level which calls on the development and application of the latest research in psychology to produce graduates able to work at the national and international stage,
2. producing psychological research by involving the application of other disciplines that become a reference for the development of psychology at national and international level,
3. contributing to the improvement of human well-being through psychological research.

Academic vision:

This study programme emphasises efforts to analyse and solve human behavioural problems through integrated research with other disciplines to improve human well-being. Therefore, this study programme has objectives to produce graduates who:

- have high moral integrity; appreciate the diversity of social and cultural values, and are responsible, in accordance with the demands of the psychological code of conduct,
- master knowledge in the field of psychology and integrate it with other disciplines to contribute to human well-being,
- can manage research and development that is beneficial to society and psychology, and who are able to gain national and/or international recognition for their work,
- can solve problems in society through the contribution of ideas from the latest innovative research, as well as scientific-based community service,
- have the motivation and commitment to develop themselves continuously in the field of psychological science and its application to their profession.

The following five graduate profiles have been formulated⁷:

- Educator (Lecturer and Teacher): Graduates who become professional educators and scientists in their fields by utilizing the knowledge and principles of psychology in accordance with their main tasks.
- Researcher: Graduates who manage inter- and multidisciplinary psychological research to develop knowledge and/or solving community problems and attaining recognition through scientific publications in national or international scope.

⁷ See chapter 3.4.1 academic manuscript

- HR Development: Graduates who work as strategy developers, program designers in order to optimize the capacity of individuals, communities/society and organizations/industry through integration of psychological principles and other disciplines (including the role as managers).
- Non-Clinical Psychological Consultant: Graduates who work to provide instructions, considerations, and recommendations to solve non-clinical psychological and non-psychological problems by integrating psychological principles and other disciplines.
- Entrepreneur: Graduates who build and develop a business to produce innovative products or services by integrating psychological principles, other disciplines and technology.

The competencies needed in the working sectors were identified from the profiles of the graduates and then formulated into PLOs, which are:

1. realising the role and responsibility of a scientist in psychology, according to the Indonesian psychological code of conduct,
2. implementing the code of ethics for psychology by considering other disciplines in solving problems and improving human well-being,
3. analysing psychological theories and concepts, psychological measurement, psychological research methods, non-clinical psychological interventions and implementing all psychological concepts with other disciplines,
4. designing and managing basic research or action research with an integrative and innovative multidisciplinary approach, oriented to the latest in science and technology,
5. developing alternative ideas and/or problem-solving actions based on the results of scientific and practical analysis with multidisciplinary approaches to improve human well-being in individual, communication-societal, and/or industry-organisational settings,
6. formulating ideas, recommendations, and research results to be published at national and international level.

Professional Psychology (Master)

The programme's academic vision is to become a leader and international standard provider of higher education at the master level of Professional Psychology in the development and application of psychology for the welfare of mankind, based on competence.

To achieve its vision, the programme formulated the following mission:

- To produce graduates with integrity in scientific practice and development,
- Understand the basic knowledge of Psychology, which includes concepts and theories as the basis of diagnosing/interpreting human behaviour (both individuals, groups, and communities) based on the psychodiagnostics framework,
- Understand and master basic principles of psychological assessment and intervention,
- Skilled and able to use psychological assessment and intervention methods.
- Have the sensitivity and skills to observe, analyse, evaluate, formulate, and explain biopsychosocial problems that occur in human life,
- Have high motivation to follow and strive for development of psychological knowledge, both as pure and applied science which includes concepts, theories, methods, and assessment tools,
- To develop scientific activities and applications that can advance the welfare of humanity in an open, innovative and sustainable manner.

Graduates develop the skills to carry out psychological assessment and to design and conduct psychological assessments at individual, group, and community levels. The graduates should earn their qualifications as psychologists.

The main abilities that graduates need are identified based on the analysis of graduate profiles. Graduates should have the following qualifications:

- can apply psychological concepts and theories as a basis for assessment/psychodiagnostics and intervention/psychotherapy,
- assessment/diagnostic skills in administering, analysing, and interpreting assessment data,
- individual, group and community intervention/psychotherapy skills,
- high motivation to follow and strive for the development of psychology as an applied science, including concepts, theories, assessment methods, and interventions,
- think, act, and be accountable for professional practice based on the Indonesian psychology code of ethics,
- able to follow the development of applied psychology using the latest technology,
- able to conduct applied research to solve problems using psychological principles,
- able to synergise knowledge of psychology with fields of science in applied research activities,
- able to collaborate with other experts in practising psychology to serve the community.

Appraisal:

The three study programmes have been derived according to the Indonesian national qualification framework. A vision, mission, programme learning outcome, and graduate profile have been formulated for each programme.

The qualification objectives of the **Psychology (Bachelor)** programme are well explained and presented in a clear manner. The programme especially adds to student's social skillset by considering the values of socio-cultural diversity which is stated above all in the study programme's goals.

The (research) **Psychology (Master)** aims to produce graduates with psychological and interdisciplinary skills that they use to advance the field of psychology. The objectives are clear and set in distinction to the Professional Psychology master programme.

Because of the open admission procedure,⁸ students will acquire very different skills and be able to enter various job markets. It will be helpful for promoting the programme, to name a few examples of the major fields of study students come from and how this programme added to their skillset. In this regard, the panel **recommends** considering specific target groups and defining targeted professional fields. The University might also think about splitting the programme into an interdisciplinary and a research master programme, because striving for both – for interdisciplinary and research psychology skills – dilutes the profile.⁹

The **Professional Psychology (Master)** sets clear goals and targets with respect to ethics, the application of psychology in a professional context (all forms of intervention) and the larger positive implications for the community of the graduate's later place of practice.

⁸ See chapter 2

⁹ See chapter 3.1

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

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

FAPSI's vision is to become an international higher education provider, developing science and applying psychology for the welfare of mankind. In attempting to realise this vision, one of its missions is "to organise the development of psychology that is internationally competitive, relevant to the demands of the development of science and technology and the needs of the community through strategic partnerships".¹⁰ This vision and mission are in line with Unpad's strategic plan (RenStra Unpad). Unpad's main policy is to improve access to and quality of education through internationalisation, continuous education, and digitalisation.

The international orientation of the programmes is represented in:

- curricula designed by adopting the outcome-based education (OBE) approach, focusing on the outcomes for students after their learning process (this is more in line with European standards as formulated by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)),
- inviting international visiting academic staff (guest lecturers who teach in English),
- organising international conferences and seminars,
- conducting joint courses with international partner universities,
- encouraging students to participate in international mobility programmes,
- involving students in international research collaboration, international events organisation, and international internship programmes,
- student executive board collaboration with international partner universities,
- literature mostly in English (including textbooks, scientific articles, and videos), and academic staff often use English in their presentation/teaching slides,
- facilitating alumni in working and studying abroad by providing diplomas, transcripts, diploma supplements, and recommendation letters in both English and Bahasa Indonesia,
- applying for international accreditation.

Psychology (Bachelor)

Bachelor programmes in Indonesia offer students the integration of a free independent learning semester (MBKM). This is an option for all bachelor students to follow international mobility programmes (like student exchanges, international internships). The programme management plans to form specific cooperations with international partners to offer international internships for psychology students in the bachelor programme.

¹⁰ See p. 11 self-evaluation report

Psychology (Master)

In addition to the international accreditation mentioned above, the study programme plans to implement a double/joint degree programme for a master's by research. This programme opens up the opportunity to work in an international context, especially as a fellow researcher. Therefore, an international class that is entirely taught in English will be set up for students in the double degree programme.

The study programme also requires students to publish in international journals.

Professional Psychology (Master)

Besides pursuing international accreditation, the Professional Psychology programme follows the International Declaration of Core Competences in Professional Psychology¹¹, which was decided at the IUPSyS Congress which has been adopted by the ASEAN Regional Union Psychological Society (ARUPS) for psychology practitioners throughout Southeast Asia. Based on this international declaration, graduates of postgraduate Professional Psychology study programmes in Southeast Asia are recognised and have standardised professional qualifications in terms of:

1. guaranteed educational qualification, professional competence, and ethical conduct,
2. an assurance of continuing professional education and enrichment to maintain, strengthen, and advance competence, and
3. providing high-quality psychological services across ARUPS member countries.

Appraisal:

The faculty of psychology has set out clear internationalisation goals in its strategic plan (RenStra) for the period 2021-2026. The programmes are designed to support the strategic plan which includes internationalisation. The bachelor programme plans to offer international internships and an international class that is entirely taught in English, the research master programme opts for a double degree option, and the master's in professional psychology follows international guidelines when it comes to setting competencies and skills for professional psychologists.

As mentioned in chapter 0, the international accreditation by FIBAA is supposed to be another milestone in Unpad's internationalisation strategy, opening the doors for cooperations with foreign HEI's and businesses. Furthermore, the programmes plan to get more financing to make international exchanges possible.

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

¹¹ See <https://www.iupsys.net/wp-content/uploads/2021/09/the-international-declaration-on-core-competences-in-professional-psychology-1.pdf>, last access on May 30, 2023

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

FAPSI Unpad is one of the members of AP2TPI, the professional psychology association for Indonesian HEIs. Currently, the Dean of FAPSI has chaired this association for two consecutive years. FAPSI is one of four founders of the association and as such has played a significant role in the development and dissemination of psychology programme policies among other faculties of psychology in Indonesia. As of today, almost all psychology study programmes in Indonesia have become members of AP2TPI and are following its policies in developing their curricula. According to the HEI, due to FAPSI's status and recognition, graduates of its study programmes are well recognised in the educational and jobs markets.¹²

Psychology (Bachelor)

Since its establishment in 1961, this has been one of the most popular study programmes at Unpad, and the number of applicants is constantly high. It is one of the top 20 study programmes with the most stringent record among Indonesia's National Admissions.¹³

The results from the tracer studies of alumni found that the graduates' strengths lie in their mastery of psychological functions, lifespan development, and cognitive psychology and learning.

Psychology (Master)

Among the total of 129 Indonesian HEIs that have faculties of psychology, only 18 offer postgraduate psychology study programmes.¹⁴ On the national ranking platform (Sinta) the programme is third in terms of research publications and citations.¹⁵

In addition, the study programme offers a unique specialisation, namely health psychology, which welcomes applicants from practitioners in health-related fields such as nursing, medicine, dentistry, and public health. This study programme also offers a specialisation in psychometry, led by the chair of the Indonesian Psychometric Association, who is one of the main experts in the Indonesian psychometric field. According to the University, the study programme is recognised as a model for other faculties of psychology in Indonesia who plan to establish a postgraduate psychology study programme, because of its affiliation to the faculty of psychology (compared to other psychology programmes in Indonesia that belong to the faculty of social science).¹⁶

Professional Psychology (Master)

In the Higher Education Database (PDDikti) there are only 19 Indonesian HEIs offering professional psychology study programmes. Of these, only four have an "A" national accreditation, the highest level of national HEI accreditation in Indonesia, and of these four, only this study programme has four complete majors/interests, namely adult clinical psychology, child clinical psychology, industrial and organisational psychology, and educational psychology. Furthermore, the study programme is ranked first in numbers of

¹² See p. 12 self-evaluation report

¹³ See p. 12 f. self-evaluation report

¹⁴ See <https://ap2tpi.or.id/direktori-anggota/> (in Indonesian), last access on 30. May 2023

¹⁵ See <https://sinta3.kemdikbud.go.id/departments/affiliations/73101>, last access on 27. July 2023

¹⁶ See p. 13 self-evaluation report

publications and citations among other professional psychology programmes across Indonesia,¹⁷ which shows the high reputation of the study programme.

Positioning of the study programme on the job market for graduates (employability)

Unpad has a career development centre (CDC) that analyses the job market for graduates. In the area of psychology, analysis of the job market is carried out not only by the CDC, but also by AP2TPI. From these job analyses, the AP2TPI defines a graduate profile for each study programme, and this becomes the foundation to develop study programme objectives.

Information about graduates' employment status is gathered periodically through the Tracer Study (TS). Through TS, both FAPSI and study programmes analyse compatibility between job-market requirements and the graduates' competencies. These results are also considered in developing the curriculum for all study programmes.

Psychology (Bachelor)

Graduates work mostly in government institutions, education institutions, private companies, and as entrepreneurs. They are typically employed as psychological counsellors, psychology consultants, developers of psychological measurement, researchers, in human resources development, and in digital psychology entrepreneurship. Periodically, data of graduates' typical jobs is obtained through the TS organised by CDC. Likewise, to ensure graduates get jobs that match their field of work, information is obtained through TS activity. The latest data from 2020 shows 72 % of graduates have jobs that are closely related to their field of study. The data also shows that 63 % of graduates find jobs within six months of graduation.¹⁸

Psychology (Master)

Most of the students in this study programme are usually employed while studying. They continue their studies at postgraduate level to advance their careers in the field. The working areas are relatively broad. They range from specific areas in psychology to other, broader, fields that require analysis of human development. Graduates work mostly as academic staff, researchers, educational practitioners, entrepreneurs, non-clinical consultants, and human resources developers at various institutions and organisations such as government agencies, state companies, and private companies.

Professional Psychology (Master)

The curriculum of the professional psychology study programme is designed so that graduates can directly enter the world of work as psychologists. Graduates are psychologists, certified to be legally practising psychology in Indonesia through a psychology practice permit (SIPP). After graduation, they are registered as members of the Himpunan Psikologi Indonesia (HIMPSI) which provides them with networks of competency development and career vacancies in the field of psychology. Graduates can also find networks among alumni of professional psychology associations that provide networks, career opportunities, and opportunities to join various psychology association institutions.

The total number of graduates is limited, since the programme was founded and produced its first graduates only as recently as 2004. On the other hand, the need for psychologists in Indonesia is very high. The Ministry of Social Affairs (Kemensos) notes that the number of psychologists from HIMPSI is only 16,400. When compared to the population of Indonesia –

¹⁷ See <https://sinta3.kemdikbud.go.id/departments/affiliations/73103>, last access on 30. July 2023

¹⁸ See p. 14 self-evaluation report

275 million – it is estimated that one psychologist has to serve, on average, 23.913 people. Due to the high status of both FAPSI and the study programme, as well as high demand for psychologists in the Indonesian job market, around 78 % of the graduates find jobs in less than six months after graduation (evidenced by the tracer studies).

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

Unpad aims to become a world-renowned university which makes a big impact on society. The three study programmes are positioned to support Unpad in achieving its aim through:

- collaborating and networking with various HEIs around the world,
- applying for international accreditation by FIBAA,
- serving the community by conducting high-quality research and impactful community services programmes, and
- producing high-quality graduate scientists and professional psychologists.

When it was first established, FAPSI aimed to fulfil the needs of Indonesian society for highly skilled and professional psychologists. Therefore, Unpad decided to establish both the **Psychology (Bachelor)** study programme and the **Professional Psychology (Master)** study programme. These two study programmes have played a crucial role in Unpad's orientation towards community services. With the **Psychology (Bachelor)** as a foundation that produces bachelor graduates of Psychology, and the **Professional Psychology (Master)** producing professional psychologists, Unpad plays its role in optimising the welfare of mankind. Internally, the psychologists served in Unpad's counselling centre (PKUP). The Centre for Psychological Innovation (PIP Unpad) is an important provider of psychological services to broader communities. The two study programmes also collaborate with various stakeholders and provide scientific-based knowledge, efforts, and interventions.

Through the (research) **Psychology (Master)** study programme, Unpad contributes to psychological science as part of its strategic plan.

Appraisal:

The **Psychology (Bachelor)** study programme's good positioning in the educational market, is exhibited by the very high application rates each term.¹⁹ The programme is popular at Unpad and in Indonesia. The faculty itself also has a unique standing in Indonesia because of its affiliation to the (medical) sciences (based on the German model), in comparison to most Indonesian Universities, where the psychology study programme is affiliated to the faculty of social sciences. The faculty is also a leading institution for experimental psychology including developing a laboratory in psychology. The graduate's employability rate is exhibited in the tracer studies. Graduates find employment in various fields and usually within six months.

The **Psychology (Master)** created a unique specialization (in Indonesia) in health psychology. Moreover, the programme's lecturers offer students special expertise in psychometry. However, the application rates are lower compared to the Professional Psychology (Master) and drop-outs are higher. For students without a psychology study background – a field that is quite research heavy – it is quite difficult to successfully finish this programme.²⁰ The ones who

¹⁹ See chapter 0

²⁰ See condition/recommendation in chapter 2 Admission

graduate, show high employability according to the tracer studies. In fact, most of them are already employed when starting the programme. They aim to extend their skill set and get a better position (for example at the University level).

The **Professional Psychology (Master)** is one of a few in Indonesia. With this, the University has thoroughly positioned the programme. Moreover, the four majors of specialisation add to the unique and competitive profiles of graduates. As is shown in the statistics, application rates are continuously higher than study places available. The need for more psychologists in Indonesia is exhibited by the tracer studies. Graduates usually find jobs within three months after graduation.

For all study programmes at least 50 % of graduates find jobs within their field of study.

Within Unpad, the study programmes contribute to its mission to serve the community and to have a positive impact on society. The programmes support the University in its mission of becoming a leading institution in the field of psychology, offering undergraduate and postgraduate, applied and research-focused programmes and/or with unique specialisations.

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

2. Admission

Admission requirements and selection procedures

Admission requirements for the three study programmes are published on the admissions section on Unpad's website (in Indonesian).²¹

Psychology (Bachelor)

According to the national regulation admission of new students to undergraduate programmes in state universities is conducted through four routes, as follows:

1. National Admission Selection for Higher Education (Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN). This is the first test among other routes, where selection is carried out through reviewing academic achievement, non-academic achievement, and/or portfolios of potential students.
2. Joint Admission Test for Higher Education (Seleksi Bersama Masuk Perguruan Tinggi Negeri/SBMPTN). Potential students unable to pass via the first route can choose to follow this SBMPTN route. It comprises two tests, namely: (1) a scholastic aptitude test that includes a cognitive capability appraisal, and (2) academic potential, which includes an appraisal of other capabilities of prospective students.
3. Unpad Admission Test (Seleksi Masuk Universitas Padjadjaran/SMUP). Those unable to pass via the SNMPTN or SBMPTN routes can follow this Unpad-specific route. Prospective students should have graduated from senior high school no more than three years ago.
4. Achievement route: this is another route organised by Unpad via SMUP that is reserved only for those who have national/international achievements in science, sports and the arts that are recognised by the Kemendikbud.

Details of documents required for each route can be found on the official website of SNMPTN and SBMPTN²² and SMUP.²³ Some common documents needed for submission are personal information (e.g., ID, family card, photo), a high school diploma and transcript, and proof of payments. All submission processes are carried out online via the websites.

The national authority under the Kemendikbud makes regulations and decisions, especially regarding quotas for admissions from various pathways for undergraduate programmes. The process of implementing the first two routes (SNMPTN and SBMPTN) by exam is also carried out by the national authority via the Higher Education Entrance Test Institute (Lembaga Tes Masuk Perguruan Tinggi/LTMPT). For the third and fourth routes (SMUP and Achievement), the Dean of FAPSI in the name of the Rector of Universitas Padjadjaran decides regarding admission.

It is stated in the national regulation that admission should be granted according to the principles of fairness (no discrimination), accountability (distinct requirements and procedures), flexibility (several times for tests), efficiency (using information technology, human resources, and time efficiency), and transparency (openly carried out and easily accessible).

²¹ based on Rector's decree Number 200/UN6.RKT/Kep/Hk/2022 of SMUP, see <https://www.admission.unpad.ac.id/>, last access 19. June 2023

²² See <https://ltmpt.ac.id/> (in Indonesian), last access on 30. May 2023

²³ See <https://smup.unpad.ac.id/sarjana-jalur-mandiri/> (in Indonesian), last access on 30. May 2023

Psychology (Master)

For all postgraduate programmes at Unpad, there is only one route of admission: Universitas Padjadjaran Admission Test – Postgraduate (SMUP-Pascasarjana).²⁴

Similarly, to SMUP for undergraduate programmes, all submission processes are carried out online via the website of SMUP. The postgraduate psychology programme is open to all bachelor's degree graduates from any field of science (multi-entry admission).

The requirements for prospective students of this programme are as follows:

- Indonesian or foreign citizen,
- Graduates of undergraduate programmes (bachelor's) accredited by the Indonesian National Accreditation Board for Higher Education (BAN-PT),
- A certificate of the academic ability test (Tes Kemampuan Akademik/TKA) with a minimum score of 450,
- A valid certificate and a minimum score of 450 from the Unpad English language test (Tes Kemampuan Bahasa Inggris/TKBI), or other equivalent English proficiency test,
- A scientific publication in a reputable international journal (Q1) according to SJR: Scientific Journal Rankings – SCImago as the first author; these candidates are not required to have and upload TKA and TKBI scores when registering.

The Dean of FAPSI on behalf of the Rector of Unpad decides regarding admission to the postgraduate psychology programme, assisted by the head of the study programme.

For postgraduate programmes, an interview session is arranged where each eligible applicant is interviewed by at least two interviewers. The results are then sent to the Dean to be considered. Results are sent by the Dean to the Unpad academic office to be announced individually to applicants via the SMUP website.

The interview assessment components include:

- Self-introduction and motivation to continue further studies (25 %)
- The candidate has sufficient educational qualifications to continue their studies in this study program (30 %)
- Relevance of the candidate's current job or activity with learning objectives in this course of study (15 %)
- Candidate's academic interest (30 %).

The interviewee can score from one (far below standards) to ten (excellent) on these components. Candidates who achieve sum scores lower than seven (out of ten) will be declined from the application.

Professional Psychology (Master)

The Professional Psychology Study Programme is open only to bachelor's degree graduates in psychology (mono-entry admission). There is only one route of admission: Universitas Padjadjaran Admission Test – Postgraduate (SMUP-Pascasarjana). The requirements for prospective students of this programme are as follow:

- Indonesian or foreign citizen,
- graduates of an undergraduate programme (bachelor's) of psychology accredited by the Indonesian National Accreditation Board for Higher Education (BAN-PT), or whose

²⁴ Based on the Rector's decree Number 200/UN6.RKT/Kep/Hk/2022 of SMUP

international diploma (bachelor's) is recognised by Kemenristekdikti as equal to a Bachelor of Psychology,

- a certificate of the Academic Ability Test (Tes Kemampuan Akademik/TKA) with a minimum score of 450,
- a valid certificate and a minimum score of 450 from the Unpad English Language Test (Tes Kemampuan Bahasa Inggris/TKBI), or other equivalent English language proficiency test,
- a scientific publication in a reputable international journal (Q1) according to SJR: Scientific Journal Rankings – SCImago as the first author; these candidates are not required to have and upload TKA and TKBI scores when registering.

The Dean of FAPSI on behalf of the Rector of Unpad decides regarding admission to the programme, assisted by the head of the study programme.

For the professional psychology programme, an interview session is arranged where each eligible applicant is interviewed by at least two interviewers. The results are then sent to the Dean to be considered. Results are sent by the Dean to the Unpad academic office to be announced individually to applicants via the SMUP website.

The interview is based on the following ten questions:

- Why do you want to take your Professional Psychology Master at the Faculty of Psychology UNPAD?
- What major do you want to take? Mention your reasons.
- What do you know about the major?
- Tell us about what psychological courses or fields you know and give an example of their application.
- Mention the learning challenges you have.
- Mention your job experiences and your roles in the job.
- Tell us about the problem you have, how you react to it, and how you solve it.
- Tell us about your social life, including your relationship with friends, family, and nearby community.
- Describe yourself.
- Which part of yourself needs improvement?

Counselling for prospective students

Prospective students who want to enrol in the study programmes at FAPSI can access the Unpad helpdesk for clarification on specific questions, personal aptitude, career perspectives, and more. The helpdesk service is available during office hours through telephone or e-mail. Questions about SMUP can be submitted through the helpdesk menu at the SMUP website or the Unpad Instagram account @universitaspadjaran. When the helpdesk is unable to directly provide the required information, they will refer prospective students to relevant counterparts, such as the faculty and/or study programmes, Unpad's language centre, the Centre for Psychological Innovation Unpad (PIP), or others.

In addition to the helpdesk service, which requires active participation from prospective students, all study programmes also organise regular online "open house" events called AKU (Ayo Kenal UNPAD – Let's Get to Know UNPAD) and the Padjaran Education Festival to help prospective students receive information.

Ensuring foreign language proficiency

Some courses include lectures in English, especially where they have foreigners as part of the teaching team, or invite foreigners as guest lecturers (e.g., the critical psychology course in the psychology master programme with a lecturer from York University, Canada and the general lecture about psychology for the human centred society by a guest lecturer from the University Malaysia Sarawak, Malaysia in the professional psychology programme).

The **Psychology (Bachelor)** programme has no English language requirement for its admission. However, students are asked to provide a certificate of English proficiency (minimum Unpad English language test [Tes Kemampuan Bahasa Inggris/TKBI] score of 450 or equivalent e.g., International TOEFL Paper-Based Test certificate of at least 450) by the end of their first year of study. Students who cannot achieve the required level should take an English course for one semester. The English course is organised by the Faculty of Cultural Science at Unpad.

The **Psychology (Master)** and the **Professional Psychology (Master)** programmes require English language proficiency (TKBI with a minimum of 450 or equivalent e.g., International TOEFL Paper-Based Test certificate of at least 450) to be shown at the time of admission.

Transparency and documentation of admission procedure and decision

The registration processes and results can be accessed via the SNMPTN and SBMPTN websites. Prospective students can enter their names in the box provided and press enter. The results are displayed, and applicants should download them for the registration process.

Appraisal:

The admission requirements are defined and comprehensible. They are based on the national requirements. Interview questions are reasonable and well thought out. A helpdesk is offered for all questions regarding the admission procedure.

The panel took a more critical look at the multi-entry admission in the **Psychology (Master)** programme. The open admission will contribute to interdisciplinary exchanges among the students. However, based on their previous education students do not start the programme with a common knowledge base. For non-psychology candidates, it could be very difficult to follow the programme. According to the University half of the students who enter the programme do not have a background in psychology. However, during the site-visit the panel was only able to speak to students and alumni who did have a bachelor's degree in psychology. This is not a representative group to speak for the challenges for non-psychology graduates. The University needs to rethink either the admission procedure or the curriculum to accommodate all the students in this programme. The panel has several ideas to improve the study conditions through the admission procedure:

- a) A minimum of methodological courses related to the field of psychology (e.g., at least 15 ECTS credits in psychological research methods and statistics and 15 ECTS credits in diagnostic measures) must be required upon admission. The University could integrate methodological skills as part of the interview procedure already in place or require a research track or research proposal during the admission procedure.
- b) To make the study programme feasible for non-psychology graduates, the University needs to think about integrating an obligatory pre-semester for non-psychology

graduates with courses on methods (quantitative and qualitative approaches) in psychology and some basic core subjects in psychology.

- c) To make this programme interesting to a wider group of students from different study backgrounds the University could also think about splitting non-psychology and psychology students in the first two semesters. Non-psychology graduates will follow a psychology curriculum, while psychology graduates should take interdisciplinary courses.²⁵

The panel recommends the following **condition** for the **Psychology (Master)**:

Condition: The University ensures adequate admission requirements that fit the purpose of the study programme and give students an equal opportunity to succeed in this programme.

Regarding necessary English language proficiency, undergraduate students must gain 450 points in the Unpad English language test (equal to TOEFL of 450 points) by the end of their first year of study. For the postgraduate programmes candidates are required to provide proof of 450 points in the Unpad English language test upon admission.

Information on admission is published online. For international students the information should be extended to include the overall procedure, the interviews, and the selection criteria. Office hours of the helpdesk should be defined and published. The panel **recommends** publishing the entire admission procedure in English and adding regular office hours for the helpdesk on the website.

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

²⁵ See also chapter 3.1

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

Psychology (Bachelor)

The curriculum of the study programme is designed for a regular study period of eight semesters. The curriculum starts with basic courses progressing to more advanced courses in higher semesters.

In the first and second semester, students follow two types of basic courses:

- preparatory courses that are followed at all undergraduate levels at Unpad (i.e., religion, Indonesian language, civic education, Pancasila, and creativity and entrepreneurship), and
- several basic psychology courses (e.g., general psychology, biopsychology, introduction to research and experimental methods, etc).

In the third and fourth semester, students take intermediate psychology courses, such as concepts and theories of social psychology, psychometrics, and counselling psychology.

In the fifth semester, students choose several elective courses that are provided either by the study programme or other study programmes at Unpad. These elective courses should be in line with students' graduate profile and should be discussed with their academic supervisor. Besides their electives, students are also required to complete a community service programme course.

The elective courses offered by the study programme are:

1. Environmental Psychology,
2. Political Psychology,
3. Psychology and Film,
4. Projective Test,
5. Inventories,
6. Health Psychology,
7. Political Psychology,
8. Designing Training Program,
9. Psychology and Special Education,
10. Consumer Psychology,
11. Psychology of Family Development,
12. Psychology of Services,
13. Entrepreneurial Psychology,
14. Applied Developmental Psychology,
15. Developmental Psycholinguistics,
16. Interpersonal Relationships,
17. Child and Adolescent Health and Well-being,
18. Pain Perception and Treatment.

In the sixth and seventh semester, students take part in the national Freedom to Learn – Independent Campus (Merdeka Belajar - Kampus Merdeka/ MBKM). The MBKM programme was established in March 2020 by the government (Kemendikbud Ristek) to provide

opportunities for the development of innovation, creativity, capacity, personality, and student needs, through the real experiences and dynamics of the job market. This programme opens up opportunities for students to participate in eight elective forms of learning, each worth 20 credits per semester:

- Student exchange,
- Internship,
- Teaching assistant,
- Research,
- Humanity Project,
- Entrepreneurship,
- Independent Project,
- Community Development.

In the seventh semester, students write their bachelor thesis (skripsi) research proposal. In the eighth semester, students continue working on their bachelor's thesis project by collecting data, writing the manuscript, and defending their thesis. Upon graduation they are awarded the Bachelor of Psychology (Sarjana Psikologi/S.Psi) degree.

The curriculum is depicted below:

Course No.	Title Course Unit + Compulsory	Credit Points per Semester (SKS)								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
M1	Module 1													
M1.1	Course Unit 1: UNX01-002 Pancasila (HEI - Compulsory)	1								13,33	32	L/D/S/CL	Essay (80%) Midterm Exam (10%) Final Exam (10%)	20/100
M2	Module 2													
M.2.1	Couse Unit 2: UNX01-008 Civic Education (HEI - Compulsory)	1								13,33	32	L/D/S/CL	Project-Based Learning (40%) Knowledge mastery/Quiz	40/100
M3	Module 3													
M.3.1	Course Unit 3: UNX01-005 English (HEI - Compulsory)	2								26,67	64	L/S	Mid term Exam 30% and Final Exam 40%	70/100
M4	Module 4													
M.4.1	Course Unit 4: UNX01-001 Religion (HEI - Compulsory) Students choose a religion course according to their own beliefs: Islam, Christianity (Protestanism), Catholicism, Hinduism, and Buddhism	2								26,67	64	L/D/S/CL	Mastery and problem solving (includes, discussion results, recite the Al-Quran [Islam]) (40%) Mastering knowledge (includes, quiz and midterm exam) (25%)	25/100
M5	Module 5													
M.5.1	Course Unit 5: UNX01-004 Indonesian Language (HEI - Compulsory)	2								26,67	64	L/D	Mid term Exam 30% and Final Exam 40%	70/100
M6	Module 6													
M.6.1	Course Unit 6: UNX01-006 Creativity and Entrepreneurship (HEI - Compulsory) (Practicum)	3 (0-3)								40	96	L/S/CL/GC	Mid term Exam 30% and Group project 50%	30/100
M7	Module 7													
M.7.1	Course Unit 7: I10A.201008 General Psychology (Compulsory)	6								80	192	L/D/CL	Mid term Exam 30% and Final Exam 40%	70/100
M8	Module 8													
M.8.1	Course Unit 8: I10A.201001 Biopsychology (Compulsory)	4								53,33	128	L/D/S/CL/GL	Midterm Exam (20%) Final Exam (20%)	40/100
M9	Module 9													
M.9.1	Course Unit 9: I10A.161014 Philosophy (Compulsory)	2								26,67	64	L/D/CL	Midterm Exam (25%) Final Exam (30%)	55/100
M10	Module 10													
M.10.1	Course Unit 10: I10A.202010 Introduction to Research & Experimental Methods (Compulsory) (Practicum)		2 (1-1)							26,67	64	L/D/CL/Q	Mid term Exam and Final Exam (Group project) 50%	50/100
M11	Module 11													
M.11.1	Course Unit 11: I10A.202013 Cognitive Psychology & Learning (Compulsory)		3							40	96	L/D/CL/Q	Mid term Exam 30% and Final Exam 40%	70/100

Figure 1: Curriculum Psychology (Bachelor)

M12	Module 12													
M.12.1	Couse Unit 12: I10A.202012 Personality Psychology (Compulsory)		4						53,33	128	L/D/CL/Q	Mid term Exam 30% and Final Exam 40%	70/100	
M13	Module 13													
M.13.1	Couse Unit 13: I10A.202011 Life Span Development (Compulsory)		5						66,67	160	L/D/CL/Q/GL	Midterm Exam (30%) Final Exam (30%)	60/100	
M14	Module 14													
M.14.1	Couse Unit 14: I10A.202014 Statistics (Compulsory) (Practicum)		4 (3-1)						53,33	128	L/D/PBL/CL	Mid term Exam 30% and Final Exam 40%	70/100	
M15	Module 15													
M.15.1	Couse Unit 15 : I10A.201025 Experimental Research Methods: Practicum (Compulsory)		2 (0-2)						26,67	64	L/P/PBM	Mid term Exam 30% and Final Exam 50%	80/100	
M16	Module 16													
M.16.1	Couse Unit 16 : I10A.201020 Concepts and Theories of Social Psychology (Compulsory)		5						66,67	160	L/D/P/CL	Mid term Exam 30% and Final Exam 40%	70/100	
M17	Module 17													
M.17.1	Couse Unit 17: I10A.201024 Industrial and Organizational Psychology (Compulsory)		3						40	96	L/D/CL	Mid term Exam 30% and Final Exam 40%	70/100	
M18	Module 18													
M.18.1	Couse Unit 18: I10A.161030 Psychometrics (Compulsory)		2						26,67	64	L/D/CL	Mid term Exam 30% and Final Exam 40%	70/100	
M19	Module 19													
M.19.1	Couse Unit 19: I10A.201021 Psychological Assessment I: Interview (Compulsory) (Practicum)		3 (1-2)						40	96	L/D/CL/GC/PBL	Midterm Exam 30% Final Exam (project based 50%)	80/100	
M20	Module 20													
M.20.1	Couse Unit 20: I10A.201022 Psychological Assessment II: Observation (Compulsory)		3 (1-2)						40	96	L/D/CL/GC/PBL	Midterm Exam 30% Final Exam (Project based) 50%	80/100	
M21	Module 21													
M.21.1	Couse Unit 21: I10A.201032 Abnormal and Clinical Psychology (Compulsory)		3						40	96	L/D/CL	Mid term Exam 30% and Final Exam 40%	70/100	
M22	Module 22													
M.22.1	Couse Unit 22: I10A.201009 Code of Ethics (Compulsory) (Practicum)		1(0-1)						13,33	32	L/D/CL/P	Mid term Exam 30% and Final Exam 40%	70/100	

M23	Module 23												
M.23.1	Course Unit 23 : I10A.201027 Educational Psychology (Compulsory) (Practicum)			1(0-1)				13,33	32	L/D/CL/VMP	Mid term Exam 30% and Final Exam 40%	70/100	
M24	Module 24												
M.24.1	Course Unit 24: I10A.202023 Introduction to Community Psychology (Compulsory) (Practicum)			3 (1-2)				40	96	L/D/CL/GC/PBL	Midterm Exam-case analysis 30% Final (Project based and final report) 50%	80/100	
M25	Module 25												
M.25.1	Course Unit 25: I10A.201033 Learning Facilitation Techniques (Compulsory)			2(0-2)				26,67	64	L/D/CL/GC/PBL	Midterm Exam-case analysis 30%	80/100	
M26	Module 26												
M.26.1	Course Unit 26: I10A.201035 Behavioral Modification/ Basic Intervention (Compulsory) (Practicum)			3 (1-2)				40	96	L/D/CL/GC/PBL	Midterm Exam 30% Behavior modification proposal 50%	80/100	
M27	Module 27												
M.27.1	Course Unit 27: I10A.162038 Psychological Scale Development and Test Construction (Compulsory) (Practicum)			3 (1-2)				40	96	L/D/CL/GC/PBL	Midterm Exam 30% Psychological instrument Design (group project) 50%	80/100	
M28	Module 28												
M.28.1	Course Unit 28: I10A.162053 Psychological Assessment III: Practicum (Compulsory) (Practicum)			2(0-2)				26,67	64	L/GC/RP	Role-Playing : 40% Assignments 40%	45/100	
M29	Module 29												
M.29.1	Course Unit 29: I10A.161065 Counseling Psychology (Compulsory) (Practicum)			2(1-1)				26,67	64	L/CL/D/RP	Student Assignment & Practicums (40%)	60/100	
M30	Module 30												
M.30.1	Course Unit 30: I10A.201034 Research Methodology: Quantitative & Qualitative Methods (Compulsory)			2(1-1)				26,67	64	L/D/CL	Qualitative exam: review qualitative paper in group 50%	100/100	
M31	Module 31												
M.31.1	Course Unit 31: I10A.202028 Career Development (Compulsory)			2				26,67	64	L/D/GL	Mid term Exam 30% and Final Exam 40%	70/100	
M32	Module 32												
M.32.1	Course Unit 32: Community Service Program (HEI - Compulsory)			3 (0-3)				40	96	L/D/GL/CL/PBL	Community project: Preparation (30%) Final Report (70%)	100/100	
M33	Module 33												
M.33.1	Course Unit 33: elective course inside study programme and./ or outside study programme (elective) (each course equals with 2 credits points)			17				226,67	544	L/D/CL	Mid term Exam 30% and Final Exam 40%	70/100	

M34	Module 34													
M.34.1	Couse Unit 34: Merdeka Belajar - Kampus Merdeka Programme						20			266,67	640	PBL	Individual/ group project and final report 100%	100/100
M35	Module 35													
M.35.1	Couse Unit 35: Merdeka Belajar - Kampus Merdeka Programme						18			240	576			
M.35.2	Couse Unit 35: I10A.162057 Research Proposal (Compulsory)						2			26,67	64	L/D/IC	Mid term Exam 30% and Final Exam (individual research proposal) 50%	80/100
M36	Module 36													
M.36.1	Couse Unit 36: I10A.161068 Undergraduate Thesis (Compulsory)							6 (0-6)		80	192	D	Bachelor thesis & defence	100/100
		23	18	23	19	20	20	20	6					
	Total Hours									1986,67	4768			
C	Colloquium													
BA	Bachelor's Thesis													
L:	Lecture													
S:	Seminar													
T:	Tutorial													
...	Discussion (D) Quiz (Q) Students' Presentation (P) Problem Based Learning (PBL)													
	Guest Lecture (GL)													
	Group Consultation - bimbingan kelompok (GC)													
	SDL (Self Directed Learning)													
	CL (Collaborative Learning) / Tuqas Kelompok													
	VMP (Virtual Mobility Program)													
	RP (Role Playing)													
	IC (Individual consultation)													

Psychology (Master)

The contents of the study programme emphasise a multidisciplinary approach of psychology drawing connections with other disciplines. The regular study time is four semesters.

To achieve all required competencies (PLOs), the curriculum contains compulsory courses, major-related courses, elective courses, and a master's thesis.

The first and second semester cover basic courses. Compulsory courses for all students in the first and second semester include psychological theories and basic research skills (21 CP).

In the third and fourth semester students take courses related to research application and non-clinical interventions. Students chose one of the following six majors:

- human resources psychology,
- developmental psychology,
- health psychology,
- social psychology,
- psychometrics, and
- educational psychology.

With the major-related courses students can further specialise in a specific area of work. Major-related courses consist of the basic concepts, research topics, and intervention studies. Students need to attend four courses that are in line with their major (a total of 10 CP for each major). Students also choose one elective course provided by another major (2 CP).

At the end of the third semester, students must present their research proposal (2 CP). The master's thesis in the fourth semester (6 CP) is related to the application of psychological theories and research skills. The study programme emphasizes research within the major while including multidisciplinary perspectives by enabling students to choose an elective course from outside their major. Research-based learning is at the core of the curriculum.

The curriculum is depicted below²⁶:

²⁶ *L = Lecture, S = Seminar, T = Tutorial*

Sample Curriculum Overview
Here: Postgraduate Programme of Psychology, 4 Semesters



1st Semester													
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
M1	Compulsory Course : General Psychology	3							53,33	82,67	L/S	Presentation and Report Writing Midterm : 40% Final Exam : 50%	50 / 100
M 1.1	Development of Psychological Sciences												
M.1.2	Nature, Nurture and Human diversity												
M.1.3	Sensation and Perception												
M.1.4	Learning												
M 1.5	Memory												
M.1.6	Thinking and Language												
M.1.7	Intelligence												
M.1.8	Motivation												
M.1.9	Emotion, Stress and Health												
M.1.10	Personality												
M2	Compulsory Course : Social Psychology	2							40,00	50,67	L/S/T	Paper Based Assignment Midterm = 25% Final exam = 65%	65 / 100
M 2.1	Self												
M.2.2	Attitude, Behavior and Intention												
M.2.3	Social Cognition												
M.2.4	Social Lesson												
M.2.5	Social Influence												
M.2.6	Prejudice, Stereotypes, Racism and Sexism												
M.2.7	Introducation and Attraction												
M.2.8	Aggression and Help												
M.2.9	Persuassion												
M.2.10	Conflict and Peace-Making												
M3	Compulsory Course : Life Span Development	2							40,00	50,67	L/S/T	A written exam (mid test) 15% Project Based (final exam) 50%	50 / 100
M 3.1	Lifespan Perspectives												
M 3.2	The nature of human development												
M.3.3	Developmental issues												
M.3.4	theory of psychoanalysis												
M.3.5	ecological theory: Bronfenbrenner												
M.3.6	characteristics of development during infancy and early childhood												
M.3.7	characteristics of development during middle childhood												

Figure 2: Curriculum Psychology (Master)

M.3.8	characteristics of development during adolescence											
M.3.9	characteristics of development during early, middle and late adulthood.											
M4	Compulsory Course : Research methods in psychology	2						40,00	50,67	L/S/T		45 / 100
M 4.1	Introduction: The nature of scientific methods in psychology										Paper based assignment Midterm : 35% Final Exam : 45%	
M 4.2	Quantitative methods: experiments and non-experiments											
M 4.3	Qualitative methods: phenomenology, case study, ethnomethodology, interpretative phenomenological analysis, etc.											
M 4.4	Mixed methods											
M5	Compulsory Course : Philosophy of Science	2						40,00	50,67	L/S/T		50 / 100
M 5.1	Introduction to the philosophy of science: ontological, epistemological, and ethical										Project Based Exam Midterm : 40% Final Exam : 50%	
M.5.2	Ontology: Human being as mind (psychological and spiritual substance) and body (biological, chemical, and material substances).											
M.5.3	Epistemology: the nature of scientific methods (empiricism, rationalism, criticism, dialectics) and truth in science.											
M.5.4	Ethics: Ethical problems in science											
M6	Compulsory Course : Statistics	2						40,00	50,67	L/S		30/100
M.6.1	Statistical, Measurement, & Research Terms										Written Exam of each subject Subject 1 : 30% Subject 2 : 30 % Subject 3 : 30 %	
M.6.2	Descriptive statistics (central tendency, location tendency, data variability, table, graph, dsb) and APA format for writing the results											
M.6.3	Probability and normal distribution											
M.6.4	Sampling methods											
M.6.5	Inferential statistics; comparative testing hypothesis using parametric (t-test 2 independent samples, t-test 2 related samples, anova Independent, anova related, anova factorial, Effect size)											
M.6.6	Inferential statistics comparative testing hypothesis using non parametric (chi-square - 2 atau lebih independent samples, Q-cochran k related samples, mc nemar - 2 related samples, mann whitney - 2 independent samples, wilcoxon - 2 related samples, kruskal wallis - k independent samples, friedman - k related samples, Effect											
M.6.6	Inferential statistics correlation testing hypothesis using non parametric dan parametric- methods (Pearson C, V Cramer, Phi, Spearman, Gamma, Pearson Product Moment, Theta, Eta, Jaspén) and regression analysis (simple and multiple,											
M7	Elective Course 1 : 21st Century Development of Children and Adolescence	2						40,00	50,67	L/ S/T		30/100
M.7.1	The Life Span Perspective: A Balanced Point of View										Project Based Exam Midterm : 30% Final Exam : 30%	
M.7.2	Developmental Processes, Periods, and Issues											
M.7.4	Preparing Every Child for the 21st Century											
M.7.4	Program SDG's, Program UN untuk pengembangan anak dan remaja, Program Pemerintah RI untuk anak dan remaja, UU terkait anak dan remaja											
M.7.5	Writing proposal											

M8	Elective Course 1 : Industrial and Organizational Psychology (IOP)	2						40,00	50,67	L/S/T		40/100	
M.8.1	Future trend of IOP										Case studies Midterm : 40% Final Exam : 40%		
M.8.2	History of IOP												
M.8.3	Ethics												
M.8.4	Introduction of personnel psychology												
M.8.5	Organizational psychology,												
M.8.6	Consumer psychology												
M.8.8	Human engineering												
M.8.9	Technique and method of IOP												
M.9.	Elective Course 1 : Behavioral mechanism of Stress and Diseases	2						40,00	50,67	L/S/T			50/100
M.9.1	What is Health Psychology										Project Based Exam Midterm : 40% Final Exam : 50%		
M.9.2	Model and Theories in Health Psychology												
M.9.3	The Systems of the Body												
M.9.4	Bio-behavioral Approach												
M.9.5	Stress and Coping : Study of Stress												
M.9.6	Physiology of Stress												
M.9.7	Coping & Social Support - Bio-Psycho-Social Pathways												
M.9.10	The Management of Pain and Discomfort												
M.10	Elective Course 1 : Social Psychology Minor Research	2						40,00	50,67	L/S/T			45/100
M.10.1	Conducting complete social psychology research											Individual Project Based Midterm : 35% Final Exam : 45%	
M.10.2	Conducting literature reviews												
M.10.3	Determine study objects, research objectives, and research questions												
M.10.4	Designing research, collecting data on research subjects, analyzing data,												
M.10.5	Compiling research reports in the format of scientific papers												
M.11	Elective Course 1 : Test theories and its application	2						40,00	50,67	L/S/T		40/100	
M.11.1	Classical Test Theory: Model, Derivation, Application										Project Based Exam Midterm : 40% Final Exam : 40%		
M.11.2	Item Response Theory: Model, Derivation, Application												
M.11.3	Data Analysis: Reliability, Item Analysis, SEM, Rasch Analysis, Parameter Estimation, Ability Estimation; Differences between Raw Score, and Latent Variable Score												

2nd Semester												
M12	Compulsory Course : Measurement in Psychology	2						40,00	50,67	L/S/T		50/100
M.12.1	Definition of Measurement										Written Exam (30%) and Project Based (50%)	
M.12.2	Psychological Measurement in several setting											
M.13	Compulsory Course : Psychology and Culture	2						40,00	50,67	L/S		50/100
M.13.1	Course Overview										Journal Review (30%) Written Paper (50%)	
M.13.2	History of Cultural Psychology, Cross-cultural Psychology, and Indigenous Psychology											
M.13.3	Individualism and Collectivism											
M.13.4	Cross-Cultural Psychology											
M.13.5	Indigenous Psychologies											
M.13.6	Culture and Development											
M.13.7	Cognition and Cultures											
M.13.8	Culture and Emotion											
M.13.9	Health and Cultures											
M.13.10	Research Methods in Cross-cultural Psychology and Indigenous Psychology											
M.13.11	Individual presentations based on majoring and research interest											
M.14	Compulsory Course : Academic Writing	2						40,00	50,67	L/S		45/100
M.14.1	Introduction to Academic Writing: Objectives, Types, General features, Types of scientific documents										Quiz (10%) Written exam (35%) Paper review (45%)	
M.14.2	Diagnostic writing exercise											
M.14.3	Designing the writing process											
M.14.4	Writing structure											
M.14.5	Literature review (search for relevant reading sources, building critical approach;											
M.14.6	Processing the source of the findings											
M.14.7	Summarizing and paraphrasing											
M.14.8	Reference and Quotation											
M.14.9	Combining various sources of findings											
M.14.10	Composing paragraphs and Element of Writing											
M.14.11	Introduction, Discussion, and Conclusion											
M.14.12	Methodology and Results											
M.14.13	Abstract and Title											
M.15	Compulsory Course : The Basic of Psychological Intervention	2						40,00	50,67	L/S/T		50/100
M.15.1	Explain definition, level, unit of analysis, & ethics of psychological intervention.										Case analysis (40%) Project based presentation (50%)	
M.15.2	Identify the differences of Deficits & strengths based intervention approach.											
M.15.3	Presenting the important of theoretical framework for psychological intervention											
M.15.4	Review of interventional study articles or proposed a psychological intervention idea											

M.16	Elective Course 2 : Psychology of HRM	3					53,33	82,67	L/S/T		50/100
M.16.1	Scope of HRM and Interrelation with other disciplines									Written Exam (30%) Project Based Exam (50%)	
M.16.2	Labor Law, government regulations										
M.16.3	Job analysis										
M.16.4	Writing job descriptions										
M.16.5	Strategic workforce planning										
M.16.6	Recruitment and selection										
M.16.7	Training and development										
M.16.8	Performance management system										
M.16.9	HRM System Project Analysis										
M.17.	Elective Course 2 : Quality of Life of Children and Adolescence	2					40,00	50,67	L/S/T		50/100
M.17.1	The Life Span Perspective: A Balanced Point of View									Project Based Exam (50%)	
M.17.2	Developmental Processes, Periods, and Issues										
M.17.3	Preparing Every Child for the 21st Century										
M.17.4	SDG's Program, UN Program for the development of children and youth, the Government of the Republic of Indonesia Program for children and adolescents,										
M.17.5	Writing Proposal										
M.18	Elective Course 2 : Psychology and Communication in Health	2					40,00	50,67	L/S/T		50/100
M.18.1	Introduction									Project Based Exam (50%)	
M.18.2	Communication and Psychology										
M.18.3	Implication of Communication Psychology in Health Setting										
M.19	Elective Course 2 : Political Behavior	2					40,00	50,67	L/S		50/100
M.19.1	Theories and methods used in political psychology to measure and explain the symptoms of political behavior									Individual project (40%) performance based assignment (50%)	
M.19.2	Personality of politicians, presidential leadership, social identity theory, political perception and decision making, voting behavior, political corruption, etc.										
M.19.3	The methods referred to include surveys, literature studies and literature reviews, experiments, correlational studies, and others.										
M.19.4	Students conduct study of a political case or events that occurred in Indonesia based on the perspective of political psychology.										
M.20	Elective Course 2 : Performance Based Assessment	2					40,00	50,67	L/S		50/100
M.20.1	Basic concept of Performance Based Assessment									Written Exam (30%) Individual Reports (50%)	
M.20.2	Elements of Performance Based Assessment										
M.20.3	Developing Task Performance										
M.20.4	Developing Performance Criteria										
M.20.5	Rubric and Leveling										
M.20.6	Developing rubric										
M.20.7	Evaluating reliability and Validity of Performance Based Assessment: Inter-rater reliability, Kappa Statistics, Canonical Correlation, Confirmatory Factor Analysis										

M.21	Elective Course 3 : Organizational Development		2						40,00	50,67	L/S/T		40/100
M.21.1	Organizational Development within the scope of Organizational Psychology											Case Studies (30%) Project Based Exam (40%)	
M.21.2	Objectives & Assessment Design and organizational interventions												
M.21.2	Intervention Types & Techniques: Human Process Intervention, Technostructure Intervention, Human Resource Intervention, Strategic Change Intervention												
M.21.3	Intervention Evaluation												
M.21.4	Elective Course 3 : Research in Developmental Psychology		3						66,67	69,33	L/S/T		60/100
M.21.5	Overview and learning contract											Written exams (mid and final tests) 40% Individual assignment: writing a research proposal 60%	
M.21.6	History and areas of research in the developmental psychology												
M.21.7	Quantitative, qualitative, mixed methods, and their implementation in the developmental psychology												
M.21.8	Introduction part: phenomenon, research questions, and hypothesis												
M.21.9	Theoretical part: research framework and choosing literature												
M.21.10	Methodological part: sampling, instruments, data collection procedure, and statistical												
M.21.11	Writing introduction-methodological parts												
M.22	Elective Course 3 : Health Psychology Research		3						66,67	69,33	L/S/T		40/100
M.22.1	Overview and learning content											Project Based Exam 40%	
M.22.2	Scope of health psychology research												
M.22.3	Presentation and Discussion about health psychology reserach												
M.22.4	Elective Course 3 : Critical Psychology		2						40,00	50,67	L/S		60/100
M.22.5	First part is related to the challenges that arise in terms of philosophical foundations (ontology, epistemology, and ethics)											Paper test based assessment 40% Oral presentation 60%	
M.22.6	Second part is related to methodology including the application of reflexivity												
M.22.7	Third part is the form of practice, application, or intervention, from various critical psychology in various places/continents.												
3rd Semester													
M.23	Compulsory Course : Research Proposal Seminar		2						53,33	37,33	L/S/T		100/100
M.23.1	Introducation											Proposal Research Presentation and Report	
M.23.2	Background and Problem Identification												
M.23.3	Literature Review												
M.23.4	Designing a research methodology												

M.24	Elective Course 4 : Developmental Psychology Intervention			3						53,33	82,67	L/S/T		40/100
M.24.1	Overview												Project Based Exam Midterm : 40% Final Exam : 50%	
M.24.2	Basic concepts of developmental psychology (Life Span Development)													
M.24.3	Types of Non-Clinical Psychological Interventions													
M.24.4	Community Development Intervention Steps													
M.24.5	Problem phenomenon													
M.24.6	Assessment Method													
M.24.7	Intervention Design													
M.24.28	Implementation of Interventions													
M.24.9	Reporting the results of the Intervention													
M.25	Elective Course 4 : Community Psychology and Policy Work			4						80,00	101,33	L/S/T		40/100
M.25.1	The course will specialize in the ways social and community psychology knowledge and perspectives are applied to work in the policy arenas												Individual and project based assessment Midterm : 40% Final Exam : 40%	
M.26	Elective Course 4 : Industrial & Organizational Intervention			3						40,00	96,00	L/S/T		40/100
M.26.1	This course will study about intervention in industrial and organizational setting												Project Based Exam Midterm : 40% Final Exam : 40%	
M.27	Elective Course 4 : Promotion of Health Psychology To Improve Quality of Life and Well-Being			3						66,67	69,33	L/S/T		40/100
M.27.1	This course study about the promotion of Health Psychology to Improve Quality of Life and Well-Being												Project Based Exam Midterm : 40% Final Exam : 40%	
M.28	Elective Course 4 : The Development and Adaptation of Psychological Measurement, Education and Social Instrument.			3						66,67	69,33	L/S/T		50/100
M.28.1	The course study about the development and adaption of Psychological Measurement												Written Exam : 30% Project Based Exam : 50%	
4th Semester														
M.26	Thesis			6						160,00	112,00	L/S/T	Thesis Reports	100/100
total		15	13	7	6					853,33	773,33			

Professional Psychology (Master)

The curriculum is designed for five semesters. In the first and second semester, students take general and compulsory modules not dependent on their specific major to gain competencies in values of morality, plurality, and empathy, in psychological concepts and theories, in general skills, including basic psychological assessment and intervention, and in developing psychological measuring tools. The general and compulsory modules include:

- the psychological code of ethics,
- applied statistics,
- research methodologies,
- basics of personality assessment/psychodiagnostics,
- basic psychodiagnostics practices (casuistic),
- basic interventional theory and practice (counselling) and
- psychological measuring instruments.

In the professional courses in the third semester, students receive debriefing according to their respective majors. Students chose one of the following four majors:

- adult clinical psychology,
- child clinical psychology,
- industrial and organisational psychology, or
- educational psychology.

During the second and third semester students also choose two elective minoring courses from other majors.

In the third, fourth and fifth semester, students learn skills in competency assessment, psychological problem-solving, psychological intervention, professional and interpersonal relations, communication, inter/multidisciplinary research, scientific publication, self-development, and psychology and legal ethics.

In addition, students are required to undertake a professional psychology work practice (PKPP). This is a case study of a real phenomenon. Students need to choose the appropriate theory of psychology, discuss the phenomenon, and explain the phenomenon using psychological theories. The learning activities and teaching methods in this module include assessment, intervention, practicum, report writing, and a seminar.

Prior to completion of their studies, students are required to carry out both their PKPP and a master's thesis. The thesis gives students experience in conducting psychological research, while PKPP offers them a chance to enhance professional skills and solve psychological issues based on their respective majors.

The curriculum is depicted below:

Study Program Master of Professional Psychology Curriculum Overview Here: Master Professional Psychology's Programme, 5 Semesters



Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester					Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	Hours in Class	Hours Self-Study			
M1	Module 1: Master Lecture	10					240	213			10/48
I20D.101	Course Unit 1. Philosophy of Applied Sciences	2					27	64	L	Exam Paper (120 Min)	2/48
I20D.103	Course Unit 2. Applied Statistics	2					53	37	L, T	Project (240 Min)	4/48
I20D.107	Course Unit 3. Qualitative Research Methodology	2					53	37	L, T	Seminar Paper (1 week)	6/48
I20D.108	Course Unit 4. Quantitative Research Methodology	2					53	37	L, T	Seminar Paper (1 week)	8/48
I20D.109	Course Unit 5. Psychological Test Construction	2					53	37	L, T	Seminar Paper (1 week)	10/48
M2	Module 2: Code of Ethics	2					27	64			12 / 48
I20D.102	Course Unit 1. Psychology Ethics	2					27	64	L	Project Essay / Presentation (120 Min)	12/48
M3	Module 3: Basic Professional Lectures	11					293	205			23 / 48
I20D.104	Course Unit 1. Basic Concepts of Personality Assessment/ Psychodiagnostics	5					133	93	L, T	Exam, 8 Final Test (1 week)	17/48
I20D.105	Course Unit 2. Practices of Personality Assessment/ Psychodiagnostics	3					80	56	L, T	Case Study (180 min)	20/48
I20D.106	Course Unit 3. Counseling Theories and Practices	3					80	56	L, T	Blind Case, Role Play (180 min)	23/48
M4	Module 4: Minor - Elective Course (2 course to be selective)	2	2				107	75			27/48
I20D.A001	Course Unit 1. Career Guidance	2					53	37	L	Exam Paper (120 Min)	
I20D.B002	Course Unit 2. Organizational Change	2					53	37	L	Exam Paper (120 Min)	
I20D.B003	Course Unit 3. Digital Workplace	2					53	37	L	Exam Paper (120 Min)	
I20D.A004	Course Unit 4. Psychological Test Development	2					53	37	L, T	Exam Paper (120 Min)	
I20D.C002	Course Unit 5. Health Psychology	2					53	37	L	Exam Paper (120 Min)	
I20D.C003	Course Unit 6. Forensic Psychology			2			53	37	L	Exam Paper (120 Min)	
I20D.C004	Course Unit 7. Medical Psychology			2			53	37	L	Exam Paper (120 Min)	
I20D.C005	Course Unit 8. Pain Perception & Treatment			2			53	37	L, T	Exam Paper (120 Min)	
I20D.C006	Course Unit 9. Mental Status Examination			2			53	37	L, T	Exam Paper (120 Min)	
I20D.D001	Course Unit 10. Child and Adolescent Development in 21 st Century			2			53	37	L, T	Exam Paper (120 Min)	
I20D.D002	Course Unit 11. Promoting Child and Adolescent Well-Being			2			53	37	L, T	Exam Paper (120 Min)	
I20D.D003	Course Unit 12. Assessment & Prevention of Child and Adolescent Issues			2			53	37	L, T	Exam Paper (120 Min)	

Figure 3: Curriculum Professional Psychology (Master)

M5	Module 5: Specialization Lecture (Elective Module)			10		267	187			37/48
	Module 1: Educational Psychology Specialization								---	
I20D.A201	Theories and Concepts of Educational Psychology			4		107	75	L , T		Final Project (360 min)
I20D.A202	Theories and Practices of Educational Psychology Assessment			3		80	56	L , T		Final Project (360 min)
I20D.A203	Theories and Practices of Educational Psychology Intervention			3		80	56	L , T		Final Project (360 min)
	Module 2: Industrial-Organizational Psychology Specialization					267	187			
I20D.B201	Personnel Assessment			4		107	75	L , T		Final Project (360 min)
I20D.B202	Organizational Assessment			2		53	37	L , T		Final Project (360 min)
I20D.B203	Personnel Intervention			2		53	37	L , T		Final Project (360 min)
I20D.B104	Organizational Intervention			2		53	37	L , T		Final Project (360 min)
	Module 3: Clinical Adult Psychology Specialization					267	187			
I20D.C201	Clinical Psychology & Psychopathology Concepts			2		53	37	L , T		Final Project (360 min)
I20D.C202	Adult Clinical Assessment			4		107	75	L , T		Final Project (360 min)
I20D.C203	Adult Clinical Intervention			3		80	56	L , T		Final Project (360 min)
I20D.C204	Hospitium			1		27	19	L , T		Final Project (360 min)
	Module 4: Child and Adolescence Clinical Psychology Specialization					267	187			
I20D.D201	Child and Adolescent Developmental Psychopathology			3		80	56	L , T		Final Project (360 min)
I20D.D202	Child and Adolescent Psychology Assessment			2		53	37	L , T		Final Project (360 min)
I20D.D203	Child and Adolescent Psychology Intervention			2		53	37	L , T		Final Project (360 min)
I20D.D204	Preparation for Child Clinical Fieldwork Practice			3		80	56	L , T		Final Project (360 min)
M6	Module 6: Research Proposal Seminar			1		27	19			38/48
UN20D.007	Course Unit 1. Research Proposal			1		27	19	S		Research Proposal (120 min) 38/48
M7	Module 7: Fieldwork Practices (Elective)			4		107	75			42/48
I20D.A101	Educational Psychology Fieldwork Practices			4		107	75	T		Final Project (2 months)
I20D.B101	Industrial-Organizational Psychology Fieldwork Practices			4		107	75	T		Final Project (2 months)
I20D.C101	Adult Clinical Psychology Fieldwork Practices			4		107	75	T		Final Project (2 months)
I20D.D101	Clinical Child and Adolescent Psychology Fieldwork Practices			4		107	75	T		Final Project (2 months)
M8	Module 8: Thesis					6	160	112		48/ 48
UN20D.008	Course Unit 1. Thesis					6	160	112	S	Thesis Seminar (180 min) 48/48
total		12	13	13	4	6	1227	949		
L:	Lecture									
S:	Seminar									
T:	Tutorial									

Rationale for degree and programme name

The degrees and study programme's names are based on the contents of the curriculum and the programme objectives (which are derived from KKNi and AP2TPI). Based on the Regulation of The Ministry of Research, Technology and Higher Education of the Republic of Indonesia,²⁷ the study programmes in the Faculty of Psychology are named:

1. Psychology (Bachelor) - "Strata 1 Ilmu Psikologi", the awarded degree is "Sarjana Psikologi" or S.Psi.
2. Psychology (Master) - "Strata 2 Psikologi", the awarded degree is "Magister Psikologi" or M.Psi.
3. Professional Psychology (Master) - "Strata 2 Psikologi Profesi", the awarded degree is "Magister Psikologi" with the title of Psychologist (M.Psi., Psikolog). Graduates will receive a psychology practice permit (SIPP) from Himpsi²⁸.

Integration of theory and practice

For all study programmes

To ensure that students gain knowledge and learn practice from specialists, the lecturers are experts in their fields (academics, practitioners, and psychologists). They share their own research, give examples based on their experience, and integrate the material with their research or practical experiences. For example, lecturers have ample experience as training consultants, and they have research experience in developing psycho-education material.

Psychology (Bachelor)

In the first two semesters, the courses cover basic theories and knowledge of psychology. Starting in the third semester, the intermediate level compulsory courses are designed to integrate theory and practice. Materials and assignments are directed towards developing practical and analytical skills through case studies. The intermediate level is aimed at honing students' skills (especially specialised skills for undergraduate students in psychology in accordance with AP2TPI). Course activities are aimed at applying the basic theories that have been learnt in the first two semesters to practical phenomena and specific fields of psychology.

The basic and intermediate courses use different types of examination based on the respective skills to be tested – theoretical or practical. In the first two semesters, most courses apply summative tests which measure cognitive abilities at the level of understanding. In later semesters, examinations measure the cognitive domain at application level in the forms of practical assessments, project-based activities, and test questions.

Psychology (Master)

Integration of theory and practice is implemented in almost all the courses. In the compulsory courses, even though the proportion of theory is greater than that of practice, case studies and practical examples are used to apply the theory being learned. From these courses, students gain research methodology skills and learn psychological theories. In the major-related courses, students are provided with theoretical and practical concepts specific to their respective majors. Similarly, the theory-practice integration is implemented in the major-related courses. Students are encouraged to implement theories in case studies, problem-based assignments, or other types of projects that integrate their knowledge with real world examples. Furthermore, the integration of theory and practice is implemented in the elective course III

²⁷ Decree Number 59/2018

²⁸ Himpunan Psikologi Indonesia, see <https://himpsi.or.id/>, last access on June 3, 2023

(mini research project in respective majors), elective course IV (intervention in respective majors), and in the master's thesis.

In their majors, students gain theoretical and practical concepts. The courses teach students how to use theoretical frameworks within research. They are encouraged to implement their methodology and psychology theories into case studies, problem-based assignments, and other projects, integrating their knowledge into case analysis.

Professional Psychology (Master)

Theory and practice are systematically interrelated throughout the curriculum (assessment tools, applying methods). In addition, students are required to carry out PKPP under supervision. In this "working practice", students apply psychological knowledge and theories in a practical setting under the supervision of a trained psychologist.

Interdisciplinary thinking

Psychology (Bachelor)

Students follow various courses in psychology and other related fields of knowledge. Some examples of non-psychology courses that cover general knowledge are philosophy and statistics in the first semester, and sociology as part of the concepts and theories of the social psychology course in the second semester.

At the University level, Unpad offers general knowledge-based courses that are mandatory for all undergraduate programmes at Indonesian HEIs, namely citizenship, Pancasila, Indonesian language, English, and religion. These courses are organized by Unpad for students from all 16 faculties, so that in each class there are students from different disciplines/study programmes.

In the fifth semester, students are required by Unpad to enrol in a Community Service/Kuliah Kerja Nyata (KKN) course, which provides opportunities for students to collaborate with students from different study fields and communities. Due to the implementation of the nationwide MBKM programme students can take courses outside their study programme, or even outside of Unpad. Under MBKM, there are eight activities that allow students to gain experience from other disciplines (e.g. internship, research, humanity project, community development). Students may apply their study field knowledge and skills to those eight activities.

Interdisciplinary thinking skills are also cultivated through various elective courses like political psychology, criminology, forensic psychology, management, leadership, consumer psychology, and entrepreneurship.

Psychology (Master)

Since students in this study programme can come from outside psychology (e.g., dentistry, mathematics, education, counselling, public relations, industrial engineering, art, literature, economics) – students learn interdisciplinary thinking from the beginning. Among the mandatory courses are non-psychology courses such as philosophy and statistics.

Moreover, the courses related to each major are multidisciplinary. For example, the major of psychology of human resources development includes courses on the psychology of human resources management and organisational development. Under the major of developmental psychology, there are courses on the development of children and adolescents in the 21st

century and on the promotion of children's and adolescents' quality of life. Under the major of health psychology, there are courses on the promotion of health psychology, and on quality of life in a health setting. Under the social psychology major, there is a political behaviour course. One of the compulsory courses is psychology and culture, which is a combination of psychology and sociology. The study programme specifically encourages students to take interdisciplinary courses by allowing them to take elective courses outside their majors in the third semester.

Professional Psychology (Master)

The tools to think in an interdisciplinary manner are:

- work visits and industrial work practices (management, human resources, law, manufacturing, and industry),
- hospitium (clinical practice in society) in collaboration with hospitals, disaster situations (in cross-disciplinary medicine, nursing) (for the specialisation in clinical adult psychology),
- work visits and educational internships (school, educational institutions, and courses),
- philosophy (logic, philosophy and science of consciousness),
- specialty (economic behaviour, Islamic perspectives, cultural perspectives, law, and gender perspectives in behaviour),
- the professional psychology work practice course also provides opportunities for students to be directly involved in field situations and interact with cross-disciplinary fields of science (psychiatry, therapy, teachers, etc.).

Ethical aspects

In general, FAPSI adheres to the ethical norms that are issued by the Himpunan Psikologi Indonesia (HIMPSI). Ethical aspects in research are regulated in the Rector's Decree²⁹ and the decree of the Academic Senate.³⁰ In collecting data for research or final theses, academic staff and students must obtain an ethical clearance from the research ethics commission (Komisi Etik) at Unpad stating that the research proposal is feasible after meeting certain requirements. Research ethics sets standards for researchers to uphold the values of integrity, honesty, and fairness in conducting research.

In all study programmes, students are required to accomplish a compulsory ethics course. The content of ethical conduct is based on the 2010 HIMPSI code of ethics and is in line with the applicable psychology code of ethics from the American Psychological Association (APA).

Psychology (Bachelor)

One of the competencies graduates acquire in this study programme is the ability to integrate codes of ethics in professional and personal contexts. Therefore, the study programme has two approaches to teaching ethics in the curriculum: (1) as a stand-alone course, namely the psychology code of ethics course, and (2) embedding ethics across the curriculum.

The psychology code of ethics course is given in the third semester as an introductory module that emphasises ethical philosophy and theory, ethics based on the HIMPSI and the APA code of ethics, as well as the application of ethics to the psychology-related jobs graduates will experience (i.e., researchers, instrument developers, counsellors, consultants, entrepreneurs,

²⁹ Number 3169/UN6.RKT/2012

³⁰ Number 06/2017

and human resources posts). The methods used in this course are based on lectures and case studies. At the end of the course, students interview alumni for insight into the real-world application of ethics in various types of work.

Meanwhile, by embedding ethics across the curriculum, students can understand how ethical issues can arise in many contexts: i.e., research, assessment, and intervention in social, educational, developmental, and industrial sectors. For example, when teaching ethics within the research methods courses, experimental and psychological assessment can take the form of discussing issues of plagiarism and tele-assessment. The purpose of this approach is to get students used to thinking about the ways in which ethical issues arise in various contexts.

In addition to being embedded in the curriculum, ethics has an implicit presence in daily academic and non-academic activities, such as in exam rules (not to cheat), assignments (not to plagiarise), and through respect for cultural diversity.

Psychology (Master)

The ethical code of conduct for researchers and scientists in psychology and psychological research is embedded in the modules of several compulsory, major-related courses, including philosophy of science, research methods in psychology, psychology and culture, and academic writing. In elective courses, the code of ethics is taught in the basics of psychological intervention and the thesis project.

An example of applying the teaching of ethics can be seen in the “research methods in psychology” course (compulsory). As part of project-based learning, students are asked to carry out a mini research exercise. In designing their research method, they apply the principles of the code of ethics, from proposing a research ethics application to the ethical committee at Unpad, to determining samples and collecting data. The students are also required to consider the code of ethics in all processes while analysing the data and reporting on results. The code of conduct for researchers and scientists in psychology and psychological research ethics has been included in the programme learning outcomes (PLOs 1 and 2). During lectures, students are trained to always apply the psychological code of ethics within their scope as researchers by considering codes of ethics in other fields of science in case analysis and solving daily problems.

Professional Psychology (Master)

The study programme pays great attention to ethical aspects related to the learning process of students and graduates. Before starting their professional psychology work practice (PKPP), students are provided with code of ethics material related to carrying out professional assessments and interventions and referring to the rules set by HIMPSI. PKPP generally aims to train students to practise psychology professionally, based on empirical evidence and the Indonesian psychology code of ethics. The implementation of the ethical code of conduct in students’ work with every client is always part of case discussions with the PKPP supervisors.

Methods and scientific practice

Learning methods and scientific practice of each study programme are designed according to the respective KKNi levels (6 for undergraduate, 8 for postgraduate programmes).

Psychology (Bachelor)

The PLOs of graduates include the ability to apply logical, critical, systematic, and innovative thinking presented in the form of scientific descriptions. They must also be able to design and

conduct research in accordance with scientific research principles and a psychological code of ethics, while utilizing technology. Several methodological courses are provided, so that students develop their research, analytical, and critical thinking skills through developing research methodology (quantitative and qualitative studies), statistics, psychometrics, and experimental research. These courses are compulsory.

Students interested in exploring the field of research can take fifth semester elective courses, such as statistics for social sciences, experiment for social sciences, or applied psychometrics and development of assessment instruments. In addition, students can take the MBKM programme as research assistants if they want to deepen their understanding in the research field. All these courses and the research proposal preparation course prepare students to conduct their undergraduate research thesis. In the research proposal preparation course, students write research proposals under supervision, concluding in research proposal seminars where they present their research proposal and obtain feedback from an academic supervisor and fellow students. Only when their research proposal is considered satisfactory can they continue to conduct the study as planned and write the thesis.

Psychology (Master)

Students acquire advanced research skills for psychology through both specific and non-specific courses. The courses that specifically train in methodological competencies are research methods in psychology, statistics, the measurement in psychology and academic writing (each for two SKS CP). Students learn theory about the methodologies and practices through assignments and project-based learning. The non-specific courses train in methodological competencies through mini research projects based on students' main interests. In mini research projects, students construct a research proposal that consists of an introduction, theoretical framework, and methodological approach. In some courses, the students are also required to collect data in their mini research project.

Students are guided towards obtaining theoretical knowledge, and to implementing it in specific projects. For example, in the life-span development course, students are assigned individual projects which include a proposal for a specific programme covering background, theoretical reviews, aim and target group, methodological approach, and content, which must be related to developmental psychology issues. During this individual assignment, students are guided towards implementing their ideas and knowledge about specific issues in developmental psychology in an intervention programme.

Preparation for the thesis project starts in the first semester with courses in research methodology of psychology, philosophy of science, and statistics. These methodological courses, when combined with other psychology-related courses, provide students with the knowledge and skills to write a research proposal. Students put their knowledge into practice through the mini research project. To strengthen the students' provisions in writing a thesis, they are also taught basic psychological theories that will be useful as a basis for analysing phenomena or background research, namely general psychology, social psychology, and life-span development.

In the second semester, students are required to take courses that prepare them to write research articles, conduct psychological measurements, and design an intervention. They are also expected to take courses to deepen their analysis of problems in their research proposal, namely psychology and culture, and basic psychology intervention.

In the third semester, students write their research proposal under the supervision of two lecturers. They present their research proposal and obtain feedback from two or three

examiners. Only after their research proposal is considered satisfactory can they continue to conduct the study as planned and write the master's thesis. By completing all these processes, with the lecturer's guidance in mini research projects, and intensive guidance during the final thesis from the promotor and co-promotor, students enhance their research competencies, they can analyse a problem, develop, and manage research and implement it as a solution to a societal problem using inter- and multidisciplinary thinking.

Professional Psychology (Master)

Even though this study programme prepares its students to become professional psychologists, methods and scientific practice are provided throughout its curriculum. Students can develop their knowledge of psychology practice at the required level, through different learning methods such as problem based learning, or practical work. In the first semester, students take applied philosophy of science, statistics, quantitative research methodology, qualitative research methodology, and development of psychological assessment instruments. In the second semester, students learn the theory, assessment, and intervention specific to the major they choose. These methodological courses and the knowledge of, and skills in, the respective major in the first and second semesters provide students with the academic competencies they need for their postgraduate thesis.

Similarly, to the Psychology (Master), students write their research proposal under two supervisors in the third semester. Later in the semester, they present their proposal and obtain feedback from two or three examiners. Only after their research proposal is considered satisfactory can they continue to conduct the study as planned and write the master's thesis. Each student is required to carry out PKPP – student work practice under the supervision of a partner institution – to apply the concepts and theories learned and to develop knowledge, skills, and professional work attitudes as a psychologist. Prior to taking PKPP, students must accomplish both the master's courses, including a code of ethics module, and professional courses.

Examination and final thesis

Every PLO represents a certain competency. The exam formats vary depending on the learning outcomes of the study programme. For the final thesis, the undergraduate and postgraduate students are evaluated three or four times respectively, during:

- their research proposal seminar,
- their research result seminar, and
- additionally, for the master's the master's comprehensive examination (Komprehensif), and
- their thesis defence.

Each time, the students will receive feedback from two to five examiners, depending on the study programme level. All undergraduate and postgraduate theses should be written based on the APA publication standards, and the thesis document is uploaded to Unpad's web library. Criteria, rules, and procedures for the thesis are published on the FAPSI website.³¹

Psychology (Master)

³¹ <https://psikologi.unpad.ac.id/en/system-of-information/>, last access on June 3, 2023

There are several exam formats to assess different PLOs, for example objective test formats (e.g., multiple choice, short answer essay), essays, project reports, presentations (e.g., poster, oral, video), oral exams, capstone project, and a practical exam (practice).

The activities of the MBKM programme in the sixth and seventh semester are assessed by field supervisors on the competencies that must be achieved in each activity. General competencies that must be achieved are related to soft skills, including leadership, communication, and teamwork. Specific competencies are tailored to each activity. For instance, for the internship programme at a company, the competencies being assessed concern human resources, organisational development, recruitment, and managerial skills. In research assistant activities, the competencies measured are ability in research methodology, psychological measurement, and research report writing.

The undergraduate thesis is a scientific description of the research project being undertaken. Results of that research are presented in the form of a thesis or final report. Requirements, criteria, rules and procedures regarding thesis writing, research proposal seminars, and thesis defence, are published for students through the faculty website in the Thesis Quality Standard Book.

In addition, although the study programme encourages students to publish in international accredited journals, in order to complete the study programme, the students should publish at least one research article in a national accredited journal (minimum SINTA 3) before graduation.

Psychology (Master)

In each course, there are mid and final examinations using various types of methods, including quizzes, presentations, mid semester exams and final semester exams. The assessment method is adjusted to the PLO to be achieved. For example, the final requirement of the life-span development course is to design an intervention programme with developmental psychology perspectives. Intervention designs are evaluated to find out whether students understand the developmental framework. As with compulsory and elective courses, the final thesis has standard operational procedures.

Students are informed about the thesis procedure and grading criteria at the beginning of the first and second semester. The final thesis is used to assess student competencies and whether they have achieved all six PLOs.

Professional Psychology (Master)

The assessment of students is carried out through various methods, including reading assignments, quizzes, presentations, discussions, case analysis, and work practice. Students are also required to take mid and final examinations. An additional indicator is the active participation of students in each course session, assessed by academic staff. Generally, the weight of each examination for the final grade can be described as follows:

- mid examination: 30%,
- final examination: 40%, and
- continuous assessment (reading assignments, quizzes, presentations, and discussions): 30%.

This proportion can vary for different courses.

At the end of their studies, students are required to complete both the final thesis and PKPP. PKPP is intended to allow students to apply the concepts and theories they have learnt, and

to develop knowledge, skills, and professional work attitudes as psychologists. PKPP exams are conducted by HIMPSI to evaluate the implementation of work practices. PKPP consists of ten cases, in accordance with the Joint Decree of AP2TPI³² with HIMPSI³³ to assess the eligibility as a psychologist.

Students are also required to publish at least one scientific paper in a nationally accredited journal (SINTA). During the study period and after the research proposal seminar (SUR), students write scientific papers according to the research theme in SUR as one of their graduation requirements. The work can be:

- A scientific article in a form of writing that is part of the thesis, as the main author (first author) under the National Journal of Psychology with a minimum accreditation of SINTA 3.
- A scientific article (publication of a scientific paper) in a form of writing that is part of a thesis or work practice, as the main author (first author) in proceedings indexed by a highly reputable international indexing institution (Web of Science, Scopus, or equivalent) resulting from carrying out oral presentations at scientific seminars.

Appraisal:

The **Psychology (Bachelor)** study programme is popular among students in Indonesia. As the statistics in chapter 0 show, application rates are continuously high. The curriculum comprises basic psychological courses (General Psychology, Introduction to Research and experimental methods) along with University/Indonesian specific courses (e.g., Pancasila, Religion, Indonesian language) in the first year. More advanced courses like Psychometrics, Clinical Psychology and Assessment Methods are taught from the second year on.

Necessary methodological courses are taught from the first semester on (Introduction to Research and Experimental Methods, Statistics, Research and Experimental Methods). The Research Proposal course in the seventh semester prepares students for writing their final thesis. The final thesis is an indicator for student's ability to do scientific research.

In the fifth and sixth semester, students can choose elective courses from inside or outside the study programme. This freedom gives students the chance to create their own schedule and add to their individual profile. The option to choose courses from outside the psychology study programme can add very interdisciplinary knowledge and competencies which also adds to student's individual profile.

Practical components are added along the curriculum by including a "practicum" part, for example in the courses Creativity and Entrepreneurship, Research and experimental methods, Statistics, and Code of Ethics. The panel additionally **recommends** inviting more guest lecturers from the professional field to better integrate theory and practice.

Ethics are considered throughout the curriculum as an integral component of a psychology study programme. There are also courses that especially address ethics like the Ethics course, Pancasila, and Religion. The compulsory MBKM (free independent learning semester) and the community service also add to the student's personal development and awareness of topics outside the field of psychology, like social and environmental issues.

³² Number 05/Kep/AP2TPI/2017

³³ Number 006/PP-HIMPSI/V/17

An obligatory English language course is also integrated in the curriculum. Degree and programme name correspond to national regulations. The curriculum adequately reflects the programme name and degree.

The **Psychology (Master)** study programme follows the standards and requirements set by the Indonesian government. It is a research focused programme, in opposition to the practice-oriented Professional Psychology Master.

Psychology is a field that is inherently interdisciplinary. The programme aims to underline interdisciplinary aspects and produce graduates with interdisciplinary skills who can contribute to the field of psychology applying interdisciplinary research.³⁴ Besides the repercussions of the open admission procedure,³⁵ the panel finds this idea innovative and intriguing.

Students can specialise in one area within the study programme by choosing one out of six majors which also focus on multidisciplinary contents (for example human resources psychology, health psychology, or psychometrics). Moreover, students are encouraged to take interdisciplinary courses outside their majors in the third semester (via electives).

However, the panel considers most of the interdisciplinary content to be standard in the field of psychology and therefore would like to **recommend** to further enhance the interdisciplinarity character of the programme by:

- adding more courses with explicitly interdisciplinary contents,
- involving lecturers from different faculties to teach interdisciplinary courses (like organizational development, political psychology, philosophy of psychology) according to their respective fields relevant to the course.

As discussed in chapter 2, the panel thinks that the programme would benefit from splitting the class in the first one or two semesters according to student's study background (psychology and non-psychology). Students with a psychology background from their undergraduate studies, would benefit from interdisciplinary courses. Meanwhile, students without prior knowledge of psychology, should follow basic psychological courses and specifically methodological courses (psychological assessment measure and tools). Another option would be to split the whole programme into two separate programmes – a research and an interdisciplinary master in Psychology.

Moreover, courses on research methodology only add up to 16 SKS CP including:

- M4 Research methods in psychology (2 SKS CP) teaching scientific methods in psychology, quantitative and qualitative methods (experiments, non-experiments, phenomenology, case study, ethnomethodology, interpretative phenomenological analysis), and mixed methods,
- M6 Statistics (2 SKS CP),
- M12 Measurement in Psychology (2 SKS CP),
- M14 Academic Writing (2 SKS CP),
- M23 Research proposal seminar in the third semester (2 SKS CP), and
- The thesis (6 SKS CP).

Further research methods are included in each of the majors, and a topic on research methods in cross-cultural psychology and indigenous psychology is part of the course M13 psychology and culture. However, the panel looked through study materials and examples of examinations

³⁴ See chapter 1.1

³⁵ See chapter 2

in these respective courses and evaluates the level of the methodology too low for a master's programme.

Moreover, in comparison, the Professional Psychology study programme offers separate courses with two credit points each in applied statistics, qualitative research methods, quantitative research methods, and psychological test construction equalling a total of eight SKS credit points. Including the research proposal seminar and thesis research courses add up to 15 SKS CP, so that based on the credit point allocation, the proportion of research is almost equal in both study programmes – although one has a research focus and one a practice/professional focus.

Hence, the focus on research in the Psychology (Master) programme is not yet represented in terms of credits and level in the respective courses. The panel recommends the following **condition**:

Condition: The University improves the quality/level and the quantity of the methodological courses to demonstrate the focus on research in the programme.

The panel additionally **recommends** including meta-analysis and multivariate statistics in the statistics course. Furthermore, the panel **recommends** including at least the following statistics procedures in the statistics module:

- Factor analysis (both exploratory and confirmatory)
- Cluster Analysis
- Path analysis
- Structural equation modelling.

Students should also learn about Moderator- and Mediator-analyses (and possibly also about statistical procedures for single-case designs). The programme would also benefit from an advanced research methodology course that builds on the skills acquired in a Bachelor's programme or during the suggested pre-semester (see recommendation in chapter 2). The course on Psychometrics should be compulsory for Master students. These suggestions focus altogether on a research-oriented Master's degree in Psychology. However, if the University's focus with this programme is on interdisciplinarity, the research courses need to be appropriate for this purpose or/and students with a weaker research background need further support from the programme management.

The **Professional Psychology (Master)** programme leads students to a postgraduate degree and a licence to practice psychology as professional psychologists. The curriculum covers methods, theories, as well as psychological intervention techniques. This includes clinical psychology. In their third semester students choose from four majors and specialise in a certain area of their interest.

In their fourth semester, a professional psychology work practice puts students in a real intervention situation that includes assessment, intervention, and report writing. A seminar accompanies the practicum and students are also supervised by a trained psychologist throughout the entire practice. To graduate, students write a scientific thesis in their final semester.

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected, and oriented towards the

intended learning outcomes. The curriculum adequately reflects the programme name and degree.

In both postgraduate programmes students are especially trained in professional ethics. According to the respective purpose of the study programmes, the **Psychology (Master)** programme focuses more on ethics in psychology and there especially in scientific research and writing. The **Professional Psychology (Master)** programme focuses more on applied ethics in psychology. Both programmes adhere to the code of ethics set by national and international bodies (e.g., the APA).

For all programmes, examinations are in line with the study programmes' objectives and include a variety of types like exams, papers, case studies, and projects. The panel **recommends** including open science as another source of reference for student's scientific work and as another outlet for publishing their own research.

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

3.2 Structure

	Psychology (Bachelor)	Psychology (Master)	Professional Psychology (Master)
Projected study time	8 semesters (minimum 7, maximum 14)	4 semesters (minimum 4, maximum 8)	5 semesters (minimum 5, maximum 8)
Number of credits (national credits and ECTS credits)	149 SKS CP (269.69 ECTS credits)	41 SKS CP (74.35 ECTS credits)	48 SKS CP (86.88 ECTS credits)
Workload per credit	1. Lectures, tutorials: <ol style="list-style-type: none"> Contact hours: 50 minutes/week Structured assignments: 60 minutes/week Independent learning: 60 minutes/week 2. Seminars and others: <ol style="list-style-type: none"> Contact hours: 100 minutes/week Independent learning: 70 minutes/week 3. Practicum: 170 minutes/week		
Number of courses	50 (33 compulsory and 17 electives) including the undergraduate thesis proposal and final thesis	Each student has to take: <ul style="list-style-type: none"> 12 compulsory courses Four major-related elective courses related to major One or two elective courses related to other majors Master's thesis (consists of thesis proposal and final thesis) 	Each student has to take: <ul style="list-style-type: none"> 14 compulsory courses Four to five elective major-related courses related to major Two elective courses related to other majors Two advance courses (thesis proposal and final thesis); master's thesis (consists of thesis proposal and final thesis)
Time required for processing the final thesis/project and awarded credits	6 SKS CP (one semester)	6 SKS CP (one semester)	6 SKS CP (one semester)

Modular structure of the study programme

According to national regulations, the minimum workload for an undergraduate programme is 144 SKS CP and for postgraduate study programmes 36 SKS CP.³⁶

³⁶ See <https://ltdikti13.kemdikbud.go.id/2016/01/26/standar-nasional-pendidikan-tinggi-tahun-2015/> (in Indonesian), last access on June 3, 2023

Each academic year consists of two semesters. Each semester consists of at least 16 weeks (equal to 16 meetings) per semester. One SKS CP is equal to 45.33 working hours (170 minutes per week), compared to 25 working hours per semester in the ECTS system. Therefore, one SKS CP equals 1.81 ECTS credits. This calculation follows national regulations.

One course can have one, two or more SKS CP and these CPs can represent various learning activities. For example, two CPs could consist of:

- 2 SKS CP lecture/tutorial/seminar, or
- 1 SKS CP lecture/tutorial/seminar and 1 SKS CP practicum, or
- 2 SKS CP practicum.

Study and exam regulations³⁷

Students can access all study and examination handbooks on the FAPSI website.³⁸ The study plan and signation for courses are to be confirmed by the academic advisor via the integrated information system platform.³⁹ Students can also review the max/min grade per assignment on the Unpad Learning Management System (LMS LiVE Unpad). The assessment standards are set by Unpad and have the following grades criteria:

- A (80-100 %),
- B (68-79 %),
- C (56-67 %),
- D (45-56 %),
- E (< 45 %),
- T (incomplete value),
- K (not fulfilled presence).

Components of each grade vary across courses: e.g., quiz, practice, mid-test, final test. Course grades are announced individually via SIAT, which students can access to view their grades from exams, assignments or quizzes.

The final passing grade of students uses the Grade Point Average (GPA) assessment standard which is categorised as: “satisfactory” (GPA 2.75-3.00); “very satisfactory” (GPA 3.01-3.50); “cum laude” (GPA 3.51-4.0). The final grade is based on the Unpad assessment standards, described in the Rector’s decree.

After completing their study, students receive a diploma supplement and additional certificates as regulated in the Rector’s Decree Number 7/2021.

Psychology (Bachelor)

In accordance with the MBKM curriculum, the study programme provides opportunities for students to take part in a student exchange for one semester with funding from IISMA programme organised by the Kemendikbud. Course grades and credits are translated into relevant courses in this study programme.

³⁷ The regulations for study and examinations reflect Rector’s Decree Number 46/2016 for undergraduate programmes, and Rector’s Decree Number 38/2021 for postgraduate programmes.

³⁸ See <https://psikologi.unpad.ac.id/en/system-of-information/>, last access on June 3, 2023

³⁹ Sistem Informasi Administrasi Terpadu/SIAT, see: <https://staffs.unpad.ac.id>, last access on June 3, 2023

The study programme has a supplementary diploma in addition to the diploma supplement called SKPI (Certificate of Supplementary Diploma), which students can earn through student work assignments such as teaching assistants, research assistants, internships as work unit staff (including in public relations, international affairs, laboratories, and studios, see SOP for Student Internship). SKPI can be accessed through SIAT Unpad after the student has finished participating in the respective activity.

Psychology (Master)

The study programme designed assessments for the course itself and for outcomes of the course: course assessment and outcome assessment. Course assessment is designed and carried out by the courses' lecturer(s). To ensure the standard of course assessment, the study programme conducted a workshop for designing learning processes and evaluation.

Outcome assessment is conducted by the study programme management, for example, to ensure the achievement of PLO 5, the study programme checks the project outcome of the interventional study/action research course, and through thesis examination, especially chapters four and five of the final thesis.

Professional Psychology (Master)

Assessment is carried out by combining the scores of the mid-exams, final exams, assignments, and other activities given during the semester, according to their respective weights.

Final paper research begins with the final paper proposal seminar all the way through to the final paper seminar, a series of research activities resulting in a scientific paper as a requirement for obtaining the professional psychology degree.

Feasibility of study workload

Psychology (Bachelor)

The feasibility of the study programme's workload is ensured by a suitable curriculum design, based on the regulations of the Kemendikbud and AP2TPI. Students can take a maximum of 24 credits each semester.

To ensure that students graduate within eight semesters and accomplish 149 credits, they are required to start preparing their undergraduate thesis through the research proposal preparation course in the seventh semester.

To assist student learning, FAPSI assigns academic advisors who guide students in both their academic study and non-academic activities. Discussions between academic advisors and students are held at least twice per semester; once at the beginning of the semester to set up a plan for studies and non-academic activities, and once at the end of the semester to conduct evaluations. If the students face problems related to the study programme and academic advisors cannot help them, they can consult the head of the study programme. However, if the students have individual issues related to psychological and/or mental health problems, they will be referred to PKUP by the academic advisors. In addition, FAPSI has administrative staff that support students with administrative procedures and issues.

Psychology (Master)

The study workload of 41 credits is based on the national regulation, but has also been adjusted to the provisions of Kemenristekdikti (minimum 36 SKS CP) and regulations by the

AP2TPI. The workload is evaluated by students and academic staff and adjusted accordingly. The curriculum designed so that the students can finish their thesis in the fourth semester. In the second semester students are encouraged to produce research ideas and review literature, at the end of the second semester or the beginning of the third semester the research proposal can be evaluated through a research proposal seminar.

In addition, a warning system is implemented each semester by the study programme, giving academic warnings to students who meet the following criteria:

- GPA of less than 3.00 in semester one and two.
- C grade (less than 68 %) at the end of the first or second semester.
- Failed to take the research proposal seminar by the end of the seventh semester.
- Failed to conduct the thesis defence at the end of the seventh semester.
- Not registered for one semester.
- Not graduated in accordance with the scheduled study period.

The academic warning is in the form of a formal letter, followed by a discussion session with the head of the study programme. The programme sends reminders at the end of the third semester to students who have not taken the research proposal seminar, and at the end of the sixth semester to students who have not conducted a thesis defence.

If the students need academic consultations, they can reach the head of department in their major, or the head of the study programme. If a student needs psychological counselling, the head of the study programme can refer him or her to PKUP.

Professional Psychology (Master)

The feasibility of the study programme's workload is ensured by:

- a suitable curriculum design,
- a plausible calculation of workload,
- an adequate number and frequency of examinations, and
- appropriate support services.

The study programme also implements warning systems according to Rector's Decree. Regular checks and discussions are held between students and the heads of departments on the progress of each student's studies. The programme will provide academic assistance, and psychological counselling if needed, to ensure that students can complete their studies on time and with maximised results. The quality assurance unit and the study programme distribute a learning evaluation questionnaire at the end of each semester, which is then used as a reference for improving the learning process in each subject course in the following year.

Equality of opportunity

Unpad follows the policy issued by the Kemendikbud⁴⁰ that demands equal opportunity for all prospective students. In the admissions procedure, prospective students are treated equally, irrespective of gender, race, ethnicity, religion, or other background. Unpad implemented guidelines for students with disabilities in higher education issued by the Kemenristekdikti. These guidelines describe how institutions should organise an optimal learning environment,

⁴⁰ Number 06/2020

including examinations and infrastructure that support the learning process for students with disabilities.

Generally, the management and implementation of Tri Dharma at Unpad are described in a Rector's Decree⁴¹ which specifically regulates equality in terms of religion, ethnicity, race, groups, sex, and social status.

Annually, Unpad offers 200-1,000 study places for students from low socio-economic status families. Students at Unpad are also eligible for various scholarships funded by stakeholders such as alumni, university partners, and industry.

Appraisal:

The programme structure is based on national standards and supports the smooth implementation of the curriculum. The programme consists of courses and assigns credits per course based on a threefold distinction of workload, also regulated by the government (in class time, time for structured assignments and individual study time). Through the continuous integrated in class assignments students are supported to reach the defined learning outcomes each semester and in each course.

Practical components are integrated in the curriculum, so that students can acquire credits. The course descriptions provide detailed information of intended learning outcomes and other information defined in the ECTS Users' Guide 2015.⁴² Upon graduation students receive their transcript of records and Diploma Supplement. The Diploma Supplements provide information about the respective programme, the learning outcomes, the grades and also extra-curricular activities. A few aspects are missing though to be conform with the ECTS User's Guide:

- "Mode of study" (full-time with obligatory class attendance, or other special characteristics of the programme),
- "grade distribution table" that indicates the student's performance compared to the study cohort (or compared to the last two to three years of students, if the study cohort is very small),
- "Access to further study" is not filled out correctly: for the undergraduate programme it says "undergraduate", however, an undergraduate degree should lead to an access to postgraduate studies and for postgraduate studies to a doctoral degree (if applicable),
- Access to regulated profession (if applicable) (e.g., graduates of the Professional Psychology programme are qualified to be professional psychologists).

The panel recommends the following **condition for all study programmes**:

Condition: The University adjusts the Diploma Supplement according to the guidelines in the ECTS User's Guide 2015.

There are legally binding study and exam regulations which contain all necessary rules and procedures taking into account national requirements. The undergraduate study programme allows for a free independent learning semester. Students can take courses outside their study programme, study at other HEIs or do internships without any extension of their overall study time. For the postgraduate study programmes such a semester is not integrated, but possible

⁴¹ Number 3169/UN6.RKT/2012

⁴² See https://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf, last access on July 13., 2023

due to regulations based on the Lisbon Recognition Convention. Credit points from other HEIs can be transferred.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. At the beginning of each semester students define study plans with their study advisors that set a maximum number of credits for the upcoming semester. This schedule is updated each semester during regular meetings between students and their study advisor. The University also takes into account evaluation findings, including student feedback and the programme's success rate.

The University has implemented guidelines to ensure equal opportunities and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances are particularly assisted. The University continued offering a student to study the Psychology (Master) online post-pandemic because the student lived too far away to continue the programme on campus.

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

3.3 Didactical concept

Logic and plausibility of the didactic concept

The didactic concept behind the psychology undergraduate and postgraduate programmes have been developed to achieve graduate competencies. It is also relevant to the PLOs. To master all the competencies, the University focuses on student-centred learning.

Graduate competencies consist of three aspects: attitude, knowledge, and skill. Learning methods for these aspects are varied and in line with PLO and KKNi levels. For the attitude aspect, academic staff observe students carrying out tasks and attending class. Academic staff deliver the knowledge aspect through various lectures, but also through discussions, tutorials, and many more activities. For the skill aspect, project-based, practicum simulation is used. Since 2021, the study programme has applied blended learning. Synchronous and asynchronous learning are designed within the courses, with individual tasks and collaborative projects for both. Unpad has described its blended learning concept in a Handbook of Blended Learning. The didactic materials are also evolving, not only visual aid presentations but also

video content, interactive video material, and online quizzes. All materials are available in the LMS LiVE Unpad. The LMS LiVE Unpad is designed to facilitate the various blended learning needs of the Unpad academic community so that the expected PLO can be achieved effectively.⁴³

Psychology (Bachelor)

The teaching and learning methods include lectures, seminars, tutorials, discussions, quizzes, student presentations, problem-based learning, guest lectures, group consultation, group guidance, self-directed learning, and collaborative learning/group tasks which can be carried out face-to-face or online. All have been recorded through LMS LiVE Unpad. The teaching and learning methods that have been designed and implemented are also evaluated to measure how far they can enable students to obtain learning outcomes in each subject. Evaluation of teaching and learning is carried out using the test method (mid-term exam and final exam) and various other methods like written exams (in the form of multiple choice, true-false, essay, cause-and-effect) to measure students' level of knowledge and understanding of the material provided.

In some courses, practicum (data collection, case method and role-playing) is observed to measure the level of application and analysis among students. Solving problems and project-based learning are aimed at measuring levels of evaluation and creativity, allowing students to assess a concept or theory and create or produce something new.

The design of activities is carried out by blended learning (facilitating academic staff in providing the attention, support, and resources needed by students for more optimal PLOs), mobile learning (anytime and anywhere) and organised learning (resources and activities which make it easier for academic staff and students to learn).

Psychology (Master)

The learning process is supposed to be innovative, interactive, and effective. The approach used in the study programme is research-based learning, where students are invited to examine a phenomenon or problem from their own environment using scientific methods and literature review studies based on psychological theories. From the first semester, students are guided in carrying out a mini-research project, for example in the research methods in psychology course.

Student-centred learning is mainly employed to fulfil the comprehension level of PLOs (e.g., reading assignments, class presentations, flipped classrooms, case studies). At the application level, the study programme uses project-based learning, especially to encourage students to implement psychological concepts, research, and intervention knowledge in real-life situations (e.g., mini-research, writing academic articles, intervention projects). For these two learning methods, the study programme uses blended learning, combining synchronous and asynchronous learning. For example, in the so-called flipped classrooms, students experience asynchronous learning in the first week (i.e., learning the material) and synchronous learning in the second week (i.e., presenting and discussing material in class).

Based on the latest evaluation result from 2020, the study programme is increasing the number of case studies and the amount of project-based learning.

Professional Psychology (Master)

⁴³ <https://live.unpad.ac.id/>, last access on June 3, 2023

To achieve its objectives, the study programme applies varied learning methods, including lecturing, discussion, problem-based learning, case study, and practice. The learning process takes place interactively and is student-centred. This ensures that students are actively involved in the learning process. Moreover, the lecturer often invites students to be involved in scientific research. Some courses employ blended learning, where students experience asynchronous learning in a specific week (i.e., learning the material) and synchronous learning in the following week (i.e., presenting and discussing material in class). In some courses (e.g., theory and practice of assessment in each major), the theoretical part of teaching takes place online and students come on to campus to carry out practice. This is to ensure that students achieve the intended PLO.

In addition, students are required to participate in PKPP – work practice activity under the supervision of a relevant institution. PKPP is a means for students to apply the concepts and theories learned, as well as to develop knowledge, skills, and professional work attitudes as psychologists.

Course materials

Course materials are designed to be oriented towards the PLOs. Materials used by academic staff in the learning process include textbooks, literature recommendations, teaching videos, visual teaching aids, assignments, practicum modules, and case studies. Most learning materials are available online via LMS LiVE Unpad. To achieve learning outcomes, all materials used by academic staff are also delivered and explained to students through blended learning (combining contact hours and individual self-study time). Through LMS LiVE Unpad, students have access to information and learning materials anytime and anywhere and can interact with other students on the course as well as with academic staff.

Psychology (Bachelor)

In addition to the procedures described above, course materials are usually designed by the teaching teams who have expertise in their subjects. For example, in the life-span development course, students are given lectures and assignments to achieve PLOs 1, 2 and 3. The course materials are determined by the teaching team, based on the expertise of each team member (e.g., materials for language development are created by a team member who has conducted research in language) and guest lecturers. Due to the nature of the PLOs, the materials in this course are mostly introductions to various aspects of human development, such as cognitive, emotional, and social.

In addition, the genuine needs of the community, as well as actual research results (specifically in Indonesia), are considered in the selection of materials (e.g., the kind of intelligence test to be applied to students).

Psychology (Master)

Course materials are determined by the teaching teams who usually have a semester preparatory meeting. For example, in the social psychology course, the teaching team decided which study cases should be discussed and analysed by the students. Cases are chosen based on the relevant PLO (i.e., PLO 3: analysing psychological theories and concepts) and the actual relevance to the community.

The study programme also has a logbook to record students' project-based activities. All materials and relevant information are provided online via LMS LiVE Unpad, Unpad library, and in each course's weekly meeting.

Professional Psychology (Master)

Teaching materials provided for this study programme have been adapted to develop the competencies of graduates of professional psychology in the fields of adult clinical, child clinical, education, and industrial and organisational psychology. Lecture materials are adapted to the development of information technology and the digitalisation era. For example, in the theory and intervention practice (counselling) course that aims to achieve PLO 1, course materials focus on tele assessment and tele interventions.

In the PKPP, designed to achieve PLOs 2 and 9, course materials focus on how to solve problems faced by individuals, groups, or institutions. All materials and relevant information are provided online via LMS LiVE Unpad, Unpad library, and in each course's weekly meeting.

Guest lecturers

Every semester, the psychology undergraduate and postgraduate programmes invite national and international guest lecturers with a variety of expertise. Each guest lecturer contributes to the fulfilment of PLOs, especially the attitude and knowledge aspects.

Psychology (Bachelor)

The programmes invite guest lecturers to deepen students' knowledge and understanding, especially towards a scientific discipline or real-world experience – academics from other HEIs, or practitioners (alumni of the study programme) who work for international companies. The academics usually provide material on certain topics in compulsory course subjects, while practising guest lecturers provide real-life work insight for elective courses (for example, career development, health psychology, and life-span development).

See below a list of guest lecturers for the Psychology (Bachelor) programme:

No	Course	University	Study Program
1	Life Span Development	Universiti Malaysia Sabah (UMS)	S1
2	Interpersonal Relationship	Radboud University	S1
3	Educational Psychology	Maastricht University	S1
4	Counseling Psychology	Universiti Malaysia Serawak (UNIMAS)	S1
5	Industrial, Organizational and Personnel Psychology	Teikyo University	S1
6	Online Symposium Critical Psychology	Yamano College of Aesthetic	S1 & S2 Profesi
7	Pain Perception & Treatment	Radboud University	S1 & S2-Profesi

Psychology (Master)

Lecturers are encouraged to invite guest lecturers to their respective courses. These are academics from other HEIs, who usually provide material on certain topics in compulsory courses, and on major-related elective subjects.

For example:

- an Indonesian community practitioner was invited to share knowledge of double minorities in a critical psychology course,
- the deputy to the coordinating minister for Political Legal, and Security Affairs was also invited to explain about intercultural communication as a basis for productive collaboration in psychology and culture courses.

Professional Psychology (Master)

Periodically, the study programme holds sharing sessions with guest lecturers. Most of these are alumni of FAPSI who work in various fields of psychology, such as industrial and organizational, child clinical, adult clinical, educational, therapy, military, government, and others.

Materials shared in guest lecture sessions usually provide insight and knowledge for students pursuing a professional degree in psychology in the areas discussed by each guest lecturer – they are relevant to the development of psychology and to problems that occur in various settings. Guest lecturers also share their experience about the psychological assessment process, tools used, and intervention.

See below a list of guest lecturers in the Professional Psychology (Master) programme:

No	Course Name	Host University
1	Mental Status Examination	Vrije Universiteit, the Netherlands
2	Pain Perception & Treatment	Radboud University, the Netherlands
3	Minoring Digital Workplace	Symbiosis College of Arts and Commerce, India
4	Online Symposium Critical Psychology	Yamano College of Aesthetic
5	Preparation for Children's Clinical Practice	Institute of Psychology at University of Gdansk, Poland
6	International Journal Article Writing	Vrije Universiteit, the Netherlands
7	International Journal Article Writing	The National University of Malaysia

Lecturing tutors

Psychology (Bachelor)

The study programme applies a tutorial project in the psychology practicum course (individual and group test methods). Senior students in the sixth or eighth semester can apply to become practicum tutors and support their juniors in their practicum activities. This process helps students to achieve skills in administering testing procedures with small tutorial groups, so that students experience an intensive learning process and obtain direct individual feedback.

Psychology (Master)

The study programme encourages its students to be tutors for undergraduate students:

- students specialising in human resources assist undergraduate students by moderating discussions in management psychology courses,
- students specialising in social psychology help students in community psychology courses,
- students specialising in health psychology are responsible for one session seminar of personal development in mindfulness.

In addition, students of this study programme and undergraduate students are also encouraged to be involved in the research activities of the faculty. This gives students opportunities to both get experience in conducting research and share their research knowledge with undergraduate students.

Appraisal:

The didactical concept of the study programmes is student-centred and based on practical examples. Teaching methods are diverse and include many projects and case studies. Additionally, the didactical methods are systematically derived from the study programmes' objectives. While the **Professional Psychology (Master)** programme employs predominantly projects, cases and practical applications, the **Psychology (Master)** uses research-based learning, where students are invited to examine a phenomenon or problem from their own environment using scientific methods. During their course of studies, Psychology (Master) students carry out multiple literature reviews and mini-research projects.

Furthermore, through the three-fold class structure (lecture, structured assignment, individual study time)⁴⁴, students are encouraged to take an active role in creating the learning process. These methods are oriented towards the intended learning outcomes of each course.

The University also uses blended learning methods and has published a handbook for carrying out blended learning activities.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level (bachelor and master respectively). They are up to date and digitally accessible for the students via the LMS of the University. The University provided a guest access to the LMS for the panel with some course examples. The panel finds them to be user-friendly and to encourage students to engage in further independent studies. The study materials are well thought out for students studying online (asynchronous) as well.

⁴⁴ see chapter 3.2

In general, lectures can be attended synchronously from home or are accessible asynchronously via recordings of the sessions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience. For the undergraduate programme the panel refers to the recommendation of inviting more guest speakers from professional practice to integrate theory and practice throughout the study programme.⁴⁵

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

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

3.4 International outlook

International content and intercultural aspects

The curricula of the study programmes are designed to enable students to compete in the international world of work and academia by embracing international content and intercultural aspects.

The joint lecture programme helps students to build an international network with students and lecturers from international universities. Learning from lecturers visiting from other countries broadens students' perspective and experience.

FAPSI respects intercultural perspectives and needs. English is compulsory where international guests or students are involved in the programme. International students are facilitated through special programmes for international students. FAPSI is also developing an International Undergraduate Programme (IUP).

Psychology (Bachelor)

Students are expected to acquire intercultural competencies and skills, in line with the objectives of Unpad and FAPSI to become an internationally recognised higher education provider in the development of science and the application of psychology for the welfare of mankind. The programme obliges students to pass an English course by using written and spoken English.

⁴⁵ See chapter 3.1

Bachelor programmes in Indonesia offer students the integration of a free independent learning semester (MBKM). This is an option for all bachelor students to follow international mobility programmes (like student exchanges, international internships).

Furthermore, to develop intercultural competencies and skills for students, elective courses in English are conducted in collaboration with partner universities:

- “Interpersonal relationship” (elective) is a joint course run with Radboud University, in the Netherlands. This course covers the development of relationships from beginning to end. The course is conducted online via Zoom and splits students from Unpad and Radboud University into small groups for discussing topics. The course leader is a professor from Radboud University, and Unpad lecturers are involved as group supervisors during the small group discussions.
- “Pain perception and treatment” (elective) is a joint course with the Behavioural Science Institute at Radboud University, and deals with the causes, functions, and consequences of both acute and chronic pain. These topics are covered from biological, psychological, cognitive, and socio-cultural points of view.
- The “educational psychology” course (compulsory) addresses how people behave in terms of various learning theories, e.g., cognitive and social cognitive theory. Since 2021, the course has collaborated with the “cognition” course at Maastricht University in the Netherlands in a virtual mobility project. Students from Maastricht and Unpad discuss phenomena or problems and analyse them using learning theories. They also analyse how culture affects cognitive psychological processes and manifests itself in problems. At the end of the project, students proposed suitable interventions to solve the problems. The group is divided into small groups, all activities are conducted via Zoom. The course leaders are from Maastricht University, and from Unpad.

Students are also eligible to take part as research assistants in the faculty’s international research collaborations, providing opportunities for them to learn and acquire practical knowledge and skills in research. The programme has two international research collaborations:

- COVID-19 mental health survey (joint research with Vrije Universiteit, the Netherlands), and
- Cross-cultural research on women’s romantic relationships (joint research with Radboud University, the Netherlands).

At least seven academic staff have been involved in research on an international scale involving other countries. The results of this research are presented during the courses. For example, in the “interpersonal relationship” course, the topic of happiness is presented, as the result of international research from five countries. In the “health psychology” course, the topic of quality of life is discussed, including results from investigations conducted with international partners of the EuroQol research foundation.

Psychology (Master)

To broaden student’s perspective and knowledge, the study programme collaborates with other HEIs to invite international guest lecturers who are experts in their respective fields. Visiting lecturers from Canada and Malaysia teach in the courses “Critical Psychology” and “Industrial and Organisational Psychology”.

From this collaboration the study programme conducted a collaborative international conference, held in Bandung with the topic Critical Psychology. In the conference, six students from the study programme presented their research in the scope of Critical Psychology.

A studium generale was conducted with Universiti Malaysia Sarawak, Malaysia. The topic was “Psychology for the Human Centred Society (Society 5.0). The lecture offered students insight about present conditions. The students also attended a lecture about psychological well-being and work by a professor from the Symbiosis College of Arts and Commerce, India, and a professor from Teikyo University of Science, Japan. The topic was psychological well-being and hybrid working. A doctor from the Institute for Educational Quality Improvement, Humboldt-University Berlin and University of Bamberg gave lectures about methodological perspectives and cross-sectional vs. longitudinal studies.

The study programme supports the application of intercultural aspects in its courses. Books, literature, and references are in English, with presentations and discussions sometimes carried out in English, especially when they involve international guest lecturers. Furthermore, once the study programme welcomed students from overseas, it encouraged the use of English in all courses, including by administrative staff. The study programme also helps the international students with translation.

Every assignment and thesis require students to cite scientific articles published in international accredited journals over the last ten years. This makes students aware of the latest research or issues from several countries. In addition, several course assignments ask students to raise phenomena that occur not only in Indonesia, but also abroad. The presence of international guest lecturers further increases students’ understanding of the distinct perspectives of other countries. Students are required to publish in international journals.

By 2024 this study programme will collaborate with Universiti Kebangsaan Malaysia (UKM) in a joint degree programme. This will give students an opportunity to study in Malaysia.

Professional Psychology (Master)

The study programme ensures an equivalent formal education for students across ASEAN countries, in accordance with the ARUPS agreement.⁴⁶ This includes professional education, involving both formal education in psychology and equivalent practical work time.

Students and academic staff are encouraged to publish their research in international journals. The associated professional ethics guidance refers to both the Universal Declaration of Ethical Principles for Psychologists and Certification, issued by the American Psychological Association (APA), and the Indonesian Psychology Ethical Code, issued by HIMPSI. During their studies, students must address continuing professional development by publishing articles in accredited journals, as well as attending professional and scientific workshops, accredited short-term courses, conferences, training, and seminars that might be held abroad.

In terms of improving the quality of human resources through global competitiveness, academic staff and students are encouraged to take part in international conferences, and education staff to take part in foreign language training, organise international webinars and workshops, virtual mobility, international guest lectures, and joint lectures in collaboration with international universities. There is also an international internship programme to attract foreign students.

⁴⁶ see Chapter 1.2

Three elective courses in the professional psychology curriculum involve international experts as joint lecturers; these are:

- “Pain perception and treatment”: In contrast to the undergraduate course, the main learning materials in this study programme teach students to evaluate, diagnose, and design interventions.
- “Mental status examination” in collaboration with Faculty of Humanities, Vrije Universiteit Amsterdam (the Netherlands). This is a structured assessment of a patient’s behavioural and cognitive functioning, using interview and observation techniques. It includes descriptions of the patient’s cognition (memory, speech, thought and psychosis), affect and mood, conative, personality, interpersonal and intrapersonal functions. Upon completing the course, students can write a patient’s mental status examination report describing these functions.
- A course on “philosophy and the science of consciousness” is run in collaboration with the Graduate Institute of Mind, Brain and Consciousness at Taipei Medical University, Taiwan. This course provides a general introduction to and understanding of philosophical views, issues, and arguments on the scientific studies of consciousness. It trains students in philosophical analysis on scientific, empirical evidence about consciousness.

Students are encouraged to build professional academic networks. Therefore, the programme integrates joint research into courses. For example, a class on counselling, and the digital workplace – part of the basic intervention theory and practice module – involves Universiti Malaysia Sarawak (UNIMAS) and Pune University in India. It successfully brings together an intercultural forum of students from Malaysia, India and Indonesia. Students attend lectures and are given a group assignment in the form of a case study; students present their analysis of the case study in English.

The study programme focuses on scientific and professional developments. It invites practitioners in leadership agility and behavioural analysis from Malaysia and from the RINO Group in the Netherlands to carry out training and workshops on psycho-therapeutic techniques.

Internationality of the student body

FAPSI tries to attract foreign students through for example, a short course on the family during COVID-19, the Padjadjaran Psychology Conference series, international internship programmes, and several international webinars.

As well as trying to attract students from abroad as inbound students, FAPSI also supports and facilitates outbound students in studying abroad by following international exchange programmes, with full-time scholarships from the Kemendikbudristek (IISMA) and other resources. Students’ participation in these exchange programmes generates opportunities for them to introduce FAPSI to a broader audience abroad, and to attract international students to study at Unpad.

Home-based students are involved as study buddies for foreign students enrolled in FAPSI’s international research and internship programmes.

There are international students in the virtual mobility programmes:

- Virtual mobility with Radboud University in “Interpersonal Relationship” course: Each year 90 bachelor students participate in this course. In the year 2023, the interpersonal Relationship Course will be followed by approximately 100 students from the bachelor program, two students from universities in India (Symbiosis College of Arts and Commerce), and four students from other universities in Indonesia (Universitas Pancasila and Universitas Airlangga).
- Virtual mobility with Radboud University in the “Pain Perception and Treatment” course. Since 2021, there were 13 bachelor students who participated in this course. There were also 15 psychology professional program students who participated in this course.
- Virtual mobility with Maastricht University in “Educational Psychology” course is offered since 2021. So far 140 bachelor students participated in this course.

Psychology (Bachelor)

Until now, no international students have been registered as regular students in this study programme. However, the programme has carried out several activities aimed at preparing to attract and host international students. For example, joint courses with several international HEIs as mentioned above. In addition, the study programme organised a virtual mobility programme⁴⁷, with course meetings held concurrently with those in similar courses at universities abroad. This was implemented as a collaboration between FAPSI and the neuroscience department of Maastricht University as part of the cognitive psychology course. Six meetings were held to complete group assignments through online meetings via Skype.

In 2021 and 2022, the study programme facilitated students in international exchange programmes for one semester. Two students in 2021 and four students in 2022 were awarded IISMA scholarships to study in Taiwan, the United Kingdom, Australia, and Hungary at: National Taiwan Normal University Taiwan, University of Sussex UK (two persons), University of Melbourne Australia, University of Leicester UK, University of Pecs Hungary. Moreover, there are five students who have been awarded the scholarship and will do the exchange program in 2023 at the University of Szeged Hungary, University of Zagreb Croatia, University of Padua Italia, University of Sussex UK, and Monash University Australia.

Psychology (Master)

In the past, three international students from South Korea, Uganda, and Papua New Guinea have been registered as regular students in the study programme. They took social psychology and human resources psychology as their majors. Currently, there are no international students in the programme.

Professional Psychology (Master)

Few regular international students from Asia or Europe have applied to this study programme and had to be rejected. The reason is that this study programme requires potential students to have advanced skills in Indonesian, since the students take PKPP under supervision. In addition, prospective international students for this study programme need a diploma that is recognised by Kemenristekdikti. Only one student from Malaysia, has completed her education in this study programme and been awarded the degree. She is now a lecturer at the Universiti Malaysia Sabah.

⁴⁷ See <https://padlet.com/herco213/unpad-um-virtual-mobility-2021-guv1of41xbjog19>, last access on June 3, 2023

However, the study programme hosts 38 part-time international students through joint lectures, virtual mobility, and international internship programmes.

Internationality of faculty

FAPSI currently has six part-time academic staff from Malaysia and the Netherlands teaching in the three study programmes, plus several visiting academic staff from Canada and Malaysia.

Moreover, the Indonesian local academic staff are graduates from HEIs around the world, including Erasmus Universiteit, Indiana University, Kongju National University, Maastricht University, Monash University, Radboud University, Symbiosis College of Arts and Commerce, India, Taipei Medical University, Tohoku University, University of Auckland, University of Erfurt, University of Groningen, University of Innsbruck, University of Leipzig, University of Massachusetts, University of Missouri-Columbia, Vrije University, and Yamano College of Aesthetics.

In addition, most of the teaching staff participate in various international conferences and regularly publish international, peer-reviewed journal articles. The international education experienced by the academic staff makes a positive impact on educational practices, curriculum development and learning methods. Furthermore, academic staff are invited to partner universities as guest lecturers to share their knowledge and expertise on certain topics.

Foreign language content

FAPSI aims to establish international undergraduate and postgraduate programmes. A Rector's Decree⁴⁸ states that English should be the main language used in the teaching-learning activities of international classes.

Most of the literature used in teaching-learning activities is in English, including academic writing, lecturer's materials (visual aid materials), references and presentations. This includes English text books, journal articles, and case studies. The students are also familiar with using English when participating in visiting professors' lectures and joint international courses. Student proficiency in communicating in English is also demonstrated by the international conferences and courses they attend, where they are asked to present and discuss their work in English.

Appraisal:

International contents and intercultural aspects are part of each study programme. There are compulsory and elective courses that are jointly taught by lecturers and attended by students from different countries. Students are encouraged to network internationally via attending international conferences and collaboration with international researchers, also to be able to publish in international journals.

Students are thus prepared for challenges in an international working environment, and they are enabled to act in an intercultural environment. The panel **recommends** for all three study programmes implementing a course that explicitly addresses intercultural theories and

⁴⁸ Number 13/2021, article 8

concepts. This lays the foundation for students for jointly attending seminars and collaborating across different cultures either for their seminars or their final thesis.

The panel appreciates the various ideas the study programmes have, to increase student mobility and attract foreign students, like starting virtual mobility programmes. If they continue and extend these collaborations and offers, as they intend to do, they will probably attract more international students in the future.

The international composition of the faculty is very good – there are several lecturers who studied and obtained their degrees abroad, international guest lecturers are invited and some conduct research on international level. The jointly taught virtual classes are another example for international lecturer collaboration. Lecturers are encouraged to go abroad. However, more funding is needed to fulfil that wish of the University and accommodate all lecturers who pursue further education abroad.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Textbooks, journals, and some lecture slides are in English. However, most of the lectures are still taught in Indonesian language. This needs to be improved for the planned international class in the undergraduate programme. The panel **recommends** providing more English language training for lecturers (also making it possible for them to study abroad), to ultimately set the stage for the international classroom.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Psychology (Bachelor)

One of the PLOs in this study programme is enabling students to build and maintain interpersonal and professional skills (PLO 6). These consist of the ability to build rapport and effective professional relationships and includes developing communication skills and leadership skills in groups (as well as building healthy interpersonal relationships). These skills are achieved through group projects in several courses, such as “Learning Facilitation Techniques” and “Introduction to community psychology”. In “Learning Facilitation Techniques”, students design experiential learning training games and conduct training sessions. They practice and learn to manage a training programme, and thus refine their leadership skills. “Introduction to community psychology” gives the students the task of conducting community assessment. This entails skills in communication and public speaking to members of society, and community-based social intervention, which also develop their problem-solving and leadership expertise.

Most of the courses are designed to enable students to convey ideas orally and in writing by utilising technology and in accordance with the psychological code of ethics (PLO 7). Students write reports or essays and then present them. These must have valid and credible references or data. Several courses, such as “Psychological assessment I: interview”, and “Psychological assessment II: observation”, assign students to collect data and write reports about it. Moreover, communication skills are cultivated through giving students opportunities to discuss and present their thoughts in small and large groups.

In MBKM activities, such as internship and community development, students work with people from outside the study programme, in general society, and with various stakeholders. They also work individually and in groups. Therefore, these programmes are expected to cultivate skills in public speaking, interpersonal communication, and conflict handling, as well as in leadership that will be needed to finish the project.

Psychology (Master)

Communication and public-speaking skills are delivered through compulsory courses, major-related elective courses, and the thesis. To develop oral communication skills, students are given presentation assignments on their thesis and on several courses (e.g., general psychology, research methods in psychology, psychology and culture). They acquire written communication skills from an academic writing course and the thesis. Students develop public-speaking skills through research proposal seminars and their thesis defence.

Cooperation and conflict handling are delivered through social psychology courses, with students divided into groups. Each group is given a case study related to a certain topic. The groups need to resolve the problem and analyse the case. In addition, the students will develop cooperation and conflict-handling skills in elective course IV (related to intervention in a respective major). The students are assigned a group project to design an intervention, from needs assessment to evaluation of the intervention. Conflict resolution skills are needed when students meet stakeholders with various needs that cannot all be accommodated. Cooperation and conflict may also arise in the process of delivering the intervention. Finally, to build leadership skills, students take turns in the role of group leader for different assignments/projects.

Professional Psychology (Master)

Students are trained in communication and public-speaking skills through several activities, including class presentations, case seminars, research proposal seminars (SUP), research results seminars (UNT), and thesis defence (UT). Through these activities, students learn to communicate clearly, coherently, accurately, and in a communication style relevant to the context. In addition, written communication skills are developed through psychological examination reports and referral letters written by students during PKPP. During PKPP students are also required to work together to handle cases in their respective work practices, helping one another to ensure that all cases are handled properly. Students learn cooperation skills through group work. Students are trained to contribute through roles or tasks assigned to them in the context of completing joint tasks.

Appraisal:

The students of the psychology programmes have several opportunities to acquire communication and public-speaking skills. The panel was very impressed by the multiple public speaking opportunities students get (at conferences, during project presentations,

during thesis defence). During group work and international courses students gain cooperation, conflict handling and intercultural skills. By leading projects or group work students can also acquire leadership skills.

Broad contextual knowledge is emphasized in all three programmes in different ways: 1) in the **Psychology (Bachelor)** programme students have one entire semester to take courses outside of their study programme or do an internship. 2) The **Psychology (Master)** programme is open to students from different study backgrounds, encouraging interdisciplinary exchange among students. 3) The focus on practical skills in the **Professional Psychology (Master)** programme makes students apply their knowledge in different contexts.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Psychology (Bachelor)

In the fourth semester, a compulsory career development course, provides students with knowledge and invites them to think ahead about their career path. Through career classes taught by alumni, students get insights into the world of work. In these courses, students are accompanied by their academic advisors to start planning their future careers.

In addition, the MBKM programme provides activities which support students to obtain hands-on work and field experience, such as internships, community development projects, humanitarian projects, teaching assistant and research assistant posts, and entrepreneurship, for six to twelve months. These programmes strengthen knowledge and soft skills necessary for the world of work, such as strategy and negotiation skills, innovative and critical thinking, leadership, adaptation, collaborative and cooperative skills.

Outside the academic classroom, career development is supported by student programmes organised by BEM, through student activities and study programmes, such as community service programmes (Pengabdian Kepada Masyarakat/PKM), talk shows with alumni, humanitarian projects, internship programmes, and others.

Psychology (Master)

The focus of this study programme is on mastering research concepts and methodologies that might be implemented in various job sectors. Therefore, students in this study programme are equipped with skills including planning, managing, and conducting research, and reporting research results. The research skills are the most beneficial for graduates. In addition, in the actual OBE curriculum, the study programme includes the knowledge and skills for intervention. According to several tracer studies (TS) that the University conducted, these skills are those most in demand on the job market.⁴⁹

Professional Psychology (Master)

⁴⁹ See p. 58 self-evaluation report

Graduates of this study programme are expected to become professional psychologists in various working sectors, including industrial and organisational psychology, adult clinical psychology, children’s and adolescents’ clinical psychology, and educational psychology. Therefore, the programme integrates theory and practice in its curriculum. Students are required to accomplish a range of courses to improve their theoretical knowledge (e.g., all master’s courses such as psychological code of ethics, applied statistics, and research methodologies), and increase their professional skills, in their major (e.g., all professional courses such as psychotherapy, psychodiagnostics, psychological interventions). Students are prepared to be practitioners.

Particularly through PKPP, students experience a real working climate and are exposed to actual topics and phenomena in the respective job sector. Due to these specifications, graduates of this study programme are usually absorbed by the job market in less than six months (as evidenced in the tracer studies).⁵⁰

Appraisal:

Student’s employability is shaped through the integration of theory and practice (internships, practicum, projects) and through the promotion of multidisciplinary competences and skills.⁵¹

Students gain additional skills in extra-curricular activities (talk shows with alumni, humanitarian projects, community programmes). Students are encouraged (undergraduate) or required (postgraduate) to publish their research in recognised national and/or international journals.⁵² This is a real-life hurdle students take on to finish their studies.

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

⁵⁰ See study programmes’ tracer study reports from 2020

⁵¹ See chapter 3.5

⁵² See chapter 3.5

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curriculum requirements

The working contracts of academic staff at Unpad can be categorised into full-time and part-time contracts. There are no lecturers who only teach in one study program. Most of them teach the psychology bachelor program and psychology professional program, and/or the psychology master program. A few of them, especially the ones with a professorship and doctoral degrees, teach in all study programs. All lecturers teach in the undergraduate program with different proportions, for example, the professors spend more time teaching the postgraduates and doctoral program rather than in the undergraduate program.

Psychology (Bachelor)

The ratio of academic staff to students in this study programme is 1:18.

The academic staff comprises 54 full-time lecturers and twelve part-time lecturers holding various academic degrees.

Three of the academic staff (full-time and part-time) are professors, 14 are associate professors, 36 are assistant professors, and twelve are lecturers. They are equipped with the skills to facilitate student teaching online, offline, or in a hybrid system. Part-time academic staff can also play a role in guiding students for optimum delivery of learning activities.

Psychology (Master)

The ratio of academic staff to students in this study programme is 1:1,7.

The programme has 29 full-time academic staff who have expertise in various areas of psychology; they comprise three professors, nine associate professors, 14 assistant professors, and three lecturers. Moreover, experienced experts are invited to become part-time academic staff, contributing to a strong academic base and network for students.

Professional Psychology (Master)

The ratio of academic staff to students in this study programme is 1:2,3.

This study programme has a focus on developing psychological skills according to the major. It is supported by 62 full-time and part-time academic staff. Most of the part-time lecturers contribute to supervising student practice in clinical and various other industrial fields. The academic staff in this programme comprises three professors, twelve associate professors, 34 assistant professors, and seven lecturers. In addition are visiting academic staff from professional practice, and multidisciplinary experts, to broaden student insight. Academic staff also has expertise in their professional psychological fields alongside their academic experience.

Academic qualification of faculty

The qualifications of all academic staff at FAPSI follow ministerial regulations and are adjusted to functional positions at HEIs. The appropriate educational qualifications and academic positions are a prerequisite for faculty members' assignments. Academic staff members with a doctorate, or who are professors, can be assigned to all study programmes. Academic staff

with master's degrees and/or a position as assistant professor have limited authority and can be assigned only to undergraduate programmes.

“Tri Dharma Perguruan Tinggi” is the main paradigm for Indonesian faculty members, and it delineates the three main roles of academic staff:

1. professional educators,
2. scientists with the main task of transforming, developing, and disseminating knowledge, technology, and art through education and research, and
3. doing community service.

Indonesian academic staff progress through academic positions from lecturer to assistant professor, associate professor, to professor. Qualifications for each position are set out below:

- **Professor** or “Guru Besar” is the top academic staff position in an HEI for someone still actively teaching. A candidate for professor should have the following qualifications:
 - a doctoral degree from a reputable HEI for at least three years, and
 - impactful research work published in reputable journals as first author.
- **Associate professor** or “Lektor Kepala” are academic staff members who meet the following criteria:
 - a doctoral degree,
 - scientific publications in reputable journals, and
 - have supervised at least 40 students in undergraduate programmes.
- **Assistant professor** or “Lektor”, or “asisten ahli” is an academic staff member with:
 - scientific publications in reputable national journals as first author, and
 - at least a master's degree.
- **Lecturer** or “dosen” is the first position given to academic staff with at least a master's degree. A lecturer/dosen has a working contract either with the Kemendikbud or with the HEI.

Paths to recruitment for academic staff at Unpad include:

- High quality talent (HQT) recruitment is aimed at attracting academic staff with superior talents and qualifications who will become accelerators for Unpad's process towards a top 500 world ranking. This is carried out by Unpad, and targets candidates with doctoral degrees, excellent research capability, and networking aptitude, and who fulfil the professional qualifications required for the study programmes within the Unpad environment.⁵³
- The regular recruitment path, designed to fulfil departments' academic staff needs. When a department requires additional academic staff, based on thorough evaluation, a request is sent to the Dean of the faculty. The Dean then works with the department to find suitable candidates through professional hiring, cultivating targeted candidates, or open recruitment. Details of these candidates are submitted to Unpad. Qualifications for this regular recruitment path are those who have completed doctoral or master's education in either a national or an international HEI.

Research publication is one of the parameters for the productivity of the academic community in an HEI. Academic staff at FAPSI have conducted research and published research articles

⁵³ See <https://www.unpad.ac.id/2021/04/unpad-buka-rekrutmen-dosen-lewat-program-high-quality-talent-lecturer/> (in Indonesian), last access on June 3, 2023

in scientific journals – in the last two years, 35 in reputable international journals (indexed by Scopus and/or Web of Science), and more in the national accredited journals (Sinta Accreditation). Studies published in international journals are divided into Scopus quarters in the proportion Q1 = 46 %, Q2 = 37 %, and Q3 = 17 %.

Pedagogical/didactical qualifications of faculty

The pedagogical and didactic qualification criteria for becoming a lecturer are the instructional techniques training (PEKERTI) and the applied approach (AA). PEKERTI and AA are training programmes organised by the Directorate General of Higher Education (Dirjen Dikti) to improve the professional competence of academic staff. PEKERTI and AA are mandatory under Indonesian law. PEKERTI is intended for new academic staff to train them to prepare learning programmes, acquire teaching skills, and evaluate PLOs. AA is intended for senior academic staff, to enhance their insight and skills to develop the quality of the learning process and student learning outcomes. The AA programme is a continuation of PEKERTI.

Unpad intends to be a pioneer hybrid university in Indonesia. Hence, a mastery of blended and hybrid learning by academic staff is essential. To ensure the continuity of blended and hybrid learning methods, Unpad conducts various types of training for faculty related to handling and delivering blended and hybrid learning. Furthermore, Unpad appointed champions to serve as agents of change, encouraging fellow faculty members to apply blended learning methods.

To ensure that the teaching process is carried out to a high standard, every semester each faculty member's quality of teaching is assessed by students through PACIS. In addition, Unpad monitors academic staff regarding the implementation of teaching tasks and their burdens. Each semester, academic staff are required to report workload plans (Beban kinerja dosen-BKD) for the next semester, and report on performance for the previous semester (Laporan kinerja dosen-LKD) through SIAT, and this determines remuneration for each academic staff member.

Practical business experience of faculty

Both full-time and part-time academic staff have other roles outside FAPSI – still related to their expertise in psychology – including as psychologists, expert consultants, webinar speakers, and researchers. Most of the faculty also practices as psychologists at PKUP, PIP, Indonesian public health centres in Bandung City, psychological service bureaus, and as consultants to human resources and educational organisations. One-third of all academic staff are involved in the development of psychometric testing in collaborative arrangements with several national institutions. Furthermore, others have roles as researchers and expert consultants who have collaborated with various ministries, such as the Ministry of Health, Ministry of Education, Ministry of Finance, and as book editors and international and national speakers.

Furthermore, during practice in various fields of work, staff members usually invite students to participate in their professional work or transfer their experience during sessions in the classroom. Academic staff often share their experience in psychological assessment, interventions, and cases relevant to the topic being discussed in the classroom.

Internal cooperation

Before and during each semester, FAPSI holds a preparatory meeting and mid-semester meeting, attended by all academic staff, to discuss all academic-related issues. At the beginning of the semester, a coordination meeting for MBKM courses is also held for distribution of teaching materials and to determine joint assignments. This is intended to ensure that all assignments to be given to students will not be similar between courses and will not be too burdensome.

There are monthly coordination meetings between faculty management, heads of departments, and heads of study programmes, aimed at sharing information, planning programmes, and improving performance.

FAPSI has nine working groups coordinated by the Centre for Psychological Innovation and Research.⁵⁴ Within (and sometimes among) the working groups, the academic staff work together to conduct research, and scientific development in the field of psychology. These working groups are fluid; members come not only from the same departments (e.g., human capital and entrepreneurship studies, intergenerational studies, positive psychology, political psychology, social anxiety, social cognition, social and community, statistics and education, and health psychology). The working groups collaborate with various institutions in the context of psychological assessment and intervention: e.g., the human capital and entrepreneurship studies working group operates in various fields, such as employee selection, potential review, and employee training and development. Several elective courses were developed according to topics raised in the working groups.

FAPSI also has the Centre for Psychometric Studies, which collaborates with various institutions to develop measuring tools or psychological tools, and the Centre for Industrial and Organisational Studies.

Student support by the faculty

At the beginning of the semester, students are given a detailed agenda and class schedule providing details of the courses they need to attend. The latest information is usually uploaded through LMS LiVE Unpad and also through the class leader. Students can also contact their teachers via WhatsApp or email, or meet academic staff directly during working hours. This applies to both full-time and part-time staff, the only difference being that working hours are more flexible for part-timers, so that they usually come to campus according to their teaching schedule. The academic staff also provides guidance for other activities, such as student organisations, mentoring new students, competitions, and championships.

The manager of academic, student affairs, and graduates has an important role in developing and coordinating the learning, student and graduate programmes at FAPSI. He or she coordinates the lecture schedule between various study programmes, facilitating the implementation of the joint preparation phase lectures, facilitating the implementation of special education, facilitating administrative services, expanding access, providing scholarships, facilities and infrastructure to support the achievement of student competencies according to Unpad's vision.

FAPSI assigns academic advisors to assist students' academic process from their first semester until they graduate. The advisors' responsibility is to supervise students' study plans,

⁵⁴ See <https://psikologi.unpad.ac.id/working-group/>, last access on June 3, 2023

including approving the suitability of courses for each semester according to the programme curriculum. Academic advisors also accommodate difficulties faced by students. In addition to regular early- and mid-semester meetings, academic advisors are available for students (by appointment) throughout the semesters. They are equipped with counselling skills which can help students with problems they cannot manage by themselves. If a problem cannot be resolved, academic supervisors can refer to PKUP, PIP, or other health institutions.

PKUP is a counselling service managed by Unpad. PKUP was established to provide free psychological assistance for Unpad's civitas academia, including students, academics, and administrative staff. PKUP has a variety of consulting and counselling services that address career guidance and counselling; learning difficulties; academic adaptation; friendship and social interaction; work and organisation, and other psychological problems that require more serious treatment. PKUP also has various preventative programmes to care for students' mental health, including peer counsellors; education routines related to mental health and problems often faced by students, and a support/sharing group for students with similar problems (e.g., difficulties in completing the thesis and final project).

Appraisal:

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

Course materials are created by qualified staff (the lectures at Unpad). Lecturers are available on Campus during office hours or via WhatsApp or Email.

The University verifies the academic and pedagogical qualifications of the faculty by means of an established procedure based on national regulations. Several lecturers have earned their PhD abroad. Specific measures for further qualification of the faculty members are implemented (e.g., PEKERTI and AA). The panel underlines the special skills of the faculty regarding hybrid and online teaching.

The faculty is also required to have practical experience that they bring into the classroom to integrate theory and practice. As mentioned in chapter 3.1 a few more guest lecturers from the business world could be invited in the undergraduate Psychology study programme.

The faculty members cooperate with each other on publications and/or to jointly teach classes. Several working groups have been established for collaboration within and among different departments of the faculty. Lecturer meetings take place regularly and more than once per semester.

Student support is an integral part of the services provided by the faculty. Each student has an academic advisor. The advisor meets with students regularly to discuss any problems students might face. The advisors have counselling skills. If students need further support that cannot be provided by the advisor, she or he will refer her or him to other faculty members or the professional psychological counselling service at Unpad. Study counselling is individual and included an early warning system if students GPA is below 3,0.

Additional support could be offered for publishing requirements. Lecturers should use their networks to help students publish their work.

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

4.2 Programme management

Programme director

The head of each study programme is responsible for:

- planning, conducting, developing, controlling, and monitoring the quality of teaching that is aimed at achieving the PLOs,
- establishing and executing strategic planning, programming, and budgeting for the study programme, and
- organising and developing the curricula.

To ensure the success of teaching activities, heads of study programmes coordinate and support one another, including cooperating with the head of department in arranging lecturers for courses. The heads of the study programmes are required to report all relevant information directly to the Dean. This process is carried out based on the quality assurance procedure in each study programme. In cooperation with the quality assurance unit, the heads of study programmes organise learning evaluations on a regular basis and use the results to improve the quality of their programmes.⁵⁵

Process organisation and administrative support for students and faculty

All administrative procedures are conducted and documented through PACIS (for students) and SIAT (for academic staff). FAPSI employs 29 administrative staff members covering various tasks. Nine staff members work for academic affairs, two are librarians, two laboratory assistants, two secretaries, one record centre staff member, three finance staff members, five

⁵⁵ See chapter 5

facilities and infrastructure staff members, four human resources staff members, and one resources and information manager. Academic affairs staff provide support for academic activities, including scheduling classes, preparing classrooms, recording grades and attendance, providing academic and administrative documents, organising examinations and defences. Besides maintaining all faculty infrastructure, facilities and infrastructure staff also provide technical support for academic activity. Librarians and laboratory assistants take care of book loans and laboratory equipment, with the libraries and laboratories free resources, as graduation prerequisites used by students and academic staff in scholarly activity. New students are given orientation to take care of their academic administration affairs at the beginning of their studies.

New academic staff also have an orientation programme about administrative support, especially related to their employment status and promotions. Secretarial staff provide services for the Dean and Vice Deans. Finance staff ensure that all academic activity funding runs according to budget. Human resources staff take care of lecturer promotion, recruitment, pensions, paid leave, and all staffing problems.

To upgrade the capabilities of administrative staff, FAPSI equips them to meet organisational needs through various courses, including English, ICT training, and basic web design.

In addition, Unpad provides ULT, which offers integrated information and administration services, including consultations for students, academic staff, and all other members of Unpad. Unpad also offers a hotline that provides information and allows filing of complaints.

Appraisal:

The three study programmes each have a programme manager who coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The processes are embedded in the University's quality assurance system.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development (for example English, ICT training). The panel learned during the site visit that for student's or faculty's needs that go beyond the administrative support, ad hoc committees are created within the faculty.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

To support the aim of Unpad “becoming a world reputable university and impacting society” and the vision of FAPSI “to become an international standard higher education provider in the development of science and the application of psychology for the welfare of mankind”, The University regards collaborations with national and international HEIs and other academic institutions as crucial. The manager of research, innovation, and collaboration is responsible for organising, compiling, and prolonging collaborations with national institutions, while the head of the internationalisation unit is responsible for collaborations with international partners.

See a list of collaborations below.

No	HEI and academic institutions	Country	Scope and nature of cooperation
1	Yamano College of Aesthetics	Japan	Joint course
2	Tsukuba University	Japan	Visiting lecturers
3	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	Visiting lecturers
4	Universiti Malaysia Sabah (UMS)	Malaysia	Visiting lecturers, Joint seminars
5	Symbiosis College of Arts and Commerce	India	Visiting lecturers
6	Taipei Medical University	Taiwan	Visiting lecturers
7	Leibniz Institute for Educational Trajectories	Germany	Short course
8	Radbound University	The Netherlands	Joint course, visiting lecturer, short course
9	Vrije Universiteit Amsterdam	The Netherlands	Visiting lecturers
10	University of Gdansk	Poland	Visiting lecturers
11	York University	Canada	Visiting lecturers and international conference
12	International Survey Children's World	Multi countries	Short course

13	Yayasan Pendidikan Maryana - Sekolah Bunda Asuh Nanda	Indonesia	Professional Psychology Work Practice
14	Yayasan Bangun Tunas Bangsa	Indonesia	Professional Psychology Work Practice
15	Thursina Internasional Islamic Boarding School	Indonesia	Professional Psychology Work Practice
16	Faculty of Psychology Universitas Kristen Maranatha	Indonesia	Visiting lecturers, joint courses, student exchange
17	Faculty of Psychology Universitas Islam Indonesia	Indonesia	Visiting lecturers, joint courses, student exchange
18	Fakultas Psikologi UIN Sultan Syarif Kasim Riau	Indonesia	Visiting lecturers, joint courses, student exchange
19	Kamikinde Playschool Bandung	Indonesia	Professional Psychology Work Practice
20	SOS Children's Villages Indonesia	Indonesia	Professional Psychology Work Practice

Figure 4: Cooperation with HEIs and Other Academic Institutions

Most collaborations with these academic institutions cover all study programmes, including undergraduate and postgraduate programmes. Professors and academic staff from international HEIs are invited to give lectures to one or more study programmes, depending on their expertise. For instance, a lecturer from Vrije Universiteit, Amsterdam, delivers the mental state examination course for the Professional Psychology (Master) study programme and the research ethics course for the doctoral programme. With UNIMAS and Universiti Malaysia Sabah (UMS), several webinars and student discussions were held in the past two years that helped students to expand their knowledge and networks with international students.

Cooperation with business enterprises and other organisations

FAPSI also actively collaborates with various private and public business enterprises and state institutions. These collaborations support the academic activities, for example by providing facilities for professional psychology work practice courses (e.g., at PT Soilens and the Health Office of Bandung City), student internship (PT Inovasi Pemuda Indonesia), and visiting lecturers (HIMPSI).

See a list of these cooperations below.

No	Business enterprises and other organisations	Country	Scope and nature of cooperation
1	PT Inovasi Pemuda Indonesia	Indonesia	Courses, Professional Psychology Work Practice, visiting lecturers, student internship
2	UPT Taman Hutan Raya Ir. H. Djuanda Dinas Kehutanan Prov. Jawa Barat	Indonesia	Professional Psychology Work Practice, joint courses.
3	Health Office of Bandung City	Indonesia	Professional Psychology Work Practice
4	Pusat Inovasi Psikologi (PIP) UNPAD	Indonesia	Courses, Professional Psychology Work Practice, internship
5	PT Agate International	Indonesia	Professional Psychology Work Practice
6	PT Soilens	Indonesia	Professional Psychology Work Practice
7	Indonesian Association of Psychology (HIMPPI)	Indonesia	Courses, visiting lecturer
8	Badan Intelijen Negara	Indonesia	Internship

Figure 5: Cooperation with business enterprises and other organizations

Appraisal:

The scope and nature of cooperation with other HEIs for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and supports the programme's internationalisation. Collaborative courses, internships, planned double degree options and international guest lecturers⁵⁶ (will) contribute to the development of the students' qualification and skills. The panel encourages the University to increase these activities to achieve their goals.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and impacts the

⁵⁶ See previous chapters

implementation of internships in the study programmes. The panel encourages the University to pursue business collaborations abroad to offer students internships in other countries.

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

4.4 Facilities and equipment

Quantity, quality, media and IT equipment for teaching and in group rooms

Offline teaching and learning activities take place at the Jatinangor campus. Learning activities are supported by infrastructure including 22 classrooms and four seminar rooms. To support learning activities, the classrooms and seminar rooms are equipped with air conditioning, multimedia equipment, chairs, tables, whiteboards, and internet access. The learning activity room has a special division based on the level of the undergraduate or postgraduate programme.

There are twelve classrooms for undergraduate programmes on the first and second floors of Building 2 (the Mar'at Wiraatmadja Building). The classrooms are divided into small for limited capacity and large for more capacity. In addition to classrooms, there is a study room for undergraduate students on the second floor of the second building. This discussion room is designed flexibly to meet the needs of students coordinating group assignments. There are three gazebos around Building 2, equipped with electric plugs and an internet facility, which can be utilised as discussion and study rooms.

There are six classrooms on the third floor of Building 3 (the RM. Soemarto building) dedicated to the postgraduate programmes. Postgraduate students can use individual workspaces and discussion room facilities in the faculty and central libraries.

Facilities for both undergraduate and postgraduate programmes include access to public amenities such as toilets, student services (administration, counselling room, ULT), pantry, prayer room, and canteen. Transportation (odong-odong) is also provided to facilitate student mobility within the campus.

The learning environment of FAPSI is barrier-free; i.e. there are supporting facilities for people with disabilities, especially for wheelchair users and blind people. Ramps or special paths for people with disabilities connect the buildings. This design was initiated to provide comfort and ease of access for people with disabilities.

In order to become a hybrid university, Unpad has facilitated hybrid classes that allow parallel online and offline learning approaches. There are two hybrid classes and one podcast room in the K room on the second and third floors of the Mar'at Wiraatmaja building. This hybrid class has capacity for 20 people, and is equipped with multimedia technology, and comfortable tables and chairs. Multimedia facilities allow online participants to view the entire class.

Wifi facilities are available throughout the campus area under the Unpad Wifi network that can be accessed by student or staff identification number via single-sign-on (sso) authentication. Students or staff can access internet facilities 24 hours a day, seven days a week by connecting to pintu.unpad.ac.id. There are also extra hotspot facilities through eduroam, as Unpad participates in the international roaming service.

Psychology laboratory facilities

To support the learning process, FAPSI provides a laboratory on the second and third floors of Building 2. This laboratory is used to facilitate practicum activities, including research and development of psychometric tools. Facilities available in the laboratory include 40 individual lab rooms equipped with one-way mirrors and CCTV, five observation rooms with one-way mirrors, a lab equipment display room, an administration room, a CCTV monitor room, a workshop, EEG laboratory, and VR laboratory.

To support practicum activities and professional skills, psychological test tools are provided in the laboratory, including a digital speed anticipation reaction tester and simple reaction time tester, a depth perception box, a Muller-Lyer illusion tester, a Poggendorff illusion tester, a steadiness tester, wiggly block, visual motor coordination tester, mirror tracing apparatus and other cognitive tests.

To support academic activities that need computers, a central lab is provided in the Blue House (Gedung Biru). This lab can be accessed by all Unpad students on courses under the guidance of a lecturer.

Access to literature

There are several accesses to the library and literature:

- Students can visit the faculty and central libraries every weekday (Monday to Friday) from 8 am to 3 pm. FAPSI's library has a collection of 15,754 psychology titles. The central library holds 62,427 books for all faculties. Books can be read on the spot or borrowed to take them home.
- Final assignments (thesis, master's thesis and dissertation) can be accessed online,
- Unpad provides facilities for students and academic staff to access the latest journals and ebooks.⁵⁷ Access is provided to Cambridge Core, Scopus, EBSCOHost, Emerald, Oxford, SAGE Journals, SAGE Research Method, Springer Link, Springer Experiment, Nature, WestLaw, and Clarivate Analytics. Journals and ebooks are available anywhere using PAUS ID.
- Students have unlimited access to JPSP, a scientific publication in psychology that uses the online journal system (OJS). This journal contains scientific articles on research results related to the basic science of psychology and its application by psychologists. The fields of psychology include: clinical psychology for adults, children, and adolescents; industrial and organisational psychology; educational psychology;

⁵⁷ See <https://pintu.unpad.ac.id/>, last access on June 3, 2023

social psychology, and; general and experimental psychology. Students can easily access the literature they need to support their studies. In addition, there are several other supporting facilities such as Kandaga, the faculty library repository. JPSP can be accessed online.⁵⁸

The library staff are professional librarians with relevant academic qualifications and are certified to manage the central and faculty libraries.

Appraisal:

The panel was impressed with the facilities and equipment of the faculty. The quantity, quality, media, and IT facilities go beyond the standards required for the programmes. They include innovative features such as a virtual reality room, or the hybrid teaching room with a 360-degree camera that automatically adjusts to the teacher's movements and offers two perspectives for the students on the screen – they can see the teacher and the other students in the classroom from the front. The teacher can also manually adjust the camera setting with simple hand gestures. Moreover, the panel visited the podcast room and laboratories at the faculty. These were also quite modern.

The rooms are properly equipped for disabled students and give them barrier-free access. There are wheelchair ramps (that were put in when there was one student in a wheelchair) and tiles for the blind around the Campus. The University reacts quickly to ensure accessibility for all students (like the time the faculty had one student in a wheelchair).

Access to the internet via wireless LAN is provided free of charge. Enough group rooms are available. In addition, technical support is offered to students during regular working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The panel highlights the very good access to a large number of high impact online journals. The literature expressly required for the study programme is available in the library and kept up to date.

Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

⁵⁸ See <https://jurnal.unpad.ac.id/jpsp/>, last access on June 3, 2023

4.5 Additional services

Career counselling and placement service

Unpad has a career centre called CDC, which regularly organises job fairs, internship offers, and job opportunity information for students and graduates.

At the HEI level, CDC organises various training activities/seminars to support students preparing for their careers, such as resume writing exercises, job interview training and others. This career centre also organises talent scouting, which provides a platform for students to take on internships at large companies in Indonesia, both national and international. CDC also has a career guidance programme, where students can consult a career guidance psychologist to help them prepare for their future careers.

Specifically for the Psychology Study Programme (Undergraduate), there is a course to advise students in choosing courses that will support their career choices.

Alumni activities

There is an alumni organisation that covers all alumni from all faculties in the HEI called Ikatan Alumni Unpad (IKA Unpad). Additionally, alumni of FAPSI have their own alumni organisations, the major one being Ikatan Alumni Fakultas Psikologi Universitas Padjadjaran (Faculty of Psychology Universitas Padjadjaran Alumni Association /IKAPSI Unpad).⁵⁹ There are also alumni organisations for the Master of Science, Master of Professional Psychology, and the doctoral programmes.

The alumni organisations, collaborating with the faculty, conducted webinars and vaccinations for psychology faculty and alumni. Unpad is also conducting a tracer study to gain information related to alumni's involvement in networking and academic development.

Alumni of FAPSI regularly share job opportunities in their companies with students and graduates through group chats. The long-term network of alumni also arranges visits to offer professional insight into different fields of psychology expertise.

Appraisal:

Career counselling and placement services are offered to the students (for example as an integrated course in the undergraduate programme) and graduates to promote their employability and help students find their career path. The University's CDC provides sufficient resources to support students in finding jobs. In reality though, the students from the faculty of psychology usually do not need the support of the career centre. Most of them are able to find jobs within six months after graduation or are already employed when entering the study programme.

An alumni organisation has been set up at the University and at the faculty level with the aim of developing an alumni network. There could be more activities carried out for networking of the graduates.

⁵⁹ More information regarding the IKAPSI Unpad can be found at <https://ikapsiunpad.or.id/> (in Indonesian), last access on June 3, 2023

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

4.6 Financing of the study programme (Asterisk Criterion)

Unpad is a state University (PTNBH) that is financed by the Indonesian government. The government is committed to dedicating 20 % of the state plan budget to education. As a second stream of income, Unpad is privileged in being able to collect public funds such as student tuition, collaboration with various partners, and alumni funds. Furthermore, Unpad can manage budgeting and financing independently to ensure that all academic activities in all study programmes are funded. Each study programme is asked to make a yearly budget that merges into the faculty budget, including practicum costs and expenses of part-time and visiting lecturers. Every semester, usage of the study programme fund is evaluated along with the programme implementation. All financial activities in the faculty and the University are supported by the Oracle finance system to ensure accountability.

Appraisal:

The University is securely funded by the government. Each cohort of students from each programme starting within the accreditation period can complete the study programme.

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

5. Quality assurance and documentation

Quality assurance and quality development with respect to content, processes and outcomes

Generally, there are two systems of quality assurance at Universitas Padjajaran: internal and external. The internal system is organised by the quality assurance department (at the level of the University) and the quality assurance unit (at the level of the faculty). External quality assurance systems include national and international accreditation.

The concept of quality assurance at Unpad is established based on national regulations.⁶⁰ The concept includes five main important elements: planning, implementation, evaluation, control, and quality improvement. The concept and standards of quality assurance at Unpad are formalized in the “Quality Policy” and the “Quality Standard”. The policy describes quality assurance regulations and strategies at Unpad, while the standards include specific criteria for graduates, learning contents, learning processes, assessments, academic staff, and infrastructure.

To satisfy the first element (**planning**), Unpad defines its strategic planning in the Rencana Strategis Unpad. Accordingly, FAPSI specifies its specific targets and strategies.

The second element, the **implementation** aspect, is conducted by the working units at FAPSI, including the dean and vice deans, managers of academic, student, and alumni affairs, managers of research and cooperation, study programmes, the centre for psychological innovation and research, the centre for psychometrics, assessment, and evaluation, and the studio for continuing education in psychology. Each working unit has specific responsibilities, for example the manager of academic, student, and alumni affairs is responsible for student activities and alumni, while the job description of manager of research and cooperation includes managing collaborations.

The third element **evaluation and monitoring** at FAPSI, is conducted on a regular basis by the quality assurance unit, which consists of academic staff supported by selected students.⁶¹ The annual report book includes information on admissions, learning contents, processes and outcomes, research, and community service, as well as the achievements of students and faculty at FAPSI. It is handed out to the students, academic staff, alumni, and stakeholders during the FAPSI’s annual Dies Natalis event.

In addition, internal (by students and academic staff) and external (by alumni and stakeholders) evaluations are conducted by each study programme and Unpad. Internal evaluation covers study workload, learning outcomes of each course, general learning processes, satisfaction of the faculty, recommendations for further improvements from students and faculty. All of these aspects are contained in a questionnaire distributed to all students. External evaluation includes (but is not limited to) information about the perspectives of alumni, success rates, graduate employment, employer satisfaction and recommendations from alumni and stakeholders for further improvements. Questionnaires are sent to alumni and stakeholders annually.

All evaluation results are considered as part of the fourth element **control**. Control is directly organised by the dean and vice deans, who also ensure that measures are implemented.

⁶⁰ Kemenristekdikti, Number 62/2016

⁶¹ Students with interest and motivation to engage in this unit, can apply and will be selected after an interview. Their main tasks are data analysis and writing evaluation/ assessment report.

During the control process, issues and strategies are clearly defined and discussed with the specific working unit, including study programmes.

The last element **improvement** is coordinated by the dean and vice deans. During this process, all improvement points are defined, and technical procedures explained. Improvement points, as well as all points that are not modified, are set as the next target (as is the first element, planning) and these are subject to evaluation; therefore, quality assurance can be viewed as a cycle for improving quality (see below).

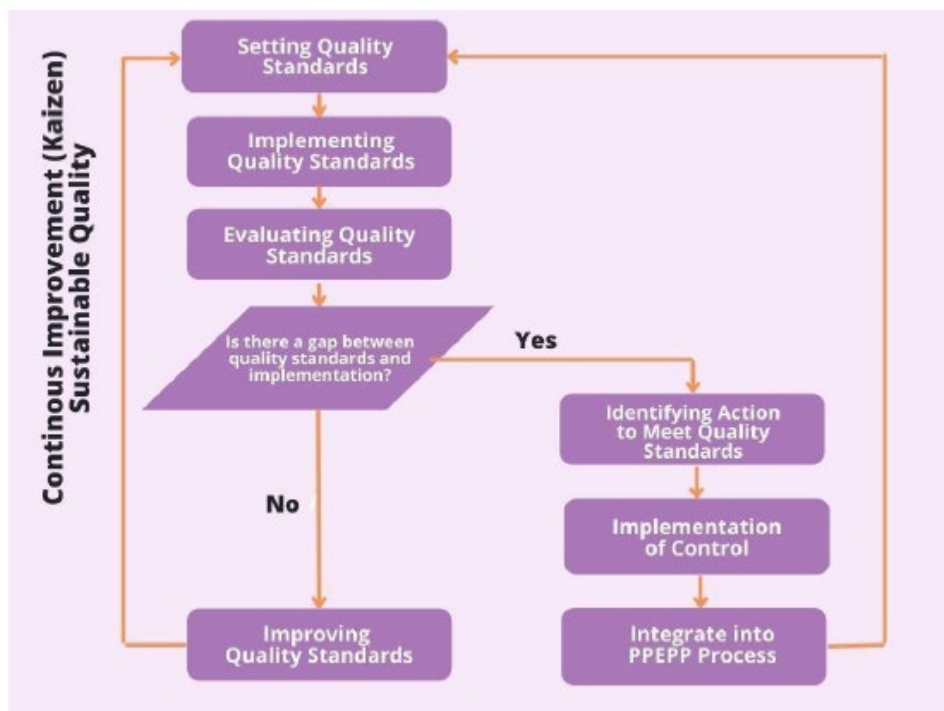


Figure 6: Internal Quality Assurance System of Unpad

Instruments of quality assurance

Evaluation by students

Evaluation by students is conducted every semester in two forms. First, the students are required to fill out an online questionnaire available through their PACIS account to assign final scores to each course. This evaluation includes feedback on lecturers' teaching performances. Secondly, students provide their evaluation of courses they have attended via a Google form organised by study programme and monitored by the quality assurance unit. Each questionnaire consists of three aspects.

- educational activities, including clarity of PLOs, appropriateness of workloads, learning materials and learning outcomes, transparency, and objectivity of assessment of the courses,
- self-regulated learning, self-management, and self-engagement,
- evaluating academic staff (lecturer's competence, student-lecturer interactions, and effectiveness of supervision).

The evaluation results are analysed both by the study programme and the quality assurance unit and are discussed during semester preparatory and evaluation meetings held every January and August with all academic staff. In addition, each academic staff member obtains

individual evaluations of their teaching performance in their google drive folder. The evaluation results are also communicated every semester to students during an event called Ngariung Dekanat. Potential improvements, including modification and adaptation of all learning aspects, such as content, workload, methods, and processes, are specified and are implemented in the next semester. Both evaluation results and discussions with both faculty and students are documented by the study programme, quality assurance unit, and vice dean of resources and organisation. The results of this discussion were also reported to the teaching staff.

Evaluation by faculty

Every semester, academic staff document and report on both their individual performance contract and individual performance outcomes. Before they can proceed with individual performance outcomes, each faculty member fills out an online questionnaire available on their SIAT account. This questionnaire measures academic staff members' job satisfaction, their views on the organisation's climate and facilities, on job challenges (i.e., international publications), and their use of information technology.

The evaluation data are collected by Unpad and are distributed to all faculties, including FAPSI. These data are analysed by the vice dean of resources and organisation, and the results – as well as possible adaptations or solutions – are discussed in semester preparatory and evaluation meetings. Both the evaluation results and discussion with faculty are documented by the vice dean of resources and organisation.

External evaluation by alumni, employers, and third parties

The evaluation by stakeholders, including alumni and their superordinates, is carried out annually within the tracer study (TS). The TS are conducted by the CDC and FAPSI during the faculty's Dies Natalis in October each year.

Every alumnus is sent two questionnaires:

- 1) one to be filled out by him/herself as an alumnus of the study programme, and
- 2) one to be filled out by his/her superordinate.

The following information has been collected during TS sessions: perceptions of the employers about the competencies, working habits, and commitment of the alumni; the affiliations of the alumni; career development of the alumni.

To ascertain the achievement of the PLOs, an evaluation of the curriculum is conducted every five years. FAPSI invited alumni, students, academic staff, users, and HEI stakeholders to participate in the curriculum evaluation. This evaluation serves as the base for developing the outcome-based education (OBE) curriculum.

In addition, third parties, including the public, provide their evaluation of FAPSI incidentally after special events. The quality assurance unit analyses the data and reports the results of the TS.

The results are considered as part of the control and improvement process. Potential improvements, including technical details, are discussed with academic staff, students, and representatives of the alumni. Study programmes implement modifications, and these become subject to evaluation in the next semester (the cycle of quality assurance). All processes and procedures are documented by the quality assurance unit.

Programme documentation

Programme description

An explanation of each study programme is written on the website, and a student handbook is distributed to new students. It includes a general description of the study programme and outlines the curriculum in the form of courses and numbers of credits. The information listed includes the lecture curriculum, PLOs, career/graduate information, and information on academic services. In addition, Unpad has the AKU (Ayo Kenal UNPAD – Let's know UNPAD) programme, which is disseminated to the general public through the YouTube platform. All “Ayo Kenal UNPAD” activities are conducted in Bahasa Indonesia because the target audience are mostly Indonesian. However, to promote UNPAD to international students, the international office conducted activities called Padjadjaran International Education Fair.⁶²

Information on activities during the academic year

Every activity held at FAPSI is announced to the general public through flyers and uploaded on three social media platforms. Among them are Instagram accounts⁶³, YouTube, the faculty website and LinkedIn. Activities are also reported by the dean during the Dies Natalis event and are listed in the annual report book.

Appraisal:

The quality assurance and development procedure follow a plan, do, check, act cycle. This includes monitoring all processes systematically and continuously to develop the quality of the programmes (contents, processes, and outcomes). The panel underlines that the University has employed very qualified staff members for this purpose.

Quality assurance is based on multiple evaluations including students, lecturers and third parties (alumni, graduate users). The evaluation results are thoroughly analysed. Important performance indicators such as student workload, success rate, and graduate employment as well as the profile of the student population are taken into account. Faculty members and students participate in the evaluations. The results are documented in the annual report book which is distributed to faculty, students, and all interested parties. Responsibilities are clearly defined. Faculty members and students are part of the quality assurance unit. The panel suggests involving students even more, for example when looking at evaluation results and brainstorming measures for improvement.

The study programme's content, curriculum and examination scheme have been suitably documented and published (website). The University regularly publishes current news and information – both quantitative and qualitative – about the study programme (annual report book, social media posts).

⁶² See <https://www.youtube.com/watch?v=UCXvz6f7e-4>, last access on August 7, 2023

⁶³ there are three: @fakultas.psikologi.unpad, @mapro.psikologi.unpad, @prodi.pascapsi.unpad

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

Quality profile

HEI: Universitas Padjadjaran, Indonesia

- Bachelor / Master programmes:**
1. Psychology (Bachelor) (B)
 2. Psychology (Master) (M.Sc.)
 3. Professional Psychology (Master) (PM)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		x			
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			B		M.Sc., PM
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body				x	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)			x		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			x		
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					

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