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FINAL REPORT

MARANATHA CHRISTIAN UNIVERSITY
INTERIOR DESIGN (BACHELOR OF DESIGN)

April 2023



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMME

▪ “INTERIOR DESIGN” (BACHELOR OF DESIGN)

OFFERED BY MARANATHA CHRISTIAN UNIVERSITY, BANDUNG, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 16th meeting on 27 February 2023, and the circulation procedure of 05 April 2023, the AQAS Standing Commission decides:

1. The study programme “Interior Design” (Bachelor) offered by Maranatha Christian University, Indonesia is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditation is conditional.

The study programme essentially complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 April 2024**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **30 April 2029**.

Conditions:

1. The study programme has to revise the programme learning outcomes to be more precise and aligned with the learning outcomes according to the INQF level 6.
2. The study programme has to revise the curriculum by adding more courses focusing on building construction and detailing, technical drawings, sustainable materials, and by reducing art courses to balance the study load for students.
3. The university must explicitly differentiate the compulsory internship and the internship in the independent campus scheme, as well as the compulsory internship’s duration and credit load must be made more transparent for students.
4. Regarding the QA procedure, the study programme has to provide a more transparent and systematic documentation of the measures taken and the quality enhancement after the solutions have been implemented.
5. To secure the acquisition of a greater variance of competences, the study programme must apply more different assessment methods beside the classic authority assessments.

The following **recommendations** are given for further improvement of the programme:

1. The learning outcomes should be visualised with a graphical chart showing each semester and year's achievements, so that they will become more comprehensible to relevant stakeholders.
2. The curriculum should provide elective courses on research and skill courses focusing on the development of students' critical thinking and the preparation of portfolios.
3. To support the goal of internationalisation, more courses in English should be incorporated into the curriculum.
4. In the future, the curricular modifications should be documented more transparently for the accreditation.
5. The external exchange between the faculty, students, and the labour market as well as the internal exchange between the faculty and students should be held more structurally and regularly.
6. The collaboration between the university and the industry as well as professional associations should be strengthened on both national and international level.
7. A functioning alumni network should support the long-term evaluation by graduates and should be organised directly by the faculty.
8. Teaching methods and methodology should remain up-to-date and relevant as well as focus primarily on the needs and learning styles of the students, rather than on delivering a predetermined content top down.
9. The requirement and the decision-making process for admission should be made more transparent.
10. As the study programme accepts students with and without professional skills and knowledge, it should have a specific plan to fill the knowledge gap of students coming from other fields.
11. A more transparent documentation of the recognition process should be in place, as this will facilitate students to apply for study programmes or jobs outside Indonesia.
12. The study programme should have more lecturers with practical professional experience to gain a more holistic approach of the Interior Design industry.
13. The university should provide the teaching staff with additional training programmes in research, teaching, and assessment methods, as well as encourage and support them to participate in teaching mobility programmes.
14. It is recommended that the university should regularly update software and technical equipment for both teaching staff and students in order to ensure that they have access to the most current and relevant tools for their Interior Design practice.
15. In order to effectively manage the maintenance and upkeep of equipment, the study programme should develop a comprehensive 5-year plan for equipment maintenance.
16. To foster a more collaborative and interactive learning environment, the study programme should increase its capacity to accommodate all students to work there.
17. The university should provide each student with personal studio space which will allow for more flexibility and freedom in the creative process.
18. As multiple links from the university's website are broken, including links that lead to the professors' portfolio, these technical problems should be fixed for prospective students to get a better look at the professors' quality and work experience outside of the academic papers/publications.

19. The university should provide English information as well as complete information on admission such as criteria, requirements on application, and tuition fees online.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT**ON THE STUDY PROGRAMME****▪ “INTERIOR DESIGN” (BACHELOR OF DESIGN)****OFFERED BY MARANATHA CHRISTIAN UNIVERSITY, BANDUNG, INDONESIA**

Visit to the university: 14 – 16 November 2022

Panel of experts:

Prof. Dr. Özge Cordan	Istanbul Technical University (Turkey), Faculty of Architecture, Department of Interior Design
Prof. Dipl. -Ing. Judith Reitz	Peter Behrens School of Arts, University of Applied Science Düsseldorf (Germany), Department of Architecture and Design
Dhira Pardi	Insada Integrated Design Team (Indonesia) (representative of the labour market)
Leander Gussmann	Student of the Academy of Fine Arts Vienna (Austria) (student representative)
Coordinator: Vi Le Alexandre Wipf	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the Bachelor's programme "**Interior Design**" offered by **Maranatha Christian University, Indonesia**.

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in May 2021. The university produced a Self-Evaluation Report (SER). In March 2022, the institution handed in a draft of the SER together with the relevant documentation on the programme and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 16 May 2022. The final version of the SER was handed in September 2022.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in September 2022. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 14-16 November 2022. Virtually, the experts interviewed different stakeholders, e.g., the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 05 April 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In May 2023, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

Maranatha Christian University (Universitas Kristen Maranatha, UKM) is located in Bandung City, West Java, Indonesia. Originally established around the Faculty of Medicine in 1965, the university now has 9 faculties with 28 study programmes (Diploma, Bachelor, Profession, and Master). In early 2022, UKM had 6,542 active students and 455 permanent lecturers.

As stated by the university, Christianity and Christian values play a prominent role in UKM's vision and mission. According to the SER, all educational goals are adjusted to the identity of Maranatha Christian University as a Christian Higher Education Institution. In 2020, the university started to transform from a Teaching University to a Research based Teaching University. The acronym ICE is used to represent UKM's aspirations in both contexts – signifying Integrity, Care and Excellence with regard to its Christian life values, and Initiative, Collaboration and Excellence with regard to its innovation efforts.

The university states four priorities for its research: 1) good health and well-being; 2) development, innovation, and utilisation of technology; 3) quality education and entrepreneurship improvement; and 4) practices that support sustainability. Research themes for the Interior Design undergraduate programme are said to be set according to those priorities.

The Faculty of Arts and Design (FSRD) was established in 2005. It is offering four Bachelor's programmes in Fine Arts, Interior Design, Visual Communication Design and Architecture, as well as one Diploma programme in Fine Arts and Design with special focus on Fashion Design. All five programmes share a common set of core courses. Parts of the faculty's courses are also open to students from other disciplines and to the public.

IV. Assessment of the study programme

1. Quality of the curriculum

Bachelor's/Master's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

The Interior Design programme aims to endow students with entrepreneurial abilities, high integrity, caring, and excellence in the academic and professional worlds. According to the SER, graduates will be capable of applying expertise with artistic, human, and cultural values, and supported by theory, practice, and technology in the field of Interior Design globally. A graduate profile determined by evaluation and input from stakeholders lists interior design consultants, interior design contractors, interior design marketing specialists, and researchers in the field of interior design.

The programme's curriculum was last updated in 2020 to implement national standards, i.e., stipulations for the graduate competency level according to the Indonesian National Qualification Framework (INQF level 6) and the Independent Campus scheme. According to information in the SER, the curriculum is evaluated every year by internal stakeholders and external experts. Further mechanisms to gain input for improvement are

yearly focus group discussions, surveys with internship providers, soliciting critiques about students' final projects at exhibitions, and reviews from the Indonesian Interior Design Association (IIDA). While lesson plans are updated every semester, the regular interval for updating the curriculum is four years.

The study programme uses the Semester Credit System (SCS). The curriculum is comprised of 144 SCS, which include practical work and the final thesis and shall contain interdisciplinary and cross-disciplinary elements. The number of SCS scheduled in the curriculum varies between 27 and 40 per year. All courses in year 1 and 2 are compulsory while in year 3 and 4, a total of 18 SCS can be gained through elective courses. In addition, students can take up to 8 courses from other study programmes within the faculty as minor courses. First-semester students in each of the faculty's study programmes take introduction to Fine Arts, Design and Architecture courses to gain insight into the interdisciplinary study programmes in the scope of Fine Arts and Design. Students are further required to take two semesters of design/art studio courses in other study programmes within the scope of the FSRD. There are also collaborative courses between study programmes that take a case study from the community and have students work in groups to find solutions based on their respective fields of study. They are taken in semesters 3 through 8. Further courses include professional techniques such as "Furniture design", "Lighting design" and "Material knowledge", but also more generalist offers such as English language courses, research methodology, entrepreneurship, and religious studies. The programme is concluded by a thesis course where students take exams and participate in a public exhibition. Graduation is contingent upon a satisfactory performance in both. As stated in the SER, the Independent Campus Scheme gives students the opportunity to do internship for at least 1 semester which is said to be equal to 20 credits. The scheme also includes the student exchange at other study programmes, faculties, and universities, either local or international exchange.

Thirteen learning outcomes for the Interior Design programme are defined in the SER. Among the skills students should acquire, there are analytical insights towards arts and design as well as the requirements posed by users and environments (natural and cultural); the ability to create and apply appropriate design concepts using various media, skills, techniques, and technologies; the ability to create communicative presentations (visual and verbal) of products as well as teamworking, networking, entrepreneurial and leadership skills.

Experts' evaluation

The programme is connected to the Faculty of Arts and Design along with four other programmes, which focus on outcome-based education (OBE). The faculty and the Bachelor's programme in Interior Design address the community needs through arts and design-based solutions. The curricular structure of the programme supports the achievement of the intended learning outcomes and the student's progression. The curriculum covers general skills and is based on a classic combination of different necessary focal areas with a range of expected learning goals. However, the learning outcomes should be visualised with a graphical chart showing achievements of each semester and year, so that they will become more comprehensible to relevant stakeholders (**Finding 1**). In addition, some program learning outcomes (PLO) constructed in accordance with the four outcomes of INQF level 6 are not field-specific. For example, the PLO 1, 2, 4, 7, 8, and 11 are formulated using the general term as "design" instead of "interior design", while the learning outcomes of the INQF level 6 always indicate the specific field of study. Therefore, the programme learning outcomes must be revised to match the learning outcomes of the INQF level 6 more precisely (**Finding 2**).

In general, the programme reflects the level of a Bachelor's degree as defined by the European Qualifications Framework and the Indonesian Qualifications Framework. The curriculum of the programme contains interdisciplinary and cross-disciplinary elements to gain insights into management, fine arts, design, and architecture. From the third to the sixth semester, Interior Design studio courses forming the backbone of the programme are supported by other semi-studio and theory courses. Yet, the curriculum should focus on construction classes and technical drawing skills in the second year as they are not sufficiently integrated into the curriculum

so far. The representatives of the labour market explicitly pointed out that students should be better educated in the areas of technical drawing, structural design, detail development, and skills in economic construction processes. Therefore, the study programme has to revise the curriculum by adding more courses focusing on building construction and detailing, technical drawings, sustainable materials, and by reducing art courses to balance the study load for students (**Finding 3**). Additionally, the curriculum should provide elective courses on research and skill courses focusing on the development of students' critical thinking and the preparation of portfolio (**Finding 4**). To support the goal of internationalisation, more courses in English should be incorporated into the curriculum as English is a language necessary for exchange programmes and openness towards other cultural identities (**Finding 5**). From the feedback of internal and external stakeholders, the learning outcomes have been updated on a regular basis (every four years). In the future, it would be helpful to have the curricular modifications more transparently documented for the accreditation (**Finding 6**).

In addition, the specific elements such as distance education, part-time studies and internship are not well-documented in the design of the curriculum. More importantly, the experts learnt from the students and the labour market during the site visit that internship plays an essential role in preparing students for the practical work and life after graduation. The SER mentioned the Independent Campus Scheme which gives students the chance to do internship in at least 1 semester. However, it remains unclear to the experts whether the study programme also incorporate the compulsory internship into its curriculum. The university must explicitly differentiate the compulsory internship and the internship in the independent campus scheme, as well as the compulsory internship's duration and credit load must be made more transparent for students (**Finding 7**).

The total programme workload is correctly and transparently allocated to the different courses/modules. The curriculum was explained in a way that courses/modules are split into mostly compulsory and some electives courses. This is adequate so far, but the curriculum could be more adapted so that students could have the possibility to individually foster certain (elective) courses/modules according to their own talents and interests. The elective seminars could then offer more freedom for independent research/self-chosen research topics, especially for the third-year students. The experts recommend including at least one free elective course that allows groups of students to form their own self-responsible collaborative research topic and position (e.g., sustainability, typological studies, advanced modelling, material research, etc.) (**see Finding 4**). Such a course would allow for a better qualification for the labour market such as teamwork, responsibility, time management, dealing with contemporary assignments as well as experimental research.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's/Master's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

Maranatha Christian University has quality assurance units at the university, faculty, and study programme level. Their work follows an internal quality assurance System (SPMI) regulated via decree by the Maranatha Christian Higher Education Foundation. The relevant documents contain four parts: 1) an SPMI policy in general terms, 2) a quality manual with an explanation of the quality assurance steps, 3) a collection of 31 documents setting quality standards for education, research, community service and non-academic matters, 4) an SPMI form consisting of standard operating procedures, work instructions and other supporting forms.

The SER describes the cycle of quality assurance in five stages: setting, implementing, evaluating, controlling, and upgrading standards. Performance indicators are audited once a year in order to help study programmes determine achievement targets (i.e., set standards). The implementation of standards lies with the heads of faculties, study programmes, and work units. Evaluations take place in the form of self-evaluation of work units, twice-yearly academic monitoring and evaluation (at the faculty and programme level) as well as yearly internal quality audits by an independent auditor. Based on the findings, strategies for standard control (e.g., improvements) are discussed between the university's leadership, faculties and work units, then implemented under the coordination of the dean of the faculty. If the set standards have been met, new upgraded standards are developed.

According to the SER, the Interior Design programme involves internal and external parties in its efforts of quality improvement. In addition to surveys that are conducted among students, lecturers, companies from relevant fields, etc., the programme is also said to make use of benchmarking against other universities in Indonesia, education workshops, yearly focus group discussions, and consulting employers of graduates from the programme.

Experts' evaluation

The cultural specifications and the difference to comparable European study programmes are obvious, but the standard of Maranatha Christian University is competitive and high. The university also shows a great willingness to improve its study programmes and the running quality assurance system is adequate so far that different stakeholders including the labour market are involved. However, involvement of the stakeholders through surveys are not yet sufficient for qualitative improvement. The university should organise a more structural and regular exchange of the labour market with the faculty and students, as well as internal exchange between the faculty and students on a regular basis, because the exchange with the labour market and students is very important for innovative and resilient studies (**Finding 8**). Moreover, the collaboration between the university and the industry as well as professional associations should be strengthened on both national and international level, for instance, in the forms of end-of-year exhibitions or practical joint projects with the labour market (**Finding 9**).

As stated above, the Interior Design programme involves internal and external parties in its efforts of quality improvement. The presented responsibilities and targets are adequate for monitoring and revising the programme, but it is vaguely described and the extent to which the outcome leads to short-term measures to enhance quality remains unclear to the experts. Therefore, the documentation of the measures taken and the quality enhancement is crucial (**Finding 10**). For example, the study programme can utilise statistical data on students' progression (e.g., student composition, study duration, completion rate, grade distribution, failed/completed exams) and conduct thorough analysis to come up with the according measures. By using this data, the programme management could gain better insight into the feasibility of the programme and if organisational and/or content-specific changes are needed. These steps must be documented systematically and transparently (**see Finding 10**).

To make the quality assurance process more transparent, the study programme should intensify the involvement of students in the quality assurance mechanisms. More specifically, student representatives should be invited to relevant meetings and given more formal spaces to express their concerns (**see Finding 8**). In addition, a functioning alumni network could support the long-term evaluation of the graduates and should be organised directly by the faculty (alumni events, lecture series, newsletter, internship exchange, etc.) (**Finding 11**).

Conclusion

The criterion is partially fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

The study programme employs three ways of learning, i.e., theory, semi-studio, and studio course systems. The theory-related courses are held once a week with the provision of material by the lecturer, discussion, and assignment. Semi-studio courses are conducted once a week with material provided by the lecturer, discussions, and assignments in the form of hands-on practice. Studio courses are conducted twice a week with the greatest weight on designing practice guided by lecturers, inviting practitioners to give public lectures and provide coaching to students. All courses in the Interior Design undergraduate programme use the project system and case-based methods.

According to the SER, the learning methods for both theory-related and studio courses have a degree of overlap: materials and assignments are exchanged digitally via online meetings, the university's online learning platform (Morning) as well as social messenger apps. In addition to that, studio courses use videos as a means for additional explanations and presentations.

Among the six design studios that make up the programme's core courses, four are based on individual assignments, one is done in groups in collaboration with the Visual Communication Design undergraduate programme, and one (the Final Project studio) is done individually under the guidance of two supervisors.

The SER describes the teaching and learning process in the Interior Design programme as student-centred. To encourage students to actively participate in learning, case-based and project-based learning methods are applied. Certain courses focus on lifelong learning, i.e., practice works, entrepreneurship, and design studio. Practice works courses take place at companies, some of which already have a Memorandum of Understanding with the study programme. In addition, the study programme has been collaborating with the West Java Indonesian Interior Design Association to hold a hybrid e-internship programme with practitioners in Interior Design. In the Entrepreneurship course, students are encouraged to make marketable business plans and works. For the design studio course, the study programme is supposed to invite practitioners and persons from the industry according to the design topic of each studio.

The weighting of assessments within the study programme varies depending on the type of course. Theory courses' assessments are divided into 20% mid-term exam, 30% final exam and 50% structured academic activities. The studio courses' assessments are divided into 10% mid-term exam, 10% final exam and 80% structured academic activities. As stated in the SER, the final project assessment is a 100% structured academic activity. Meanwhile, the assessment instrument is written in the lecture contract, which includes the grading weight for each assignment and is stated in the Semester Learning Plans (RPS).

The exam questions for mid-term and final exams are designed by the lecturers and approved by the head of the programme, then uploaded to the Morning platform. Special examination procedures (including remedial and follow-up examinations) are carried out through the Special Examination Registration form. Examinations for courses in the Interior Design undergraduate programme consist of a final project submission and an essay exam. Students are also required to defend their final project.

Arrangements are said to be in place to make the programme accessible to a diverse group of students: Students who work part time can choose an alternative class schedule. The university explains in the SER that facilities of the Interior Design programme provide ramps, elevators, and accessible corridors for students with special needs related to mobility. In case of hearing and speech impairments, students are to keep up with the teaching and learning process by reading the speaker's lips and by visual explanations. Differences in abilities between prospective students from various regions are said to be addressed by basic tutorials. To accommodate international students or students from disadvantaged areas, the study programme provides a "buddy" who is to act as a translator and companion.

Experts' evaluation

In general, the learning and teaching methods correspond to the intended learning outcomes. The programme has theory, semi-studio, and studio courses, which are the backbone of the Interior Design education through individual and co-up/group, and in collaboration with the Visual Communication Design department. As a student-centred learning environment, the programme uses the project-based method for studio courses and the case-based method for both studio and theory courses for enabling students to actively participate in the learning process. As mentioned in the SER, the studio courses invite practitioners to give lectures and provide workshops for improving students' knowledge, skills, and competencies. The face-to-face teaching methods help students learn more interactively because they have a chance to discuss and improve their qualifications in the studio environment. However, through the discussion with the labour market during the site visit, teaching methods and methodology should remain up-to-date and focus primarily on the needs and learning styles of the students, rather than on delivering a predetermined content top down (**Finding 12**). For example, the studio, sketch and rough model allow developing new design ideas and quickly modify concepts. Therefore, design thinking with conventional tools instead of conceptual thinking in digital tools should be encouraged in the studio environment. Workshops, field trips, excursions, and symposiums or colloquia are some examples of options to use in teaching, for this will help students be more engaged and motivated as well as provide them with a variety of opportunities to learn and apply their knowledge; these should be integrated on a higher level in the future. The study programme should encourage students to do more self-learning and independent research by providing them with the opportunity to explore topics of interest in greater depth, write about them and apply what they have learned in the classroom to real-world problems into their projects (**see Finding 8**). A positive aspect to mention is that the programme also gives a chance to part-time students and students with special needs such as persons with hearing disabilities and offers online/distance learning and part-time learning paths. This is adequate to help challenged students to study.

Students participating in the Independent Campus programme are given the freedom to take credits outside the study programme for up to three semesters. The programme has also developed a collaboration with practitioners, companies, and associations to hold a hybrid internship programme (online and offline) with

practitioners in Interior Design. Although the learning and teaching environment supports an interlacing of theoretical and practical aspects, the study programme should offer more opportunities to do internships and study outside campus programmes at international level for all students to see the international working environment and to learn how to develop and implement of international projects (see Finding 9).

The types and forms of assessment used in the programme should be diverse and better matched to the intended learning outcomes of the classes. Beside the classic authority assessments, other assessment methods such as self-assessment, group assessment, and peer assessment must be applied (Finding 13). Some examples are given in the table below. This will ensure that students are evaluated on the knowledge and skills that are most relevant to Interior Design, and that assessments measure their progress and understanding accurately. Furthermore, this diversity of assessments will train students to be more flexible, making it easier for them to transfer their knowledge to situations outside the university context.

Who Assesses	Types of Assessment	Examples
Authority assessment	Written assessment; Jury system	Journal; Annotated bibliography; Case study; Essay; Literature review; Workbook; Peer review; Portfolio; Problem solving task; Professional plans; Project (re-research); Quiz/Test; Reflective journal; Report; Research paper; Thesis
Self-assessment	Oral assessment	Critique; Debate; Recording in portfolio; Interview; Individual presentation; Group presentation
Group assessment	Performance; Exhibition; Demonstration assessments	Studio presentation including Models; concept demonstration; Placement performance; Examination (practical); Exhibition; Laboratory / Practical demonstrations; Recorded/rendered creative work; Poster presentation; Job / Professional simulations; Teamwork (process); Site-based presentation; Film/Video screening
Peer assessment	see above	see above

One especially useful type of authority assessments is the Jury system. The programme should use a “jury system” for the assessment of projects in most practical courses, not just for final projects (see Finding 13). This should involve a panel of faculty members and if possible, also industry professionals evaluating together the students’ work. This will provide valuable feedback from multiple perspectives to students and help to prepare them for their future careers in the industry.

Conclusion

The criterion is partially fulfilled.



4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

The process of student admission at the Faculty of Art and Design is described as following the applicable provisions of the university in accordance with the SOP for New Student Admission. It is stated in the SER that information on registration and entry requirements are published online.

Prospective new students register online. Admission is possible via five different pathways, i.e., the regular, scholarship, partner, computer-based written examination, and special pathway. To register for the Interior Design Bachelor's programme, applicants need to have either a high school diploma (in natural science, social science, language) or a vocational high school diploma, or take an academic potential test. Vocational high school expertise must be in accordance with the prospective field of study. Other requirements, especially for admission with a scholarship, are attaching a colour-blind free statement, and submitting two works of art. After prospective new students register and fulfil the initial requirements, the admissions section verifies the completeness of the data and required documents, followed by participants taking an entrance screening exam. Then, the University's Admission Committee holds a judicial meeting to determine which applicants are accepted.

Between 2016 and 2020, about 168 people applied for the Interior Design undergraduate programme. On average, 97 of those applicants then passed the selection and 63 (regular and transfer students) subsequently enrolled in the programme. During the same five years, 346 students graduated with an average GPA of 3.33, a minimum GPA of 2.66 and a maximum GPA of 3.93.

It is explained in the SER that the programme conducts student exchanges between study programmes within the university and also with partner universities (domestic and overseas). It also participates in the Freedom to Learn-Independent Campus programme initiated by the Indonesian government. Maranatha Christian University is affiliated with NUNI (Nationwide University Network Indonesia), a network of 21 universities that facilitates student exchange activities among its members.

After completing the study programme, students receive their graduation certificate and transcripts as well as a Graduate Certificate Supplementary Document (SKPI) and a student portfolio.

Experts' evaluation

The application to the Interior Design study programme requires administrative documents and one entrance test, namely the entrance screening exam. This exam will test basic abilities regarding subject knowledge that has been acquired while attending education at the high school/vocational school level or equivalent. Other than high-scoring exam results, it is unclear what the Admission Committee considers an admissible applicant. The experts therefore recommend that the university be more transparent about its admission requirement and the decision-making process (**Finding 14**). Up to this point, the experts have found no specific requirement for the Bachelor's programme of Interior Design such as a portfolio, personal statement, or statement of purpose (except for scholarship admission). It is understandable that the university wants to give a chance to prospective students with and without professional knowledge and skills, it is suggested to have a specific plan to fill the knowledge gap of students coming from other fields (**Finding 15**).

It is positive that students' progression is monitored throughout the undergraduate programme. Students meet their academic supervisor four times per semester to discuss difficulties they may face during their studies. Any potentially struggling student will receive additional attention and advice from their respective lecturer/advisor to overcome their problems. The implementation of surveys, discussions during the Interior Design student forum, and focus group discussions were confirmed in the discussion with the students and alumni during the site visit. However, as aforementioned, the communication with students would be more efficient if the study programme has a plan for structural and regular meetings (**see Finding 8**).

The fact that the university has partnerships/exchanges with domestic and overseas universities is a positive aspect to increase the diversity of the students' learning experience. However, the recognition of credits taken from classes from other study programmes and other domestic and overseas universities remains unclear. A more transparent regulation of the recognition process should be in place, as this will facilitate students to apply for study programmes at the international level (**Finding 16**).

The certification awarded by the university to graduates upon completion is officially acknowledged by the local Indonesian Education governing body. The information provided through the diploma supplement is clear and complete.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's/Master's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

There are twenty-one permanent lecturers in the Interior Design programme, consisting of sixteen permanent lecturers, one prospective ordinary lecturer, two special ordinary lecturers, one lecturer with work agreement, and one extraordinary lecturer. The members of the teaching staff have either Master's or Ph.D. degrees. As stated in the ER, several of them are currently pursuing doctoral studies. Most lecturers are also active as professional designers in the industrial world and are members of the Indonesian Interior Designers Association (HDII).

According to the SER, lecturers are encouraged to take part in trainings or seminars in order to improve their competence as well as activities that support the Tridharma of Higher Education (education, research, and community service interlaced). It also states that lecturers can apply for support to attend seminars, workshops, or other activities that aid their duties and functions as lecturers, and that individual research to develop teaching materials is supported. The university offers a Degree Advancement Programme to help lecturers develop their qualifications. This programme is offered in the form of scholarships for doctoral programmes from the university.

Experts' evaluation

The university provided a full list of all teaching staff involved in the programme, including their academic qualifications. The teaching staff including the permanent and external/guest lecturers are appropriately qualified with regards to the intended learning outcomes of the programme. According to the site visit, the faculty are likely engaged in long-term contracts. Comparing with the low number of registered students (10-15) each semester, the human resource is considered to fit the size of the student body. Lecturers are encouraged to do practical works and research regarding mainly teaching (e.g., theory and criticism, culture, human studies, media, and technology) and teaching materials, as well as to take part in various training such as seminars, activities, exhibition, and workshops. They are also supported to attend national and international events and activities for presenting their works/studies. Nevertheless, the study programme should have more lecturers with practical professional experience to gain a more holistic approach of/for the Interior Design industry (**Finding 17**).

In addition, the concept of staff development should be more adaptable and transformable with the current economic and ecological context, and with current innovative learning and teaching methods. The university should provide the teaching staff with additional training programmes in research, teaching, and assessment methods, as well as encourage and support them to participate in teaching mobility programmes (**Finding 18**). The experts also believe that the teaching quality of the faculty members will be improved if they have more freedom in developing course content and lessons.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's/Master's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

The study programme and the Faculty of Art and Design provide academic information through the FSRD website. The information includes academic guidelines and the academic calendar as well as document downloads such as financial procedures, guidebooks for practical work, guidelines for research reports/final projects/practice work CD Collections etc.

As described in the SER, Maranatha Christian University's library facilities include the library of materials required for Interior Design students. As of June 2021, the library's collection consisted of 572 eBooks, 169 eJournals, and 8,149 printed books. A material library enables students to see original materials on product displays and materials that can be applied to design making. It collaborates with a variety of industries/material companies that have become study programme partners. In the material library, seminars or workshops are held which invite practitioners and the art and design industry. In addition to those collections, the Interior Design undergraduate programme provides students with a computer lab with software such as Auto Cad, Sketchup, and the other commercial design software as well as VR and AR equipment.

As stated in the SER, the university also provides on- and off-campus access to international journals. The library is also said to offer classes which are supposed to improve the soft skills of Maranatha Christian University students and lecturers.

The university provides scholarship opportunities to students in the form of internal (High Achievement Scholarships and Low Economic Scholarships) and external scholarships.

Maranatha Christian University has a Directorate of Student Affairs and Alumni whose objectives are to help students develop in academic and non-academic fields as well as support the success and readiness of students entering the workforce. In the Student Activity and Welfare Sector it provides the following services: 1) supporting students with special needs in the learning and teaching process as well as in infrastructure, 2) tracking and counselling of students with a low GPA, 3) consultations for special cases, 4) mentoring for new students, 5) health insurance, 6) a student care fund, 7) a spiritual service unit, and 8) a psychology service centre bureau.

Maranatha Christian University also provides access for students with special needs, for example the availability of ramps for access to each lecture building, and a sign system.

Experts' evaluation

Generally, the learning resources meet the needs of students. The experts, however, recommend that the university should regularly update software and technical equipment for both teaching staff and students in order to ensure that they have access to the most current and relevant tools for their Interior Design practice (**Finding 19**). Even though the university might not have the licenses for specific software or machinery present in the workshop, it is important for the students to understand what technical tools, software and opportunities exist as well as for the faculty members to stay up to date with the industry standards. In order to effectively manage the maintenance and upkeep of equipment, the study programme should develop a comprehensive 5-year plan for equipment maintenance (**Finding 20**). This will ensure that equipment is kept in good working order, and that any necessary repairs or replacements are made in a timely and cost-effective manner.

In the virtual tour during the site visit, the experts saw that there was a common working space for students which is a positive aspect. However, to foster a more collaborative and interactive learning environment, the study programme should increase its capacity to accommodate all students to work there (**Finding 21**). In addition to the common working space, the university should provide each student with personal studio space which will allow for more flexibility and freedom in the creative process (**Finding 22**). By having personal studio space, students can pin things on the wall, leave their tools and materials out, and take breaks without having to start fresh when they return. This can help to save time and allows for a more seamless workflow. Additionally, having all of their materials and supplies at hand and easily accessible can help to minimise distractions and allows for better focus on the task.

Although the provision of career counselling service by the university is highly evaluated as it supports students in looking for internships, there is still room for improvement. The study programme could consider establishing more partnerships with the industry to increase internship opportunities for students as well as more partnerships with universities for mobility purposes on both national and international level (**see Finding 9**). The alumni network might be helpful there for connections to internship placements (**see Finding 11**). Although it is an important skill to have self-organisation for students, it is also important for the university to make the transition between university and internship as smooth as possible. A well-structured handbook, career counselling and standardised contracts are three basic elements that make the process easier.

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

The Faculty of Arts and Design of Maranatha Christian University has a publicly accessible website, which contains a profile of the study programme in Interior Design, information on its intended learning outcomes, teaching, learning, and assessment procedures, as well as information on its admission requirements and selection procedure.

Experts' evaluation

Maranatha Christian University's website dedicated to the Bachelor's programme in Interior Design provides information on their vision, mission, educational goals, educational focus, facilities, carrier prospects, and collaborations, with links to their curriculum revised in 2020, accreditation status, organisational structure, list of lecturers, Independent Campus programme, portfolio, and gallery. However, multiple links are broken, including links that lead to the professors' portfolio. These technical problems should be fixed for prospective students to get a better look at the professors' quality and work experience outside of the academic papers/publications (**Finding 23**).

Maranatha Christian University has an English version of its website, which is a positive point. This main page links to the main page of the Bachelor's programme of Interior Design, which is also available in English. However, this is the extent of information available in English. More detailed information with regards to this degree is not available in English. Information on admission in English (criteria, requirements on application, and tuition fees) is found to be missing from the website. The experts recommend the university to provide English information as well as complete information on the mentioned aspects of the study programme (**Finding 24**).

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “**Interior Design**” (**Bachelor**) offered by **Maranatha Christian University (Indonesia)** with conditions.

Findings:

1. The learning outcomes should be visualised with a graphical chart showing each semester and year's achievements, so that they will become more comprehensible to relevant stakeholders.
2. The study programme has to revise the programme learning outcomes to be more precise and aligned with the learning outcomes in INQF level 6.
3. The study programme has to revise the curriculum by adding more courses focusing on building construction and detailing, technical drawings, sustainable materials, and by reducing art courses to balance the study load for students.
4. The curriculum should provide elective courses on research and skill courses focusing on the development of students' critical thinking and the preparation of portfolio.
5. To support the goal of internationalisation, more courses in English should be incorporated into the curriculum.
6. In the future, the curricular modifications should be documented more transparently for the accreditation.
7. The university must explicitly differentiate the compulsory internship and the internship in the independent campus scheme, as well as the compulsory internship's duration and credit load must be made more transparent for students.
8. The external exchange between the faculty, students, and the labour market as well as the internal exchange between the faculty and students should be held more structurally and regularly.
9. The collaboration between the university and the industry as well as professional associations should be strengthened on both national and international level.
10. Regarding the QA procedure, the study programme has to provide a more transparent and systematic documentation of the measures and the quality enhancement.
11. A functioning alumni network should support the long-term evaluation of the graduates and should be organised directly by the faculty.
12. Teaching methods and methodology should remain up-to-date and relevant as well as focus primarily on the needs and learning styles of the students, rather than on delivering a predetermined content top down.
13. Beside the classic authority assessments, the study programme must apply more different assessment methods.
14. The requirement and the decision-making process for the admission should be made more transparent.
15. As the study programme accepts students with and without professional skills and knowledge, it should have a specific plan to fill the knowledge gap of students coming from other fields.
16. A more transparent documentation of the recognition process should be in place, as this will facilitate students to apply for study programmes or jobs at the international level.
17. The study programme should have more lecturers with practical professional experience to gain a more holistic approach for the Interior Design industry.

18. The university should provide the teaching staff with additional training programmes in research, teaching, and assessment methods, as well as encourage and support them to participate in teaching mobility programmes.
19. It is recommended that the university should regularly update software and technical equipment for both teaching staff and students in order to ensure that they have access to the most current and relevant tools for their Interior Design practice.
20. In order to effectively manage the maintenance and upkeep of equipment, the study programme should develop a comprehensive 5-year plan for equipment maintenance.
21. To foster a more collaborative and interactive learning environment, the study programme should increase its capacity to accommodate all students to work there.
22. The university should provide each student with personal studio space which will allow for more flexibility and freedom in the creative process.
23. As multiple links from the university's website are broken, including links that lead to the professors' portfolio, these technical problems should be fixed for prospective students to get a better look at the professors' quality and work experience outside of the academic papers/publications.
24. The university should provide English information as well as complete information on admission such as criteria, requirements on application, and tuition fees.