

# Decision of the FIBAA Accreditation and Certification Committee



13<sup>th</sup> Meeting on March 6, 2024

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/106 Cluster 3
<b>Higher Education Institution:</b>	Universitas Padjadjaran
<b>Location:</b>	Indonesia
<b>Study programme:</b>	Bachelor of Digital Business Master of Science in Management Master of Integrated Microfinance Management
<b>Type of accreditation:</b>	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.

Period of Accreditation: March 6, 2024 until March 5, 2029.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Padjadjaran, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Digital Business
2. Master of Science in Management
3. Master of Integrated Microfinance Management

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**Qualification awarded on completion:**

1. Bachelor of Economics (Sarjana Ekonomi, S.E.)
2. Master of Science in Management (Magister Ilmu Manajemen, M.S.M)
3. Master of Integrated Microfinance (Magister Manajemen Keuangan Mikro, M.MKMT)

# General information on the study programmes

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## **Brief description of the study programmes:**

The **Bachelor of Digital Business (BDB)** was launched in 2018 as a reaction to the increasing demands of the market for graduates being trained in business and digital technology. The study programme focuses on aspects related to business management, digital technology, and data analytical competencies. Graduate profiles are, for example, start-up founders, data analysts, and professionals in the technology sector of the financial industry and in the digital business area.

The **Master of Science in Management (MSM)** started in 1990. The study programme concentrates on understanding theory and practice in the field of management. Specialisation or concentration is offered in 1) Marketing Management, 2) Financial Management, 3) Operations Management, 4) Human Resource Management, 5) Entrepreneurship and Small and Medium Enterprises, 6) Ecotourism Management, 7) Culture-Based Islamic Management, and 8) Data Science Management and Business Analytics. Graduates find employment in the public and private sector, including positions as lecturers and researchers.

The **Master of Integrated Microfinance Management (MIMM)**, established in 2013, teaches community-based management strategies in the fields of financial, health, education, social and integrated communication services.

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## **Type of study programme:**

Bachelor of Digital Business: Bachelor programme

Master of Science in Management: Master programme

Master of Integrated Microfinance Management: Master programme

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

Bachelor in Digital Business: 4 years (8 semesters), 150 sks credits / 250,3 ECTS credits

Master of Science in Management: 1.5 years (3 semesters), 36 sks credits / 60,1 ECTS credits

Master in Integrated Microfinance: 1.5 years (3 semesters), 42 sks credits / 70,1 ECTS credits

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## **Mode of study:**

For all study programmes: full time

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## **Didactic approach:**

For all study programmes: obligatory face-to-face learning, partly distance and hybrid learning

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## **Double/Joint Degree programme:**

Bachelor of Digital Business: optional

Master of Science in Management: no

Master of Integrated Microfinance Management: optional

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

Bachelor of Digital Business: 60 students per year

Master of Science in Management: 40 students per year

Master of Integrated Microfinance Management: 40 students per year

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**Programme cycle starts in:**

Bachelor of Digital Business: Summer semester (August) every year

Master of Science in Management: Summer semester (August) and winter semester (February) every year

Master of Integrated Microfinance Management: Summer semester (August) and winter semester (February) every year

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**Initial start of the programme:**

Bachelor of Digital Business: 2018

Master of Science in Management: 1990

Master of Integrated Microfinance Management: 2013

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**Type of accreditation:**

For all study programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Digital Business (S.E.), the Master of Science in Management (M.S.M) and the Master of Integrated Microfinance Management (M.MKMT) was made between FIBAA and Universitas Padjadjaran on September 13, 2022. On April 10, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Malte-Claudius Bernhardt**

accadis University of Applied Sciences Bad Homburg, Germany  
Student International Management (M.A.)

## **Prof. Dr. Olivia Fachrunnisa**

Universitas Islam Sultan Agung (UNISSULA), Semarang, Indonesia  
Professor and Dean, Faculty of Economics and Business  
(Management, Accounting, Economics, Business Administration, Islamic Economics and Business, Digital Business, Business Communication)

## **Prof. Dr. Ing. Ronald Glasberg**

SRH Berlin University of Applied Sciences, Germany  
Professor of International Strategic Management  
(Business Administration, General Management, Innovation Management, Computer Science and Strategic Management, International Management, Entrepreneurship, Digital Business)

## **Prof. Dr. Kristina Steinbiß**

ESB Business School, Reutlingen, Germany  
Professor of Business Administration with focus on Marketing  
(Marketing, B2B Marketing, Sustainability in Marketing, Digital Business, Digital Marketing, Consumer Behaviour, Brand Management)

## **Prof. Dr. Friedrich Thiessen**

Technical University of Chemnitz, Germany  
Professor for Finance and Banking Management  
(Finance, Islamic Finance)

## **Isabell Zerres-Putman**

Putman Consult and Federal Association of Medium-Sized Businesses, Germany  
Owner of Putman Consult: Cooperation manager, Consultant for medium-sized businesses & Head of district association for the Federal Association of Medium-Sized Businesses  
(Industrial Management, Auditing, Tax Law, IT sales, QM, Reporting (worldwide, also legal), Big Data, Data Mining, ITIL Foundation Examination, PRINCE 2 Foundation Examination)

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<sup>1</sup> The panel is presented in alphabetical order.

FIBAA project manager:

**Nina Rotermund**

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on October 16, 17 and 18, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, 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 January 15, 2024. The statement on the report was given up on January 24, 2024. It has been taken into account in the report at hand.

# Summary

## For the Bachelor programme

The Bachelor of Digital Business offered by Universitas Padjadjaran fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

## For the Master programmes

The Master of Science in Management and the Master of Integrated Microfinance Management offered by Universitas Padjadjaran fulfil the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

### For all study programmes

The quality requirement that has not been fulfilled by all study programmes –Internationality of the student body (chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified two areas where all study programmes could be further developed by:

- considering to further promote interdisciplinary projects and other activities more with other faculties (see chapter 3.1).
- expanding the outlook of the content and intercultural aspects beyond an Asian/ASEAN perspective (see chapter 3.4).
- putting more efforts in sending their students abroad by offering financial support and alternative opportunities, and to think of ways to attract foreign students to study for a semester or longer on campus

### For the Bachelor of Digital Business

The panel members identified several areas where the Bachelor of Digital Business could be further developed by:

- rethinking the balance between courses focusing on business topics and courses on technologies (see chapter 3.1).

- considering to re-name the awarded degree from Bachelor of Economics to Bachelor of Digital Business (see chapter 3.1).
- teaching scientific practice and methods at an earlier stage of the study programme and integrating a variety of methods besides regression analysis (see chapter 3.1).
- ensuring that the thesis supervisors are always in charge of the complete grading process (see chapter 3.1).
- considering an equal distribution of workload and credits in the academic handbook of the study programme (see chapter 3.2).
- including more internationally oriented contents and intercultural aspects, and reflecting international contents in the title of the courses (see chapter 3.4).

#### For the Master of Science in Management

The panel members identified several areas where the Master of Science in Management could be further developed by:

- considering the design and logic of basic courses and specialisations by
  - a) having students choose their specialisation at a later stage,
  - b) considering to extend the courses deepening the knowledge about management topics.
- pointing out clearly which courses are electives (see chapter 3.1),
- considering to re-name the study programme by adding the specialisation in the title (Master of Science in Management with a specialisation in XY) if the previous recommendations regarding the curriculum are not feasible or acceptable (see chapter 3.1).
- teaching students a variety of tools and techniques to analyse data besides regression analysis (see chapter 3.1).
- considering to make the publication voluntary for those students whose research is outstanding (see chapter 3.1).
- allocating more credit point to courses (see chapter 3.2).
- ensuring that the literature fits the contents and is up to date, in particular in the course Intermediate Marketing Management (see chapter 3.3).
- reflecting international contents in the title of the courses (see chapter 3.4).

#### For the Master of Integrated Microfinance

The panel members identified two areas where the Master of Integrated Microfinance Management could be further developed by:

- teaching students a variety of tools and techniques to analyse data besides regression analysis (see chapter 3.1),
- considering to make the publication voluntary for those students whose research is outstanding (see chapter 3.1).

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

There are criteria in which the programmes exceed the quality requirements:

- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),



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

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## Information on the Institution

Universitas Padjadjaran (Unpad), established on September 11, 1957 is located in Bandung, West Java, Indonesia. It is one of 15 universities with the status of a state university as a legal entity (PTNBH, see PP 80/2014). Unpad has achieved level “A” accreditation status from the National Accreditation Body for Higher Education (BAN-PT).<sup>2</sup>

According to the University, Unpad is ranked with following results<sup>3</sup>:

1. The Times Higher Education (THE) Impact Ranking 2022: Unpad is ranked 101–200 in the world and fourth nationally.
2. The QS World University Rankings 2023: Unpad is ranked 751–800 in the world and seventh nationally. In 2022, Unpad was ranked 801–1,000 in the world, 192 in Asia, and seventh nationally.

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:

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.

Unpad set the strategic plan for 2020–2024 that focuses on developing the quality and competence of human resources, academic excellence with international standards, the common goals (CGs) of West Java Province and Indonesia and global recognition. It serves as the foundation for Unpad’s future planning and orientations.

Unpad has 16 faculties, there are around 68,000 students enrolled at Universitas Padjadjaran in 190 programmes, ranging from the vocational, undergraduate and postgraduate programmes. The latter includes specialist, professional, Master and Doctoral programmes. This number also represents approximately 70 active international students. So far, Universitas Padjadjaran has more than 200,000 graduates that went into academic and professional careers.

Furthermore, the University has 2,062 faculty staff, 1,155 lecturer with PhD degree and 244 full professors.

On September 11, 1957, the Universitas Padjadjaran established the Faculty of Economics. On August 26, 2011, the Universitas Padjadjaran was assigned a name change from the Faculty of Economics to the Faculty of Economics and Business (FEB) to position the faculty as a national and international institution in the field of management science and business that is relevant to the efforts of the Universitas Padjadjaran towards becoming a world-class

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<sup>2</sup> see BAN-PT-Decree Number 408/SK/BANPT/Akred/PT/XII/2018; see BAN-PT 408/2018

<sup>3</sup> see self-evaluation report p. 7.

University. In the future, the FEB wants to be a superior, beneficial and sustainable Faculty of Economics and Business nationally and internationally.

FEB Unpad has includes the following institutions and facilities:

- three departments: the Department of Accounting, the Department of Economics and the Department of Business and Management;
- 19 study programmes: three Doctoral programmes, five Bachelor programmes, four 4-year Diploma programmes, one Professional programme and six Master programmes;
- four campuses;
- five research centres.

Moreover, FEB includes the following stakeholders:

- 22 professors;
- 144 full-time faculty members, lecturers and researchers;
- 4,423 students;
- 128 staffs;
- more than 40+ foreign partners from 17 countries.

FEB Unpad received the following accreditations and achievements:

- Quacquarelli Symonds World University Rankings (QS WUR) for two subjects in 2022: #451 – 500 for Economics and Econometrics #451 – 500 for Social Sciences and Management
- 14 study programmes have been accredited by ABEST 21 (the Alliance on Business Education and Scholarship for Tomorrow, a 21<sup>st</sup> century organisation) since 2020.
- Member of AAPBS (Association of Asia-Pacific Business Schools) since 2020.

Since December 2021, FEB Unpad has been designated as one of the government agencies with an Integrity Zone (Zona Integritas, or ZI). It is a title given to government agencies whose leaders and staff are committed to realising a corruption-free zone (WBK) through bureaucratic reform, especially in terms of preventing corruption and improving the quality of public services.

## **Further development of the programmes and statistical data**

### The Bachelor of Digital Business

The four-year Bachelor of Digital Business (BDB) was launched in 2018 as a reaction to the increasing demands of the market for graduates being trained in business and digital technology. It aims at training students to be competent in business management and digital technologies. Therefore, the study programme integrates human literacy, data literacy and technology literacy in its curriculum. Its vision is “To become a Digital Business education program that has excellence in the fields of research, teaching and practice of Digital Business science, which in 2026 will gain international recognition in line with leading universities in Southeast Asia”.<sup>4</sup>

Each intake, the Bachelor of Digital Business has a capacity of 60 study places. After its start, they accepted 54 students in 2019, 36 students in 2020 and 51 students in 2021. However,

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<sup>4</sup> See self-evaluation report p. 9.

they do not occupy all places in every cohort: 85 percent (in 2021) and 90 percent (in 2020) and 100 percent (in 2019) of study places were occupied. Between 41 and 47 percent of students are female indicating that a slight majority of students is male. So far and due to its short time of teaching, the Bachelor of Digital Business started to have graduates in 2022.

Study Programmes: Bachelor's Program of Business Digital				
		2021	2020	2019
# Study Places offered by HEI		60	40	54
# Applicants	Σ	2631	2487	1047
Application rate		4385.0%	6217.5%	1938.9%
# First-Year Students (accepted applicants)	Σ	51	36	54
	f	23	17	22
	m	28	19	32
Rate of female students		0.45	0.47	0.41
# Foreign Students	Σ	40	4	0
	f	34	2	
	m	6	2	
Rate of foreign students		0.78	0.11	0.00
Percentage of occupied study places		85.00%	90.00%	100.00%
# Graduates	Σ	0	0	0
	f	0	0	0
	m	0	0	0
Success rate (students who finished their studies)		n/a	n/a	n/a
Dropout rate (students who dropped their studies)		3.92%	11.11%	1.85%
Average duration of study		0	0	0
Average grade of final degree		0	0	0

During the online conference, the representatives from the Bachelor of Digital Business explained that their average grade of final degree was 3.64. The representatives also reported that the number of foreign students indicated in the statistical data refers to non-degree students. They took part in a summer school that was conducted online in 2020 and 2021.

### The Master of Science in Management

The Master of Science in Management used to be part of the so-called Postgraduate Programme that Unpad administrated directly. In 2014, the MSM became an independent programme under the Faculty of Economics and Business. The graduates find employment in the public and private sectors and work as lecturers and researchers. Its vision is also to "become an organizer of the Master of Science in Management programme that has competitive advantage at the global level in 2026"<sup>5</sup>

The MSM programme provided 40 study places in 2019 and added another ten paces for the intakes in 2020 and 2021. Applications are lower than the capacity of the study programme. In

<sup>5</sup> See Academic Handbook of the Master of Science in Management.

2019, 25 students applied among whom 14 decided to start studying at the MSM. In 2020, 27 interested students applied and 24 students enrolled. In 2021, among 34 applicants, half of them (17 students) started with the MSM programme. Between 34 and 48 percent of the study place are usually occupied. Female students outnumber male students, for instance, in 2019, among the 14 first-year students were nine women. In 2020, 16 women (67 percent) continued their studies. The success rate of students is about 50 percent.

Of the students who joined the program in 2019, 50% finished on time in 2021. As the pandemic occurred at the beginning of 2020, the lecturing process was carried out online. So, the students applied for leave because they were unable to pay tuition fees. But as of January 2024, graduating students reached at 86%, the rest will not continue due to post-Covid cost constraints

In 2021, three foreign students participated in the MSM's activities. In the previous years, there were not international students. Master's students need more than two years until graduation. Their final grade is between 3.7 and 3.8.

Study Programmes: Master's Program in Science of Management Study				
		2021	2020	2019
# Study Places offered by HEI		50	50	40
# Applicants	Σ	34	27	25
	f			
	m			
Application rate		68.0%	54.0%	62.5%
# First-Year Students (accepted applicants)	Σ	17	24	14
	f	12	16	9
	m	5	8	5
Rate of female students		0.71	0.67	0.64
# Foreign Students	Σ	3	0	0
	f	1		
	m	2		
Rate of foreign students		0.18	0.00	0.00
Percentage of occupied study places		34.00%	48.00%	35.00%
# Graduates	Σ	9	12	n/a
	f	7	10	4
	m	2	2	3
Success rate (students who finished their studies)		n/a	n/a	50
Dropout rate (students who dropped their studies)		n/a	n/a	50.00%
Average duration of study		2.2	2.5	1.1
Average grade of final degree		3.8	3.7	3.81

## The Master of Integrated Microfinance Management

The Master of Integrated Microfinance Management is a new Master programme that started in 2013 as a measure to meet the needs for new cadres that work as managers with knowledge in community-based management strategies in the fields of financial, health, education, social and integrated communication services. Like the other study programmes at FEB, it wants to “become an Integrated Microfinance Management Masters’ programme that gets international recognition in 2026”. The Master of Integrated Microfinance Management was designed together with the Leiden Ethno Systems and Development Program (LEAD) from Universiteit Leiden, Netherlands. It is the output of an international project in Integrated Microfinance Management for Poverty Reduction and Development in Indonesia, which was funded by the Ministry of Economy of the Netherlands.

The number of occupied study places falls short of the number of available study places. In 2019, 45 study places were available that decreased to 25 in 2020 and to 35 in 2021. However, the number of first year students increased from seven in 2019, to five in 2020 and to 16 in 2021. Male students increased also in the period. In 2019, only two men started with the Master’s programme, in 2020 four men started together with one woman (20 percent) where as in 2021, 12 men and four women (25 percent) were accepted. In 2021, two foreign students participated in the MIMM programme’s activities.

On average, students need two years or longer to finish the Master’s programme. Their average final grade lies between 3.58 and 3.75.

**Study Programmes: Master's Program in Integrated Microfinance Management Study**

		2021	2020	2019
# Study Places offered by HEI		35	25	45
# Applicants	∑	27	6	11
Application rate		77.1%	24.0%	24.4%
# First-Year Students (accepted applicants)	∑	16	5	7
	f	4	1	5
	m	12	4	2
Rate of female students		0.25	0.20	0.71
# Foreign Students	∑	2	0	0
	f	2		
	m	0		
Rate of foreign students		0.13	0.00	0.00
Percentage of occupied study places		45.71%	20.00%	15.56%
# Graduates	∑	4	3	12
	f	2	2	5
	m	2	1	7
Success rate (students who finished their studies)		25.00%	60.00%	n/a
Dropout rate (students who dropped their studies)		n/a	n/a	n/a
Average duration of study		3.4	2	2.3
Average grade of final degree		3.58	3.75	3.69



# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### The Bachelor of Digital Business

The study programme focuses on aspects related to business management, digital technology, and data analytical competencies with a curriculum that translates these aspects into human literacy, data literacy and technology literacy. Graduate profiles are, for example, start-up founders, data analysts, and professionals in the technology sector of the financial industry and in the digital business area. Against this backdrop, the competence focus is threefold: 1) business management competence, 2) digital technology competence, and 3) data analytics competence.

In detail, it determined the following programme objectives:

**Table 1 Programme objectives of the Bachelor of Digital Business**

1. Implementation of effective and efficient learning activities in the Bachelor of Digital Business study program
2. Implementation of superior quality assurance in the administration of education in the Bachelor of Digital Business study program
3. To produce Bachelor of Digital Business graduates who have integrity and master digital technology competencies, data analytics competencies and business management competencies and can contribute to the application of science in the digital business ecosystem by making breakthrough changes and being able to demonstrate digital leadership.
4. Realization of the active role of study programs in developing digital business knowledge
5. Collaboration with various stakeholders in the digital business ecosystem
6. The realization of a good and respected reputation in the academic environment as well as in the digital business ecosystem nationally and internationally

The programme's learning objectives are divided into attitude, knowledge, general skills and specific skills. They are aligned with the Indonesian Qualifications National Framework (KKNI) of level 6. The programme management reviews the objectives regularly once a year to ensure that the programme is adequate and up to date.

The programme learning objectives are as follows:

**Table 2 Programme learning objectives of the Bachelor of Digital Business**

**Attitude**

1. Faithful to God Almighty and able to demonstrate a religious attitude;
2. Upholding human values in carrying out tasks based on religion, morals and ethics;
3. Contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila;
4. To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as opinion or other people's original findings;
6. Internalize academic values, norms, and ethics;

**Knowledge Mastery**

1. Mastering the theoretical concepts, methods and tools of analysis of management functions (planning, organizing, directing, and controlling) in business and able to translate them into a digital system.
2. Mastering the concepts and techniques of preparing strategic plans and describing them in operational plans that utilize data and information technology
3. Mastering the principles of leadership and entrepreneurship in various types of organizations

**Mastery of General Skills**

1. Able to apply analytical and technical skills in the use of data and information technology for solving business problems and sustainable business management
2. Able to make the right decisions based on data and information analysis and able to provide guidance in choosing various alternative solutions in solving business problems
3. Able to work independently and professionally, as well as contribute to the establishment and development of business organizations

**Mastery of Special Skills**

1. Able to analyze and design digital business applications from business problems that exist in the community by formulating management functions (planning, organizing, directing, and controlling) at the operational level.
2. Able to carry out various techniques needed in processing data into information by creating applications that can be utilized and useful for the community.
3. Able to identify managerial problems and organizational functions at the operational level, and take appropriate solution actions based on developed alternatives, by applying entrepreneurial principles rooted in local wisdom and information technology.

The Master of Science in Management

The Master of Science in Management's main objective is to develop research in the scientific field of management at an advanced level in a holistic manner, which supports the dynamic development of management science, both in theory, methodology and practice. It has eight areas of specialisation or concentration, namely 1) Marketing Management, 2) Financial Management, 3) Operations Management, 4) Human Resource Management, 5) Entrepreneurship and Small and Medium Enterprises, 6) Ecotourism Management, 7) Culture-Based Islamic Management, and 8) Data Science Management and Business Analytics. Graduates can work in various types of private and public institutions, educational institutions, research institutions, and non-educational institutions.

The seven programme objectives are:

1. The implementation of a high-quality system of educational learning activities in the field of Management Science that is in accordance with the needs of the higher education curriculum for and adaptive to advances in communication and information technology.
2. Improving the quality of the teaching and learning process that leads to the SCL (Student Centered Learning) learning method.

3. Producing Master of Science graduates who excel in the field of Management Science in accordance with the concentration of interest and strengthening in terms of planning, research, teaching, and implementation who are able to compete in line with the dynamic development of science, information and communication technology.
4. Building a management science research network with universities, research institutes, and government and private institutions.
5. Encouraging and facilitating capacity building for the implementation of the Three Duties of Higher Education (Tridharma of Higher Education) that are recognized at the national and international levels.
6. Increase student participation with educators (lecturers) in various research activities through collaboration with universities, alumni, government and private institutions, community service, as well as participating in various national and international scientific meetings.
7. Produce a student research road map with integrated educators (lecturers) based on learning outcomes in accordance with the university and faculty research roadmap.

Based on these objectives, the MSM defined its learning objectives in terms of attitude, knowledge, general and specific skills:

**Table 3 Programme learning objectives of the Master of Science in Management**

#### Attitude

The FEB UNPAD Master of Management Study Program wishes to produce graduates who must have the following attitudes:

- a. Graduates of the Master of Management Science have a pious attitude towards God Almighty and are able to show and uphold human values based on religion, morals and ethics in everyday life.
- b. Graduates of the Master of Management Science are able to contribute to improving the quality of society with a sense of nationalism and respect for the diversity of cultures, views, religions, beliefs and other people's original opinions or findings.
- c. Graduates of the Master of Management Science are able to be responsible and have a professional attitude, social sensitivity, independence, cooperation and managerial skills.

#### General Skills

The FEB UNPAD Master of Management Study Program wishes to produce graduates who must have the following general skills:

- a. Graduates of the Master of Management Science are able to develop logical, critical, systematic and creative thinking through scientific research, in the field of management science that pays attention to and applies the values of the humanities according to their field of expertise, formulates scientific conceptions and results of their studies based on scientific

principles, procedures and ethics in the form of a thesis published in an accredited scientific journal. As well as validating in solving problems in relevant communities or industries through the development of knowledge and expertise

- b. Graduates of the Master of Management Science are able to identify management scientific fields and formulate ideas, thoughts, scientific arguments in a responsible and based on academic ethics, as well as communicate through the media to academics and the wider community;
- c. Graduates of the Master of Management Science are able to increase learning capacity independently; able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism

### **Special Skills**

The FEB UNPAD Master of Management Study Program wishes to produce graduates who must have the following specific skills:

- a. Graduates of the Master of Management Science have research knowledge, have sensitivity to real problems, are able to analyze and write, and can implement research results in real life and are able to transfer management knowledge verbally and in writing, vertically and horizontally with various groups in society and profit and non-profit organizations, public or private. As well as the ability to present ideas in verbal form in front of the public on a national and international scale.
- b. Graduates of the Master of Management Science are able to plan, apply and develop management science and have a participatory leadership spirit, are able to make decisions in risky or uncertain situations with accurate information, have creativity and an innovative spirit as well as national and international insights.

### **Knowledge**

of the FEB UNPAD Master of Management Study Program wishes to produce graduates who must have the following knowledge:

- a. Graduates of the Master of Management Science are able to understand concepts, theories, methods and analytical tools related to managerial skills and organizational functions in managing various types of profit and non-profit organizations, public and private.
- b. Graduates of the Master of Management Science are able to master the ability to compile research results and present them in the form of scientific work and communicate them to stakeholders.
- c. Graduates of the Master of Management Science are able to understand decision-making methods in various types of organizations to solve operational and strategic types of managerial problems.

The learning outcomes are reviewed periodically, at least once a year in a study programme workshop.

### The Master of Integrated Microfinance Management

The Master of Integrated Microfinance Management intends to teach community-based management strategies in the fields of financial, health, education, social and integrated communication services. The graduates shall be able to contribute to poverty alleviation and support community empowerment to spread the health and welfare of all Indonesian people especially for marginalized communities and low-income families throughout the country.

Future work fields can be government agencies, non-governmental organisations, integrated microfinance management institution, banks and non-banking institutions.

The programme objectives are summarized in the table below:

**Table 4 Programme objectives of the Master of Integrated Microfinance Management**

**Program Objectives**

1. Producing superior graduates who can compete in the national and international job markets (especially in the ASEAN region) and can create jobs by becoming *entrepreneurs* .
2. Producing superior graduates who can compete in the national and international job markets (especially in the ASEAN region) and can create jobs by becoming *entrepreneurs* .
3. Developing integrated microfinance management science through field research and studies by paying attention to the culture of the local community through the application of the *Indigenous Knowledge System* (IKS) concept.
4. Realizing community service through dissemination of research results both through workshop forums and international seminars which are held at least 1 time in 2 years.
5. Creating high added value to students in mastering the field of study of integrated microfinance management and its application to benefit their respective institutions and environments.
6. Strengthening the role of the Faculty of Economics, Padjadjaran University in making a positive contribution to the development of economics and integrated microfinance management in overcoming various problems at the national, regional, and international levels.
7. Make a significant contribution to the development of human resources both at the local and national levels.
8. Improving the quality of teaching staff by attending seminars and courses on integrated microfinance management.
9. Improving the quality of education personnel by participating in various training and HR development programs programmed by faculties and universities.

The programme learning outcomes cover five aspects for graduates to achieve, namely motivation, ability, skills, attitude and knowledge. The study programme reviews its learning outcomes periodically, at least once a year in an internal workshop to ensure the objectives are up to date.

**Table 5 Programme learning objectives of the Master of Integrated Microfinance Management**

*A. Motivation*

- a. Has a high competitive motive in terms of work performance, knowledge, income and publications about the dynamics of science and technology development and people's lives in the field of Integrated Microfinance Management in society.
- b. Have a strong desire to develop science and technology and apply it within the framework of developing Integrated Microfinance Management in society.

*B. Ability*

- a. Able to develop and update Integrated Microfinance Management Science.
- b. Able to translate and solve problems in the field of Integrated Micromanagement through research and development based on scientific principles.

*C. Skills*

- a. Skilled in managing ideas, concepts, inventions, development and application of science and technology.
- b. Skilled in applying the concepts and theories of Integrated Microfinance Management to alleviate poverty and improve people's welfare.
- c. Skilled in presenting ideas/concepts/inventions in written form and presenting them.

*D. Attitude*

- a. Have a positive attitude towards the development of science and technology, culture, cross-discipline, cooperation, institutions and profession.
- b. Appreciate the interdisciplinary efforts in developing the Integrated Microfinance Management program in the community.
- c. Have an attitude of openness and honesty.



*E. Knowledge (Understanding/Knowledge)*

- a. Understand the concept and theory of Integrated Microfinance Management, as well as its application in accordance with the conditions, potential and culture of society.
- b. Understand the methodology in the development of science and technology in the context of Integrated Microfinance Management Science.

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GENERAL SKILLS

KU 1: Able to demonstrate independent and measurable performance

KU2: Able to examine the implications of developing science based on academic principles

SPECIAL SKILL

KK1: Able to assess issues and problems related to the community and society from an integrated microfinance perspective

KK2: Able to present ideas, thoughts, and scientific arguments in the form of scientific papers.

## Appraisal:

The panel considers the qualification objectives of all study programmes to correspond to international standards. They have a clear picture of their target groups, of the graduate profiles and of the professional field that they take as the basis for the development of the study programmes. The objectives are defined based on the national qualification framework, but also in a way that allows students to develop their personality and gain academic proficiency. The review of the objectives and the curricula takes place annually to ensure educational quality and to adapt to the relevant market demands.

	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)

### For all study programmes

During the online conference, the representatives of the Faculty of Economics and Business reported that the Faculty pays a lot attention to collaboration on an international level, in particular with Asian partners in Vietnam, the Philippines, Singapore and Malaysia. Collaboration takes place in form of joint research projects, joint conferences and seminars or doctoral colloquia, visiting scholars, student exchange, and optional double-degree programmes in 3+1 or 2+2 schemes for undergraduate programmes and 1+1 schemes for master programmes.

### The Bachelor of Digital Business

When designing the curriculum of the Bachelor of Digital Business, the organisers used similar international study programmes as reference, such as Bachelor Digital Innovation & Entrepreneurship at Warwick Business School, UK or Bachelor of Digital Business at Macquarie University, Australia and the Bachelor of Digital Business, Design & Innovation at La Salle Ramon LLUL University, Spain.

At the BDB study programme, foreign lecturers, for instance from Pakistan, teach courses for one semester. Moreover, lecturers are engaged in international research projects and publications. Students can assist their lecturers in these projects, too. In the first four semesters, lecturers use literature written in English. From the third year on, classes will be instructed entirely in English as well.

### The Master of Science in Management

At the Master of Science in Management, four foreign lecturers teach full time in a team-teaching setting. One comes from Graz University and teaches Cross Cultural Management, another one from Cyprus University of Technology and teaches Research Methodology for Management, a third one is from Putra University Malaysia and teaches Multivariate Analysis, and the fourth one is a professor from the University of Applied Sciences Osnabruck teaching International Finance Management.

Besides joint research projects and publications, the study programme offers opportunities for student and lecturer exchange or organises webinars with foreign students and speakers. It has a double degree programme with Rikkyo University, Japan and a membership in the Asian Association for Consumer Interests and Marketing.

### The Master of Integrated Microfinance Management

As mentioned before, the Master of Integrated Microfinance Management originates from a collaboration of Unpad with the Leiden Ethno Systems and Development Program (LEAD) from Leiden University, Netherlands as an output of that international project to enhance poverty reduction and development in Indonesia. The study programme is a member of the International Consortium for Integrated Microfinance Management.

Lecturers from abroad, in particular from Leiden University are partners in research projects and as regular lecturers in courses or in webinars. Student exchange is possible with universities in Vietnam and Malaysia as well.



## Appraisal:

The panel considers the international orientation to be satisfactory. The three study programmes mainly address problems and needs of Indonesian job market. However, the panel welcomed the manifold opportunities lecturers and students have to get familiar with international topics and working environments. All three study programmes reflect upon international aspects, which benefit the student's employability. The teachers come from foreign partner universities and help to develop the curricula.

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

### 1.3 Positioning of the study programme

#### Position of the study programmes on the educational market and job market

##### The Bachelor of Digital Business

Digital business studies are a new field of study in Indonesia in general and at Unpad in particular. So far, no other department specifically developed digital business knowledge. The study programme's academic vision is "[t]o endeavour the establishment and implementation of digital business science that combines business management science, digital technology application and data analytics competences".<sup>6</sup>

The study programme analysed the market and found out that professions like data analyst, digital transformation specialist, and organizational development specialist are needed. Hence, its graduates shall fill that gap and shall assist companies in their digital transformation. Necessary skills, such as business analysis, analytical reasoning, and UX design, are included in the current curriculum.

##### The Master of Science in Management

Graduates of the Master of Science in Management shall be competent academicians, entrepreneurs in the academic field, consultants mastering management knowledge that they can adapt to the current business atmosphere. Their concentration is on Business Analytic and Data Science Management for small and medium-sized enterprises.

According to the study programme, about 70 percent of graduates find work as lecturers.<sup>7</sup> That is why the curriculum focuses on research and methods in contrast to other similar study programmes that have a more practical outlook.

##### The Master of Integrated Microfinance Management

Besides Unpad, there is only one other Master of Microfinance Management at Hasanuddin University. But in contrast to the other study programme, FEB Unpad's Master has an integrated approach to microfinance management.

<sup>6</sup> see self-evaluation report p. 13.

<sup>7</sup> see self-evaluation report p. 26.

Since the students used to work before they continue with the Master of Integrated Microfinance Management at Unpad, they bring various professional experience. They come from the banking and finance sector, government agencies and non-governmental organisations. According to the report, after they graduate most of the students work again in financial services, like the Indonesian Central Bank, Bank BJB, Mitra Dhuafa Cooperative, and also in higher education institutions as lecturers.<sup>8</sup>

#### Position of the study programmes in the overall strategy of Unpad

According to the statement of the Rector during the reception of the online conference, Unpad developed from a small university with four faculties to a big one with eleven faculties. The strategy first focused on “excellence in teaching”, afterwards changed to “excellence in research” and is now aimed at “excellence in entrepreneurship”. For the future, Unpad strives to become a world-class university (see Information on the Institution). Against this backdrop, the vision of the Faculty of Economics and Business, namely "towards an excellent School of Economics and Business in the implementation of education in 2026", is aligned with Unpad's current and upcoming strategy. FEB Unpad intends to accelerate the internationalisation process to support the University to become a world-class university as well. In the future, the FEB wants to be a superior, beneficial and sustainable Faculty of Economics and Business nationally and internationally.

In this respect, the Bachelor of Digital Business wants to become an internationally recognized Digital Business study programme that has excellence in the fields of research, teaching at the same level with leading universities in Southeast Asia.<sup>9</sup> Similarly, the Master of Science in Management strives to "become an organizer of the Master of Science in Management programme that has competitive advantage at the global level in 2026".<sup>10</sup> In the same vein, the Master of Integrated Microfinance has a vision to gain international recognition in 2026 being an Integrated Microfinance Management Master's programme.<sup>11</sup>

#### Appraisal:

The panel finds the reasons for the positioning of each study programme on the educational market to be convincing. Likewise, they think the current and future needs of the job market are accurately grasped by each study programme. With respect to Unpad's mission and vision, all three study programmes express their aligned objectives. Their qualification goals also support the University's strategic planning.

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<sup>8</sup> see self-evaluation report p. 27.

<sup>9</sup> see self-evaluation report p. 13.

<sup>10</sup> see self-evaluation report p. 15.

<sup>11</sup> see self-evaluation report p. 16.

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

## 2. Admission

### For Bachelor programmes

The recruitment of a new student at the Faculty of Economics and Business is done through the SNMPTN and SBMPTN, which are conducted together as a national selection process, and the SMUP and Achievement path, which is independently done by the University. The Bachelor programmes select their student candidates by four paths. According to Regulation Kemendikbud Number 06/2020 Concerning the Admission of Bachelor Students in State Universities, admission is conducted through four routes, as follows:

1. National Selection to Enter State Universities (*Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN*). This is the first test, among other routes, where selection is carried out by reviewing academic achievement, non-academic achievement, and/or portfolios of potential students.
2. Joint Selection for State University Entrance (*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: (1) an academic aptitude test that includes a cognitive capability appraisal, and; (2) an academic potential test that 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 for 2022 should graduate from senior high school in 2020, 2021, or 2022. The secondary school graduates in 2022 who want to do the SMUP shall pass neither the SNMPTN nor the SBMPTN. Prospective students can use their SBMPTN scores or take another scholastic aptitude test by Unpad.
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, or the arts recognised by the *Kemendikbud*. Each selection process has been given a passing grade, an admission quota and requirements that must be met, these can be seen in an online registration platform.

The following links provide the registration details and selection process for each path.

- a. SBMPTN: <http://smup.unpad.ac.id/sbmptn/>
- b. SNMPTN: <http://smup.unpad.ac.id/snmptn/>
- c. SMUP: <http://smup.unpad.ac.id/persyaratan-dan-kriteria-penilaian/>

### For Master programmes

According to the Chancellor's Decree Number 200/UN6.RKT/Kep/Hk/2022 SMUP, there is only one admission path for all Unpad Master programmes, including the Master programmes at the Faculty of Economics and Business: Universitas Padjadjaran Entrance Test – Postgraduate (SMUP).

All submission procedures, similar to SMUP for Bachelor programmes, are completed online via the SMUP website.

The requirements for prospective students of the Master programmes are as follows:

1. Indonesian or foreign citizen;
2. graduates of Bachelor programmes accredited by the Indonesian National Accreditation Board for Higher Education of any scientific subject (multi-entry admission);
3. a certificate of the academic ability test (*Tes Kemampuan Akademik/TKA*) with a minimum score of 450;
4. 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;
5. 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 TPA and TKBI scores when registering;
6. pass interview process to ensure admitted students are qualifying to contribute in meet study programme strategic objectives.

Due to the multi-entry admission, Unpad has a matriculation programme that is designed to bridge the Bachelor and Master programmes. It is expected that all students are ready to take part in education at Master level and that all students have the same abilities. The matriculation course consists of several basic courses, namely Microeconomics, Macroeconomics, Quantitative Analysis, Scientific Writing and Presentation Techniques, Introduction to STATA: Data Processing and Analysis and Mathematics for Economics and Business.

The number of matriculation class meetings is 10, plus one final exam. Students participating in the matriculation class are required to pass all matriculation courses as a condition of being able to take core course classes. The weight of the minimum matriculation course material is equivalent to the undergraduate level. The matriculation course score must be at least 70 to graduate from the matriculation programme. If the matriculation score does not reach 70, then the student is given a one-time opportunity to correct the grade in the same semester period.

The Dean of FEB on behalf of the Rector of Unpad makes the decision regarding admission to the Master programme, assisted by the head of the study programme.

#### Counselling for prospective students

The Faculty of Economics and Business hosts information sessions for prospective students for Bachelor and Master programmes all year long. The heads of study programmes promote their programmes during these info sessions and prospective students and parents can ask the heads of programmes questions. FEB Unpad's manager for academic, student and alumni affairs also actively promote their study programmes at the education fair organised by high schools. Each study programme promotes its events and study programmes on its website and through social media channels such as Facebook, Instagram and YouTube. Unpad also organises regular online "open house" events called AKU (Ayo Kenal Unpad, or Let's Get to Know Unpad).

Prospective students can learn everything they need to know about from the Feb Unpad website and direct their enquiries to the online helpdesk<sup>12</sup>. Should the helpdesk be unable to directly provide the required information, they will refer prospective students to relevant

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<sup>12</sup> see: <https://smup.unpad.ac.id/helpdesk/> (last access November 10, 2023)

counterparts, such as the faculty and/or study programmes, Unpad's language centre, the Centre for Psychological Innovation at Unpad (PIP), or others.

1. Podcast and Virtual Open House Activities,
2. Unpad SMUP website (<http://smup.unpad.ac.id>),
3. Instagram and Tiktok (<https://www.tiktok.com/@universitaspadjaran>). More than 175 short informational videos about SMUP <https://www.instagram.com/smupunpad/>: <http://www.instagram.com/unpad/>,
4. SMUP information via Facebook: <https://www.facebook.com/unpad>, Twitter: <https://twitter.com/unpad> and YouTube: <http://www.youtube.com/user/unpad>,
5. LinkedIn: <http://www.linkedin.com/school/universitas-padjadjaran/>.

### Selection procedure

FEB Unpad has provided highly fair opportunities for candidates in the selection processes through SNMPTN and SBMPTN in accordance with the centre of the national committee. For Master candidates, FEB has provided the same opportunity for all new student candidates by standardising the SMUP procedures set by the university. The selection committee for the Master programme also uses an interview evaluation form to evaluate the applicant in the selection process. To ensure the fairness of the entrance examination, the interview process is conducted by two lecturers from each of the study programmes. Each interview will provide an independent evaluation for each applicant. The interviewers use the Interview Assessment Rubric to evaluate the candidate. It contains criteria to be evaluated by the interviewer, such as the quality of the proposed thesis proposal and personal qualifications (recommendation, communication ability, creativity, independence, scientific publication, motivation). The interviewer should recommend the candidate based on three criteria, namely, "A: recommended," "B: considered," and "C: not considered." Finally, the University and faculty will decide on the selection process. There is only one round of admission per semester.

### Ensuring foreign language proficiency

As part of international engagement, Unpad required that all students have English proficiency, such that students must submit a TOEFL score of 450 at the end of the second semester or take English classes organised by language centres at the FIB (Faculty of Cultural Studies) until they meet the minimum score.

Postgraduate students are required to submit a minimum score of 450 in English proficiency before a thesis defence.

International students who are interested in studying Indonesian can join the course Indonesian Language for Foreign Speakers. This course is organized by the Language Center of the Faculty of Cultural Studies.

### Transparency and documentation of admission procedure and decision

Universitas Padjadjaran admissions to Bachelor programmes are governed by national laws. According to the rules, prospective students must be made aware of the transparent admissions selection process. On the official website of LTMPT (<https://ltmpt.ac.id/>), all information and admission guidelines for SNMPTN and SBMPTN are published. To manage registration for the admissions exam, SBMPTN also uses the LTMPT website. Registration

and admissions procedures can both be done on this website by prospective students. This website is available to prospective students, who can use it to register and complete the admissions procedures. The website and the website of the state University both post the outcomes of the selection process. LTMPT holds press conferences on its own YouTube channel and notifies the public via its official Twitter account, @ltpmptofficial when news will be made.

The Faculty of Economics and Business provides complete information on the selection procedure for prospective students through SMUP Unpad's website and additional documents in the form of brochures. Additionally, SMUP Office of Unpad oversees the Mandiri Selection, and registration is completed online. On the SMUP website, prospective students should complete the online forms and provide all necessary files. The admission test is an interview, and the Mandiri Selection process's outcomes are made public on the SMUP website.

After the application procedure, the Rector's meeting at University level to take final decisions on admission. Through their account on the SMUP website, the applicant could check the status of their application. In order to ensure applicant transparency, the test answer sheet is maintained for a maximum of one year and is retrievable upon request. The SMUP publishes a Need Assessment Report for internal use as a record of the admissions process and conclusion, which is communicated to the faculty each year. The report contains information on the decision-making process in relation to the registration procedure outcomes.

## Appraisal:

The panel finds the admission requirements to be comprehensibly defined. The national requirements are presented and taken into account. Unpad follows the national selection procedure, but also conducts an own test after the national test to ensure that qualified students are admitted to the study programmes. The procedures are transparent to all stakeholders and tailored to ensure qualification of students.

The University requires TOEFL 450 or equivalent after admission until the second semester for undergraduate students or before the thesis defence for graduate students. To ensure that students are able to successfully complete the study programme, they offer preparatory English courses as well.

Applicants who have a question regarding personal aptitude or career perspectives can rely on multiple channels to get information, like an online helpdesk. The website provides information as well. Personal interaction is possible at the open house event.

Overall, the admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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



### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### All study programmes

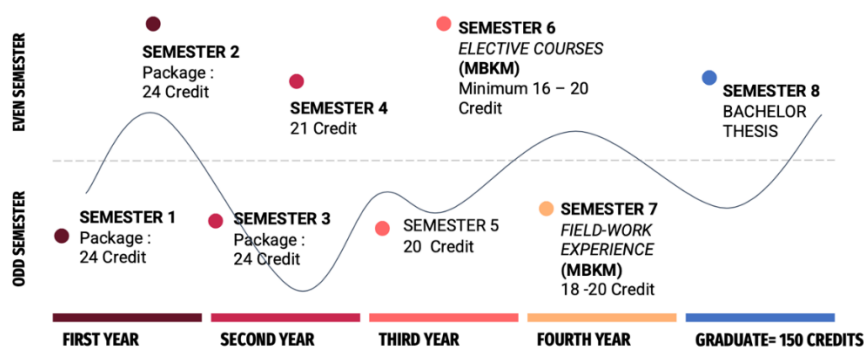
According to the Decree of the Chancellor of the University of Padjadjaran 43 of 2021 concerning the Curriculum Framework of the University of Padjadjaran, all study programmes adopt an outcome-based education (OBE) curriculum. They follow the standards of the Indonesian National Qualifications Framework on level 6 for undergraduate study programme and level 8 for postgraduate programmes.

Both the undergraduate and postgraduate programmes at the Faculty of Economics and Business review their curriculum based on the inputs from stakeholders from multiple industries, alumni and professional associations, such as Asosiasi Fakultas Ekonomi dan Bisnis Indonesia (AFEBI); Asosiasi Program Studi Ilmu Ekonomi (APSEPI); Asosiasi Profesi Bisnis Digital (APBISDI), Indonesia Marketing Society (MarketIND - Masyarakat Marketing Indonesia), Masyarakat Profesi Penilai Indonesia (MAPPI), Himpunan Pengusaha Muda Indonesia (HIPMI), Ikatan Sarjana Ekonomi Indonesia (ISEI).

##### The Bachelor of Digital Business

Figure 1 Curriculum outline of the Bachelor of Digital Business

## CURRICULUM



The study programme implements the Merdeka Belajar - Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme) under which students are granted the right to study outside the home university and the study programme for three semesters (equivalent to 20 Semester Credit Units (SCU) per semester, or a maximum total amount of 40 SCUs for two semesters– see semesters 5 and 7 in the curriculum). In addition, they can participate in one MBKM activity in the sixth semester as well.

In 2020, the Ministry of Education and Culture (Mendikbud) introduced this new policy with respective ministerial decrees. It entails the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

**Figure 2 Conversion of the MBKM programme into the curriculum at the Bachelor of Digital Business**

Semester 6			
All courses that have taken an outside study program will be acknowledged as elective courses.			18 Credits / 31,67 ECTS
Semester 7: Field work experience (minimum 14 credits)			16 Credits/26.72 ECTS
1	B10E.7102	Digital Industry Internship	6 credits/10.02 ECTS
2	B10E.6007	Soft skill & Career Development	2 credits/3.34 ECTS
3	(other courses that relevant with the substantive of the field work experience)		8 credits/13.36 ECTS
Semester 7: Field work experience (minimum 14 credits)			16 Credits/26.72 ECTS
1	B10E.7104	Entrepreneurial Internship	6 credits/10.02 ECTS
2	B10E.6007	Soft skill & Career Development	2 credits/3.34 ECTS
3	B10E.7105	Business Project	8 credits/13.36 ECTS

Table 6 Curriculum overview of the Bachelor of Digital Business

Sample Curriculum Overview														
Here: Bachelor's Programme, 8 Semesters														
Example 1 <sup>st</sup> Semester														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload/Meeting		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Module 1 (General Courses)</b>	<b>11</b>												<b>40 / 210</b>
M 1.1	Religion	2								1,67	2	Lecture Learning	Mastery and problem solving (includes, discussion results, recite the Quran) (40%) Mastering knowledge (includes, quiz and midterm exam) (25%) Attitude and character (includes, class interaction, class activity, teamwork) (33%)	25%
M 1.2	Pancasila	2								1,67	2	Lecture Learning	Midterm Exam (10%) Final Exam (10%) Student Assignment (80%) Attitudes (35%)	20%
M 1.3	Civics Education	2								1,67	2	Lecture & Problem-based Learning	Problem-Based Learning / Paper assignment (40%) Knowledge mastery/ written exam (25%)	25%
M 1.4	Indonesian Language	2								1,67	2	Lecture Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%) Final Exam: 20% Mid Exam: 20%	40%
M 1.5	Creativity and Entrepreneurship	3								2,50	3	Lecture & Project-based Learning	Class Activities: 80% - Attitude & Class Participation (10%) - Individual Assignment (20%); - Group Project Assignment (50%) Final Exam: 20%	20%

M2		Module 2 (Technology, Economics and Business)							13		40 / 210		
M 2.1	Introduction to Management and Organizational Behavior	3							2,50	3	Lecture & Discussion-based Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%) Final Exam: 20% Mid Exam: 20%	40%
M 2.2	Information Literacy and Learning Technology	2							1,67	2	Lecture & Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%) Final Exam: 20% Mid Exam: 20%	40%
M 2.3	Computer Science and Programming Algorithms	3							2,50	3	Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%) Final Exam: 20% Mid Exam: 20%	40%
M 2.4	Introduction to Economics	2							1,67	2	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Individual Assignment / Tutorial (10%), Group Assignment (10%)	50%
M 2.5	Accounting for Decision Making	3							2,50	3	Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%

Example 2 <sup>nd</sup> Semester																
M3	Module 3	24											40 / 210			
M 3.1	Computer Programming 1		3									2,50	3	Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%
M 3.2	Web Development		3									2,50	3	Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Group Assignment (20%) ●Tutorial (30%) Final Exam: 20% Mid Exam: 20%	40%
M 3.3	Database System		3									2,50	3	Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%
M 3.4	Statistic Analysis		3									2,50	3	Lecture & Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%
M 3.5	Design thinking		3									2,50	3	Lecture & Discussion-based Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%
M 3.6	Business Process Analysis		3									2,50	3	Lecture Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%	40%

M 3.7	Entrepreneurship and Innovation		3						2,50	3	Lecture & Discussion-based Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%
M 3.8	Digital Business Fundamental		3						2,50	3	Lecture Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%)  Final Exam: 20% Mid Exam: 20%
<b>Example 3rd Semester</b>												
<b>M4</b>	<b>Module 4</b>											<b>24</b>
M 4.1	Computer Programming 2			3					2,50	3	Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Group Assignment (20%) ●Tutorial (30%) Final exam: 20% Mid exam: 20%
M 4.2	Business Analytics and Big Data			3					2,50	3	Lecture & Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Individual Assignment (10%); - Group Project Assignment (40%) Final exam: 20% Mid exam: 20%
M 4.3	Digital Marketing			3					2,50	3	Lecture Learning	Class Activities: 60% -Attitude & Class Participation (10%) -Quiz (5%) -Individual Assignment (20%); -Group Assignment (25%) Final exam: 20% Mid exam: 20%
M 4.4	Pitching and Negotiation			3					2,50	3	Work example Learning	Class Activities: 60% -Attitude & Class Participation (10%) -Quiz (5%) -Individual Assignment (20%); -Group Assignment (25%) Final exam: 20% Mid exam: 20%
M 4.5	Decision Making & Problem Solving			3					2,50	3	Lecture & Problem-based Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Individual Assignment (10%); - Group Project Assignment (40%)  Final exam: 20% Mid exam: 20%

M 4.6	Consumer Behaviour Analysis			3						2,50	3	Lecture Learning	Class Activities: 60% -Attitude & Class Participation (10%) -Quiz (5%) -Individual Assignment (20%); -Group Assignment (25%) Final exam: 20% Mid exam: 20%	40%	
M 4.7	Statistic Analysis 2			3						2,50	3	Lecture & Work example Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Group Assignment (20%) - Tutorial (30%) Final exam: 20% Mid exam: 20%	40%	
M 4.8	Startup Management Fundamentals			3						2,50	3	Lecture Learning	Class Activities: 60% - Attitude & Class Participation (10%) - Quiz (5%) - Individual Assignment (20%); - Group Assignment (25%) Final exam: 20% Mid exam: 20%	40%	
<b>Example 4th Semester</b>															
<b>M5</b>	<b>Module 5</b>			<b>21</b>											<b>35 / 210</b>
M 5.1	Managing Digital Organization			3						2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%	
M 5.2	Web and Mobile Technology			3						2,50	3	Lecture & Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%	
M 5.3	UI/UX			3						2,50	3	Lecture & Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%	
M 5.4	Social media management			3						2,50	3	Lecture & Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%	
M 5.5	Business intelligence			3						2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%	

M 5.6	Business Valuation				3				2,50	3	Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 5.7	Community Service Program				3				2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
	Example 5th Semester												
<b>M6</b>	<b>Module 6</b>				<b>18</b>								<b>30 / 210</b>
M 6.1	Strategic Management				3				2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 6.2	Cyber Security				3				2,50	3	Lecture & Work example Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 6.3	Agile method				3				2,50	3	Lecture & Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 6.4	Business Research Methodology				3				2,50	3	Lecture & Discussion-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 6.5	Product Development				3				2,50	3	Lecture & Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 6.6	Financial Technology				3				2,50	3	Lecture & Discussion-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%



Example 6th Semester														
ELECTIVE COURSES										18	30/210			
<b>M7</b>	<b>Module 7 (Cluster : Data Science and Analytics)</b>													
M 7.1	Machine Learning & Artificial Intelligence (Elective)								3	2,50	3	Work example Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 7.2	Capita Selecta of Data Analytics (Elective)								3	2,50	3	Lecture & Problem-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
<b>M8</b>	<b>Module 8 (Cluster : Financial Technology)</b>													
M 8.1	Wealth Management Technology (Elective)								3	2,50	3	Lecture & Problem-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 8.2	Financial Technology Innovation (Elective)								3	2,50	3	Lecture & Problem-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
<b>M9</b>	<b>Module 9 (Cluster : Digital Marketing)</b>													
M 9.1	Customers Relation Management (Elective)								3	2,50	3	Lecture & Problem-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 9.2	Content Planning and Social Media Campaign (Elective)								3	2,50	3	Project-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
<b>M10</b>	<b>Module 10 (Cluster : Information System and E-Business)</b>													
M 10.1	E-Commerce (Elective)								2	1,67	2	Lecture & Project-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 10.2	Business process management (Elective)								3	2,50	3	Lecture & Problem-based Learning	Class Activites: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%

M11 Module 11 (Cluster : Digital Competence and Behaviour)															
M 11.1	Cross-cultural management (Elective)							3			2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 11.2	Digital-Based Managerial Skills (Elective)							3			2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M12 Module 12 (Cluster : Digital Strategy in Organization)															
M 12.1	Knowledge Management and Digital Transformation (Elective)							3			2,50	3	Lecture & Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 12.2	Advanced Topics in Business and Organization (Elective)							2			1,67	2	Lecture and Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 12.3	Supply Chain Management (Elective)							2			1,67	2	Lecture and Problem-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M13 Module 13 (Cluster : Digital Business Research)															
M 13.1	YPP (Young Professional Programme) for Researcher (Elective)							3			2,50	3	Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 13.2	Market Research (Elective)							3			2,50	3	Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M14 Module 14 (Cluster : Start-up preneur)															
M 14.1	Social Entrepreneurship Project (Elective)							3			2,50	3	Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%
M 14.2	Digital Entrepreneurship (Elective)							3			2,50	3	Project-based Learning	Class Activities: 60% ●Attitude & Class Participation (10%) ●Individual Assignment (10%); ●Group Project Assignment (40%) Final exam: 20% Mid exam: 20%	40%

Example 7th Semester												
<b>M15</b>	<b>Module 15</b>							<b>16</b>		<b>26,7 / 210</b>		
M 15.1	Research Proposal Seminar							2	1,67	2	Discussion-based Learning	Manuscript 60%, Proposal Defense 40%
M 15.2	Field-work experience option: Digital Industry Internship (Compulsory)							6	5,00	6	Project-based Learning	Internship Report : 80%; Presentation: 20%
M 15.3	Field-work experience option:Entrepreneurial Internship (Elective)							6	5,00	6	Project-based Learning	Internship Report : 80%; Presentation: 20%
M 15.4	Field-work experience option:Research Internship (Elective)							3	2,50	3	Project-based Learning	Internship Report : 80%; Presentation: 20%
M 15.5	Field-work experience option:Business Project (Elective)							8	6,67	8	Project-based Learning	Business plan : 80%; Presentation: 20%
M 15.6	Field-work experience option:Soft skill & Career Development (Compulsory)							2	1,67	2	Project-based Learning	Soft-skill assesment : 80%; Presentation: 20%
M 15.7	Field-work experience option:Data Analytics Project (Elective)							6	5,00	6	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.8	Field-work experience option:Artificial Intelligence Project (Elective)							6	5,00	6	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.9	Field-work experience option:Social Media Management Project (Elective)							6	5,00	6	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.10	Field-work experience option:Digital Marketing Project (Elective)							6	5,00	6	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.11	Field-work experience option:Community development facilitator (Elective)							3	2,50	3	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.12	Field-work experience option:Innovation and design development (Elective)							3	2,50	3	Project-based Learning	Project Report : 80%; Presentation: 20%
M 15.13	Field-work experience option:Work and Professional Ethics (Elective)							3	2,50	3	Problem-based Learning	Presentation : 60%; Report : 40%
<b>BA</b>	<b>Bachelor's Thesis</b>							<b>4</b>	<b>3,333333</b>	<b>4</b>		<b>6,7/ 210</b>
<b>total</b>		<b>24</b>	<b>24</b>	<b>24</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>4</b>	<b>124,16667</b>	<b>149</b>	
<i>L:</i>	<i>Lecture Learning</i>											
<i>W:</i>	<i>Worked Examples Learning</i>											
<i>C:</i>	<i>Collaborative Learning</i>											
<i>Pr:</i>	<i>Problem-based Learning</i>											
<i>Pj:</i>	<i>Project-based Learning</i>											
<i>D:</i>	<i>Discussion-based Learning</i>											

### The Master of Science in Management

Due to the multi-entry possibility, the Master of Science in Management offers so-called matriculation activities at the beginning of the study to ensure that all students are familiar with management topics and the relevant scientific writing. This is understood as a kind of “on boarding” for students from other disciplines.

In the first semester, philosophy, methodology, multivariate analysis and business research, strategic management and business analytics are compulsory for all students. At the same time, students choose their concentration and their research topic. In the second semester, students attend courses according to their concentration, such as marketing management, financial management, human resource management, data science management and business analytics, operation management, entrepreneurship, integrated ecotourism management, Islam and culture-based management. At the end of this semester, they also get their thesis supervisor. The third semester is dedicated to the proposal seminar and the thesis writing, which they defend at the end of the semester. To graduate, students must have a journal article accepted by a journal.

**Curriculum**

**Master of Management Science, 3 semesters**



Matriculation										
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per			Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	Hours in Class (within 1 sem)	Hours Self-Study				
<b>M0</b>	<b>Module 0 (Matriculation 'Compulsory')</b>									
M 0.1	Mathematics & Statistics for Management Research & Business Analytics	0			2,5	3	L	Mid-Term Exam (25%), Final Exam (30%), Attitude & Class Participation (25%), Quiz (10%), Group Assignment (10%). Exam Paper (120 Min)		
M 0.2	Management & Business	0			2,5	3	L	Mid-Term Exam (25%), Final Exam (30%), Attitude & Class Participation (25%), Quiz (10%), Group Assignment (10%) Exam Paper (120 Min)		
M 0.3	Economic Analysis for Management Research & Business	0			2,5	3	L			
M 0.3	Scientific Writing & Publication	0			2,5	3	L			

1 <sup>st</sup> Semester									
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per			Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	Hours in Class (within 1 sem)	Hours Self-Study	i.e. lecture course, seminar		
<b>M1</b>	<b>Module 1 (General Courses 'Compulsory')</b>	<b>2</b>							
M 1.1	Philosophy of Management Science	2			1,67	2	Lecture learning	Mid-Term Exam (25%), Final Exam (30%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (5%). Exam Paper (120 Min)	3,34/60,12
<b>M2</b>	<b>Module 2 (Intermediate Tools and Analysis 'Compulsory')</b>	<b>9</b>							
M 2.1	Multivariate Analysis and Econometrics for Management Research	3			2,50	3	Lecture learning	Mid-Term Exam (25%), Final Exam (30%), Attitudes & Class Participation (20%), Group Assignment (20%), Tutorial 5%. Exam Paper (120 Min)	5,01/60,12
M 2.2	Strategic Management & Business Analytics	3			2,50	3	Lecture learning	Mid-Term Exam (25%), Final Exam (30%), Attitudes & Class Participation (20%), Group Assignment (20%), Tutorial 5%. Exam Paper (120 Min)	5,01/60,12

M 2.3	Research Methodology for Management Science	3			2,50	3	Collaborative Learning	Mid-Term Exam (25%).	5,01/60,12
<b>M3</b>	<b>Module 3 (Intermediate Management Courses )</b>	<b>3</b>							
M 3.1	Intermediate Marketing Management	3			2,50	3	lecture learning	<b>Mid-Term Exam (25%), Final Exam (25%), Attitude &amp; Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%). Exam Paper (120 Min)</b>	5,01/60,12
M 3.2	Intermediate Human Resource Management	3			2,50	3	lecture learning	Mid-Term Exam (25%).	5,01/60,12
M 3.3	Intermediate Financial Management	3			2,50	3	lecture learning	Mid-Term Exam (25%).	5,01/60,12
M 3.4	Intermediate Operation Management	3			2,50	3	Lecture learning	Mid-Term Exam (25%).	5,01/60,12
M 3.5	Entrepreneurship Management	3			2,50	3	Collaborative Learning	Mid-Term Exam (25%).	5,01/60,12
M 3.6	Datascience Management & Business Analytics	3			2,50	3	Collaborative Learning	Mid-Term Exam (25%).	5,01/60,12
M 3.7	Sustainable Ecotourism Management & Policy	3			2,50	3	Lecture Learning	Mid-Term Exam (25%).	5,01/60,12
M 3.8	Islamic & Cultural Based Management	3			2,50	3	Lecture Learning	Mid-Term Exam (25%).	5,01/60,12
	<b>Example 2<sup>nd</sup> Semester</b>								
<b>M4</b>	<b>Module 4 (Intermediate Management Courses)</b>		<b>5</b>						
M 4.1	Cross-Cultural Management						Lecture learning	<b>Mid-Term Exam (25%), Final Exam (25%), Attitude &amp; Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%). Exam Paper (120 Min). Exam Paper (120 Min)</b>	3,34/60,12
			2		1,67	2			

<b>M4</b>	<b>Module 4 (Intermediate Management Courses 'Elective')</b>							
M 4.2	Small-Medium Enterprises Management & Development					Problem Based Learning	Mid-Term Exam (25%), Final Exam (30%), Attitudes & Class Participation (20%), Group Assignment (20%), Tutorial 5% Exam Paper (120 Min)	5,01/60,12
M 4.3	Management Information System and Datascience	3	2,50	3	Lecture learning	5,01/60,12		
M 4.4	Change Management & Inovation	3	2,50	3	Collaborative Learning	5,01/60,12		
M 4.5	Database Management & System	3	2,50	3	Lecture learning	5,01/60,12		
M 4.6	Regulations and Governance on Ecotourism	3	2,50	3	Lecture learning	5,01/60,12		
M 4.7	Islamic Business Law	3	2,50	3	Lecture learning	5,01/60,12		
M 4.8	Network Analysis for Business Analytics	3	2,50	3	Lecture learning	5,01/60,12		
M 4.9	Artificial Intelligence for Business Analytics	3	2,50	3	Problem Based Learning	5,01/60,12		
M 4.10	Islamic Financial Market	3	2,50	3	Lecture learning	5,01/60,12		
<b>M5</b>	<b>Module 5 (Management Specialization Courses )</b>	<b>9</b>						
	<b>Marketing Management</b>							
M 5.1	International Marketing Management					Collaborative learning		5,01/60,12
		3	2,50	3				



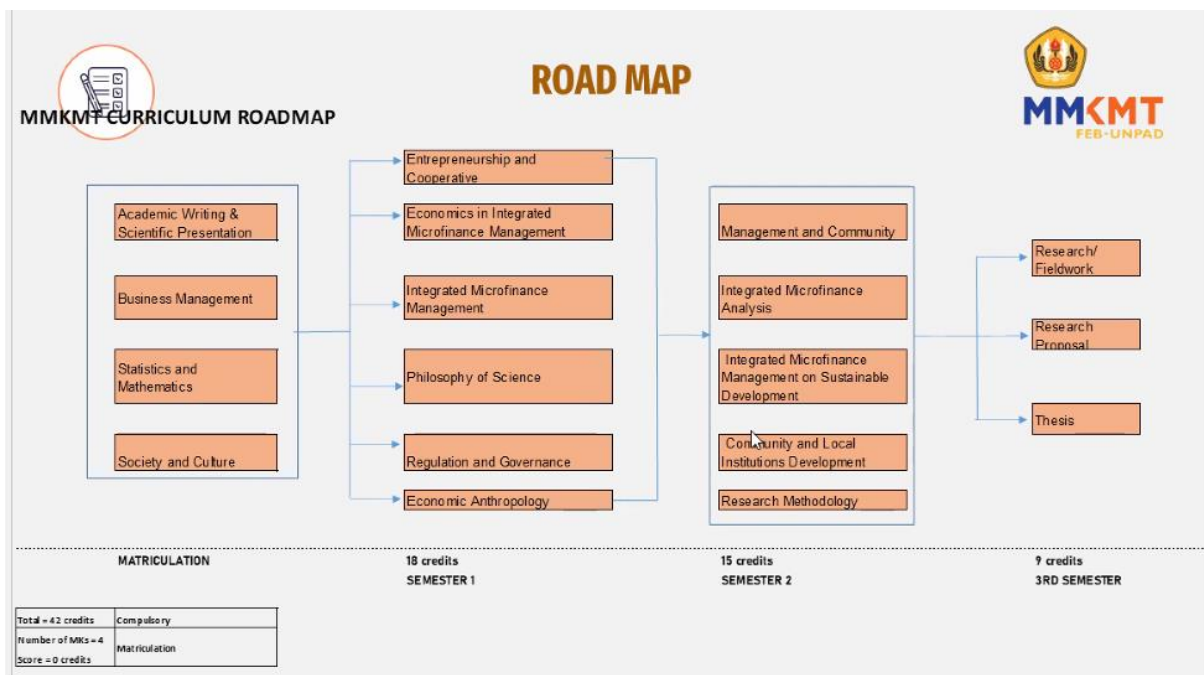
M 5.2	Customer Value Chain Management		3		2,50	3	Collaborative learning	Mid-Term Exam (25%), Final Exam (30%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (5%) Exam Paper (120 Min) and Project Essay	5,01/60,12
	<b>Finance Management</b>								
M 5.3	Special Topics in International Financial Management		3		2,50	3	Collaborative learning		5,01/60,12
M 5.4	Investment and Financial Engineering		3		2,50	3	collaborative learning		5,01/60,12
	<b>Human Resource Management</b>								
M 5.5	Organizational Behavior Development		3		2,50	3	collaborative learning		5,01/60,12
M 5.6	International Human Resource Management		3		2,50	3	collaborative learning		5,01/60,12
	<b>Operation Management</b>								
M 5.7	Quality Management		3		2,50	3	collaborative learning		5,01/60,12
M 5.8	International Supply Chain Management		3		2,50	3	collaborative learning		5,01/60,12
	<b>Entrepreneurship Management</b>								
M 5.9	Science and Art of Entrepreneurship		3		2,50	3	collaborative learning		5,01/60,12
M 5.10	Business Plan and Simulation Model		3		2,50	3	project based learning		5,01/60,12
	<b>Datascience Management &amp; Business Analytics</b>								
M 5.11	Decision Support System & Risk Analysis		3		2,50	3	Collaborative learning		5,01/60,12
M 5.12	Predictive Analytics and Data Visualization		3		2,50	3	Collaborative learning		5,01/60,12
M 5.13	Organization Digital		3		2,50	3	Collaborative learning		5,01/60,12
	<b>Integrated Ecotourism Management</b>								
M 5.14	Concept & Framework of Integrated Ecotourism Management		3		2,50	3	Lecture Learning	5,01/60,12	
M 5.15	Community Based Tourism		2		1,67	2	Collaborative learning	3,34/60,12	
M 5.16	Social Entrepreneurship & Philanthropy		2		1,67	2	Lecture Learning	3,34/60,12	
M 5.17	Digital Tourism		2		1,67	2	Lecture Learning	3,34/60,12	

Islamic and Culture-Based Management								
M 5.18	Islamic Fiqh, Jurisprudence and Its History		3	2,50	3	lecture learning		5,01/60,12
M 5.19	Islamic & Cultural Management Model		3	2,50	3	lecture learning		5,01/60,12
<b>M6</b>	<b>Module 5 (Seminar Courses)</b>		<b>9</b>					
M 6.1	Seminar in Marketing Management		3	2,50	3	Discussion Based Learning	Final Presentation (50%), Assignment 40 %, Tutorial 10%	5,01/60,12
M 6.2	Seminar in Financial Management		3	2,50	3	Discussion Based Learning		5,01/60,12
M 6.3	Seminar in Human Resource Management		3	2,50	3	Discussion Based Learning		5,01/60,12
M 6.4	Seminar in Operations Management		3	2,50	3	Discussion Based Learning		5,01/60,12
M 6.5	Seminar in Entrepreneurship Management		3	2,50	3	Discussion Based Learning		5,01/60,12
M 6.6	Seminar in Islamic and Cultural Based Management		3	2,50	3	Discussion Based Learning		5,01/60,12
<b>3th Semester</b>								
<b>C</b>	<b>Colloquium</b>							
C.1	Seminar in Research Proposal		2			Discussion Based Learning	Seminar Paper	3,34/60,12
<b>BA</b>	<b>Thesis</b>		<b>6</b>					
BA.1	Thesis		6			Discussion Based Learning	Seminar Thesis	10,02/60,12
<b>Total</b>		<b>14</b>	<b>14</b>	<b>8</b>	<b>113,35</b>	<b>136</b>		
<i>L:</i>	<i>Lecture Learning</i>							
<i>W:</i>	<i>Worked Examples Learning</i>							
<i>C:</i>	<i>Collaborative Learning</i>							
<i>Pr:</i>	<i>Problem-based Learning</i>							
<i>Pj:</i>	<i>Project-based Learning</i>							
<i>D:</i>	<i>Discussion-based Learning</i>							

## The Master of Integrated Microfinance Management

After the on-boarding matriculation courses, in the first semester, students must attend the course entrepreneurship and cooperative management, economics in integrated microfinance management, integrated microfinance management, philosophy of science, regulation and governance, and economic anthropology. In the second semester, students will receive courses in management and community, integrated microfinance analysis, integrated microfinance management on sustainable development, community and local institutions development, and research methods that will prepare them to write their Master's thesis. A fieldwork period is set for the third semester. The students prepare their proposal based on the fieldwork.

**Table 7 Roadmap of the Master of Integrated Microfinance Management**



The Master of Integrated Microfinance Management strives to link microfinance with five financial and non-financial services in a horizontal way, namely health, education, communication and socioculture.

## Curriculum Overview

### Master of Integrated Microfinance Management, 3 Semesters



Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload		Method of Teaching <small>i.e. lecture course, seminar</small>	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class (within 1 sem)	Hours Self-Study			
<b>M1</b>	<b>Module I (Matriculation)</b>	<b>0</b>											
M 1.1	Academic Writing & Scientific Presentation	0							20	24	Collaborative Learning	Mid-Term Exam (25%), Final Exam (25%), Attitudes & Class Participation (20%), Quiz (10%), Group Assignment (20%)	5.01
M 1.2	Business Management	0							20	24	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)	5.01
M 1.3	Statistic and Mathematics	0							20	24	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)	5.01
M.1.4	Society and Culture	0							20	24	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)	5.01

1st Semester																					
<b>M2</b>		<b>Module II (General Integrated Microfinance Course)</b>				<b>18</b>															<b>5.01/70.14</b>
M 2.1	Entrepreneurship and Cooperative					3							40	48	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)				5.01/70.14	
M 2.2	Economics in Integrated Microfinance Development					3							40	48	Collaborative Learning	Mid-Term Exam (25%), Final Exam (25%), Attitudes & Class Participation (20%), Quiz (10%), Group Assignment (20%)				5.01/70.14	
M 2.3	Integrated Microfinance Management					3							40	48	Collaborative Learning	Mid-Term Exam (25%), Final Exam (25%), Attitudes & Class Participation (20%), Quiz (10%), Group Assignment (20%)				5.01/70.14	
M 2.4	Philosophy of Science					3							40	48	Lecture Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)				5.01/70.14	
M 2.5	Regulation and Governance					3							40	48	Problem-Based Learning/Case Method & Team based	Problem-Based Learning/Case Method & Team based: Mid-Term Exam (15%), Final Exam (15%), Attitudes & Class Participation (10%), Quiz (10%), I Group Problem Solving Assignment (50%)				5.01/70.14	
M 2.6	Economic Anthropology					3							40	48	Lecture learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)				5.01/70.14	
2nd Semester																					
<b>M3</b>		<b>Module III (Applied Integrated Microfinance Course)</b>				<b>15</b>															
M 3.1	Management and Community					3							40	48	Problem-Based Learning/Case Method & Team based	Mid-Term Exam (15%), Final Exam (15%), Attitudes & Class Participation (10%), Quiz (10%), Group Problem Solving Assignment (50%)				5.01/70.14	
M 3.2	Integrated Microfinance Analysis					3							40	48	Problem-Based Learning/Case Method & Team based	Mid-Term Exam (15%), Final Exam (15%), Attitudes & Class Participation (10%), Quiz (10%), Group Problem Solving Assignment (50%)				5.01/70.14	
M 3.3	Integrated Microfinance Management on Sustainable Development					3							40	48	Problem-Based Learning/Case Method & Team based	Mid-Term Exam (15%), Final Exam (15%), Attitudes & Class Participation (10%), Quiz (10%), Group Problem Solving Assignment (50%)				5.01/70.14	

M 3.4	Community and Local Institutions Development			3						40	48	Collaborative Learning	Mid-Term Exam (25%), Final Exam (25%), Attitudes & Class Participation (20%), Quiz (10%), Group Assignment (20%)	5.01/70.14
M 3.5	Research Methodology			3						40	48	Worked Examples Learning	Mid-Term Exam (25%), Final Exam (25%), Attitude & Class Participation (20%), Quiz (10%), Group Assignment (10%), Tutorial (10%)	5.01/70.14
<b>3rd Semester</b>														
<b>M4 Module IV (Advance Integrated Microfinance Course)</b>				<b>9</b>										
M 4.1	Research/Fieldwork			2						26,67	32	Project-Based Learning	Attitudes (10%), Presentation and Discussion (40%); Report Assignment (50%)	3.34/70.14
M 4.2	Research Proposal Seminar			1						13,33	16	Discussion Based Learning	Attitudes (10%), Presentation and Discussion (40%); Scientific Paper Assignment (50%)	1.67/70.14
M 4.3	Thesis			6						80,00	96	Discussion Based Learning	Attitudes (10%), Presentation and Discussion (40%); Scientific Paper Assignment (50%)	10.02/70.14
<b>total</b>	<b>Compulsory</b>	<b>18</b>	<b>15</b>	<b>9</b>										
<i>L:</i>	<i>Lecture Learning</i>													
<i>W:</i>	<i>Worked Examples Learning</i>													
<i>C:</i>	<i>Collaborative Learning</i>													
<i>Pr:</i>	<i>Problem-based Learning</i>													
<i>Pj:</i>	<i>Project-based Learning</i>													
<i>D:</i>	<i>Discussion-based Learning</i>													

### Rationale for degree and name

The name of the study programmes is based on the relevant Decree No 59, 2018 of the Ministry of Education, Culture, Research, and Technology and the Rector's Decree for study programme's establishment.

The Bachelor in Digital Business (BDB) is named *Strata 1 Bisnis Digital* in Indonesian. The graduates are awarded a degree titled Bachelor of Economics (Sarjana Ekonomi or S.E).

The Master in Science Management (MSM) is named *Strata 2 Ilmu Manajemen* in Indonesian. The respective degree is called Master of Science Management (Magister Ilmu Manajemen or M.S.M.).

The Master in Integrated Microfinance Management (MIMM) is named *Strata 2 Manajemen Mikro Keuangan Terpadu* in Indonesian. Graduate receive the degree titled Master of Integrated Microfinance (Magister Manajemen Keuangan Mikro or M.MKMT.).

### Integration of theory and practice

#### All study programmes

In general, the curriculum at the Faculty of Economics and Business provides a philosophical foundation and methodological skills that support the students to develop a mindset and tools that they can use to analyse and solve authentic problems. Unpad integrates research and community services (KKN) projects. The design of the curricula considers combining theory and practice in line with the mission statement and the current trends in economics education and research.<sup>13</sup>

#### The Bachelor of Digital Business

Students of the Bachelor of Digital Business have the chance to participate in many field work activities, such as through the cooperation with other study programmes or outside Unpad. In the seventh semester, students will take a one-semester full internship programme in one of the industry or partner companies, like Bukalapak, Lazada, Grab, Kalbe Farma, CIMB, BRI, Vidio, Narasi, Telkom Indonesia that collaborate with the study programme.<sup>14</sup>

#### The Master of Science in Management

Due to the functional differentiation of management topics, from the second semester on, students specialise in their preferred concentration. Beforehand, there are intermediate level elective courses they can choose from to prepare their later specialisation. For instance, in the intermediate elective course Small-Medium Enterprises Management & Development, students learn about the environment and operations of small and medium-sized enterprises and do field work at the end of the semester. In the course Database Management and System, students learn about the architecture of databases. At the end, they shall be able to manage database systems. In the course Network Analysis for Business Analytics, students learn to make strategies and concepts in programming languages and implement them in programming themselves. In addition, practitioners join the seminars and give lecturers to the students about their practical experiences.

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<sup>13</sup> see self-evaluation report p. 51.

<sup>14</sup> see self-evaluation report p. 52.

### The Master of Integrated Microfinance Management

The Master of Integrated Microfinance offers fieldwork courses in collaboration with several financial institutions, non-governmental organisations, and government. This aims at strengthening the students' understanding of the industry. For instance, in the second-semester course Management and Community, students will learn about the applied management theory on community management and will conduct a project at the end of the term. Moreover, the lecturers bring their personal practical experience into the course contents as well.

### Interdisciplinary thinking

#### All study programmes

All students at the Faculty of Economics and Business are required to study a foreign language as well as business law, civic and religious studies, information technology (IT) and shall be involved in a community development project with students from other faculties.

### The Bachelor of Digital Business

At the Bachelor of Digital Business, courses like Computer Programming teach students IT skills. They also learn about algorithms and business intelligence so that they have both business and technological competencies.

By joining the MBKM programme, Bachelor students can take courses with a different focus, such as topics from other study programmes or they can participate in one of the eight activities. In addition, students can take microcredential classes, do internships in companies, become research assistants at research institutions, build villages, practice entrepreneurship and carry out various humanitarian projects. For example, students who are interested in agro-industry based business applications can take courses in the agribusiness study programme at Unpad's Agriculture Faculty.

### The Master of Science in Management

Students that continue their studies at the Master of Science in Management usually have a background in management studies. Others have professions as prospective academics who focus on the field of management science. The concentrations offered by Master of Science in Management convey management expertise in the respective sectors, like finance, marketing, human resources or operations, and also knowledge about the sectors themselves.

### The Master of Integrated Microfinance Management

Interdisciplinary thinking is ensured by the multi-entry for the Master of Integrated Microfinance Management. Students from different backgrounds join in the Master's programme to learn about the integrated approach focusing not only on financial aspects but also communication, socio-cultural, health, and education. Courses dealing with economic anthropology, community development and local institutions bring new perspective into the microfinance field. In fieldwork periods, students can learn to apply their knowledge to real-life situations.

Moreover, Master students in both study programmes are supported to strengthen interdisciplinary thinking by having courses that contain interdisciplinary materials such as research methodology courses and special topics courses.



## Ethical aspects

### All study programmes

The Faculty of Economics and Business has deliberated its curriculum aiming at helping students acquire expertise, advance professional skills, have advanced levels of scholarship, have good ethical standards, and have a broad international perspective, which are necessary for management professionals. The goals of the curriculum design process are not limited to student goals. A good curriculum design process will also include goals for the Faculty of Economics and Business and its staff. The curricula strive to empower students to be a successful learner who enjoy learning to comprehensively achieve excellence.

The Faculty of Economics and Business designs its curriculum to produce students with good interpersonal and intrapersonal skills with a qualified understanding of management and related fields so that they can be accepted and adapt well in their work environment, especially in the digital era. Ethical behaviour has been widely encouraged among all students and faculty members. Any misconduct against ethical standards will be punished in accordance with the academic handbook. Regulation of Academic Senate No. 6 Year 2017 determines the ethical aspects for students in Unpad.

Ethical behaviour and ethical academic standards are explained to students during their orientation week in their first year. Ethical behaviour promoted during the orientation week, for example, is how to contact and communicate with a supervisor and a lecturer. Academic issues discussed during the orientation week, for example, are about plagiarism and good academic references for their academic assignments. It is explained that students who violate academic ethics, including cheating, plagiarism (papers, reports, final project reports, theses), acts of plagiarism, leaking questions, or the like, will be subject to sanctions in the form of academic suspension by the Dean up to termination of study by the Chancellor.

By embedding ethics throughout the curriculum, students can understand how ethical issues can arise in many contexts: research, assessment, and intervention in the social, educational, developmental and industrial sectors.

### The Bachelor of Digital Business

The Bachelor of Digital Business has developed the ethical guidelines for research, including the data usage, property rights, and research consent. The study programme supports academic freedom and scientific autonomy.

### The Master of Science in Management and Master of Integrated Microfinance Management

Building honesty, academic credibility, and implementing the code of ethics in accordance with applicable regulations are important aspects at the Master of Science in Management and the Master of Integrated Microfinance Management. Plagiarism shall be prevented and the process of data collection shall be done confidentially and without bias.

## Methods and scientific practice

### The Bachelor of Digital Business

Undergraduate students learn methodological competencies in the Business Research Methodology course in the fifth semester. They can apply the methods in the internship programme in the sixth semester. For example, students can participate in internship activities at Center for Digital Innovation Studies (DIGITS) at the Faculty of Economics and Business.

In another project led by the Ministry of Communication and Information, students can become training assistants at the Digital Entrepreneurship Academy (DEA) to help the general public and micro, small and medium enterprises (MSMEs) in digitizing their business. In the seventh semester, students can apply the methods and the experiences from the previous research into their own research proposals.

#### The Master of Science in Management

At the matriculation stage, new Master's students must attend the course Academic Writing and Scientific Presentation or Research Methodology for Management Science. The courses integrate previous research results from reputable journals enabling graduates to process and analyse data.

#### The Master of Integrated Microfinance Management

At the Master of Integrated Microfinance, methods and scientific practice skills are complemented by the course Research Methodology in the second semester. In a mini research project, students must develop research consisting of an introduction, theoretical framework, methodology, and research results. Students must also conduct fieldwork to apply the concepts and theories they have learned.

#### Examination and final thesis

##### The Bachelor of Digital Business

The Bachelor of Digital Business distinguishes the examination formats according to the nature of the course. Courses that teach general knowledge are characterised by case discussion activities carried out by students in class and reports about the results of the discussion, by presentations or team-based projects and papers. Special knowledge is trained in practical activities, like internship or practicum where the student's performance is assessed. At the end of the semester, there are final written exams for students.

In the last semester, students prepare a final thesis that is guided by a supervisor. They present their finding in front of a panel of examiners. The students with outstanding achievements can even publish their thesis as a paper. In case the draft of the scientific article is accepted by the editor before the student has completed the thesis, they do not need to complete the thesis anymore. Instead, the accepted paper will be taken as a replacement for the thesis. They present their paper in front of the panel of examiners.

#### The Master of Science in Management and the Master of Integrated Microfinance Management

In the first two semesters at the Master of Science in Management and the Master of Integrated Microfinance Management, exam formats include reading assignments, quizzes, presentations, discussions, case analyses, and work practices.

To graduate, the students must write a final thesis. For that matter, a research seminar is offered for students to prepare a research plan (called SUR). The seminar is carried out no later than the end of the third semester. A discussion team is built consisting of one or two advisors and one to three examiners, and led by one SUR leader. Usually, the leader is the head of the Masters' study programme or the head of the advisor team. The leader is not necessarily a discussant themselves. The discussion is public so that interested students are allowed to listen to it. Subject to the evaluation are the significance of the research question,

the literature review, the accuracy of the formulation, the chosen research methods, and the performance in the oral discussion. Students who did not pass may repeat the seminar three months after the first one.

After the successful completion of the seminar, students are supposed to write a scientific article about a subtopic of their thesis. They can be the main author (first author) in a reputable national journal that is indexed at least SINTA 3 in Indonesia or as the main author (first author) in indexed proceedings at a highly reputable international agency (Web of Science, Scopus, or equivalent).

A defence of the thesis will be conducted in front of the same panel of the SUR seminar, namely at least three discussants, consisting of one or two advisors and one or two examiners. Students who failed can repeat the defence once more within an agreed period. All Master theses must be written according to APA publication standards and the thesis manuscript must be uploaded to the library.

### Appraisal:

The panel considers the curricula of the three study programmes to be up to standards. In general, they reflect the qualification objectives of the study programmes and offer balanced contents of the courses.

However, the panel detected a strong focus of courses teaching theories and skills in informatics, computer science and programming in the curriculum of the Bachelor of Digital Business. They miss a clear balance between economics and technologies. It is also not quite clear how compulsory and elective courses are distinguished in the curriculum. Therefore, the panel **recommends** the Bachelor of Digital Business to rethink the balance between courses focusing on business topics and courses on technologies.

In the statement on the report, the study programme illustrates the proportions of the competencies the BDB focuses on, namely business management competencies, digital technology competencies and data analytics competencies. 17 courses are related to business management whereas five courses deal with data analytics, eight course with technology and three courses offer a mix like Social Media Management, User Interface and User Experience and Agile Methods.<sup>15</sup>

The panel appreciates the clarification and wants to support the BDB to further develop the contents of the competencies. This can be reviewed during the reaccreditation of the study programme.

In addition, for the Bachelor of Digital Business, the panel likes to remark that the study programme should think of a suitable for treatment for full-time foreign students that have no religious faith regarding the compulsory course Religious Education.

In the statement on the report, the BDB explains that the compulsory course Religious Education is managed by the University. However, they consider to propose to University to replace it with any other relevant course, such as ethics that is offered in other study programme in Universitas Padjadjaran for full-time foreign students having no religious faith.

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<sup>15</sup> See statement on the report p. 3-4.

Regarding the Master of Science in Management, the panel thinks that students choosing their concentration and their research topic in the first semester is very early. Students might not have figured out which specialisations they are really interested in. Since it has a multi entry system, there are students that have to acquire more knowledge about management topics in the matriculation courses than others. Thus, the panel has the following **recommendations**: The study programme should consider

- a) the design and logic of basic courses and specialisations by having students choose their specialisation at a later stage,
- b) to extend the courses deepening the knowledge about management topics.

Moreover, they also **recommend** the Master of Science in Management to point out clearly which courses are electives.

At the Master of Integrated Microfinance Management, the courses are logically connected and oriented towards the intended learning outcomes.

Each study programme has specialisations to enable students to acquire more comprehensive competences and skills.

The degree and programme name of the Master of Integrated Microfinance Management corresponds to the contents of the curriculum and the programme objectives.

For the Bachelor of Digital Business, the panel **recommends** to consider to re-name the awarded degree from Bachelor of Economics to Bachelor of Digital Business. In doing that, the study programme's name would indicate that its focus is on both digitalisation and economics.

In the statement on the report, the BDB refers to the Decree of the Director General of Higher Education, Research and Technology, Ministry of Education, Culture, Research and Technology, Republic of Indonesia, Number 163 of 2022 that stipulates that the Bachelor in Digital Business is included in Business science group. Hence, graduates of this study programme should be awarded the degree of Bachelor in Business. However, the study programme is willing to propose changing the name of the degree in the relevant regulations of the University.

For the Master of Science in Management, the panel **recommends** to consider to re-name the study programme by adding the specialisation in the title (Master of Science in Management with a specialisation in XY) if the previous recommendations regarding the curriculum are not feasible or acceptable.

In all three study programmes, theories are illustrated using practical examples to enable students to apply the theories to authentic situations. This includes the MBKM programme, internship possibilities, case studies, as well as applied sciences. Regarding the interdisciplinary thinking skills of students, the three study programmes use contents from other disciplines to extend their students' understanding. The panel appreciates these opportunities but would like to go a step further and **recommends** the three study programmes to consider further promoting interdisciplinary projects and other activities more with other faculties.

In the statement on the report, the FEB Unpad lists interdisciplinary courses that students may take in other faculties or universities outside Unpad. To give an example, BDB students can participate in courses like Language Innovations in Marketing and Advertising or Topics in Creative Business at Bina Nusantara University in Jakarta. Education Psychology or Basic Teaching skills are available for them at Malang State University. Besides that, the Master of Science in Management adds that they contemplate including a project-based internship in the third semester, where students shall do internships at study centers to engage with lecturers in various research and community service projects. They will adjust the number of credits from previously only 36 credits to 54 credits. The Master of Microfinance Management indicates to intensify the implementation of the ethnosystem and ethno-economics approaches.

The panel expects Unpad to encourage students to really attend these courses by using incentives. If students broaden their interdisciplinary skill, the gained competences can be valuable for their career in and outside university. The implementation can be reviewed during the reaccreditation.

Ethical implications, in particular those of economical ways of thinking and acting, are appropriately communicated in all three study programmes.

Methodological competences and scientific practice are trained, especially through publications, but also with several methodological courses and practical activities in the programmes. Nevertheless, the panel sees room for further improvement. They **recommend** the Bachelor of Digital Business to teach scientific practice and methods at an earlier stage of the study programme and integrating a variety of methods besides regression analysis.

In the statement on the report, the BDB points to the Decision Making and Problem Solving course in the third semester that introduces quantitative techniques, such as linear programming, Markov decision process, analytical hierarchy process, data envelopment analysis, and queuing theory.

The panel regards the approach to be adequate and supports the BDB to continue offering further methodological courses at an earlier stage. That way, students are equipped with a profound variety of methodological competences for their career in and outside university. The implementation shall be reviewed during their reaccreditation.

For the Master of Science in Management and the Master of Integrated Microfinance Management, the panel thinks that the research methods used the most is regression analysis. They see that the students are all competent in applying this method. However, the panel **recommends** the two Master programmes to teach students a variety of tools and techniques to analyse data besides regression analysis.

In the statement on the report, the Master of Science in Management explains that they included Multivariate Analysis and Econometrics for Business Research course, equipped with material on multivariate data analysis (factor analysis, cluster analysis, discriminant analysis), Structure Equation Modeling-Partial Least Square, also for Lisrel and Amos, and EViews in the curriculum. The research methods will be implemented in 2024. The Master of Microfinance Management highlights its multidisciplinary approach, namely ethnosystem and ethno-economics. Student can also conduct research topics using qualitative approaches.

The panel values the steps taken by the two Master programmes. They encourage them to continue offering diverse research methods. The implementation shall be reviewed during their reaccreditation.

For all three study programmes the exams, as they are defined for courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. To graduate, students must write a final thesis where they can prove their ability to do scientific work and the achievement of the study programme's qualification objectives. For the panel, it is important that the students' research work must be reviewed by supervisors completely. If a student's research is found outstanding and will be published, the student at the Bachelor of Digital Business must not complete the thesis any more. The panel thinks that it is important that the supervisors check the student's performance to have a well-founded evaluation despite them having a publication. Therefore, the panel **recommends** the Bachelor of Digital Business to ensure that the thesis supervisors are always in charge of the complete grading process.

In the statement on the report, the BDB confirms that the supervisor is fully in charge of the complete grading process for students' final thesis. They submitted an online form that supervisors and examiner must fill in.<sup>16</sup>

The panel acknowledges the statement and points out that they consider the implementation to be worthy reviewing during the reaccreditation of the study programme.

For the two Master's programmes, the panel **recommends** to consider making the publication voluntary for those students whose research is outstanding. In doing so, it will ease the students' pressure and might motivate them to put more effort in their research and writing.

In the statement on the report, the study programmes emphasize that Unpad follows the latest regulation of the Ministry of Higher Education (Ministry of Higher Education Number 53 year 2023) in which publications of final theses of postgraduate students are voluntary. In the panel's opinion, the study programme shall implement this new regulation and ensure that the rules for publication and final assignments are clear. They still consider it necessary that the quality of the final thesis as a scientific work should be ensured. This can be reviewed during the reaccreditation of the study programmes.

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<sup>16</sup> See

<https://docs.google.com/forms/d/e/1FAIpQLScS25bLHKESeEXjQG8fp2TNHXax890n22TPOetMMctJxX-Lnw/viewform> (last accessed January 25, 2024).

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

## 3.2 Structure

### For all study programmes

Each semester has 16 weeks which includes 14 weeks of classes and two weeks of exams, namely the midterm and final exam. The student workload follows the decree issued by the Ministry of Education, Number 03/2020, which includes a minimum of 144 sks credits for undergraduate and 36 sks credits for postgraduate study programmes.

One sks credit is equal to 40 working hours (170 minutes per week), compared to 25 working hours per semester in the ECTS system. Therefore, one sks credit equals 1.67 ECTS credits. One course could have one, two, or more credits, and these credits could represent various learning activities.

**Table 8 Credit allocation for undergraduate and graduate programmes at Unpad**

Degree Level	Minimum credits taken	Compulsory credits	Optional credits	Thesis
Undergraduate program	150	150	44	6
Master program	36	20	19	6

### The Bachelor of Digital Business

Projected study time	8 semesters
Number of credits (national credits and ECTS credits)	150 sks credits (250,5 ECTS credits) 1 sks credit = 1.67 ECTS
Workload per credit	40 hours
Number of modules	41 modules
Time required for processing the final thesis/project and awarded credits	4 sks credits 6 months with approximately 16 hours per week
Number of contact hours	1,750 hours

Students can take a maximum of 24 CP in each semester. The minimum study time is eight semesters and maximum study time is 14 semesters.

### The Master of Science in Management

Projected study time	3 semesters
Number of credits (national credits and ECTS credits)	36-54 sks credits (60,1 – 90,1 ECTS credits) 1 sks credit = 1.67 ECTS
Workload per credit	40 hours
Number of courses	Each student has to take: <ul style="list-style-type: none"><li>- 4 Matriculation courses</li><li>- 5 compulsory courses</li><li>- 5 concentration course major-related</li><li>- 1 elective course related to other majors</li><li>- Master thesis (including a thesis proposal)</li></ul>
Time required for processing the final thesis/project and awarded credits	8 sks credits 6 months with approximately 24-30 hours/week
Number of contact hours	420 hours

The Master of Science in Management offers courses for 36 to 54 sks credits depending how many courses students choose to attend. When they take the minimum of 36 sks credits, they are required to attend compulsory courses in the amount of 17 sks credits, specialisation courses for 9 sks credits and electives for 3 sks credits. The master thesis is awarded with 8 sks credits. The onboarding matriculation courses do not have sks credits. The maximum study time is eight semesters. However, the curriculum is designed in a way that the students can finish their thesis in the third semester.



### The Master of Integrated Microfinance

Projected study time	3 semesters
Number of credits (national credits and ECTS credits)	42 sks credits (70,1 ECTS credits) 1 sks credit = 1.67 ECTS
Workload per credit	40 hours
Number of modules	Each student has to take: <ul style="list-style-type: none"><li>- 11 compulsory courses</li><li>- 1 Fieldwork</li><li>- Master thesis (including a thesis proposal)</li></ul>
Time required for processing the final thesis/project and awarded credits	6 sks credits 6 months with approximately 16 hours /week
Number of contact hours	490 hours

The onboarding matriculation courses do not have sks credits. The maximum study time is eight semesters. However, the curriculum is designed in a way that the students can finish their thesis in the third semester.

### Study and exam regulations

#### For all study programmes

**Table 9 Grading table at Unpad**

SCORE <sup>a</sup>	QUALITY LETTERS <sup>a</sup>	QUALITY NUMBERS <sup>a</sup>
80-NA <sup>¶</sup> 100 <sup>a</sup>	A <sup>a</sup>	4 <sup>a</sup>
68-NA < 80 <sup>a</sup>	B <sup>a</sup>	3 <sup>a</sup>
56-NA < 68 <sup>a</sup>	C <sup>a</sup>	2 <sup>a</sup>
45-NA < 56 <sup>a</sup>	D <sup>a</sup>	1 <sup>a</sup>
NA < 45 <sup>a</sup>	E <sup>a</sup>	0 <sup>a</sup>

The Grade Point Average (GPA) is determined as “Satisfactory” (GPA 3.00-3.50); “Very Satisfactory” (GPA 3.51-3.75), and “With Honor” (GPA 3.75-4.00). This value is used to calculate the GPA based on the Chancellor’s Decree 38 of 2021 concerning Educational Practice.

### The Bachelor of Digital Business

Study and exam regulations are stipulated in the academic handbook and widely distributed and discussed during the orientation week.

For the Bachelor programmes, students must complete the following requirements to be able to take the exam include the following:

1. Students are registered as an active student in the semester concerned;
2. Students meet all administrative requirements set by the faculty;
3. Student must participate in at least 80 % of lecture activities held in the relevant semester and/or participate in all (100 %) tutorial class.

To be eligible for the final exam (comprehensive exam, thesis trial, closed/open dissertation trial or similar activities), students must meet the following requirements:

1. Pass all faculties, departments and study programmes the student has taken (satisfies the cumulative study load requirement).
2. Have compiled and written a thesis (which has been declared 'fit for testing' by the supervisor) or published a paper in an accredited journal.
3. Have completed the administrative requirements set by the University and faculty.

As mentioned before, each semester the study programmes have midterm (8<sup>th</sup> meeting) and final exams (16<sup>th</sup> meeting). Students must attend 12 meetings during a semester to be eligible for the final assessment. A week before the exams, the lecturers will inform the students about the process and format. The lecturers decide whether they prepare the exam in English or Indonesian language and which examination format is suitable. Usually, the final exam is either an oral or a written exam.

### The Master of Science in Management and the Master of Integrated Microfinance Management

The Rector's decree Number 38/2021 concerning the Handbook of Educational Administration for Master, Applied Masters, Masters based on research, and Doctoral programmes at Unpad is the standard regulations and procedures for study and examination. Procedures and rules are further regulated in the Academic Guidebook, which contains the academic administration system, curriculum structure, examination guidelines, thesis, and graduation requirements.

Additionally to the Master's thesis, students at the Master's level should publish at least one research paper in a nationally accredited journal at the minimum Indonesian level of SINTA 2 to 3. During the online conference, the panel learned that the research paper serves as a manuscript for the thesis.

### Feasibility of study workload

#### For all study programmes

According to the University, the feasibility of the study programmes' workloads is ensured by:

1. appropriate curriculum design;
2. reasonable workload calculations;
3. adequate number and frequency of inspections, and;
4. proper support services.

If students need academic consultation, they can contact the head of the study programme. The study programmes also implement a warning system in accordance with Chancellor's Decree No 38 of 2021. A formal warning in written is sent to students that meet one of the following aspects:

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

### The Bachelor of Digital Business

To ensure a timely completion of their studies, students are required to start preparing their undergraduate thesis in form of the research proposal during the preparation course in the seventh semester.

In case they have academic or private problems, the students can consult with their academic advisor. Each semester, there is at least one meeting at the beginning to plan the activities of the students in that semester. At the end of the semester, the head of the study programme invites the Students Association to a focus group to discuss the semester's learning achievements and the learning process with the head of the study programme. According to the feedback, the teaching teams adjust their study plans for the next semester.

### The Master of Science in Management and the Master of Integrated Microfinance Management

To support students with the writing of their final thesis and research paper, they are encouraged to produce research ideas and review the literature in the second semester in a research proposal seminar.

### Equality of opportunity

The recruitment of the students does not see gender as selection criteria, they are treated equally. The statistical data illustrate that at the Bachelor of Digital Business, almost 50 percent of new students are female. At the Master of Science in Management, the quota of female students reaches more than 70 percent in some cohort. Recently, at the Master of Integrated Microfinance Management, the rate of female students also rose to 70 percent.

What is more, Unpad is oriented toward the Sustainable Development Goals (SDGs). The University implemented a policy for students with disabilities to ensure equality and non-discrimination, as well as invested in facilities for students with special needs (such as ramps for wheelchairs, busses and elevators). Moreover, the University strives to become an Eco-friendly campus, currently is has the position 92 in the UI Green metric system.

## Appraisal:

The panel finds the structure of the three study programmes to be suitably implemented. The course descriptions are up to standard. They focus on the learning outcomes and pay attention to the workload. All courses have credit points although they vary in their amount. Therefore, the panel **recommends** the Bachelor of Digital Business to consider an equal distribution of workload and credits in the academic handbook of the study programme.

In the statement on the report, the BDB clarifies that the workload in each semester is distributed equally. The amount of credit load that students must take each semester ranges between 20-24 credits. For example, in semester 6 and semester 7, students can take learning outside the University in the form of internships and/or take courses at other universities and convert their learning results into a study programme curriculum of 20 credits. They admit that the curriculum structure written in the current guidebook is not very clear in indicating the amount of credit load in each semester.

The panel appreciates the BDB's re-distribution and is confident that it will be easier for local and foreign students to manage their study plans independently with an updated guidebook. This can be reviewed during the reaccreditation of the study programme.

The panel also **recommends** the Master of Science in Management to allocate more credit points to courses. The panel thinks that the amount of credit points as allocated to courses might not reflect that the actual workload is higher.

In the statement on the report, the Master of Science in Management explains that they increased the amount of credits from 36 to 54 following the Chancellor's Regulation Number 24/2023. The panel welcomes the decision and encourages the Master of Science in Management to gather the students' feedback regarding the new workload allocation. This can be reviewed during the accreditation of the study programme.

For all study programmes, there are legally binding study and exam regulations which contain all necessary rules and procedures distributed in the academic handbook. The Bachelor of Digital Business is designed so that students can study for a certain time at other HEIs or do internships through the MBKM programme without any extension of their overall study time. The Master's programmes integrate field work for one to three months in their study plan. The final grade is supplied with an ECTS grading table.

During the online conference, students of all three study programmes confirmed that their programmes are feasible for them. At the Master' level, the curriculum design shall ensure that students can prepare their final thesis in the third semester. The Bachelor students are also supported by an academic advisor. For their thesis, they receive feedback in a research proposal seminar.

Unpad ensures gender equality which was illustrated through the statistical data. Non-discrimination policies and special support for students with disabilities are provided as well. Unpad explicitly cites the sustainable development goals as their compass in this regard.

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

### 3.3 Didactical concept

#### For all study programmes

All study programmes at Unpad, implement the outcome-based education approach. Didactical concepts originate from the intended learning outcomes.

The common learning and teaching methods are:

- **Interactive Learning/ Small Group Discussions (SGD)** are used in lectures to activate and integrate students.
- **Discovery Learning (DL)/ internet research** shall help students to find information needed from various possible website sources in different way, like changing keywords, using software features etc.
- **Self-Directed Learning (SDL)** can be in form of a paper-based portfolio as one of the grading components.
- **Cooperative Learning (Cooperative Learning/CL)/ Collaborative Learning/ Simulation** is designed in the form of simulations/games so that students develop the ability to work together in teams (teamwork), are able to develop their abilities as leaders in groups (leadership), are able to develop communication skills and techniques (communication), and can interact among group members effectively (interpersonal).
- **Contextual Instruction** is done using multimedia so that students can distinguish between the materials derived from different media.
- **Problem-based learning (PBL)/ case-based learning** uses cases or real problems so that students can acquire problem analytical skills.
- **Project-based Learning/ Field work/ Internships** offer authentic working experiences for students. In accordance with the national education standards listed in the Regulation of the Minister of Education and Culture no 3/2020, the forms of learning referred to above can be carried out within the study programme and outside the study programme.

In addition to the teaching and learning methods listed above, the Master of Science in Management has hybrid learning, blended learning as alternative learning methods that following a student-centered learning and allows students to study anywhere. Based on the learning outcomes, they determine which courses are asynchronous, synchronous online and synchronous offline (in-class teaching). The Master of Science in Management wants to convey its students reviewing or interpretation skills, scientific practice skills and problem-solving skills.

#### Course materials

##### All study programmes

Common sources for course materials are books, journal articles and research reports. All course materials are reviewed regularly to have them adapted to the latest didactic concepts and to developments requested by the market. Learning materials are adjusted based on the curriculum and syllabus of each meeting of that course.

UNPAD provides e-learning tools, which can be accessed through the Learning Management System LiVE Unpad (live.unpad.ac.id), and where videos, audios, e-books or PowerPoint presentations are available. Google Classroom serves as the cloud storage for sharing materials from lecturers as well as collecting assignments or quizzes from students. Students can access the material anytime asynchronously via the LMS. Relevant course materials are also available at Unpad library, in Unpad e-journals, and in weekly meetings.

### Guest lecturers

#### All study programmes

Practitioners are involved in the study programmes through guest lecturers who are useful for broadening student perspectives in terms of culture and science. They come from the government, a state-owned enterprise, or a start-up business. In addition, the study programmes organise management event classes, joint seminars at all levels of study or company visits at postgraduate levels. During the online interview with the students, they expressed that they enjoyed the sessions with the guest speakers and wish to have more hands-on lectures.

#### The Bachelor of Digital Business

At the Bachelor of Digital Business, scholars from other universities or alumni are invited to hold lectures. Each course is required to present at least one and maximum two guest lectures each semester. At the Bachelor of Digital Business, a guest lecturer came from Iraq to hold the Cross-Cultural Management course and another one from Pakistan for the Computer Science and Programming Algorithm course.

#### The Master of Science in Management

At the Master of Science in Management, scholars from foreign universities are invited to teach full-time in several subjects. Lecturers came from Graz University Austria, from the School of Business and Economics Cyprus, University of Technology and from Universiti Putra Malaysia. Practitioners from top-level position from companies also gave talks. They were CEOs, consultants or directors. For instance, a CEO came from the Martha Tilaar Group or another one was a HR and ISO consultant.

#### The Master of Integrated Microfinance Management

The Master of Integrated Microfinance Management also invites international scholars to teach at the study programme. For example, one lecturer came from the University of Leiden, the Netherlands, and taught Economic Anthropology, another one was from the University of Malaya, Malaysia, teaching in the field of regulation and governance.

Practitioners that participated in the study programme were from institutions and companies like Mitra Dhuafa Cooperative or the Financial Services Authority.

### Lecturing tutors

#### The Bachelor of Digital Business

Tutors at FEB are in charge of training undergraduate students in hands-on technical skills and the practical laboratory activities. These sessions are not graded but shall support the students' success in their studies. The lecturer of the course is responsible for the recruitment and selection of the tutor, for conducting training for tutors, for working closely with tutors in

developing modules, and for controlling the practicum process. The lecturers usually make announcement when they look for tutors. Students who are interested can apply for the job.

At the Bachelor of Digital Business, the following courses include tutor training: Accounting courses with regard to learning how to make decisions, Business Valuation, Database Systems, Computer Programming 1 and 2, Web Development, Business Intelligence, Business Analytics, Big Data and Strategic Management.

At the Master of Science in Management and the Master of Microfinance Management, student tutors are not employed. Instead, students organise study sessions among themselves. Senior students are eager to help their juniors.

## Appraisal:

The panel appreciates the variety of teaching methods offered by the FEB. They are chosen according to the learning outcomes of each course. According to the student-centered learning, they encourage students to take an active role in creating the learning process.

The three study programmes use course materials that suit the intended learning outcomes and correspond to the required qualification level. The lecturers update them regularly to include the latest developments. The panel detected that the literature used in the course Intermediate Marketing Management offered by the Master of Science in Management is not up to date. They encourage the lecturer to ensure that the literature fits the contents and the latest developments.

Overall, the course materials are also digitally accessible for the students through the LMS system that Unpad set up. They are user-friendly and encourage students to engage in further independent studies.

In addition, all three study programmes invite guest lecturers from other national and international universities and practitioners to offer students new and different insights and perspectives related to their courses.

At the Bachelor of Digital Business, lecturing tutors support the students in the learning process and help them develop competences and skills. At the two Master's programmes, students organise study session informally.

	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			BDB		MSM MIMM

## 3.4 International outlook

### International contents and intercultural aspects

#### All study programmes

Internationality at the FEB is instituted through the establishment of the ASEAN Faculty of Economics and Business Collaborative Working Group in which FEB Unpad cooperates with ten ASEAN countries and that organises online and offline activities for the implementation of Tridharma. Tridharma of higher education refers to the duties of lecturers in Indonesia and includes teaching, research and community service. Moreover, Unpad has entered Memoranda of Understanding with, among others, the National University of Sciences and Technology, Pakistan, UNITAR International University Malaysia, Ondokuz Mayıs University, Turkey, and Universiti Teknologi Mara, Malaysia, University of Northampton, UK, Hochschule Koblenz University of Applied Sciences, Germany, and Ritsumeikan University, Japan.

In addition to collaboration and partnerships, Unpad organises the "International Day" festival, where all cultural events from around the world are showcased by international students.

On the study programme level, international textbooks and case studies are integrated in the courses. Moreover, international visiting lecturers bring international and intercultural perspectives in the classes (see chapter 3.3).

Students are encouraged to participate in a student exchange through the MBKM programme. Unpad and FEB have overseas partners where the students can study for one semester and receive transfer credits. According to FEB, they have about 38 partners in 17 countries.<sup>17</sup> FEB's students can apply for the so-called International Student Mobility Award to go abroad. In 2022, 12 FEB students were accepted at the national level selections of that award.<sup>18</sup>

### Internationality of student body

#### All study programmes

To attract foreign students, the FEB Unpad organises international colloquia, webinars for both economic and business studies, lecture mobility and short-term summer programmes. For instance, in August 2021, an online summer programme attracted 375 international students from Asian countries to join the short courses in the Faculty. In 2022, more online courses were offered to foster the connection to international universities and their students. In addition, visiting scholars from renowned universities worldwide are invited to hold public lecture and postgraduate workshops.

FEB Unpad initiated an international undergraduate programme for undergraduate and postgraduate students to offer outbound and inbound activities. In 2022, 52 students of the Bachelor of Economics joined that programme. Among them seven students went abroad to study, for instance to Germany and Malaysia. Two students from the Hochschule Bremen University participated in an inbound student exchange at FEB Unpad.

Besides student exchange, students can also decide to pursue a double degree with a foreign partner. This programme is suitable for students who plan careers in organisations that transcend domestic borders and provides an outstanding opportunity for students who are

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<sup>17</sup> see self-evaluation report p. 76.

<sup>18</sup> Ibid.



seeking both academic knowledge and intercultural competence. These programmes are conducted at both Bachelor and Master level. In that track, they study the first two years at FEB Unpad and for Bachelor students at least two years and for Master students at least one year at the partner institution.

### Internationality of faculty

#### All study programmes

At FEB Unpad, the majority of lecturers is of Indonesian origin. They have about 20 lecturers of whom many are also graduates of foreign universities, which allows them to share international perspectives with their students. Lecturer mobility is ensured through collaboration between FEB Unpad's lecturers and international lecturers at the partner universities.

To bring more international input to the Faculty, they invite foreign scholars to teach courses, seminars and colloquia. In 2022, the visiting scholars came from National Taiwan University Taipei (Taiwan), Cyprus University of Technology (Cyprus), Dundee University/University of Crete (Greece), Inholland University of Applied Sciences (Netherlands), International Centre for Education in Islamic Finance – INCEIF (Malaysia), Islamic Business School, Universiti Utara Malaysia (Malaysia), Leiden University (Netherlands), NUST Pakistan (Pakistan), Osnabruck University of Applied Sciences (Germany), Munich Polytechnic (Germany). In addition, there were foreign university visits to FEB, namely Copenhagen Business School (Denmark), Aarhus University (Denmark), the University of Southern Denmark (Denmark), the University of Northampton (UK), Rikkyo University (Japan) and Universiti Malaya (Malaysia).

The following table shows the recent development of lecturers and students from FEB Unpad who spent time abroad.

**Table 10 Overview of lecturer and student mobility as of 2023**

<i>Lecturer and Student International Mobility</i>	<i>Number</i>
Foreign visiting lecturer in Academic year 2022/2023	25
Lecturer FEB UNPAD visited overseas university as visiting lecturer and visiting researcher	18
Exchange Program : Students engage in international student mobility; outbound exchange program in overseas university and inbound international exchange program at FEB Unpad	129
Double Degree: Students of FEB join Double Degree program in university such as: International management Institut (IMI Switzerland), university of Northampton (USA) and Northampton University (UK), see Table 10	18
International Summer Program: student exchange visited FEB Unpad in summer course program 2023 that comes from countries such as : Vietnam, Malaysia, Philippine, Thailand and Germany	37

### Foreign language contents

#### All study programmes

In general, English and Indonesian are compulsory subjects for all students. Some students can also choose a second foreign language, such as Mandarin, Spanish, Korean or Japanese. Unpad has a Language Center (Pusbah), which is managed by the Faculty of Cultural Sciences. It offers English Proficiency Tests for new students.

FEB Unpad also encourages students to participate in exchange programmes abroad. The students who stay a semester in Korea, Japan or other non-English-speaking European countries are encouraged to also learn the native language.

Other than that, the course materials lecturers prepare for their classes contain journal and case studies in English. Lecturers can instruct students using English and students can also decide to write their final paper in English.

## Appraisal:

In the view of the panel, using course materials in English and instructions in English are up to standards nowadays. The lecturers pay attention to practical examples, such as case studies from other cultural contexts. However, they see room for improvement in that regard. The majority of contents seems to be focused on Asian and ASEAN aspects. Therefore, they **recommend** all three study programmes to expand the outlook of the content and intercultural aspects beyond an Asian/ASEAN perspective.

In the statement on the report, the FEB Unpad expresses their willingness to follow the recommendation. They also explain the Faculty has international cooperation partners, like the International Management Institute in Switzerland and Northampton in UK. They have double degree programmes with these partners.

The panel is sensitive to Unpad's work so far and express their encouragement again to continue and extend the outlook.

For the Bachelor of Digital Business in particular, they **recommend** to include even more internationally oriented contents and intercultural aspects, and reflecting international contents in the title of the courses.

In the statement on the report, the BDB clarifies that even though they do not include the word "international" in the course name, they have included international content, such as international business and import-export content in the basics of Digital Business course, and also various business cases in an international context in the course Strategic Management and Business and Big Data Analytics. The study programme has also a Cross Cultural Management course to introduce multi-cultural aspects in business management.

The panel acknowledges that the BDB has courses reflecting upon international contents and intercultural aspects. However, they still encourage the BDB to extend these contents in the courses and highlight them in the titles. The implementation can be reviewed during reaccreditation of the study programme.

In a similar vein, they **recommend** the Master of Science in Management to reflect international contents in the title of the courses. For instance, both study programmes could indicate the international outlook by adding the attribute "international" to course names, like International Marketing.

In the statement on the report, the Master of Science in Management appreciates the recommendation and intends to implement it in 2024.

The panel appreciates that FEB Unpad offers international online seminars, lectures by foreign scholars and an international track. These options offer FEB's students the opportunity to go abroad or to attend short-term courses with international lecturers. However, the panel thinks that among the many students that start studying at the Faculty each year, the percentage of those participating in student exchange is low. In addition, they also miss a sustainable presence of foreign students at the Faculty. Therefore, they **recommend** the FEB Unpad to put more efforts in sending their students abroad by offering financial support and alternative opportunities, and to think of ways to attract foreign students to study for a semester or longer on campus.

In the statement on the report, the FEB Unpad underlines that they established more collaboration with foreign universities such as established an ASEAN collaborative working group with universities in Malaysia, Vietnam, Brunei, Thailand as well as active member of AAPBS. To attract foreign student from the ASEAN to study at FEB Unpad, the University offers the scholarship Padjadjaran Overseas Student Scholarship for Master Program (POSSMA-ASEAN).

The FEB Unpad also points out that the mobility activities have increased over the years. Lecturers and students have different options to participate in short-term programmes at partner universities. Students of the Master of Science in Management can apply for the Erasmus grant programme to study at Graz University, Austria for one semester. Between 2019 and 2024, three international students from the Netherlands, Tanzania and Vietnam studied at the Master of Microfinance Management.

The panel appreciates FEB Unpad's continuous commitment regarding lecturer and student exchange. They consider the short-term exchange options available for enrolled students at Unpad and the lecturers to be an effective way to increase the lecturers and students' international experiences. However, they would like to emphasize that their recommendation also focuses on foreign students that are invited to study at FEB Unpad for a semester or a year. The experience of a diverse academic environment can be also be brought to Unpad's campus. This will have beneficial effects for students who cannot go abroad. They would like to encourage Unpad to think of further ways to attract students despite the scholarship that they already offer. Therefore, panel maintains the recommendation.

For the panel, the international composition of the faculty is ensured by members with international academic and professional experience. This promotes the acquisition of international competences and skills. The measures concerning lecturer mobility are goal-oriented.

The required language classes plus the courses taught in English and the foreign language materials support students in acquiring the qualification objectives of all three study programmes.

	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)

#### All study programmes

At FEB Unpad, courses require students to work in groups for group projects and group assignments and present their works in class. This fosters team work, conflict handling and collaboration skills. The study programmes also offer some courses specifically to improve communication skills, such as business communications, digital communication, visual communication, English language, and Indonesian language. Community service is integrated into the curricula that also conveys social and leadership skills to students.

#### The Bachelor of Digital Business

The curriculum of the Bachelor of Digital Business includes multidisciplinary by combining technological literacy, human literacy, data literacy, business, and management competencies. Graduates shall be able to understand both business and technical aspects which can support them to become Startuppreneurs. Communication skills are considered to be very important if students want to be entrepreneurs. They are trained through group discussions, presentation assignments and group projects.

Through the MBKM programme, students can study at another study programme within Unpad or even go to another university in Indonesia for one semester. This activity also broadens the students' perspectives and multidisciplinary skills.

#### The Master of Science in Management

The courses of the Master of Science in Management train the student in mastering management science theory and practice, compiling research results and presenting them in the form of scientific work. Moreover, communication and public speaking skills are important for students because they need to be able to communicate to stakeholders, like profit and non-profit organisations or public and private institutions.

#### The Master of Integrated Microfinance Management

Similarly, the Master of Integrated Microfinance Management teaches communication skills and public speaking through class presentations, fieldwork reports on research proposals, research result seminars and the thesis defence. Foreign lecturers support their communication skills in a foreign language.

The study programme considers microfinance as one of the catalysts in community development so that they pay attention to the students' social and collaborative skills as well.

## Appraisal:

The students of all three study programmes acquire communication and public-speaking skills through methods like presentations and group projects. These activities also train cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The community service component of the curricula also supports the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge ensured.

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

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### All study programmes

At Unpad, diploma supplements are available for students to increase their employability. They are issued by professional associations or professional certification institutions. Diploma supplements include a certified government accounting associate from the Institute of Indonesia Chartered Accountants, digital marketing certificates from *Markplus*, and an export-import administration certificate from the professional certification institution.

FEB Unpad conducts community service including the students through the collaboration with companies and other partner universities in Indonesia. It offers training and mentoring for micro, small and medium enterprises that focus on business sustainability (see also chapter 4.3).

#### The Bachelor of Digital Business

Employability of students is ensured by integrating authentic case studies, problem-based learning methods and team-based projects to develop multidisciplinary employability skills. For example, in the course Social Media Management, students invite small and medium enterprises to promote their social media appearance to increase their sales. For students, it is a good opportunity to communicate with business managers.

In addition, the compulsory internship offers students a four-month working experience. In addition, students can decide to participate in the MBKM programme that helps them to gain experiences outside their study programme as well.

#### The Master of Science in Management

The Master of Science in Management focuses on research skills and methods empowering its students to become lecturers, researchers, middle or top managers. Therefore, management science concepts, data literacy, tools and methods of economic and

management analysis components of the curriculum to prepare the students for the development of their career.

### The Master of Integrated Microfinance Management

The graduates of the Master of Integrated Microfinance Management shall be enabled to work as administrative and finance managers, government employees, as well as professionals in banking, financial institutions, non-governmental organisations, and academicians who can participate in realizing the Sustainable Development Goals, especially in alleviating extreme poverty and hunger as well as increasing the empowerment of the Indonesian people. Next to financial aspects, the study programme focuses on health, education, sociocultural, and communication issues, both in theory and practice.

### Appraisal:

The promotion of employability is an important component of the curricula. The study programmes have job profiles and adapt their courses, for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills, to the competencies needed in the respective fields of work. Whereas the Bachelor of Digital Business wants its students to be competent in business and technological aspects, the Master of Science in Management has a research profile. The Master of Integrated Microfinance Management commits to community development with the assistance of microfinance.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### All study programmes

Human resource development at Unpad conforms to a specified road map of quality management. This road map takes into account the following factors: recruitment based on a needs analysis, individual competency, job history, performance evaluation, as well as internal and national regulations. Based on Government Regulation Number 80 of 2014 concerning the Designation of Unpad as a Legal Entity State University, Unpad has the authority to recruit new staff. Since the faculty has a minimum of 75 % of full-time faculty and each Master programme has two professors, it fulfils the Regulation Number 49 of 2014 of the Republic of Indonesia Minister of Education and Culture.

The table below illustrates the number and structure of faculty members at the three study programmes.

**Table 11 Structure of the teaching staff at the three study programmes at FEB Unpad**

	Bachelor Program in Digital Business	Master Program in Science Management	Master Program in Integrated Microfinance Management
	Full-time lecturers		
Professors	1	7	2
Doctors	9	15	8
Masters	15		
Total			
	Part-time lecturers		
Professionals	11	9	6
Total full-time and part-time	36	31	16

According to national regulations governing teachers and lecturers, in addition to Doctorate degree holders, Master graduates are also entitled to join the faculty as full-time lecturers. However, teaching staff with a Master's degree are only permitted to conduct lectures for Bachelor programmes under the supervision of senior faculty members. Part-time lecturers are generally alumni professionals with extensive experience, as well as previous or retired lecturers. The hiring of a part-time lecturer is based on a recommendation from the professional association.

#### Academic qualification of faculty

##### All study programmes

All programmes' academic qualifying criteria correspond to the rules framed by the University and the Government, respectively. According to this rule, the minimum requirement for teaching staff in Bachelor programmes is a Master degree in the relevant discipline. Doctoral

grads are the required qualification for lecturers in Master programmes. The applicants should also demonstrate their proficiency in the classroom (publication and professional experiences).

Unpad's recruitment pathways for academic employees include:

- The goal of high-quality talent (HQT) recruiting is to attract academic employees with superior abilities and qualifications who will serve as accelerators for Unpad's goal to become a top 500 international ranking. Unpad seeks applicants with PhD degrees, outstanding research abilities and networking skills, as well as the professional qualities necessary for study programmes inside the Unpad system.
- The regular recruitment process is designed to meet the academic staffing needs of the departments. When a department requires more academic personnel, a request is submitted to the Dean of the Faculty based on a comprehensive evaluation. The Dean then collaborates with the department to discover qualified employees via professional hiring, fostering selected applicants or via open recruiting. Qualifications for the recruiting path include a Doctorate or Master degree from a national or foreign University.

The primary paradigm for Indonesian academic staff is known as "*Tri Dharma Perguruan Tinggi*," which outlines the three primary functions of academic staff as follows: (1) professional education; (2) science with the main responsibility for transforming, developing and disseminating knowledge, technology and art through education and research; and (3) community service. The academic staff in Indonesia progress through the levels from lecturer to assistant professor to associate professor to professor<sup>19</sup>. The following are the requirements for each position:

1. Professor

The highest academic status for an individual still actively teaching is professor, or "*Guru Besar*," in a HEI. A candidate for professor should meet the following criteria<sup>20</sup>: (1) a Doctoral degree from a reputable HEI for at least three years; and (2) significant research work published in reputable journals as first author.

2. Associate professor

Academic staff members that fit the following description are associate professors, or "*Lektor Kepala*": (1) a PhD degree; (2) credible scientific publications; and (3) experience supervising at least 40 Bachelor students.

3. Assistant professor

An assistant professor, also known as a "*Lektor*" or "*asisten ahli*," is a member of the academic staff who has: (1) scientific publications as first author in recognised national journals, and (2) at least a Master degree.

The lecturers of the three study programmes reported during the interview that they receive remuneration when they succeed in publishing a research paper in a good journal and that

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<sup>19</sup> as per Ministerial Regulation of Kemendikbud Article One Number 8/2014

<sup>20</sup> as per Ministry Regulation Number 46/2013 concerning Amendments to the Regulation of the KemenPANRB Number 17/2013 concerning Functional Positions of Lecturers and Credit Scores



they can apply for funding to attend seminars. Moreover, Unpad offers a proofreading service for their papers as well.

### Pedagogical qualifications of faculty

#### All study programmes

To assure quality teaching and learning service in all study programmes, Unpad has determined that all faculty members have adequate and current pedagogical and didactical credentials. This is required to support faculty in carrying out their primary responsibilities to meet the University's instructional objectives. All qualified faculty members must participate in the National Lecturer Certification Programme. Lecturers received pedagogical training in terms of academic qualifications. The instructional techniques training (PEKERTI) and the applied approach (AA) are the pedagogical and didactic qualifying standards for becoming a lecturer. PEKERTI and AA are training programmes organised by the Directorate General of Higher Education (*Dirjen Dikti*) in order to improve the professional competence of academic staff. PEKERTI and AA are mandatory under Law Number 14/2005 concerning Teachers and Lecturers.

Unpad intends to be a pioneer hybrid university in Indonesia. Hence, a mastery of blended and hybrid learning by academic staff is essential. In the first semester of the academic year 2022, FEB UNPAD introduced hybrid learning in addition to offline and online learning. For that matter, it set up e-learning platforms. 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 the online system. In addition, Unpad monitors academic staff regarding the implementation of teaching tasks and their burdens<sup>21</sup>. 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 (the online system for staff at Unpad), and this determines remuneration for each academic staff member.

### Practical business experience of faculty

As one of the three principles of Tri Dharma, all lecturers are obligated to perform community service individually. In this activity, lecturers' scientific talents and expertise are applied to the community. This exercise is performed on a regular basis and includes a variety of activities. Many of our lecturers come from business practice or have business experience. Both full-time and part-time academic staff have other roles outside Unpad – still related to their expertise in economics – including as expert consultants, webinar speakers and researchers. FEB also invites top managers from multinational companies to come and speak as webinar speaker or visiting lecturer.

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<sup>21</sup> KemenPANRB Number 17/2013 concerning Lecturer Functional Positions and Credit Scores

### Internal cooperation

#### All study programmes

The upper administration of the faculty and the programme directors encourage collaboration among faculty members. The primary responsibility of every lecturer in Indonesia is specified in the *Tri Dharma* (Three Principles of Indonesian Higher Education). The objective behind these obligations is to guarantee that lecturers engage in teaching, research and community service. Furthermore, in order to develop cooperation, all types of Tri Dharma entail collaboration with another lecturer. For example, most courses are organised by two or three lecturers, requiring faculty members to collaborate in both teaching and course preparation. Lecturers are also encouraged to collaborate on research papers and projects. Most University research funds demand a collaborative proposal rather than an individual entry.

To ensure that there is no overlapping content in the courses, the study programmes hold monthly meetings and evaluations that all lecturers are required to attend. At the beginning of each semester, there is also a meeting with all lecturers to coordinate the upcoming semester with regard to necessary adjustments, evaluate if the syllabus is still relevant, add contents and involve guest lecturers. There is also a workshop with lecturers to discuss about the curriculum. Furthermore, there are also monthly coordination meetings between faculty management, heads of departments, and heads of study programmes, aimed at sharing information, planning programmes and improving performance.

Moreover, during the semester, there is constant exchange via WhatsApp and close coordination within the teaching teams. At the end of each semester, there is a meeting for evaluation. Another meeting is carried out to coordinate the lecturers and to determine if there are new regulations to address.

On faculty level, there are also meetings for all study programmes to increase research cooperation and coordinate among the different programmes.

#### Student support by the faculty

Individual academics, infrastructure and student activities are supported by faculty. On the academic side, faculty members are highly accessible to students through e-learning platforms<sup>22</sup> as well as emails and WhatsApp. Most lecturers have consulting hours for students if they want to discuss issues or problems, but most lecturers are also available for consultation beyond the consulting hours. This is achievable due to the small class size which make students feel they are close with their lecturers. In case that a problem cannot be solved with the lecturer, it is taken to faculty level.

In addition, there is student support with regard to academic activities via the application SIA. In this application, students can organise the supervision of thesis and course selections and also see the progress as well as course schedules. In case of difficulties, they can contact the study programmes since digital assistance and online counselling sessions for students are offered. Unpad has also developed an e-office to regularly update the website and social media channels to provide up-to-date contents.

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<sup>22</sup> see: <https://paus.unpad.ac.id/oauth/authorize> (last accessed November 10, 2023)

FEB Unpad has provided student support such as guidance in course registration, study, and career development for various students, including foreign students. This support has been realised through various media, such as information websites, the academic office, the career development centre office, and, for foreign students, the International Office. Guidance for course registration and study has been made completely accessible to all students, including foreign students, in the SIAT (Integrated Academic Information System). Students can also come directly to the academic office or the International Office for foreign students to ask questions.

The lecturers particularly support the students with regard to the journal publication procedure and the thesis writing process. The lecturer suggests a journal for publication and offers support in the process. It is also possible to write articles with supervisors and co-supervisors in a co-authorship. Moreover, there are regular meetings to revise the drafts.

### Appraisal:

For the panel, the number and positions of the teaching staff are suitable to satisfy the demand of each study programme to reach the intended qualification objectives. Each study programme has full-time and part-time (visiting) lecturers. They bring academic and practical perspective into the teachings.

Unpad has defined requirements for academic qualifications following national laws as well. Lecturers have opportunities to participate in further qualifications as well. As incentive, they are also rewarded when they successfully publish a research paper in a renowned journal.

Moreover, through the National Lecturer Certification Programme and further pedagogical training in terms of instructional techniques training (PEKERTI) and the applied approach (AA), it is ensured that all teaching staff acquire the necessary pedagogical and didactical qualification. Unpad has also introduced a monitoring procedure.

For all three study programmes, the practical business experience of the faculty in terms of active community service corresponds to the requirement of the programme to integrate theory and practice.

Regular interaction between the faculty members is instituted as well. They have team teaching and coordination meetings for tuning the courses towards the overall qualification objectives. Furthermore, projects and courses within all study programmes are conducted cooperatively.

Student support is provided in a formal and in an informal way. Formally, students can talk to their academic advisor during office hours and the scheduled meetings. Informally, teaching staff is also available beyond the regular working hours via social media channels.

		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	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

#### All study programmes

Each study programme is led by a head. The tasks of the head of each study programme are determined in Rector Regulation No. 1 of 2020:

1. Study programme is led by the Chairman of the study programme.
2. The head of the study programme has the task of planning, implementing, developing, controlling and evaluating the quality of learning to achieve the expected competence of graduates.
3. The head of the study programme has the function of:
  - a. drawing up strategic plans, programmes and budgets at study programme level;
  - b. organising and developing learning in accordance with the curriculum;
  - c. ensuring the quality of education in the framework of the realisation of a superior and reputable study programme;
  - d. planning the needs of lecturers according to the demands of the curriculum and submit them to the department that houses the required lecturer's expertise;
  - e. carrying out evaluation and monitoring of lecturer performance to be reported to the Head of Department;
  - f. carrying out evaluation and monitoring of the implementation of learning to ensure the results of superior graduates and timely study;
  - g. coordinating the integration of research and community service activities that students organise into the curriculum;
  - h. developing the competencies, interests, talents and reasoning of students in accordance with the main competencies of the study programme oriented towards improving achievement and behavioural skills;
  - i. coordinating with learning managers, students and alumni in fostering student activities from students of their study programmes oriented to soft skills development and achievement improvement;

- j. providing consideration of the performance assessment of the Secretary of the study programme and the staff of the study programme to the Deputy Dean for Resources and Organisation; and
- k. reporting the implementation of learning to the Dean of the Faculty.

### Process organisation and administrative support for students and faculty

#### All study programmes

FEB Unpad performs various service innovations which include:

- (1) Academic Services for Students,
- (2) Academic Administration Submission Services for Students,
- (3) Academic Information Services for Students and Lecturers,
- (4) Library Services for Students and Lecturers,
- (5) Virtual Office Service.

All administrative procedures are conducted and documented through PACIS<sup>23</sup> (for students) and SIAT<sup>24</sup> (for academic staff/ faculty member). Unpad also provides a learning management system (LiVE Unpad) which can be used to organise lecture materials, student assignments and examinations. In addition, at HEI level, Unpad provides ULT which offers integrated information and administration services<sup>25</sup>, including consultations for students, academic staff and all other members of Unpad. Unpad also offers a hotline through various communication, channels (fixed line, SNS, website) that provides information and allows filing of complaints.

The plan for development of human resources also include the administrative staff that is supported to get Bachelor and Master degree, including distance-learning possibilities. Moreover, there are regular programmes for administrative staff to achieve targets, such as trainings related to IT (Microsoft certificates) and language courses (particularly English) or to join collaborations with abroad countries. Staff can also participate in Massive Open Online Courses (MOOC) by Unpad, e.g., an online course for e-material production and video conference basics or course on basic LMS). The staff development also refers to enhancement of technical skills and personal development.

### Appraisal:

The panel got a good impression of the heads of the study programmes and likes that they are involved deeply in the coordination of activities. They ensure that the programme runs smoothly.

Services for many academic and administrative issues are available. For transparency, the administration documents its procedures online for students and faculty members. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. Administrative employees can also attend trainings to develop their professional skills.

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<sup>23</sup> see: [https://students.unpad.ac.id/pacis/mhs\\_home](https://students.unpad.ac.id/pacis/mhs_home) (last access November 10, 2023, 2023)

<sup>24</sup> see: <https://paus.unpad.ac.id/oauth/authorize> (last access November 10, 2023, 2023)

<sup>25</sup> see: <https://ult.unpad.ac.id/> (last access November 10, 2023)

	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

##### All study programmes

Based on Unpad's objective of "Becoming a world reputable university and impacting society" and the vision of FEB 'To become a superior, performing, beneficial and sustainable Faculty of Economics and Business nationally and internationally, through transformative leadership supported by strong Faculty management and extensive networks", both entities regard collaboration with various national and international HEIs and other academic institutions as essential. The majority of collaborations with these academic institutions cover all study programmes. The person in charge for collaboration is the manager of research, innovation and collaboration at Unpad.

At the Faculty level, during the last three years, they reported to have established three Memoranda of Understanding and four Memoranda of Agreement.<sup>26</sup> Among their academic partners are Copenhagen Business School (Denmark), Aarhus University (Denmark), University of Southern Denmark (Denmark), Universiti Malaya (Malaysia), Universiti Utara Malaysia (Malaysia), Hochschule Osnabruck University of Applied Science (Germany), University of Poitiers (France), and IESEG School of Management (France) comprise the Tri Dharma Partnership Initiative.

Besides universities, they also have cooperation with international academic networks, such as with ASEAN Accounting Education Workgroup (AAEW), and also with the GARCOMBS and Indonesia Regional Studies Association (IRSA). Moreover, through the establishment of the ASEAN Faculty of Economics and Business Collaborative Working Group, FEB Unpad cooperates with ten ASEAN countries organises online and offline activities for the implementation of Tridharma.

#### Cooperation with business enterprises and other organisations

##### All study programmes

FEB Unpad has established cooperation with various businesses and non-profit organisations. For instance, FEB Unpad conducts community service through the collaboration of FEB Unpad with UNDP and ASYX in training and mentoring MSMEs that focus on business sustainability.

The cooperation between Unpad and business entities was established to realise the vision and mission of the faculty. The implementation of the cooperation between Unpad and business take form of:

<sup>26</sup> See self-evaluation report p. 98.

1. Special education programme, especially in Master and Doctoral programme, for example with Supreme Audit Board of Indonesia, Pupuk Indonesia, Angkasa Pura;
2. Education Facility Grant, for example an academic building with Pertamina, hybrid learning studio and computer-based testing centre with PLN;
3. Applied research and business-related training and development, conducted with various organisations.

In total, Unpad has 116 corporations during the last three years. Internship programmes with business partners, industry and institutions in other countries, such as the United Nations and the Indonesian Embassy, which are then converted into internship courses; this programme aligns with the Merdeka Learning Campus Independent Programme (MBKM).

### Appraisal:

The panel considers the scope and nature of cooperation with other universities and academic institution to be decent and relevant for the programmes. The agreements forming the basis of the cooperation are documented. All such activities, such as cooperation for community service or student exchange, contribute to the development of the students' qualification and skills.

Similarly, regarding the scope and nature of cooperation with business enterprises and other institutions, the panel thinks that FEB Unpad reasonably follows its partnerships. The cooperation is actively pursued and contributes to the development of the students' qualification and skills, in particular regarding the internships.

		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

The visitation took place online via the video conferencing tool *ZOOM* so that the panel members were not able to visit the facilities in person. The University provided photographs and videos introducing the campus surroundings and facilities. During the online conference, the librarian introduced to e-library to the panel team by sharing the screen and leading through the system.

### Quantity, quality, media and IT equipment of teaching and group rooms

#### All study programmes

Lecture and office buildings are located in two locations, namely Bandung Campus and Jatinangor Campus (LEAD Building). Learning activities at FEB Unpad take place in more than 120 classrooms which are located in several places, namely on Jalan Dipati Ukur No. 35, Jalan Dipati Ukur No. 46, Jalan Jati No. 4, Jalan Singaperbangsa No.2, Jalan Cimandiri No. 6-8, and LEAD Building Jatinangor.

The administration room for the Dean is located at Jalan Dipati Ukur building no. 35 and Alpha LEAD Jatinangor building. In this building there is also a study programme chairperson's room and an administration room. Administrative rooms are also spread over each programme on Jalan Dipati Ukur, Jalan Cimandiri and Jalan Japati. All administrative rooms are adjacent to the lecture hall to facilitate the administration and lecture processes so as to result in excellent service quality for the academic community of the Faculty of Economics and Business Unpad.

The Faculty of Economics and Business Unpad was established on September 17, 1997, on a three-storey building with a building area of 1200 m<sup>2</sup>. To support teaching and learning activities, the Faculty of Economics and Business Unpad has practical rooms both located in Bandung and located in Jatinangor. The practical room at the Unpad Faculty of Economics and Business is located on Jalan Dipatiukur, Jalan Cimandiri, Jalan Japati 4, and LEAD Building Jatinangor.

To support research activities and community service, the Faculty of Economics and Business Unpad has three study centres, namely: Centre for Accounting Studies, Centre for Economic Studies, and Centre for Management Studies. The study centre facilitates various research activities and is not only concentrated on lecturer activities, but also involves students as a means of learning and brings students closer to real conditions in the real world.

The Faculty's library is used to meet the growing needs of the Faculty of Economics and Business Unpad has implemented computing technology in its operational activities, thus helping to speed up the search and processing of information needed by its users.

Developments carried out include adding collections, applying information systems and technology, working together and improving service quality. The information system in the library guarantees the speed and accuracy of member services in terms of registering for borrowing books.

The facilities in the library on the first floor consist of a lecturer reading room and a student reading room which are neatly arranged. On the second floor there is e-learning, lecturer



reading room and the so-called D3 library. The journal and thesis room are located on the third floor. Desktop computers are located on the first and third floors of the library building that can be used by the entire academic community of the Faculty of Economics and Business Unpad.

The Faculty of Economics and Business facilitates several rooms and equipment for student creativity development activities for the Student Executive Board (BEM), Student Association (Hima) and or other student activities. Lecture rooms can also be used for student activities as long as the rooms are not used for lecture activities. If the student activity requires equipment, it can apply for a loan to the Facilities and Infrastructure section of the Faculty of Economics and Business. Student activity rooms are located in two locations, namely the Bandung campus and the LEAD Jatinangor campus.

During the online conference, the students indicated that the Faculty's library could offer more study rooms or rooms for writing theses. At times of examination, they experienced it as hard to find suitable places. Despite that, they expressed their satisfaction with the facilities provided by the Faculty.

#### Access to literature

##### All study programmes

Unpad's central library<sup>27</sup> opens from Monday to Friday from 08:00 until 15:30 in the afternoon. It provides many e-resources like Science Direct, Westlaw, ProQuest and Cinahil that students can access from anywhere they want.

FEB maintains a collection of books, academic journals (382) and audio-visual materials systematically necessary for the educational and research activities of both students and faculty. FEB regularly updates the number of books in the library, as well as journals, magazines, theses and dissertations. Therefore, they carry out a mapping to review books and making suggestions. Suggestions for new books come from the Dean and lecturers, but also from students. This also includes data that are needed for the study programmes (such as access to the Refinitiv data stream for company data).

The journal collections can be accessed at the website<sup>28</sup>. Students can access electronic journals for free through campus intranet networks, or off-campus (using passwords, only for some of the journals). Students can also acquire access to electronic journals from the Ministry of Research, Technology & Higher Education (545 titles).

The available journals and databases include:

1. Alexander Street Press
2. Alexander Street Video
3. Balai Pustaka
4. Brill Online
5. Cambridge University Press, Cambridge Core
6. Cengage Learning
7. Ebrary
8. EbscoHost

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<sup>27</sup> see: <https://library.unpad.ac.id/> (last accessed November 10, 2023)

<sup>28</sup> see: <https://lib.unpad.ac.id/> (last access November 10, 2023)

9. IGI Global
10. IG Publishing Indonesia Heritage Digital Library
11. Digital Angkasa
12. LexisNexis
13. Mylibrary Proquest
14. Sage Knowledge
15. Taylor&Francis
16. Scopus
17. Statista
18. Oxford
19. Springer
20. Westlaw

Moreover, students can access eduroam internet, since Unpad is eduroam partner. Students can also access libraries who are also eduroam members.

### Appraisal:

Albeit the panel members were not present at UNSRI in person, they were provided with photographs and videos showing the campus, the library, the faculty, and the equipment including working stations with computers and tables for group work and barrier-free entrance possibilities for students with disabilities. The panel members had the opportunity to watch the senior librarian introducing the library's website and accesses during the online conference. They found that the online library was easy to be accessed and helpful for the students in conducting their literature research.

The panel likes to point out that the students' request for more study rooms should be taken into account by the Faculty regarding their future planning. Overall, they think that the equipment seems to be sufficient and up to standard. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library are suitable. Access to the literature and journals as well as to digital media through databases is ensured. The literature expressly required for the study programme is available in the Faculty's library and also kept up to date.

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

## 4.4 Additional services

### Career counselling and placement service

#### All study programmes

Unpad supports the career development of its students by providing the Career Development Centre (CDC). All Unpad students and graduates can get information about the job vacancies and job fairs, as well as for career development from the CDC website.<sup>29</sup> Furthermore, the CDC offers career consulting services on individual basis. Moreover, the CDC offers career events on a regular basis. The University Career Development Centre also organises campus hiring activities and job fairs several times a year for freshmen graduates. The CDC website also often provides internship opportunities for students. The CDC also organises a variety of training activities and seminars to support students preparing for their careers, such as resume writing exercises and job interview training. The CDC organises talent scouting, which provides a forum for students to intern at large companies in Indonesia, both nationally and internationally. CDC also has a career guidance programme, where students can consult a career guidance psychologist to help them prepare for their future careers.

There is a close cooperation with institutions that are familiar with alumni of the University. For instance, FEB Unpad and the Bachelor of Digital Business have a variety of students' organisations offering information and activities to students. The autonomous student councils at the Bachelor of Digital Business and FEB are:

1. Student Executive Board Bachelor
2. Undergraduate Student Representative Body
3. Student Executive Board Diploma
4. Student Representative Body Diploma
5. Accounting Student Association S1
6. IESPS1 Student Association
7. Management Student Association S1
8. Islamic Economics Student Association S1
9. Undergraduate Digital Business Student Association

In addition, there are also semi-autonomous student councils

1. Futsal of Economics (FUSEC)
2. Intern Press Community (KOPI)
3. Financial Market Community (FMC)
4. FE Angklung Community (CAFE)
5. Islamic Student Brotherhood (PERMAIS)
6. Baitul Maal Wat Tamwil (BMT)
7. Christian Student Fellowship (PMK)
8. Caring for the Children of the Nation (PENABANGSA)
9. Padjadjaran Student Press (MP)
10. Islamic Studies Forum (FOSI)

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<sup>29</sup> see: <http://cdc.unpad.ac.id/> (last access November 10, 2023)

### Alumni activities

At the University level, the Unpad Alumni Association (IKA Unpad) covers all alumni activities at the faculty level. Unpad stays in contact through the website that includes a special section for alumni, tracer studies, newsletters and via information on social media (e.g., Instagram).

Alumni support the faculty, for example, by providing scholarships for current students, internship opportunities in their companies, as well as donations for FEB's facilities. The alumni are organised in the alumni association IKA FEB and often have reunion gatherings which enhance the network capital among them as well as their connections with the Faculty.

In the so-called Alumni Lecture Series, alumni of the FEB are invited to give presentations or public lectures about their expertise and professional experience. Current students can gain practical tips

### Appraisal:

Unpad's Career Development Centre offers counselling and placement services to the students and graduates to promote their employability. Unpad provides sufficient resources as well.

The Unpad alumni organisation has been set up with the aim of developing an alumni network. At the FEB, there is a faculty alumni association that arranges lecture series with alumni as well.

		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		

## 4.5 Financing of the study programme (Asterisk Criterion)

Unpad is a *Perguruan Tinggi Negeri Badan Hukum* (PTNBH) or Legal State University that is supported financially by the Indonesian government. The administration has pledged to devote 20 % of the state budget to education. Moreover, some lecturers, especially professors, are civil servants who are paid by the government. All other lecturers are Unpad employees that are paid by the University.

Furthermore, Unpad collects funding, such as student tuition fees, partnership revenues (e.g., private companies, local government, and public companies) and alumni contributions. These also include funded research projects in collaboration with external partners or trainings that Unpad offers to external stakeholders. Unpad is able to independently handle budgeting and finance to guarantee that all academic activities in all study programmes are supported.

Each study programme is required to create a yearly budget that is combined with the faculty budget, which includes practicum costs and expenses for part-time and visiting lecturers. The

use of the study programme budget is examined together with programme execution every semester.

**Appraisal:**

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

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

## 5. Quality assurance and documentation

The Faculty of Economics and Business (FEB) implements a quality improvement system which is developed internally and externally. The internal quality improvement system comprises systematic activities undertaken by the University to assure quality autonomously and independently with the aim of controlling and improving higher education management in a planned and sustainable manner. The internal quality improvement system refers to policies as governed by four organisation bodies, i.e.:

- a. Ministry of Research Technology and Higher Education held by the Directorate of Quality Assurance;
- b. University level by Quality Assurance Office (SPM);
- c. Faculty level by Quality Assurance Unit (UPM);
- d. Quality circle at study programme level *Gugus Kendali Mutu (GKM)*; and
- e. Curriculum Development Team/ *Tim Pengembang Kurikulum Prodi*.

These five internal quality improvement systems are managed comprehensively. The first quality system is regulated by the government while the other systems are specifically developed by the University to accommodate differences in historical background and organisational values, uniqueness of study programmes, as well as the availability of resources and infrastructure.

FEB also implements external quality improvement systems by means of accreditation process on a regular basis. The external quality systems ensure that the internal quality improvement system is implemented adequately by the faculty and all study programmes. Currently, FEB follows quality assurance systems as provided by three accreditation institutions below:

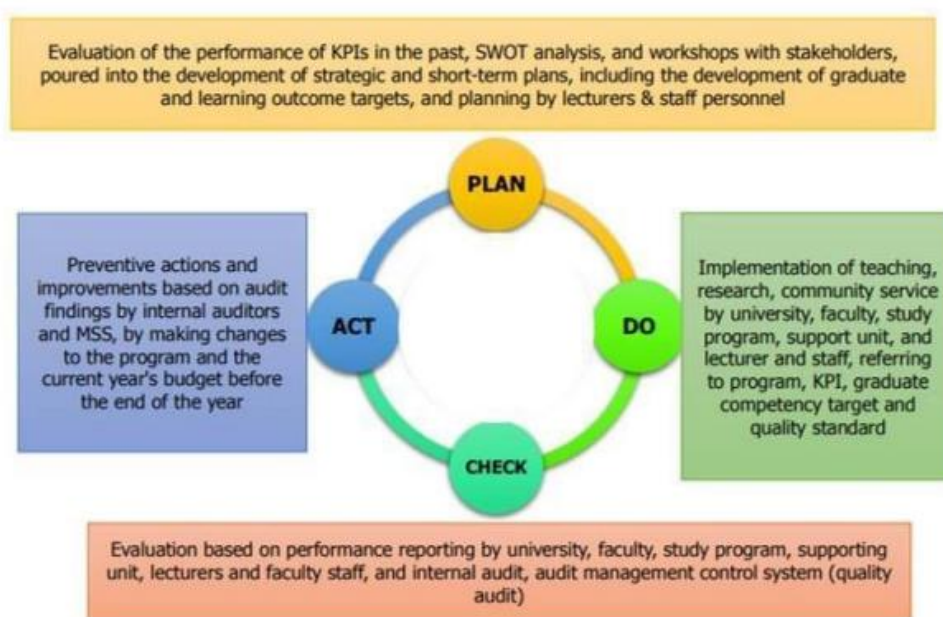
1. National accreditation body for higher education (BAN-PT) accreditation. BAN-PT provides national accreditation for higher education institutions in Indonesia. The accreditation is assessed at University level and valid for a period of five years. A university can apply for re-accreditation at the end of the accreditation period. BAN-PT employs nine criteria in the accreditation process, namely: Vision, Mission, Objectives and Strategy; Governance and Cooperation; Students; Human Resources; Finance and Infrastructure; Education; Research; Community Service; Output and Attainment of University in Education, Research and Community Service.
2. Independent Accreditation Organisation for Economics, Business Management and Accounting/ *Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Akuntansi (LAMEMBA)*. LAMEMBA provides national accreditation for Economics, Management, Business and Accounting higher education institutions in Indonesia. The accreditation is assessed at study programme level and valid for a period of five years. LAMEMBA employs nine criteria in the accreditation process, namely: Vision, Mission, Objectives and Strategy; Governance and Cooperation; Students; Human Resources; Finance and Infrastructure; Education; Research; Community Service; Output and Attainment of University in Education, Research and Community Service.
3. Abest21 accreditation, which is an international accreditation process provided specifically for management and business schools. It focuses on continuous improvement issues, initiatives and plans of higher education management. The

accreditation period is five years. Abest21 accreditation focuses on six criteria, namely: Internal Quality Assurance, Mission Statement, Educational Programmes, Students, Faculty and Educational Infrastructure.

4. ISO 9001:2015 accreditation. It focuses on the monitoring of quality management in higher education. It helps the administration process of FEB Unpad to develop and review required documentation on responsibilities and procedures to achieve effective quality management in the organisation. ISO 9001:2015 focuses on seven basic principles, namely: Customer Focus, Leadership, Engagement of People, Process Approach, Improvement, Evidence-based Decision Making and Relationship Management.

Moreover, FEB performs the PDCA (Plan-Do-Check-Act) Cycle as a systematic approach to implement the quality improvement system. The PDCA is the responsibility of the faculty office, but it involves all elements including departments, study programmes, research centres, University, staff, students, as well as external stakeholders.

**Table 12 PDCA cycle at Unpad**



### 1. Plan

FEB has a systematic plan from strategic level to operational level. The plan considers organisational characteristics and uniqueness and it is also adaptive to the changes in the global environment. In line with FEB vision to be an excellent faculty in Indonesia and reputable in Asia-Pacific by 2026, the faculty develops a five-year strategic plan which is categorised into eleven strategic implementations, namely: academic curriculum, learning activity, accreditation, student competence, faculty staff, infrastructure, governance, financial, research, community service and supporting area. Each strategic implementation has been set in units. The strategic plan is then translated into a yearly operational plan. The operational plan specifies timeline as well as allocation of human resource and budget. Faculty personnels, both lecturers and faculty staff, prepare their work plan as well as its associated KPIs each semester. These KPIs form the basis for the do-check-act cycle. All faculty member KPIs are

aggregated at faculty level that are monitored further by the University as an implementation of the organisational structure.

## 2. Do

In the second phase, all FEB personnel do their individual job functions. A lecturer has typically three main functions consisting of teaching, research and public service. In some cases, lecturers perform additional functions such as institution development and personal development. In contrast, faculty staff perform functions in specific areas, such as administration, finance, academic, library and internationalisation. In these cases, the teaching load of lecturers is reduced. All working activity gradually obtains to improve institutional quality. All activities are expected to create value added to the faculty as an indicator of quality improvement. In order to maintain consistent implementation of quality improvement systems across units in the faculty, FEB has formed a Quality Assurance Unit (UPM) which directly reports to the Dean.

## 3. Check

When the strategic and operational plans are in place, continuous check is performed as a preventive, detective, and corrective control mechanism. It is implemented by both internal and external parties through accompaniment and internal-external audit. The check process covers the technical and administrative issues that are essential for improvement and corrective actions in the next step.

## 4. Act

Upon receiving improvement and corrective actions, the faculty will take necessary actions to make sure that the strategic and operational plans are performed so that organisation goals can be achieved. Heads in faculty offices including Dean, Vice Deans, Managers, Heads of Departments, Heads of Study Programmes and Heads of Research Centres will take necessary actions to redirect resources to achieve organisation goals. In case there are specific circumstances which hinder the attainment of a certain goal, the faculty may revise the goal.

Quality assurance within FEB is carried out by the Quality Circle GKM in the study programme, then at faculty and at University level. All three are integrated with the existence of the Internal Quality Assurance System (SPMI) document which is used as a guideline for quality assurance. FEB also conducts Monev and AMI to evaluate study programmes related to fulfilment of criteria and to find the root causes of study programmes for evaluation. In implementing the SPMI, FEB publishes several guiding documents that regulate the cycle. The SPMI documents include: 1. SPMI Policy, 2. SPMI Manual, 3. SPMI Standards and 4. SPMI Form.

### Evaluation by students

Evaluation of students is carried out two times per semester, before mid-term exams and at the end of the semester. The evaluation of the learning process is carried out using the SIAT (Integrated Academic Information System) system. Students will fill out a survey form to assess the learning process that has been done by lecturers, class activities and lecturer competence. In addition to the survey of the learning process, FEB also conducts a satisfaction survey of students regarding the perception of services provided by the study programme to get feedback on all aspects of the services provided.



FEB Unpad has initiated more systematic assessments of students' actual workload. They included a set of questions into the course evaluation survey, which has been implemented starting from the 2023/2024 odd semester midterm exams with assessment frequency twice per semester. For instance, they added the following questions: "Compared to other courses, how much time do you spend specifically on this course?, Average total time spent in a week (for lectures, assignments, self-study, test preparation, tutorials/practicum) for a course of 3 credits (in minutes)?, On a scale of 1 to 5, how would you rate the overall workload of this course?, With the credit load you take every semester, can you still do various things such as student organization activities, hobbies or other self-development?"

The results of the survey are used as quality improvement input. The quality management analyses the data and passes on recommendations to the programme management and check follow-up measures. The Dean will release the results to lecturers every semester in order to make some improvement (e.g., in teaching methods). The results of the survey are also published to all stakeholders. The study programme carries out a dialogue every semester with students to follow-up on suggestions and feedback of students. Moreover, FEB offers a separate system via hotline and chat centre for anonymous complains of students.

#### Evaluation by faculty

The Faculty of Economics and Business also periodically conducts satisfaction surveys of lecturers. The implementation of this satisfaction survey is used to measure the level of satisfaction from lecturers towards the services provided by the Faculty. As with the student surveys, the results of the conducted lecturer satisfaction surveys will be evaluated next, and then the results will be used as quality improvement materials. The results of the survey are also published to all stakeholders.

#### External evaluation

In improving the quality of the learning process, FEB periodically conducts evaluation surveys of external stakeholders to see their level of satisfaction with the performance of the faculty. In order to carry out the survey in a sustainable manner, FEB has a Career Development unit. The surveys conducted include surveys conducted on alumni, users and other external parties.

The quality assurance unit analyses the data and reports the results of the tracer study. The results obtained from the survey will then be followed up by evaluation in a management review meeting which is held once a month. 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.

Any input from external parties will be used to improve the quality of learning. Information and results are provided for different stakeholders (such as the Ministry, alumni, parents of students and employers). External stakeholders are also involved in the development of the curriculum.

#### Programme description

The curricula for all study programmes are documented in the handbooks and distributed to students in their inauguration week. The curricula and the syllabus for each course are available on the learning platform. The platform also provides information on the study programmes, such as examination schedules and programme regulations.

### Information on activities during the academic year

Activities of the faculty and study programmes are communicated and promoted by the faculty's website as well as the social media of the faculty and the study programmes such as Facebook pages, Instagram and Twitter.

FB Fakultas: <https://id-id.facebook.com/febunpad/>

IG Fakultas: <https://www.instagram.com/febunpad/>

IG Prodi Akuntansi: <https://www.instagram.com/>

IG Prodi MAKSI: [https://www.instagram.com](https://www.instagram.com/)

### Appraisal:

At Unpad, a systematically defined quality assurance and development procedure monitors and develops the quality of all study programmes. It takes into account the contents, processes, and outcomes through the PDCA cycle. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Therefore, internal and external quality management is carried out. Responsibilities are clearly defined. The success rate, students' workload and graduate employment are taken into account.

Overall, the evaluation by the students is carried twice each semester in accordance with Unpad's prescribed procedure. The study programme carries out a dialogue every semester with students to discuss follow-up measure.

The teaching staff also evaluates the quality on a regular basis and in accordance with Unpad's quality assurance procedures. Similarly, alumni and other stakeholders, like employers, provide valuable feedback for the development of the study programmes regarding the contents, the teaching methods and skills of the students. The head of the study programme analyses the results from both surveys to take further measure when necessary.

The study programmes publish their content, curriculum and examination scheme on different platforms. Lecturers hand materials out to students, like course plans and assignments.

All relevant and interesting information about the study programmes are published on the website and social media.

		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 programme:

Bachelor of Digital Business (BDB)

Master of Science in Management (MSM)

Master of Integrated Microfinance Management (MIMM)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			BDB		MSM MIMM
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		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
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		