Decision of the FIBAA Accreditation and Certification Committee

PROGRAMME ACCREDITATION

Project Number:	20/067
Higher Education Institution:	Universitas Pembangunan Nasional "Veteran" Jawa Timur
Location:	Surabaya, Indonesia
Study Programme:	Visual Communication Design
	Degree: Bachelor of Design
Type of Accreditation:	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited with one condition.

Period of Accreditation: November 26, 2021, until November 25, 2026

Condition:

The University
  a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
  b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

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The condition is fulfilled.
FIBAA Accreditation and Certification Committee on June 29th, 2022.

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The FIBAA Quality Seal is awarded.

Assessment Report

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Higher Education Institution (HEI):
Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT)

Bachelor study programme:
Visual Communication Design

Qualification awarded on completion:
Bachelor of Design

General Information on the study programme

Brief description of the study programme:

The Bachelor programme Visual Communication Design (BDes) offers within four years (8 semesters) a training for several professional fields and competencies, as:

- Professional Designer: Graduates can design or produce visual communication designs in the fields of multimedia, graphic design, or advertising, by expressing creativity, innovation, and following technological developments, which are based on designer rules, procedures, and ethics.

- Creative Director: Graduates can become leaders in creative teams, find creative, communicative strategies and solutions, and bridge the creative team with other jobs in the company or organization.

- Design Researcher: Graduates are able to apply logical, critical, and innovative thinking to identify and analyse various visual communication design problems in society to find appropriate and effective solutions, both independently and collaboratively.

- "Creativepreneur": Graduates are able to plan, build, and develop creative businesses in the field of visual communication design, marketing, maintaining positive relationships with clients, employees, businesspeople, and leading the business they run.

The programme offers three specialisations: multimedia, advertising and graphic design starting from the 5th semester. The knowledge of English is required. Graduates have reached the degree "Bachelor of Communication".

Type of study programme:
Bachelor programme

Projected study time and number of ECTS/national sks credits assigned to the study programme:
4 years (230 to 256 ECTS credits / 144 to 160 sks credits)

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
no

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

Programme cycle starts in:
August

Initial start of the programme:
2015

Type of accreditation:
Initial accreditation

Procedure

A contract for the Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT) initial accreditation of the Bachelor study programme**:** Visual Communication Design was made between FIBAA and UPNVJT on November 26, 2020. On June 25, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel[1] consisted of:

Prof. Dr. Dennis Hilgers
Johannes Kepler University Linz, Austria
Professor for Public and Non-profit Management

Lina Irscheid
University of Potsdam, Germany
PhD-Student of Law (LL.B.)

Tobias Kaulfuß
Citadelle Systems AG, Essen, Germany
Founder and CEO (Logistics, eCommerce, Information Technology)

Prof. Dr. Tibor Kliment
Rheinische Fachhochschule Köln, University of Applied Sciences, Cologne, Germany
Professor for Media and Cultural Management,
Director of Institute for Empirical Media and Cultural Marketing

Prof. Dr. Andreas Knorr
Deutsche Universität für Verwaltungswissenschaften Speyer, Germany
Professor of Economics (Transport Policy, Regulatory Policy, Competition Policy, International Relations)

Prof. Dr. Yang Liu
University of Applied Sciences Europe, Berlin, Germany,
Professor of Communication and Design

Prof. Dr. Marian Paschke
University of Hamburg, Germany
Chair of Civil Law, Commercial Law, Maritime Law and Economic Law

Dr. Edy Santoso
University of Langlang Buana, Bandung, Indonesia
Senior Lecturer for Postgraduate Business Law Programme

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[1] The panel is presented in alphabetical order.

Prof. Dr. Mouna Thiele
Hochschule Düsseldorf, University of Applied Sciences, Düsseldorf, Germany
Professor of Economics, esp. International Business Relations

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 25, 26 and 27, 2021 with representatives of the UPNVJT via the video conferencing tool Zoom. The same cluster included an appraisal of the following Bachelor programmes: Development Economics, International Relations, Public Administration, Law, Communication Science. At the end of the online conference the panel gave 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 October 23, 2021. The statement on the report was given up on November 2, 2021. It has been taken into account in the report at hand.

Summary

The Visual Communication Design programme (BDes) offered by the Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with one exception 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 November 26, 2021, and finishing on November 25, 2026, under condition. The programme is in accordance with the national Qualification Framework and analogous to the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: adequately integrating the MBKM type of internship into the curriculum (see Chapter 3.2).[2] They recommend the accreditation on condition of meeting the following requirement:

Condition:
The University
   a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
   b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

Furthermore, the quality requirement that has not been fulfilled

- Internationality of faculty (see 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 areas where the programme could be further developed:

- Intensifying the preparation of English language skills by additional courses (see chapter 2.5),
- More focussing on the theoretical side of the curriculum (see chapter 3.1),
- Substantiating the relevant exams and test formats in the syllabi (see chapter 3.2),
- Introducing more actual materials including updated literature into the courses (see chapter 3.3),
- Including lecturers from abroad into permanent staff (see chapter 3.4),
- Including more training of the English language (see chapter 3.4),
- More intensively involving students in the processes of assessing quality assurance and development outcomes (see chapter 5.1).

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2 This aspect is an asterisk criterion which means that it is essential for the study programme.

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

There are criteria in which the programme exceeds the quality requirements:
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Interdisciplinary thinking (see chapter 3.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students (see chapter 4.2).

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

List of Tables

Information on the Institution

Universitas Pembangunan Nasional "Veteran" Jawa Timur (UPNVJT) started in 1959 as the Academy of Administration "Veteran" Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6th, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Business and Economics; Faculty of Engineering; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences; Faculty of Architecture and Design;). The last-mentioned takes the responsibility for the Bachelor programme Visual Communication Design (BDes). UPNVJT's vision is to become the leading university with *Bela Negara* or State Defence characters[3]. The state defence characters are defined as nationalism, aware of being a citizen of the nation and the state, willing to sacrifice, believing that Pancasila (five principles of the national Constitution of the Republic of Indonesia)[4] is the basis of the state and has the initial ability to defend the state all of which must be embraced by the entire academic community and instilled in students in the learning process. The *Bela Negara* characters and values are embedded in UPNVJT's teaching, research, and community service.

Specifically, the UPNVJT missions are:

- Developing the education with focus on producing "Bela Negara" values and characters in its graduates and academics.

- Improving the culture of research and innovation in the development of science and technology to advance the community.

- Conducting community service based on local wisdom illuminated by research and innovation.

- Performing good and clean governance with accountability and transparency in regard of finance and budgeting.

- Developing excellent human resource quality in attitude and value, performance, knowledge, and managerial skills.

- Improving the management system of integrated facilities and infrastructure.

- Advancing institutional cooperation with stakeholders both domestically and internationally.

UPNVJT strives to deliver its mission, both nationally and internationally. It strategically boosts its international outreach by offering various programmes such as joint-research, joint-teaching and hosting international students. UPNVJT has permanent cooperation with

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[3] Bela Negara became Indonesian policy in October 2015 through the 2015 Defence White Paper. A three-step Action Plan was developed. The first step of implementation is the "dissemination, harmonisation, synchronisation, coordination, and evaluation" of Bela Negara, which is broken down into twelve actions and bulleted standards of evaluation. These actions include the creation of instructional modules for Bela Negara programmes, organising national consultation meetings and conferences, **designing curricula**, forming coordination and evaluation bodies, and planning multi-tiered cadre training programmes.

[4] Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

universities and education institutions abroad, for example, with Murdoch University Australia, Pearson Education and numerous universities in Asia and South-East Asia regions. UPNVJT recently established a mutual cooperation with UiTM – Malaysia (Kelantan and Sarawak) by which several study programmes have already conducted virtual joint-teaching collaborations. UPNVJT is an associate member of ASEAN Universities Network for Quality Assurance (AUN-QA) as well as a member of WAEJUC (Western Australia- East Java Universities Consortium). This is in line with UPNVJT strategic plan for 2020-2024 to increase its competitiveness in the Southeast Asia (ASEAN) area. UPNVJT is an "A" status institution (superior) declared by the National Accreditation Board (BAN-PT). For the best practice of quality assurance system, UPNVJT has been applying ISO 9001:2015 and the internal quality assurance system with PDCA principles.

Further development of the programme, statistical data, and evaluation results

The BDes programme was established in 2015 under the Faculty of Architecture and Design. Since its establishment, BDes has been attracting a large number of students each year. It gained a "B" status as a relatively new programme from the National Accreditation Board (BAN-PT). Previous recommendations from the first cycle of national accreditation suggested to improve lecturers' functional positions, to recruit lecturers with doctoral degrees, and facilities. As a response to that, BDes has now three additional assistant professors and one doctoral candidate and upgraded facilities to support the teaching process.

BDes offers three specialisations: multimedia, advertising and graphic design starting from the 5th semester. Based on the "Independent Campus, Freedom to learn" programme it provides opportunities for students starting in semester 5 to choose elective courses both on campus and outside campus. By taking courses outside the study programme, students will be able to broaden their horizons and to have a wider network. Furthermore, the internship is with a short length integrated in BDes curriculum as an option. Students are able to replace the internship with the credits taken in the current semester. Additionally, this internship also aims to give students work experience before graduating.

This change was mandated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) which recommended higher education institutions in Indonesia to refresh their curriculum to meet the national and global demands by offering more elective, multi-disciplinary courses as well as increasing its strategic partnership with other institutions. This approach is called the "Independent Campus, Freedom to Learn" curriculum.

Table 1: Statistics BDes programme

		2020/2021	2019/2020	2018/2019	2017/2018
# Study Places		125	70	55	50
# Applicants	∑	707	504	351	279
	f	375	235	111	88
	m	332	269	240	191
Application rate		565,60%	720,00%	638,18%	558,00%
# First-Year Student	∑	127	72	57	50
	f	81	46	28	17
	m	46	26	29	33
Rate of female students		0,637795276	0,638888889	0,49122807	0,34
# Foreign Students	∑	0	0	0	0
Percentage of occupied study places		101,60%	102,86%	103,64%	100,00%
# Graduates	∑	27	28	23	0
	f	10	10	9	
	m	17	18	14	
Average duration of study		4,42	4,25	4	0
Average grade of final degree		3,48	3,52	3,61	0

According to UPNVJT, the average drop-out rate per year has not yet been calculated, because it is based on an overall study period of 14 semesters (Bachelor students are allowed to study up to seven years). Therefore, dropout rates for the BDes programme cannot be determined before 2022.

Appraisal:

The panel notices that the study places of the BDes programme are sought by many applicants. The high application rates guarantee that all study places can be occupied. About two thirds of first-year students are female.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The BDes is developed based on the Qualification Framework of Indonesia (KKNI), corresponding to level 6 (out of 9 qualification levels) that is similar to level 6 of the European Qualifications Framework (EQF). Students must obtain a minimum of 149 sks credits or a maximum of 160 sks[5] credits before graduating with a Bachelor of Design. The programme learning outcomes are designed in compliance with the National Qualification Framework (KKNI). BDes graduates will have acquired the following competencies:

- Professional Designer: Graduates are able to design or produce visual communication designs in the fields of multimedia, graphic design, or advertising, by expressing creativity, innovation, and following technological developments, which are based on designer rules, procedures, and ethics.
- Creative Director: Graduates are able to become leaders in creative teams, find creative, communicative strategies and solutions, and bridge the creative team with other jobs in the company or organization.
- Design Researcher: Graduates are able to apply logical, critical, and innovative thinking to identify and analyse various visual communication design problems in society to find appropriate and effective solutions, both independently and collaboratively.
- "Creativepreneur": Graduates are able to plan, build, and develop creative businesses in the field of visual communication design, marketing, maintaining positive relationships with clients, employees, businesspeople, and leading the business they run.

Learning Outcomes applied in the curriculum are aimed at producing graduates to become professional visual communication designers who master both theory and practice. To support this, the University facilitates students with a Printing and Illustration Laboratory, a Design Laboratory, a Computer Graphics Laboratory, and a Recording Media Laboratory as part of the study.

BDes has updated the intended learning outcomes and the curriculum based on current developments, market demands and contributions from graduate users. The curriculum is prepared by involving the Dean, Vice Deans, graduate users, stakeholders, partners, lecturers, students, and alumni so that it can meet the needs of the community in the creative industry. Furthermore, BDes is incorporated in the Association of Indonesian Visual Communication Design Study Programs (ASPRODI) to support its curriculum developments. ASPRODI is important in the development of BDes throughout Indonesia because it is a place for discussion about curriculum, policies, creative industries, and the role of alumni. For example, regarding the implementation of student exchange programmes, several universities collaborate on student exchanges with the implementation of an inter-university MOU.

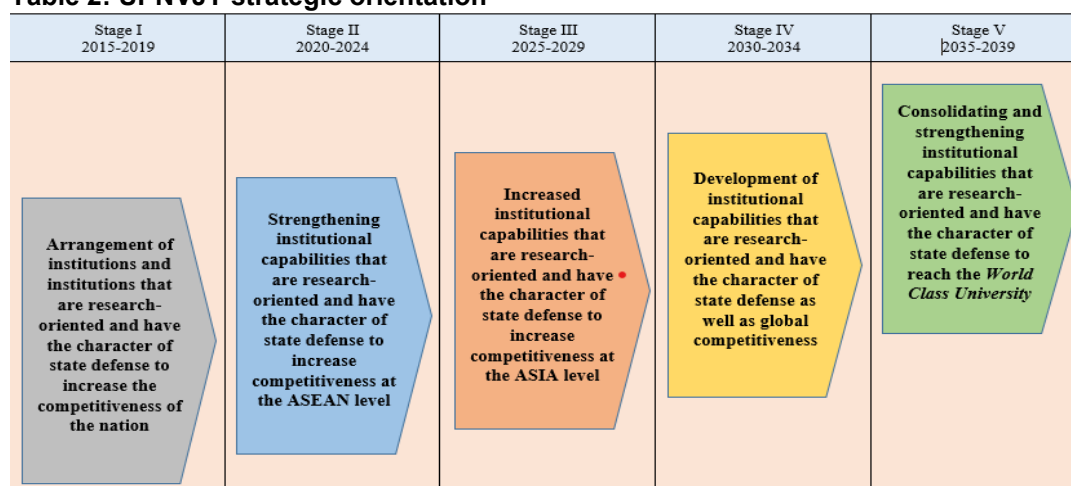[5] This Indonesian credit system will be explained in Chapter 3.2

Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market, although, because of the few years that the programme is now running, it is too early to reliably assess the success of graduates on the labour market. Therefore, it is not yet clear whether the intended learning outcomes of the programme at hand meet the expectations of employers. However, the intended qualification profiles are explained and convincingly presented in relation to target group, targeted professional fields, and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualifications framework of Indonesia.

	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)

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary (io.upnjatim.ac.id). In the teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students' international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.

Table 2: UPNVJT strategic orientation

Stage I 2015-2019	Stage II 2020-2024	Stage III 2025-2029	Stage IV 2030-2034	Stage V 2035-2039
Arrangement of institutions and institutions that are research-oriented and have the character of state defense to increase the competitiveness of the nation	Strengthening institutional capabilities that are research-oriented and have the character of state defense to increase competitiveness at the ASEAN level	Increased institutional capabilities that are research-oriented and have the character of state defense to increase competitiveness at the ASIA level	Development of institutional capabilities that are research-oriented and have the character of state defense as well as global competitiveness	Consolidating and strengthening institutional capabilities that are research-oriented and have the character of state defense to reach the *World Class University*

At the faculty and programme level, the international orientation is implemented specifically in teaching and research activities such as by holding international seminars and encouraging students to take part in international competitions. According to UPNVJT[6], several students already have clients from other countries such as US, France, The Netherlands, Germany, Switzerland, Japan, or Singapore. In this context the language skills, especially in English, are of importance. BDes offers several courses that use English as language of instruction.

UPNVJT is part of the WAEJUC (Western Australia East Java University Consortium). Therefore, each year, UPNVJT hosts an intercultural exhibition with students from Western Australian universities. As far as BDes is concerned it often invited guest lecturers from universities in Malaysia (Universiti Kelantan Malaysia and Universiti Teknologi MARA Shah Alam) to share experiences about current trends and developments in the visual communication field. In October 2021, BDes in collaboration with the Architecture Study Programme organized an International Seminar by inviting speakers from University College London, UK and Universiti Teknologi MARA, Malaysia.

Several courses can be taken by students in other faculties and universities (example: Media and Creative Industry, Digital Culture and Society). This is supported by lecturers who pursued their education abroad, including having funded international conferences, international association memberships and publication costs for international journals.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	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

The BDes programme is only offered by five state universities in East Java. Located in the capital city of East Java Surabaya, the programme at hand has around five times more applicants than available study places. Moreover, BDes has characteristics that are different from respective programmes of other universities. It defines itself as a study programme which has "Bela Negara" character and focuses on conserving local wisdom in the fields of multimedia visual communication, visual advertising, research design and graphic design[7]. This profile is mirrored in the BDes curriculum, contributing to nation-building in Indonesia.

UPNVJT installed a "Data tracer study" that has been conducted by BDes. Although by now graduates of BDes are relatively few it turned out so far that most graduates find jobs in visual communication design fields. BDes graduates have spread across several fields of work related to the creative industry, including the field of Graphic Design (comic artist, illustrator, packaging designer, visual merchandiser, etc.), visual advertising (branding

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[6] See Self-evaluation report (SER) pp. 5/6.
[7] See above chapter "Information".

consultant, advertising consultant, creative director), multimedia (photographer, animator, videographer, UI/UX designer), research design, and entrepreneurship in the field of design services for both government and private agencies.

The content of the BDes programme is in accordance with the five areas that UPNVJT is focussing at and that have been mandated in the University Strategic Plan. These five key areas are: 1. Food and Agriculture, 2. Biotechnology, 3. Energy 4. Information and Communication Technology and 5. Social Humanities. BDes is related to Information and Communication Technology and Social Humanities.

Moreover and according to UPNVJT[8], also in the strategic context the BDes programme can strengthen the University's positioning as a Bela Negara[9] campus. Every year, students are encouraged to provide solutions in the form of concepts and products of visual communication design to solve community problems. Thus, the position of BDes programme is important and significant to support not only academic (university) but also non-academic fields (local community).

Appraisal:

The reasons given for the positioning of this study programme in the educational market are plausible. The panel acknowledges the fact that the application figures exceed by far the study places that the UPNVJT can offer for this programme. This means that the BDes programme is attractive for applicants.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Also, the University thoroughly analyses the job market for graduates on a continuous basis and comprehensively incorporates the results in the study programme. The Faculty regularly tracks the chances of graduates on the job market in contact with the alumni network.

The study programme is convincingly integrated into the HEI's overall strategic concept of a Bela Negara campus. Its qualification goals are in line with the HEI's mission and strategic planning.

	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		

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[8] See SER p. 6.
[9] Bela Negara is seen as a compulsory state defence education.

2. Admission

The admission to State Universities in Indonesia is regulated by the government (Ministry Decree 60/2018). Based on this, the University follows a Rector's Decree with "Guidelines for admission of new students" that complies with the government regulation. Also, the Rector's Regulation for Undergraduate Education includes directions for admission. The admission test of state universities in Indonesia has three paths: SNMPTN, SBMPTN, and independent pathway which are designed as follows:

The SNMPTN is a National Selection University Entrance Test. SNMPTN is the selection for the best students in high schools. This selection is implemented before the high school graduation. The selection committee is appointed by the Ministry. The prevailing high school accreditation status is also taken into the consideration.

The SBMPTN (Joint Selection University Entrance Test) is a computer-based national test organised by the Ministry for all prospective students on the same day.

The University also has the option for an independent pathway, called Mandiri Selection. Each state university is given authority to decide the quotas for prospective students (under SNMPTN and SBMPTN). It can also within its rights organise its own selection. This selection is conducted by paper-based writing, by computer-based test or by other selection methods determined by the university. All public universities in Indonesia must report their admission process and results afterwards.

UPNVJT has set the quotas for students acceptance in the percentage of minimum 20 % for SNMPTN, 40 % minimum for SBMPTN and 30 % maximum for Mandiri Selection. The procedure for the Mandiri Selection is regulated under the above-mentioned Rector's Decrees.

UPNVJT has a website (Unduhan – PPMB (upnjatim.ac.id) to provide information to prospective students, with a special dedicated email (maba@upnjatim.ac.id) and online helpdesk to address any issue during the admission process. These websites provide information, including the quotas for each study programme. Furthermore, UPNVJT organised "Edufair 2021" which is being streamed on YouTube, Instagram, and Campus Television in order to directly connect to prospective students. To ensure equal opportunity for disadvantaged students, scholarships are awarded on all admission pathways (SNMPTN, SBMPTN and independent pathway). Scholarships can be awarded on national-level (organised directly under the Ministry), and on the university level (UPNVJT). During the online conference students and alumni welcomed this support and underlined the importance of scholarships for many students.

Also, the selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rector's Decree of Prospective Students Admission and in the Rector's Academic

Regulation for Undergraduate education[10]. These decrees especially prescribe accreditation status, capacity, registration time, admission requirements, selection process, tuition fees, payment procedures, data verification, and re-registration procedures (registration).

The requirements for English skills are regulated in the Rector's Decree of Academic Regulations[11] based on legal stipulations from the government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards". An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

As part of the curriculum, there are two courses, "English 1" and "English 2" that are mandatory for every student. They need to be completed within the first year of study. Furthermore, before they submit the final project (thesis) students must proof their English proficiency as a condition with a minimum score: International Certificate JETSET Level 4; Pearson-LCC1 - UK (equivalent to IBT-TOEFL 57-86) or Institutional Certificate English Proficiency Test / EPT 450 - LC-UPN "Veteran" Jawa Timur (equivalent to ITP-TOEFL 450).

The result and decision of the various admission tests (SNMPTN, SBMPTN and independent pathway) can be directly accessed through the national websites (http://snmptn.ac.id and http://www.sbmptn.ac.id/). The result from the independent pathway entrance test is transparently communicated through a dedicated one-gateway portal (PPMB – Pusat Penerimaan Mahasiswa Baru UPNV Jatim (upnjatim.ac.id). This one-gateway portal also contains additional information about the study programmes (quotas, tuition fees, registration procedures, etc.).

Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service per special dedicated email, or to an online helpdesk at the university, for clarification of specific questions, of personal aptitude or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements for new students on language proficiency in English are tested but can be low. Only before submitting the final thesis students have to proof a level of sufficient English knowledge. The University offers preparatory language courses (English 1 and 2) that may help ensure that students are able to successfully complete the study programme. As these regulations are based on government rules the panel got the impression that the students can cope with these requirements, also when it comes to English literature that they have to read during their studies. Nevertheless, the panel

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10 See „Selection Art. 8".
11 See Art 15.

recommends the UPNVJT intensifying the preparation of English language skills by additional courses, especially for Business English.

The panel welcomes that 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 HEIs in Indonesia implement outcome-based education (as regulated under the legal requirements of the Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI / study programme. This curriculum is entitled by the Ministry as "Independent Campus: Free to Learn (MBKM)" since it promotes higher student mobility and off-campus learning.

The descriptions of the four aspects for the BDes programme oriented at the KKNI in the learning outcomes are showed in the table below:

Table 3: LO oriented at the KKNI

LEARNING OUTCOME (LO)
Attitude
Devoted to God Almighty and able to show a religious attitude,
Upholding human values in carrying out duties based on religion, morals, and ethics,
Contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila,
Act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation,
Respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others,
Cooperate and have social sensitivity and concern for society and the environment,
Obey the law and discipline in social and state life,
Internalize academic values, norms, and ethics,
Demonstrate an attitude of responsibility for work in the field of expertise independently,
Internalize the spirit of independence, struggle, and entrepreneurship,
Show attitudes and behave in accordance with the values of defending the country.
Knowledge
Able to master and follow the development of design technology, both software and hardware,
Mastering the principles of design, creativity, aesthetics,
able to master manual tools in the field of design.
General Skills
Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise,
Able to demonstrate independent, quality, and measurable performance,

Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs or art criticisms,
Able to compile a scientific description of the results of the above studies in the form of a thesis or final project report, and upload it on the university's website,
Able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis,
Able to maintain and develop a network with supervisors, colleagues both inside and outside the institution,
Able to be responsible for achieving group work results and supervising and evaluating the completion of work assigned to workers under their responsibility,
Able to carry out the process of self-evaluation of the work group under their responsibility, and able to manage learning independently,
Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism,
Able to integrate the values of defending the country in the development and application of science.

Special Skills
Able to master the skills in designing,
Able to carry out the design process accurately and systematically,
Able to design visual communication design in the field of specialization in multimedia communication, graphic communication, advertising communication,
Able to identify and analyze the problems or problems of visual communication design that exist in the community.

The BDes curriculum comprises in eight semesters 50 courses out of which eight courses are elective, the others are compulsory ones. The contents of the curriculum accommodate: National Compulsory Modules, Institutional Modules, Study Programme Compulsory Modules, and Elective Courses. Compulsory Modules are a must, while elective modules aim to facilitate students to take courses based on their interests and their specialisations. For the elective modules, students need to take four from eight courses in the third year of study (semester 5 and semester 6). There are three special areas offered to the students: multimedia, graphic design, and advertising. Furthermore, in the final semester, students can choose a topic which is in line with their interests/concentration. The total required workload that students must fulfil sums up to 149 sks credits (= 238 ECTS credits). Including elective courses the curriculum sums up to 250 ECTS credits. The following table shows the curriculum applied in the 2015/2016 to 2020/2021 academic years:

Table 4: Curriculum Visual Communication Design

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7	8
M1	**Modul 1**								
M 1.1	Pancasila	4,8							
M 1.2	Religion Courses : Islamic Religion/ Christian Religion/ Catholic Religion/ Hindu Religion/ Buddha Religion/ Confucius Religion.	4,8							
M 1.3	History of Art & Design	4,8							
M 1.4	Basic Drawing I	4,8							
M 1.5	Basic Design I (Nirmana I)	9,6							
M 1. 6	Bahasa Indonesia	4,8							
M 1.7	Basic English	3,2							
M2	**Modul 2**								
M 2.1	Civics		4,8						
M 2.2	Advanced English		3,2						
M 2.3	Local Cultural Arts		4,8						
M 2.4	Basic Drawing II		4,8						
M 2.5	Basic Design II (Nirmana II)		9,6						
M 2.6	Design Presentation		4,8						
M 2.7	Computer Graphics		4,8						
M3	**Modul 3**								
M 3.1	Visual Communication Design (VCD) I			9,6					
M 3.2	Illustration			4,8					
M 3.3	Graphical Method			4,8					
M 3.4	Typography I			4,8					
M 3.5	Photography			4,8					
M 3.6	State Defense Education			4,8					
M4	**Modul 4**								
M 4.1	Visual Communication Design (VCD) II				9,6				
M 4.2	Design Method				4,8				
M 4.3	Leadership				4,8				
M 4.4	Typography II				4,8				
M 4.5	Animation				4,8				
M 4.6	Design Appreciation				4,8				
M5	**Modul 5**								
M 5.1	Visual Communication Design (VCD) III					9,6			
M 5.2	Research Methods in Design					4,8			
	Elective Courses *								
M 5.3	Videography					9,6			
M 5.4	Game & Interactive Multimedia								

Code	Course								
M 5.5	Event Organizer					4,8			
M 5.6	Applicative Photograhy					4,8			
M 5.7	Communications and Media					4,8			
M 5.8	Audiovisual					4,8			
M6	**Modul 6**								
M 6.1	Visual Communication Design (VCD) IV						9,6		
	Elective Courses *								
M 6.2	Web Design						4,8		
M 6.3	Illustration Media								
M 6.4	Packaging Design						4,8		
M 6.5	Environmental Graphic Design (EGD)						4,8		
M 6.6	Jobtraining						4,8		
M 6.7	Entrepreneurship						4,8		
M7	**Modul 7**								
M 6.1	Community Service							3,2	
M 6.2	Visual Communication Design (VCD) V							9,6	
M 6.3	Seminar							8	
M8	**Modul 8**								
M 7.1	Thesis								12
C	**Colloquium**								1
BA	**Bachelor-Thesis**								11

Total without elective courses	36,8	36,8	33,6	33,6	14,4	9,6	20,8	12,0
Elective courses					28,8	24,0		
Total with elective courses	36,8	36,8	33,6	33,6	43,2	33,6	20,8	12,0

The curriculum used in BDes applies the values of State Defense[12] in several learning activities. For example, the Typography course always conducts a field study "Typography Exploration" every year with an activity programme to improve the physical branding of tourism places in Indonesia, Graphical Method course conducts community service ("Mega Dimas") by providing counseling on printing techniques to the community. The Web Design course elevates Business Micro, Small, Medium Enterprises ("UMKM") in Indonesia as objects in web design. Thus, the output from the teaching/learning process of the BDes programme is expected to contribute to the community and to support development of Indonesia's creative industries.

The name of a study programme in Indonesia is under the regulation of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). The official programme name of the BDes programme is "Strata 1 Desain Komunikasi Visual" (Undergraduate) and the awarded degree is S.Ds. "Sarjana Desain" (Bachelor of Design). This name also corresponds to the contents of the curriculum and the programme objectives as regulated in the Decree of Indonesian Association of Higher Education (ASPRODI) in Visual Communication Design.

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[12] See above "Information on the Institution".

According to the UPNVJT, the BDes curriculum aims to equip students with both theoretical and practical skills. There are several BDes courses that require students to apply theory given in the classroom in the practical field or studio. Furthermore, the Learning Outcomes (LO) applied in the curriculum also aim at producing graduates to become professional visual communication designers who master both theory and practice. Therefore, the BDes curriculum is designed to cultivate students' skills, especially skills of research, visual multimedia, graphic design, and visual advertising.

The examples of integration of theory and practice can be seen in the table below:

Table 5: Examples of integration of theory and practice

No.	Skills	Practical Objectives	Samples of Courses
1.	Skills of research	Able to respond to problems critically and conduct scientific research ethically	Research Method in Design, Design Method, Seminar, Visual Communication Design (VCD) III, Visual Communication Design (VCD) IV, Visual Communication Design (VCD) V, Thesis
2.	Skills of Visual Multimedia	Able to apply visual-based multimedia technology to convey messages	Animation, Videography, Photography, Applicative Photography, Audio Visual, Web-Design, Game & Interactive Multimedia
3.	Skills of Graphic Design	Able to design visual work that can communicate concepts and execute through printing technologies	Graphical Method, Illustration, Visual Communication Design (VCD) I, Visual Communication Design (VCD) II, Illustration Media
4.	Skills of Visual Advertising	Able to design advertisements through persuasive visuals	Packaging Design, Visual Communication Design (VCD) III.

During the online conference lecturers and students underlined that in the courses case studies and practical examples are essential parts of teaching and learning although the case studies are not mentioned in the course descriptions.

Students are trained in Interdisciplinary thinking in several courses that BDes offers such as Environmental Graphic Design (EGD), Entrepreneurship, Web Design, Packaging Design, Communications and Media, and Design Presentation. Furthermore, the curriculum also consists of National Compulsory Modules (Bahasa Indonesia, English, Civics, Religion Course, etc.) and Institutional Modules (State Defense Education) which contain materials that are different from students' field of study. This aims to equip students with multidisciplinary perspectives which can give them insight and comprehension to produce new ideas in design that are related to the market demand.

Furthermore, in order to fulfil the students' competency, students are encouraged to join inter-faculties (*Permadi*) and inter-universities (*Permata*) courses based on their interests started from the 4th semester. Students are able to register to courses outside their discipline. Those courses are recognised as elective courses under the BDes curriculum. Several elective courses in the BDes curriculum could also be taken by students from other faculties as well as other universities. Game and Interactive Multimedia and Event Organize are

examples of BDes elective courses that could be taken by interdisciplinary students all around Indonesia.

UPNVJT starts ethics learning from the first semesters onwards with compulsory courses such as Civics, Leadership and Education of State Defence Courses. Other courses focus on ethical obligations and standards of conduct on ethical citizenship. Furthermore, some BDes courses (namely Job Training) deepen the students' knowledge of professional ethics and media ethics. In regard of the final thesis, students must submit their work in Turntitin software to ensure the originality of their reports. The student Code of Conduct is published in the student handbooks which will be given once the students are officially registered in UPNVJT as well as in the Academic Guidelines of the Faculty of Social Science.

In the BDes programme methodological competence is in particular delivered through research methods in design. Therefore, methodological competence is cultivated through several courses which are delivered since the second year (semester 4), and which are compulsory and designed to help students to successfully write their thesis. Research methods in design equips students with basic knowledge and skills of research. It also aims to give students a comprehensive understanding in choosing suitable methods for their final thesis. Meanwhile, a Seminar course is the integration of theory and practice in research. This course requires students to write a research proposal which also contains the data analysis from the field. At the end of the course, students are expected to present their research proposal in front of the examiners to get feedback and suggestions for their research study.

Table 6: Courses on methodological competence

Courses	Semester
Design Method	4th
-Visual Communication Design (VCD) III -Research Method in Design	5th
Visual Communication Design (VCD) IV	6th
-Visual Communication Design (VCD) V -Seminar	7th
Thesis	8th

Students' examinations in BDes follow the Rector's Academic Regulation for Undergraduate Education[13]. The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (labs work), quizzes and other formats that are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam). For practical courses, the exams are conducted in the form of project, project presentation, mini exhibition.

For the final examination additional prerequisites are that the students have passed the Research Method Course and have shown an English language equivalent to TOEFL 450.

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13 As of 9/2020, see Art. 28 to 30.

To graduate from BDes, students must produce a minimum of 60 pages of research report (thesis) during their final semester. The final thesis must be original and written based on scientific research rules. The thesis exams are usually conducted by four examiners (including two supervisors) and usually last for one hour.

Appraisal:

The panel welcomes that the curriculum adequately reflects the programme qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation with optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourses and practical applications complement each other in developing the students' qualification profile. However, the panel has the view that the theoretical side of the programme could get more significance in the future. Therefore, it recommends more focussing on the theoretical side of the curriculum.

There is evidence that the programme qualifies students for interdisciplinary thinking. The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary thinking.

The panel welcomes that several courses imply ethical training. General aspects of studies are communicated with the Code of Conduct (especially on academic integrity).

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel welcomes those methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in practical work. This further improves the methodological level of the programme.

The panel notices that the midterm exams, as far as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements, laid down in detail in the legally binding Rector's "Academic Regulation for Undergraduate Education", are in accordance with the desired qualification level. It gives detailed information on different forms of assessments of learning outcomes, about the score structure and the assessment components.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The final theses are evaluated based on previously published and coherently applied rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking		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

Projected study time	Four years
Number of Credit Points (CP)	149 sks credits = 238 ECTS credits (min.) 160 sks credits = 256 ECTS credits (max.)
Workload per CP	1 sks credit = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	37 obligatory and 8 elective courses
Time required for processing the final thesis and awarded CP	Six months 12 ETCS credits
Number of contact hours	1743 h

The BDes programme comprises four study years with eight semesters. BDes students must take a minimum of 149 sks credits and a maximum of 160 sks credits to be able to graduate from Communication Design. The minimum 149 sks credits is taken within a period of 4 years. 149 sks credits correspond to about 238 ECTS credits. As described above[14] the curriculum sums up to 250 ECTS credits including elective courses.

SKS is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). 1 sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ETCS credits refer to the whole semester, sks are counted per week. Therefore: 1 sks = 170 mins X 14 weeks = 2380 minutes (39.7 hours). This refers to the whole workload (contact hours plus self-study).

Table 7: SKS credits to ECTS credits conversion

SKS minimum to graduate BDes	ECTS conversion	workload
144 sks credits	230	144 X 39.7 = 5.717 hours of study

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[14] See chapter 3.1.

The curriculum consists of 37 mandatory courses and eight optional (elective) courses, which includes fieldwork practices, KKN (Community Service), research proposal seminars, and thesis. The courses are divided into the following groups:

Compulsory courses (national, university, and study programmes) are scheduled to be taken from the 1st to 5th semesters. Elective courses can be taken from BDes and other faculties and universities which support programme learning outcomes. Furthermore, towards the end of their study (starting on the 6th semester), students must complete non-lecture courses such as community service (2 sks credits), job training (3 sks credits) and thesis (9 sks credits). Since 2020, the new "Independent campus: free to learn" curriculum offers more programme compulsory courses and competence-based courses compared to the 2019 curriculum. It also offers the possibility to students to absolve a longer internship up to six months with a workload up to 20 sks credits[15] although this is not mentioned in the curriculum. While internship as such is obligatory, students can choose whether they want to do the regular or the MBKM internship. The regular internship takes place in a company for 80-160 hours. This internship is equivalent to 3 credits (4,83 ECTS credits) and could be taken by the 7th semester. The MBKM Internship will be conducted in collaboration with the Ministry of Education. This internship is equivalent to 20 sks credits and could be taken by students starting in the 5th semester. Furthermore, it is more competitive and selective than the regular one. The long internship is not integrated into the curriculum.

When commenting on the report at hand the Study Programme Coordinator of BDes gave the following additional information: The Independent Campus: Free to Learn (MBKM) is a newly established system. All Indonesian universities must adjust their curricula accordingly. The MBKM internship takes up to six months with a workload of 20 sks credits / 32.2 ECTS credits. The BDes presented in particular a modified curriculum that shows all 15 courses of the semesters 5, 6 and 7 (core courses and elective courses) as marked for a possible conversion (internship instead of certain courses), saying that all of these courses have the same learning outcomes as an internship. Also, the University added modified Academic Guidelines and new Internship Guidelines addressing the courses that can be replaced by the internship. Students opting for this component must choose those courses to be replaced by the internship with a respective number of credits.

Students choose as many courses as they need for the minimum of 149 sks (238 ECTS) credits up to the maximum of 160 sks (256 ECTS) credits. There is room for a few elective courses in the whole programme that students can choose.

The courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credit points (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of is mentioned. In addition, the "Academic Guideline Bachelor of Design 2020-2021" contains short content descriptions of each course.[16] Not included are relevant exams and test formats in the syllabi of each

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[15] See UPNVJT's "Internship Program Guide Based on Freedom Curriculum ", chapter 2: "The duration of the internship for each student within 6 months is recognized as equivalent to 20 credits."

[16] For the BDes programme, accessible to students.

course. However, the assessments of learning outcomes including the thesis are regulated in the Rector*s Academic Regulation for Undergraduate Education.[17]

Generally, students can study a period abroad[18], with approval from the faculty, although the curricula do not foresee mobility windows. In practice almost no student leaves the University for studying abroad for a period. Credits that students are awarded abroad will be recognised if the foreign course is equivalent to the course contained in the BDes curriculum[19].

The Marking policy follows the table with grades between A and E:

Table 8: Grading Table

Score in Number	Score in Letters	Grade Point
≥80 - 100	A	4.00
≥76 - < 80	A-	3.75
≥72 - < 76	B+	3.50
≥68 - < 72	B	3.00
≥64 - < 68	B-	2.75
≥58 - < 64	C+	2.50
≥56 - < 58	C	2.00
≥46 - < 56	D+	1.50
≥42 - < 46	D	1.00
0.0 - <42	E	0.00

Students pass the course if they get a minimum grade of C. Students who get D+, D and E must repeat the courses and exams in the following semester. During the time of study, students will be evaluated several times.

The above-mentioned study and exam regulations are legally binding and contain all necessary rules and procedures and take into account, where applicable, national requirements.

The feasibility of students' workload is continuously assessed by the programme coordinator, in discussions with student representatives and in the context of student evaluations. During the online conference students and alumni made clear that the UPNVJT and faculty take care not to overburden the students and to ensure that suitable support and counselling services are at students' disposition. The University also takes into account the drop-out rates. The student feedback sheets do not include questions on course workload.

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[17] See Art. 28, 29 and 30.
[18] See Academic Regulation for Undergraduate Education Art 42 ff.
[19] SEE Academic Regulation Art 31, 32.

Table 9: Overview: Number of courses

	Number of courses	Sks credits
National Compulsory Modules	6	16
Institutional Modules	3	8
Study Programme Compulsory Modules	28	113
Electives / pilihan	8	48
Total	45	185

Every BDes student has an academic advisor who oversees monitoring the student's study progress including asking if there are problems experienced by students during the study period. Regarding the curriculum, BDes welcomes the feedback from students, lectures, and alumni. Furthermore, throughout the process in updating the curriculum, BDes always involves the Dean, Vice Deans, graduate users, stakeholders, partners, lecturers, students, and alumni.

Gender equality is embedded in UPNVJT's institutional culture and principles, and at present, about two thirds of students are female. Also, about 50 % of the lecturers are female.

Disabled students are given access (special pathway) in the buildings as well as any forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UPNVJT has guaranteed that its entrance test is non-discriminatory. UPNVJT also provides scholarships for disadvantaged students. They can use the possibility of an academic leave (childbirth, illness, other obstacles that cannot be avoided). The respective period of academic leave does not count as a period of study.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. However, by now the MBKM type of internship that students can absolve has not been integrated into the curriculum in a convincing way.

The panel members have taken into account the modified curriculum as well as the Academic Guidelines on the programme modifications as well as the Internship Guidelines that the BDes presented as part of its comments on the report at hand. Although the panel appreciates the programme management's reaction to also imply the MBKM internship into the curriculum and the Academic Guidelines several aspects are still not clarified such as: Can the programme structure stay unchanged despite the possibility that even core courses can be omitted in favour of the long internship? Will for each student opting for an internship the learning outcomes of the replaced courses be ensured? Does a course such as Research Methods in Design have the corresponding learning outcomes as an internship

and therefore, it could be replaced? Those questions must be clarified by the BDes before accepting a modified curriculum. Therefore, the panel recommends the following **condition:**

The University
   a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
   b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached.

Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. In addition, Rector's and Faculty regulations give descriptions on programme elements. Although the Rector*s Regulation provide detailed instructions on how assess thesis and the learning outcomes of the courses the panel recommends substantiating the relevant exams and test formats in the syllabi of each course.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students get individual assistance under special circumstances.

	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)			Condition		
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

The UPNVJT prescribes the learning and teaching methods especially in Art. 25 of the Rector's Academic Regulation for Undergraduate Education. Learning methods have to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The student-centred learning (SCL) method shall include problem-based learning, project-based learning and interactive learning skills with group discussions, role playing and simulation. This applies to all study programmes.

BDes mostly focuses upon student-centred learning[20] which is manifested towards various teaching methods: case-study (problem-based learning) and task-based (project-based learning). Other learning methods such as interactive skills (discussion, simulation, role playing, practical work, team works and presentation) are also widely used. Below are some examples of didactic methods[21]:

Combination: The lecturer starts the teaching-learning process with several lectures to introduce the concept or theory to students, then proceeds with the application of the theory/concept in the form of practice, be it in the form of designing visual communication design works, reviewing in the form of case studies, or creating programs where students are directly involved in the learning process.

Research: This method is applied in several courses such as design methods, research methods in design and seminars. Materials in these courses include qualitative research, ethnographic research, case study research, semiotics, data analysis and others. Usually, lecturers will combine the above methods with other learning strategies such as presentations or peer learning.

Practice: This learning method is divided into two categories, namely studio and design. Design is required by several courses, VCD[22] I, VCD II, VCD III and VCD IV. Meanwhile, studios are required by courses such as Photography, Computer Graphics, Illustration, Games, Web Design courses and others. This method requires students to apply the theory obtained in the form of practice with the final result in the form of design work or visual communication design products.

Project: It aims to develop students' creativity, interpersonal communication skills (soft skills) and skills in seeing and solving problems. With this method students are required to work in groups on creative projects which are related to the materials that have been studied so far. For example, in the Entrepreneurship course, students are encouraged to be able to see business opportunities and then realize these opportunities in the form of action by creating businesses, managing, and developing them.

To find out whether the learning outcomes are achieved, lecturers conduct frequent assessments both formative and summative. The learning process and the achievement of LOs are also monitored by the quality assurance team at the study programme and Faculty.

Course materials in BDes could be in the form of printed text-books and monographs, power points presentations, e-book, scientific journals, videos, etc. All materials are oriented towards the achievements and completion of programme learning outcomes. The UPNVJT e-learning portal (www.ilmu.upnjatim.ac.id) has become the central platform of learning and teaching in the University, offering tools for sharing resources, communication, collaboration, and assessment. It has been used more intensively during the pandemic, where students accessed all materials from their lecturers. Students stored assignments and delivered exams in this portal while lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time. The panel took the opportunity during the online conference to get access to the internal digital ILMU platform.

Guest lecturers are an integral part of the programme. Guest lecturers from other universities and from business, from Indonesia as well as from other countries are part of the course

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[20] See SER p. 17.
[21] See SER p. 17.
[22] VCD means Visual Communication Design.

management. In the years 2019-2021 they were invited for the following courses: Computer Graphic, Illustration, Animation, Design Appreciation, Media Illustration, Graphic Printing Method, Event Organising and Design Methodology.

Appraisal:

The panel welcomes that the didactical concept of the study programme is based on University regulations and described. It is plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are mostly up-to-date and digitally accessible for the students. However, the panel recommends introducing more actual materials including updated literature into the courses. The panel became convinced that the digital platform ILMU is user-friendly and encourages students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

		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					X

3.4   Internationality

The BDes curriculum integrates intercultural and international aspects. The UPNVJT mentions as an example City Branding which becomes a theme in the course VCD IV; there will be discussed how to rebrand cities in Indonesia. In that course, students observe and analyse the branding of other cities as an example of a branding process such as New York's "I Love New York" brand and "Iamsterdam" for Amsterdam City Brand. Another example is the VCD IV course which discusses social campaigns. In this course, students are expected to design social campaigns based on problems in the community around student residences. They are asked to provide solutions by creating visual design.

In the design process, lecturers give students references of successful social campaigns which often are international social campaigns. This aims to encourage students' learning in developing creative ideas. Furthermore, History of Art and Design also discusses the history

of art and Design in Indonesia as well as history of art and design around the world as a whole perspective. Design Appreciation discusses visual communication design artwork from all over the world compared to Indonesia artwork. In the Typography course, BDes students not only learn about development of local typeface / font that was inspired by Indonesia local script, but they also learn about development of alphabetical fonts around the world especially on the development of the Latin alphabet script from past to present.

The Community Service course (KKN) is part of a compulsory course where students are expected to work in remote villages outside Surabaya for two weeks to a month. This experience will enhance students' skills to deal with diversity of culture outside the campus. BDes believes that multiculturalism is Indonesia's strength and, therefore, discrimination in any form in UPNVJT will be punished accordingly.

Currently, BDes does not have any students from abroad. However, several actions have been taken to support the internationalisation of the study programme. First, students are equipped with English skills. Second, students are also actively participating in international competitions (e.g., Kaskusx Samsung: Imagine a New You 2021 competition) and having international clients, including those from the Netherlands, Japan, and US.

While currently BDes does not have any full-time lecturers from foreign countries some faculty members graduated from universities abroad. There are also visiting lecturers from the National University of Singapore and from the Faculty of Creative Technology & Heritage, University Malaysia Kelantan.

In 2021, the Faculty was holding an international seminar which invited speakers from the United Kingdom (UK) and Malaysia. In addition, faculty also encouraged lecturers to participate in international seminars as speakers. Some international seminars that have conducted by the lecturers are the international conferences at BESSH 2016 Osaka, Japan; AASIC 2013 Bangkok, Thailand; C-MAS 2012 Kuching, Malaysia; ICICC 2014 Hong Kong; ICLMC 2015 Kyoto; and IJBAS, Osaka Japan, 2016.

At university-level, the International Office (KISe) regularly organises international events such as learning English with natives, cultural exchange (students and lecturers) with Western Australian Universities and joint-programmes with partner Universities. Various international events and partnerships are available on KISe website (io.upnjatim.ac.id).

As to foreign language contents, one of the BDes's efforts to support this is providing courses which are delivered bilingually; English and Indonesia such as in Design Presentation and VCD III. Courses that are related to research also require students to read international publications from reputable journals.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Although the composition of the student body is not international but multi-cultural it corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Faculty has no international composition (teachers from different countries). There are only quite a few teachers with international academic and professional experience. As the University tries to intensify the internationalisation the panel recommends including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills. Also, more guest lecturers from abroad should be invited for intensifying the combination between practice and theory.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nevertheless, as the programme as such has in some parts an international content the panel recommends including more training of the English language.

	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)

Multidisciplinary skills and competences in UPNVJT are reflected in university and faculty compulsory courses, such as Education of Bela Negara, Civics, Leadership, Entrepreneurship courses. At the programme-level, characteristics of multidisciplinary thinking and skills are:

- Communications and Public Speaking Skills: Design Presentation, Entrepreneurship, Seminar,
- Cooperation and Conflict Management: Event Organize, VCD IV, VCD V, Typography, Graphical Method,
- Leadership skills: Leadership, Event-Organising.

Many courses require students to deliver presentations and in teams; thus, students are getting used to working under different environments and situations.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.
The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is 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)

As part of the courses students have to elaborate case studies and to solve project assignments. Moreover, BDes has four laboratories which support the teaching process on practical levels. Some competence-based courses are divided into one credit in the classroom and the remaining two credits outside the classroom (in labs or off-campus learning).

Several BDes courses require students to apply theory given in the classroom in the practical field or studio. Furthermore, through some courses such as Photography, Illustration, and Graphical Method students are expected to cultivate their skills and to be ready to work in professional fields. There is also a course called Job Training that provides work experience for students. University provides Career Counselling and Entrepreneurship Center which can help students to improve their employment skills as well as give students' consultation about their career.

During the online conference lecturers of UPNVJT and students informed the panel, that the waiting period between graduating and starting a first job does not exceed three to six months, depending on the subject area.

Appraisal:

The panel welcomes UPNVJT's activities of promoting employability. Theory and practice are combined in several courses. Students have the possibility to gain practical professional experience as well as multidisciplinary competences.

	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

BDes currently employs 16 full time lecturers with minimum academic qualifications of Master's degree in Visual Communication Design or relevant subject fields. Each lecturer teaches 10 to 15 credits (sks) per semester. Further details are as follows:

Table 10: Overview of the faculty structure

	Faculty members
Full Time Lecturers	
Assistant Professors	6
Associate Professor	1
Doctors	1 (doctoral candidate)
Masters	8
Part-Time Lecturers	
Professionals	0
Total full time and part time lecturers	16

Lecturers are appointed by the government or the management body of the University.[23]

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education[24]. Beside conducting lectures they have to plan the learning process, to carry out assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

A list with faculty members teaching at the BDes shows that all courses of the BDes curriculum are covered[25]. Each lecturer teaches 10 to 15 credits (sks) per semester.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). Five BDes faculty members hold this national certification for lecturers. Besides Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year as further education and are funded by the UPNVJT. All BDes lecturers except two new lecturers have completed PEKERTI. Several lecturers have reached the Applied Approach (AA). In addition, BDes lecturers also improve pedagogic abilities through Competence Assessor Training (ASKOM) to support student competency certification.

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[23] See Art. 69, 70 of the Law number 12, 2012 on Higher Education.
[24] See Art 34
[25] See SER pp. 23 f.

These further trainings help lecturers design, manage, execute, organise, and evaluate their courses and teaching methods. UPNVJT also regularly sends faculty members on teaching certification: such as designing outcome-based education (OBE) methods and curriculum.

Some lecturers have business in the creative industry such as in electronic advertising, product branding, photography, videography, infographic design, website design, logo design, vector illustration design, and entrepreneurship. This experience can enrich knowledge and be useful for teaching most of the courses at BDes.

Faculty members are expected to cooperate with each other. Internal meetings are regularly held to discuss BDes agenda such as government programmes related to education, academic conferences, and curriculum developments. Discussions and communication between lecturers are often carried out to ensure that the lesson plans, learning agreements, syllabus, exams, and teaching materials are in accordance with the latest subject learning outcomes so that they do not overlap with each other. During the Covid-19 pandemic, meetings, interactions, and discussions are held online.

In addition, internal meetings involving lecturers and education staff are also held at the beginning of the semester to discuss the programme elements that are going to be implemented and an evaluation meeting at the end of the semester that discusses achievements, shortcomings, and obstacles during the previous semester's learning.

Moreover, the Ministry of Education has set the mission 'Tri Dharma', or three main obligations, of lecturers that includes teaching, research, and community service. These three tasks are done every semester, involving lecturers, students, and community. Lecturers often collaborate with their colleagues from other study programmes and universities to conduct joint-teaching (e.g., in "Independent Campus, Freedom to Learn" program), joint-research and joint-community service.

Based on university regulations, each research and community service project must include students; therefore, students are not only involved in the learning-teaching process, but also as a collaborator in research and community service teams.

As already mentioned, each student has an academic supervisor assigned by the faculty[26]. The academic advisor must hold a permanent position with a minimum qualification of Master degree. If the academic advisors are unable to perform their duties, the Faculty will assign a new academic advisor. The duties of supervisors include:

1. To guide students in planning his/her study and give consideration to the courses to be taken;
2. To approve study plan cards through the online system SIDOS;
3. To give insights and guidance about the number of credits to be taken;
4. To follow the development of students;
5. To help find solutions for students if the academic problems persist;
6. To motivate students to participate in the student body (Himakom) and other extracurricular activities (student communities);
7. To motivate students to actively participate in academic and non-academic competitions at local, national, and global levels.

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[26] See Academic Regulation for Undergraduate Education Art 35 I

A psychology counselling centre is available for students who struggle with their mental well-being. UPNVJT has a dedicated psychology centre with two psychologists to help students with difficulties. Usually, academic advisors will register the students and notify the centre.

The support of students by teaching staff also takes place beyond the classroom. Lecturers have regular office hours that are held at fixed times and by appointment. Students are also encouraged to contact them via email if they have urgent questions around a subject.

There is also the Student Creativity Programme (PKM) which is a competition to write proposals in research, community service, entrepreneurship, or technological innovation organized by DIKTI to improve the quality of students. UPNVJT also supports students by establishing a Student Creativity Center (PKM Center) at Faculty and study programme level.

During the online conference students appreciated the intensive and effective support that they received from academic staff.

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments. The faculty's composition, consisting of 16 full-time lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. As faculty members should hold the SARDOS certificate the University verifies their qualifications. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. In particular with the training for AA and Pekerti specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel welcomes in particular that by law every student has an academic supervisor whom he can ask for advice and who will help her / him in case of difficulties. Also, during the online conference it

became clear that faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

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

4.2 Programme management

BDes is managed and organised by the programme coordinator, who is supported by administrative staff. The coordinator reports to the Dean. The Dean is supported by Vice-Deans for academics, human resources, and finance and for student affairs. Specifically, the programme coordinator tasks include:
- Planning schedules and evaluation of learning outcomes,
- Implementation of the lectures on the field of study,
- Coordinating the process of *tri dharma* (teaching, research, and community service) in the programme,
- Coordinating the planning, provision, and proposal of the need for lecture, facilities, and educational infrastructure,
- Coordinating and monitoring the preparation of teaching and learning process on the programme level, faculty level and university levels,
- Monitoring and evaluating the finance and budgeting on programme and faculty levels,
- Planning and suggesting the training of administrative staff to maintain the programme development,
- Evaluating and reporting the running programme management system,
- Fostering student activities both within the formal structure of student affairs and outside student organisations,
- Working with corporate partners to support the learning process at the Faculty.

In managing the four labs, the programme coordinator is supported by four heads of the laboratories.

At faculty level, administrative affairs are managed and coordinated under the head of administrative staff. Whereas the administrative staff encompasses more than 300 members, at Faculty level there are 16 collaborators working for faculty and students. The head of

administrative staff (Kabag TU) is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. They help the programme coordinator in maintaining the teaching and learning on a day-to-day basis, such as: schedules and timetables, examination, and final thesis exams, etc. UPNVJT has an integrated online e-system (Siamik and Sidos) to help the management of the academic process. Administrative staff are routinely being mentored and trained to enhance their skills.

Furthermore, UPNVJT provides integrated services for students. To improve the quality of its services, UPNVJT periodically conducts surveys to measure the public satisfaction. Complaints from students or public can be delivered on the UPNVJT website and the REPORT application on the Ministry website.

Appraisal:

The panel noticed that the study programme and the activities of everyone involved are well managed and coordinated by the programme coordinator. It is ensured that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. During the online conference the panel was informed that the HEI offers the administrative staff opportunities for continuous professional development.

Moreover, the panel welcomes that the administrative staff acts as a service provider for students and faculty. The interview during the online conference underlined that the administrative staff is highly motivated.

	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

UPNVJT collaborates with Murdoch University, Australia in research, training, and teaching projects. This includes academic staff and student exchanges, sponsorships, and seminars. Furthermore, it also collaborates with the Western Australia East Java University Consortium

(WAEJUC) in research, publications, and student mobility. UPNVJT is also an Asean University Network or AUN-QA Associate Member which facilitates collaboration in activities and programs with other universities in ASEAN that are members of AUN.

At the Faculty level, the Faculty of Architecture and Design collaborates with the Faculty of Engineering, Semarang State University, Indonesia in the fields of research, service, and publication. At programme level, BDes is a member of the Association of Visual Communication Studies Programmes throughout Indonesia, which is called ASPRODI DKV. Membership in ASPRODI gives BDes the opportunity to collaborate and build networks with all universities in Indonesia related to the field of VCD. ASPRODI also gives continuous support in every academic activity held by BDes programme including National Design Seminar (SNADES) which has been held every year since 2020.

Six lecturers were members of the Indonesian Graphic Design Association (ADGI) for the 2016-2018 period. They participated in the "Design Thinking" talk show at several BDes programmes in Surabaya. The six lecturers are also members of the Indonesian Environmental Research Association (IPLBI) for the 2017-2019 period. Together, they worked on creating teaching videos and developing curriculum.

As far as cooperation with business enterprises and companies is concerned for the BDes several agreements in terms of Memoranda of Understanding (MoU) are concluded which have been presented to the panel.

Table 11: Examples of cooperations with business enterprises and companies

Enterprises / company	Activities
PT. Citra Balita Kirana/Solar Studio (studio animasi)	Sponsorship, speakers in public lecture, dan internship
Leeven & Co Creative Space	Sponsorship in events organized by BDes
Penerbit Erlangga (penerbit buku)	Providing book purchase discounts
Faber Castell (perusahaan alat tulis dan gambar)	Sponsorship in events organized by BDes and as speaker
PT Surya Prima Jayatama (perusahaan kertas)	Sponsorship in events organized by BDes (Plaza Kreatif)
Event Surabaya	Sponsorship in events organized by BDes (provide support for printing needs).
Premier	Sponsorship in events organized by BDes (provide support for printing needs)
CNN Indonesia (perusahaan media)	Course stakeholders in BDes
PT. Peti Kemas (BUMN, anak perusahaan PELINDO)	internship programme
PT. Pendopo Agung Poetrokoesoeman/ PAP (perusahaan spesialis branding)	internship programme
Better Youth Foundation (yayasan sosial kemanusiaan)	internship programme

Appraisal:

The scope and nature of cooperation with other universities from Indonesia and abroad relevant for the programme are plausibly presented. The agreements in terms of MoUs

forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. Several activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

	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

As the on-sight visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof[27].

As already mentioned before, BDes has four labs for the teaching and learning process and other activities:

Table 12: Laboratories

Labs	Main activities
Design Laboratory	Supporting the teaching-learning process, organising exhibitions for students' works, and participating in national competitions.
Printing and Illustration Laboratory	Supporting the teaching-learning process, organising exhibitions for students' works, participating in national competition, supporting research and community service on murals, prints, and illustrations.
Recording Media Laboratory	Supporting the teaching-learning process, organising exhibitions for students' works, participating in national competition, supporting research and community service on video and photography.
Computer Graphics Laboratory	Supporting the teaching-learning process, organising exhibitions for students' works, participating in national competition, supporting research and community service on video and photography.

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[27] See self-evaluation report pp. 27 f.

UPNVJT has classrooms that comprise on average 56 square metres for 40 students, a 64 square metres reading room, an administration room, and a discussion open space for students equipped with Wi-Fi free of charge, just as all communication labs aforementioned. There is also the language centre and health clinic.

Space for study and extra-curricular activities is provided. Facilities and infrastructure to support the talents and interests of students include three tennis courts, a football field, four basketball courts, four volleyball courts, a swimming pool, rock climbing, futsal courts, a set of marching band instruments, a set of musical instruments (kulintang and campursari). There are 33 student clubs and societies in UPNVJT, managed under the Student Centre. The disabled students are provided a special room on the 1st floor so that they are not obliged to attend lectures in the classroom. Disabled people can use special pathways around campus.

As far as the access to literature is concerned the National Library of Indonesia (https://www.perpusnas.go.id) has a substantial collection of e-books, scientific publications, periodicals, newspapers, historical archives, etc., which can be accessed by Indonesian citizens free of charge. The registration is simple, with only a national ID card. Perpusnas can be accessed completely online.

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to several scientific publishers (Springer, Elsevier, ProQuest, and Cambridge University Press). The central library also holds substantial textbooks and is regularly updated.

The Faculty of Architecture and Design has a separate library with reading room for specific books in the communication science field; the library provides a selection of textbooks and monographs. There is a dedicated reading room for students.

During the online conference the interviewed students confirmed that they had effective and efficient access to literature and journals. The access is supported by the internal digital platform ILMU that has also been presented to the panel during the online conference.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UPNVJT's building. Instead, UPNVJT provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (e.g. electronic

media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up-to-date. Moreover, the panel welcomes that UPNVJT assures full access for students and staff to several electronic library platforms.

		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		

4.5 Additional services

Apart from the psychological counselling service, UPNVJT has its own career centre (namely Career Development and Entrepreneurship Centre). It regularly organises several activities:

1. Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.
2. Support for campus-based enterprise: Students' business, campus mini-market, cafeteria, etc.
3. Career-related conferences: Inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (LinkedIn, etc.) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

Aside from dissemination of vacancies, UPNVJT also distributes information on student competitions and internships.

As to alumni activities, BDes alumni reunions are regularly held every year. Prior to the reunion, successful alumni were invited to a Forum Group Discussion (FGD) to give recommendations and review the latest curriculum developments. On this occasion, alumni can give their opinions and recommendations for curriculum improvement such as organizing new courses based on current trends and developments in VCD fields.

As mentioned above[28] the administration of UPNVJT with more than 300 as well as of the faculty with 16 staff members encompasses a sufficient administrative capacity.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation with an alumni network has been set up.

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[28] See Chapter 4.2.

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

4.6 Financing of the study programme (Asterisk Criterion)

UPNVJT is a public university. The financing of all public universities in Indonesia is regulated under government regulations. There are three sources of income for UPNVJT:

1. Government: in the form of grants, subsidies, collaboration, and partnerships.
2. Public funds: come from the public, especially from tuition fees.
3. Other sources of income: come from the university's business enterprises.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	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

As mandated in Article 53 of the "Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education", the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UPNVJT has adopted "Guidelines for Internal Quality Audit" that are the basis for the University's internal Quality Audit (AMI). By doing this UPNVJT wants to improve the quality of its higher education in a planned and sustainable manner.

UPNVJT has installed a quality assurance agency, the Institute for Learning Development and Quality Assurance (LP3M) that has the main task to carry out, coordinate, monitor and evaluate learning development and quality assurance. The quality assurance for non-academic aspects is held through internal control and supervision by the Internal Supervisory Unit (SPI).

SPMI is implemented periodically, using standards that meet the requirements of National Higher Education namely in the scope of University, Faculty, Departments and Study Programmes based on PDCA principles: Planning, implementation, evaluation, control, and development.

The quality standard of Higher Education in the Academic Field of UPNVJT consists of 36 quality standards, which include 24 mandatory quality standards in accordance with the National Standard of Higher Education and twelve additional quality standards developed by UPNVJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:

Table 13: Internal Quality Assurance (SPMI) process
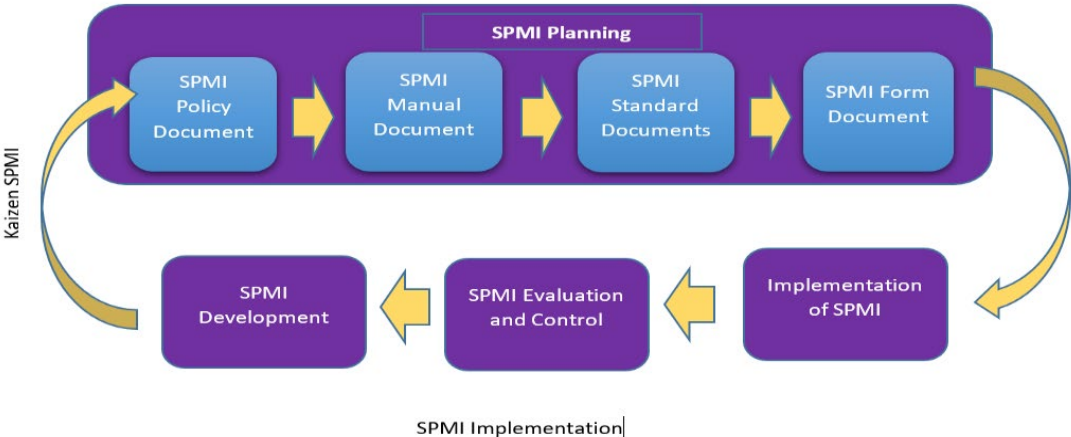
At the end of each semester, students are required to fill out the student satisfaction survey. Criteria are measured in order to evaluate the performance of lecturers, administrative staff, and facilities during the academic year. Those criteria are as follows: reliability, lecturers' performance, administrative staff performance, responsiveness, assurance and empathy, accessibility, the quality of facilities and learning infrastructures. The study-workload is continuously being checked by faculty[29]. This survey is posted in the UPNVJT online

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[29] See above chapter 3.1

academic system (Siamik) and is mandatory since the students cannot register for final exams before they have completed the survey. The results are then reported to Rector, Dean and programme coordinator and will also be discussed in the regular faculty meeting. Students can also deliver their complaints via the student body organisation (Himakom) who then reports such complaints to the programme coordinator.

By the end of the academic year, faculty members (lecturers and administrative staff) are expected to fill in an e-form to evaluate the leadership of the Faculty of Social and Political Sciences. There are several criteria to be evaluated: operational leadership, organisational leadership, and public leadership. The evaluation result is recorded and is available at the Faculty's website. Faculty members also hold a meeting at least twice each semester which involves the faculty's leaders' direct response when a problem arises.

The study programme frequently holds meetings that invite stakeholders, graduate users (employers), alumni and students. These meetings and survey results are useful to give insight about the needs of graduates in the field of work and graduate competencies. These insights from the meeting will be used to improve the curriculum.

Each student will be given the University's Handbook (general academic manual) as well as the Faculty's Handbook by the time they have registered in UPNVJT. The faculty regularly updates the faculty's students handbook in which curriculum, courses contents, regulations in regard of teaching, examination, internship, and thesis defence exam are contained. The Study Programme descriptions can also be accessed through the website (www.dkv.upnjatim.ac.id) where interested applicants can download digital brochures in the form of pdf files. Furthermore, UPNVJT has an information platform for public records for HEI accountability (Sistem Informasi Aduan (upnjatim.ac.id)).

Information on the academic calendar and all activities during the academic year can be accessed online (Sistem Informasi Akademik (SIAMIK) (upnjatim.ac.id)). At the study programme level, student activities during the academic years are also published via Instagram (@dkv.upnvjt) and website (www.dkv.upnjatim.ac.id). Instagram is preferably used because it is a prominent social media in Indonesia which can attain public attention and feedback. Both the website and Instagram are used as media to promote the BDes programme. There are some yearly events which are organised by BDes, namely community service (Mega Dimas, Jelajah Tipografi) field studies, BDes promotion to High Schools, and a campus tour for new students. By the end of the semester, Creative Plaza (Plaza Kreatif) is also organized to provide an exhibition of student design in each semester

Appraisal:

The panel welcomes that UPNVJT has based on the binding legal provisions set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. Students can deliver their complaints via the student body organisation to the management, but they do not participate in the respective committees to plan and assess quality assurance and development procedures. Therefore, the panel recommends the UPNVJT more intensively involving students in processes of assessing quality assurance and development outcomes.

Evaluation by students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		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 Pembangunan Nasional "Veteran" Jawa Timur

Bachelor programme: Visual Communication Design

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			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**					
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**					
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					
3.2.1*	Modular structure of the study			Condition		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programme (Asterisk Criterion)					
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					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	**Academic environment and framework conditions**					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

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