

Decision of the FIBAA Accreditation and Certification Committee



19th Meeting on September, 5 2025

PROGRAMME ACCREDITATION

Project Number:	23/051 Cl. 2
Higher Education Institution:	Institut Seni Indonesia Padangpanjang, Indonesia
Location:	Padangpanjang, Sumatra, Indonesia
Study programme:	Bachelor of Dance Art Bachelor of Craft Art
Type of accreditation:	initial accreditation

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

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

Conditions:

- **Condition 1** (see chapter 3.1.2): ISI consistently uses the correct English name for the two study programmes on its website and in official documents.
- **Condition 2** (see chapter 3.2.2):
The Institute issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015). The Institute ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 3** (see chapter 3.4.1): The two programmes create a strategy that integrates international content as an integral part into the curriculum. This new part of the curricula prepares students to present, contextualise and conceptualise their work in an international environment.
- **Condition 4** (see chapter 5.1.)
Part a) The Institute includes a question about the workload in the students' satisfactory survey
Part b) The Satisfaction Survey Report of Students is conducted anonymously.
Part c) The Institute includes in its quality management system appropriate procedures for a regular monitoring and updating of course contents and materials.
- **Condition 5** (see chapter 5.3): The Institute aligns the information in the curriculum and in the course descriptions and hands in the missing course descriptions in English.

Proof of meeting these conditions is to be supplied by August 25, 2026.

Period of Accreditation: November 26, 2025 until November 25, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Institut Seni Indonesia Padangpanjang, Indonesia

Bachelor programme:

- Bachelor of Dance Art
- Bachelor of Craft Art

Qualification awarded on completion:

Bachelor of Art / Sarjana Seni (S.Sn.)

General information on the study programme

Brief description of the study programme:

The Dance Art Study Programme is a four-year bachelor's degree with a focus on practical and theoretical knowledge and skills of dance. The students learn traditional Malay dance as well as contemporary dance inspired by the culture of West Sumatra. Students also learn about disciplines that are closely related to dance, such as make-up and martial arts. The graduates work as dancers, dance educators and entrepreneurs in the field of dance, Department of Tourism, Cultural Parks, the Ministry of Education and Culture, as well as curators and art managers.

The Craft Art Study Programme is a four-year bachelor's degree, which focuses on practical and theoretical knowledge and skills of different traditional crafts of West Sumatra. The students learn practical techniques, among others weaving, Batik techniques, metal work, wood carvings and pottery. The graduates work as artist, who sell their art, art teachers and lecturers in art institutes.

While both programmes are predominantly practice-oriented, they incorporate academic coursework that enables students to pursue a theoretical thesis if desired. Alternatively, students may opt for a final project with a stronger practical focus.

Type of study programme:

Bachelor programmes

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

Dance Art: 4 years: 220,46 ECTS / 146 SKS credits

Craft Art: 4 years: 217 ECTS / 144 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:

Dance Art: 80 students / two classes

Craft Art: 40 students/ one class

Programme cycle starts in:

winter semester

Initial start of the programme:

Bachelor of Dance Art: 1998

Bachelor of Craft Art: 1997

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Dance Art and Bachelor of Craft Art (Sarjana Seni (S.Sn) / Bachelor of Art) was made between FIBAA and Institut Seni Indonesia Padangpanjang, Indonesia on August, 29, 2023. On September 27, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Ann R. David

University of Bonn

Distinguished Professor Emeritus, Department of Asian & Islamic Art History;

Professor Emerita of Dance & Cultural Engagement

Dr. Saju George

Kalai Kaviri College of Fine Arts, Tiruchirappalli, Tamil Nadu

Professor, Research Advisor in Dance

Anna Heidenhain

Freelancer & independent artist

Prof. Felicitas Rohden

Düsseldorf University of Applied Sciences

Professor of Form and Colour at the Department of Design

Dr. Edi Riyanto

Universitas Airlangga

Associate Professor of Cultural Studies

Freja Sigsgaard-Hansen

The Royal Danish Academy of Fine Arts

Student Bachelor of Fine Arts

FIBAA project manager:

Dr. Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 24-25, 2025 at the HEI's premises in Padangpanjang. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 13, 2025. The statement on the report was given up on August 17, 2025. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

After submission of this assessment report to the FIBAA Accreditation and Certification Committee, the Committee requested additional information. The Institute provided further materials and information (see Addendum) which was considered by the Committee in its decision-making on November 26, 2025.

Summary

For Bachelor programmes

The Bachelor of Dance Art and Bachelor of Craft Art offered by Institut Seni Indonesia Padangpanjang (henceforth: ISI) fulfils with few exceptions 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 September 5, 2025 and finishing on September 4, 2030, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² - Rational for degree and programme name [3.1.2] for not using the right English titles of the study programmes consistently; Study and exam regulations [3.2.2] for not having a diploma supplement with all necessary elements; International contents and intercultural aspects [3.4.1] for not integrating international content into the curriculum; Quality assurance [5.1] for lacking a workload-related question in student surveys, lacking anonymity in student surveys and lacking a regular monitoring and updating of course contents; Programme description [5.3.1] due to a lack of consistency in curriculum and course descriptions. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1.2): ISI consistently uses the correct English name for the two study programmes on its website and in official documents.
Condition 2 (see chapter 3.2.2):
The Institute issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015). The Institute ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.
- **Condition 3** (see chapter 3.4.1): The two programmes create a strategy that integrates international content as an integral part into the curriculum. This new part of the curricula prepares students to present, contextualise and conceptualise their work in an international environment.
- **Condition 4** (see chapter 5.1.)
Part a) The Institute includes a question about the workload in the students' satisfactory survey
Part b) The Satisfaction Survey Report of Students is conducted anonymously.
Part c) The Institute includes in its quality management system appropriate procedures for a regular monitoring and updating of course contents and materials.
- **Condition 5** (see chapter 5.3): The Institute aligns the information in the curriculum and in the course descriptions and hands in the missing course descriptions in English.

Proof of meeting these conditions is to be submitted by June 4, 2026.

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

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body [criterion 3.4.2], Internationality of the faculty [criterion 3.4.3] and foreign language contents [criterion 3.4.4] – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where both programmes could be further developed by:

- actively promoting the guidance and support services offered by ISI and the study programmes, ensuring they are user-friendly, clearly visible, and inclusive of English-speaking prospective students. (see chapter 2.2)
- providing students with training to better contextualise and conceptualise their work. (see chapter 3.1.3)
- broaden its outreach to other regions of Indonesia to increase the diversity of its student body. (See chapter 3.4.2)
- strengthening the internationalisation of the faculty in a goal-oriented manner. (See chapter 3.4.3)
- strengthening the integration of English language training into the curriculum. (See chapter 3.4.4)
- exploring external possibilities to better accommodate people with disabilities and improving accessibility across campus, ensuring that occupational safety and health requirements are fully met. (See chapter 4.4.2)
- developing a curated online presentation of student work, using high-quality visuals, modern scenography and more conceptual displays. (See chapter 5.3.1)

For the Craft Art Study Programme, the programme could be developed further by:

- abstracting more from traditional methods, modernising the practical work and engaging actively in international collaborations. (See chapter 3.1.3)
- strengthening the didactical concept of the final projects by encouraging peer-to-peer learning, fostering student independence, and supporting the integration of theory with contemporary practice. (See chapter 3.3.1)
- inviting more guest speakers either on campus or online. (See chapter 3.3.3)

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

There is one criterion for both programmes in which the programmes exceed the quality requirements:

- Internal Cooperation (see chapter 4.1.5)

For Craft Art Study Programme, there is a second criterion in which it exceeds the quality requirements:

- Cooperation with business enterprises and other organisations (see chapter 4.3.2)

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

Information

Information on the Institution

The Indonesian Institute of the Arts Padangpanjang (henceforth: ISI) has a long history rooted in the cultural mission of the Indonesian Constitution. Established in 1965 as ASKI³ Padangpanjang, the institution began as a response to the cultural landscape of the Sumatra region. It originated from two conservatories focused on traditional music (Karawitan), which later merged into a formal academy. Over the decades, the institution expanded its academic scope and status, becoming STSI Padangpanjang in 1999 and finally ISI Padangpanjang in 2010 through a Presidential Regulation. This transformation reflects its growing role in preserving, developing, and educating future generations in Indonesian arts and culture.

Institut Seni Indonesia (ISI) Padangpanjang is a B-accredited state institute located in the city of Padangpanjang, West Sumatra. It has two faculties: Faculty of Fine Arts and Design and Faculty of Performing Arts. The Dance Department is part of the Faculty of Performing Arts (Fakultas Seni Pertunjukan) and the Craft Department is part of the Faculty of Fine Arts and Design (Fakultas Seni Rupa dan Desain). The Faculty of Performing Arts has the following Bachelor's programmes

- Traditional Music (Seni Karawitan) - Accredited "Excellent"
- Dance Art (Seni Tari) - Accredited "Excellent"
- Music (Seni Musik) - Accredited "Excellent"
- Theatre (Seni Teater) - Accredited "Very Good"
- Cultural Anthropology (Antropologi Budaya) - Accredited
- Humanities Studies – Accredited
- Vocational Education in Makeup Artistry (Pendidikan Vokasional Tata Rias)⁴ Accredited
- Minangkabau Dance (Tari Minang) - Accredited
- Malay Dance (Tari Melayu) - Accredited

The Faculty of Fine Arts and Design has the following Bachelor's programmes:

- Craft Art (Seni Kriya) – Accredited "Excellent"
- Fine Art (Seni Rupa Murni) – Accredited "Very Good"
- Television and Film (Televisi dan Film) – Accredited "Good"
- Photography (Fotografi) – Accredited "Very Good"
- Visual Communication Design (Desain Komunikasi Visual) – Accredited "Very Good"
- Craft Education (Pendidikan Seni Kriya) – Accredited "Good"
- Product Design (Desain Produk) – Accredited
- Tourism (Pariwisata) – Accredited

ISI offers the following diploma:

- Applied Bachelor's degree in Fashion Design (Diploma Terapan Desain Busana) – Accredited "Good"
- Applied Bachelor's degree in Animation (Diploma Terapan Animasi) – Accredited

³ ASKI stands for Akademi Seni Karawitan Indonesia, which translates to Indonesian Academy of Karawitan Arts. "Karawitan" refers to traditional Indonesian music, especially from Java and Bali, but in this context, it also includes the cultural arts of Sumatra, such as Minangkabau and Malay traditions.

⁴ See <https://fsp.isi-padangpanjang.ac.id/program-studi/>, last accessed on July 17, 2025.

- Applied Bachelor's degree in Media Production (Diploma Terapan Produksi Media) – Accredited

At ISI, Bachelor's degree holders have the possibility to study the following Master's programmes:

- Art Creation (Magister Penciptaan Seni)
- Art Studies (Magister Pengkajian Seni)
- Art Education (Magister Pendidikan Seni)
- Humanities Studies (Magister Studi Humanitas)
- Applied Art Creation with a focus on Malay cultural values (Magister Terapan Penciptaan Seni)

There are two tracks offered for doctoral programmes at ISI

- Art Creation (Penciptaan Seni) – Focuses on producing innovative artworks based on interdisciplinary and multidisciplinary research.
- Art Studies (Pengkajian Seni) – Emphasises critical analysis, theory, and research in arts and culture.⁵

ISI's Vision is "Realising Artists and Scientists of the Malay Cultural Arts of the Archipelago in 2030".

ISI's Institute Missions

1. Organising quality, character, sustainable education and implementing independent learning to improve quality graduates.
2. Carry out quality, relevant, competitive research and community service according to the development of science and technology for the welfare of society through the transfer of knowledge and the diffusion of technological results, which are published nationally and internationally.
3. Implement institutional systems, national and international co-operation: Carry out, improve, and develop institutions and national and international cooperation, organise good higher education governance based on information technology, create centres of excellence for arts, culture, and innovation works.
4. Training graduates to develop an entrepreneurial spirit graduates with an entrepreneurial spirit, optimising the competence of professional Lecturers and Education Personnel, and building the character of the Academic Community and Education Personnel based on Pancasila value.

The objectives of ISI are:

1. Producing quality graduates who have competence in mastering science and technology.
2. Producing quality, relevant, competitive research and community service according to the development of science and technology that is published nationally and internationally
3. Improving institutional quality and national and international cooperation
4. Establishing centres of excellence for arts, culture and innovation works
5. Increasing competence of lecturers and education staff
6. Improving ISI to have a good institute governance based on information technology.

⁵ See <https://pascasarjana.isi-padangpanjang.ac.id/prodi-s-3-seni/>, last accessed on July 17, 2025.

7. Strengthening the character of the academic community and education staff based on the values of Pancasila.

ISI organises academic, vocational and postgraduate education that aims to develop and preserve the cultural arts and values of the Malay⁶ Archipelago with a global perspective. In order to equalise and expand access to education through government policies, ISI also distributes scholarships from central/regional governments, corporations, banks and zakat institutions⁷. This scholarship is given to students who have adequate academic performance but are economically disadvantaged, so that the acquisition of the scholarship can help alleviate the tuition fees for their further education.

As a higher education institution, ISI is responsible not only for academic learning and creative development, but also holds a strategic position in supporting Indonesia's cultural strength and growth. Its location and focus on the arts allow it to contribute to the broader system of cultural preservation and progress. In line with the national higher education strategy (Renstra Menristek-Dikti⁸), ISI Padangpanjang is also expected to act as an Agent of Economic Development. Hence, it has a role in producing artistic innovations that benefit the wider community economically. This includes increasing creativity and developing new artistic ideas that can support both culture and the economy.

Dance Art Study Programme

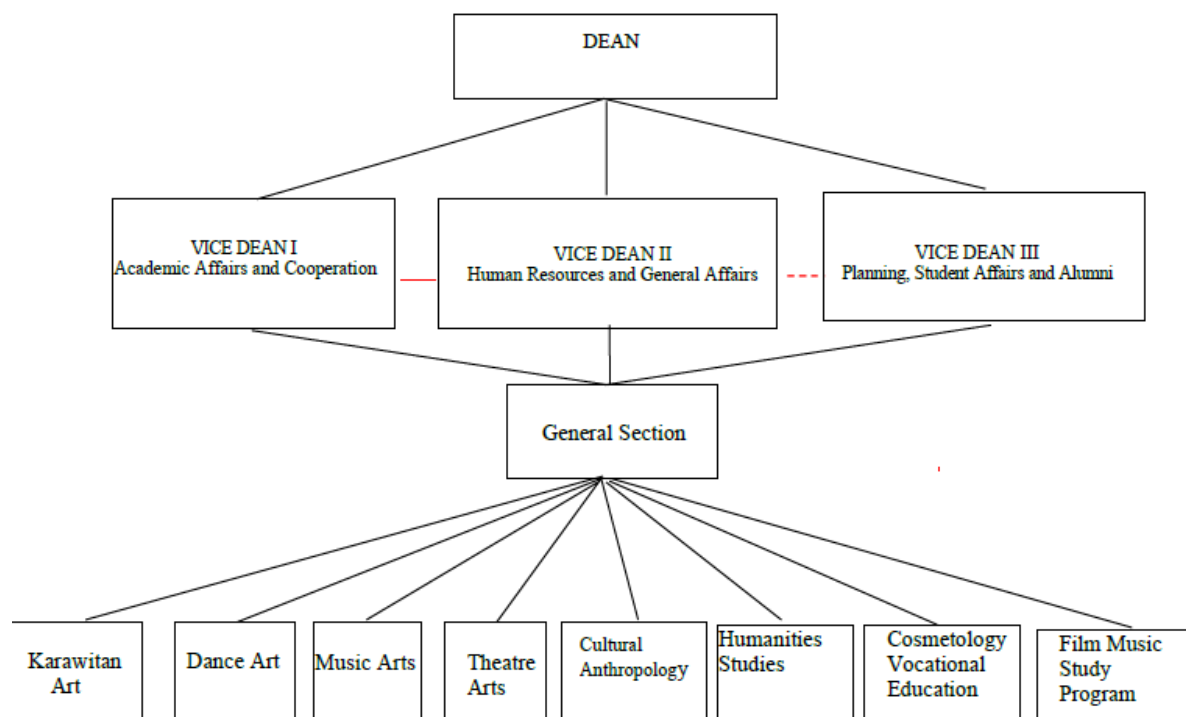
ISI Padangpanjang S1 Dance Art Study Programme was established on September 28, 1998 under the Faculty of Performing Arts ISI Padang Panjang. The aim is to produce professional and competent graduates in the field of dance by internalising academic values, norms and ethics. The Dance Art Study Programme at ISI Padangpanjang is grounded in the cultural heritage of Minangkabau dance traditions. While maintaining a foundation in local ethnographic and performative practices, the programme also engages with contemporary dance methodologies. This integrative approach shall encourage exploration, creative innovation, and dialogue, enabling students to develop a dynamic and contextually responsive artistic identity. Through this dual emphasis, the programme contributes to both the preservation of cultural heritage and the advancement of contemporary dance discourse. There are currently 36 lecturers and 327 students. Quality assurance is carried out to ensure that graduates are in line with the vision and mission of the Dance Art Study Programme. The Institute considers the uniqueness of this programme to lie in its curriculum, which focuses on Malay cultural arts. Facilities include four dance studios, a reading/audio-visual room, a computer lab and an appropriate performance hall. There is also a student activity unit and a departmental student association.

⁶ Malay culture in West Sumatra is closely linked to the Minangkabau ethnic group, who are considered part of the broader Malay cultural world. In this region, Malay cultural elements—such as the language, Islamic faith, and traditional arts—blend with Minangkabau customs, especially their matrilineal social structure and strong emphasis on “adat” (customary law) and Islamic values.

⁷ Zakat is an obligatory act of charity in Islam, where Muslims give a portion of their wealth to those in need to purify their income and support social welfare. Zakat institutions in Indonesia are formal organisations responsible for collecting, managing, and distributing zakat funds in accordance with Islamic principles and national regulations.

⁸ The Strategic Plan of ISI Padangpanjang for 2020–2024 was developed based on the Strategic Plan of the Ministry of Education and Culture, the National Medium-Term Development Plan (RPJMN) 2020–2024, and the Ministry Regulation No. 3 of 2020 concerning national standards for higher education, especially related to the “Merdeka Belajar – Kampus Merdeka” policy.

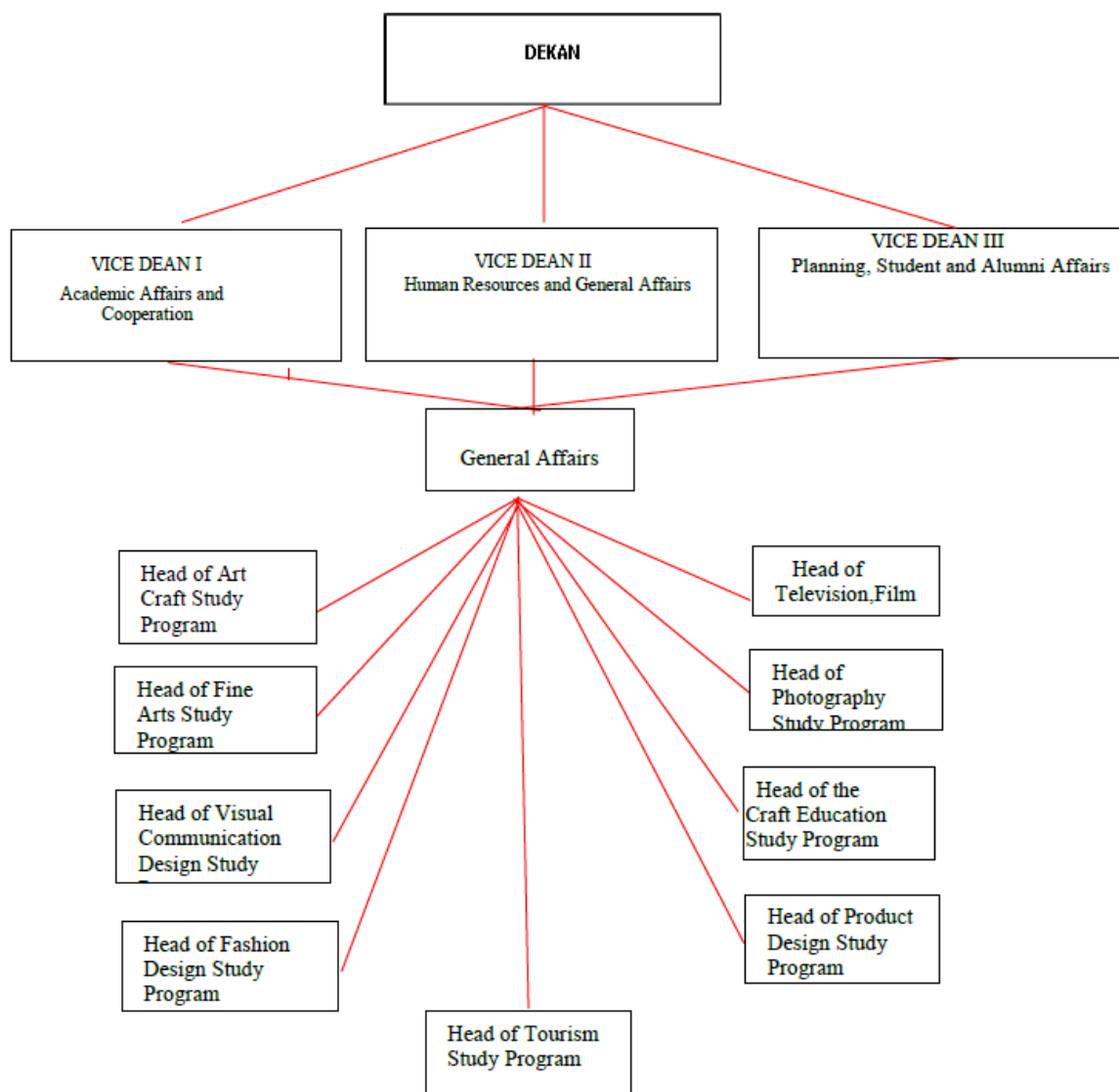
Figure 1: Organisational Structure of the Faculty of Performing Arts



Craft Art Study Programme

The Craft Art Study Programme started in 1997 and currently has 17 teachers and 101 students. The aim of the programme is to produce graduates who are professional and competent in the field of arts and crafts. The media studied are wood, metal, leather, ceramics and textiles. The programme supports the overall mission of Institut Seni Indonesia to make a contribution in the academic field, especially in the field of fine arts. This contribution is reflected in the teaching and learning process, educational objectives and activities, research and community service provided by the programme and the academic community. Like the Bachelor of Dance Art, the Institute also finds the uniqueness of this programme to lie in its curriculum which focuses on Malay cultural arts.

Figure 2: Organisational Structure of the Faculty of Fine Arts and Design



Further development of the programme, statistical data and evaluation results [for initial accreditation and re-accreditation]

Dance Art Study Programme

		2019	2020	2021	2022	2023
# Study Places offered by HEI		120	80	90	90	120
# Applicants	Σ	87	95	95	85	73
	f	73	85	89	77	67
	m	14	10	6	8	6
Application rate		72.50%	118.75%	105.56%	94.44%	60.83%
# First-Year Students (accepted applicants)	Σ	55	68	86	64	62
	f	47	50	80	58	55
	m	8	18	6	6	7
Rate of female students		0.854545455	0.735294118	0.930232558	0.90625	0.887096774
# Foreign Students	Σ	13	9	0	0	0
	f	10	9	0	0	0
	m	3	0	0	0	0
Rate of foreign students		0.236363636	0.132352941	0	0	0
Percentage of occupied study places		45.83%	85.00%	95.56%	71.11%	51.67%
# Graduates	Σ	28	72	68	76	42
	f	21	65	58	59	38
	m	7	7	10	7	4
Success rate (students who finished their studies)						
Dropout rate (students who dropped their studies)						
Average duration of study		5 Tahun	4.5 Tahun	4.1 Tahun	4.3 Tahun	4.8 Tahun
Average grade of final degree		2.92	3.43	3.48	3.46	3.16

The student study on average 4.1 to 5 years (“tahun” in the table means years), which is only slightly longer than the 4 years of the regular study time. The study places offered by ISI for the Dance Art programme fluctuated between 80 and 120 from 2019 to 2023. This is similar to the number of applicants, which varied between 73 and 95 prospective students. The number of first-year students admitted has consistently been lower than the number of study places offered, ranging from 45% to 95%, with female students comprising between 73% and 93% of the cohort. Admission quotas are determined based on institutional policies, accreditation status, and national higher education standards, taking into account the number of permanent lecturers and available facilities. To maintain an effective learning environment, the intake is adjusted to align with the optimal ratio of students, lecturers, and practice room capacity. Despite multiple inquiries, the programme did not disclose information regarding its success and drop-out rates. Moreover, the data provided did not categorise graduates by cohort. Instead, it appears that the reported figures reflect all individuals who graduated in the specified year, irrespective of their year of enrolment. In 2019, the programme had 13 foreign students and in 2020 9 foreign students.

Craft Art Study Programme

Study Programmes: Craft Art							
		2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		60	40	40	40	40	40
# Applicants	Σ	45	37	30	26	41	13
	f	32	19	11	16	20	5
	m	13	8	19	10	21	8
Application rate		75,00%	92,50%	75,00%	65,00%	102,50%	32,50%
# First-Year Students (accepted applicants)	Σ	28	20	20	22	25	11
	f	18	10	6	11	15	4
	m	10	10	14	11	10	7
Rate of female students		0,642857143	0,5	0,3	0,5	0,6	0,363636364
# Foreign Students	Σ	13	9	0	0	0	0
	f	10	9	0	0	0	
	m	3	0	0	0	0	
Rate of foreign students		0,464285714	0,45	0	0	0	0
Percentage of occupied study places		46,67%	50,00%	50,00%	55,00%	62,50%	27,50%
# Graduates	Σ	18	27	36	17	46	0
	f	12	12	24	9	34	
	m	6	15	12	8	12	
Success rate (students who finished their studies)		85,71%	65,00%	43,75%	19,56%	57,14%	38,09%
Dropout rate (students who dropped their studies)		14,28%	5,00%	17,64%	4,76%	19,04%	0,00%
Average duration of study		4.9 years	4.1 years	4.4 years	5.1 years	4.9 years	4.6 years
Average grade of final degree		3,43	3,54	3,53	3,55	3,52	3,53

The Craft study programme offers 40 study places every year since 2020. Similar to the Dance Art Program, the Craft Art Study Programme does not utilise all available study places within a given academic year. The rate of female students lies between 30% and 64%. As in the Dance Art programme, the Craft Art programme had foreign students in 2029 (13 students) and 2020 (nine individuals). The average duration of study lies between 4.1 and 5.1 years. Craft Art has a drop-out rate which fluctuates between 4% and 19%. However, the data shared did not differentiate graduates by cohort. Instead, it seems the reported numbers represent all individuals who graduated in the specified year, regardless of their enrolment year.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Dance Art Study Programme

The Dance Art Study Programme intends to deliver high-quality education, enhance research outcomes, and foster national and international collaborations in the implementation of the Tri Dharma.⁹ The programme focuses on using IPTEKS (Science, Technology, and the Arts) to support traditional culture. It applies scientific methods and technological tools to preserve cultural heritage through documentation, research, and innovation. By integrating IPTEKS¹⁰, the programme revitalises traditional practices in ways that are relevant to modern society. This approach ensures that cultural values are not only maintained but also developed through interdisciplinary knowledge. The Dance Department envisions itself as a leading institution in nurturing creative and innovative academic individuals in the field of dance. This mission is reflected in the programme's intention to produce graduates who can analyse and resolve issues related to dance, as well as create job opportunities within the field of dance arts. The programme is in line with the National Qualification Framework (KKNI).

The Educational Objectives (EO) of the Dance Art Study Programme are outlined as follows: Graduates will be able to:

EO-1: Identify solutions to various challenges related to dance or other societal issues.

EO-2: Apply their choreography skills and knowledge in professional settings and create new job opportunities.

EO-3: Succeed in pursuing postgraduate studies at leading universities.

EO-4: Take responsibility for their professional work in the field of expertise, while upholding academic values, norms, and ethics.

The expected learning outcomes (Capaian Pembelajaran) for graduates of the Dance Art Study Programme are as follows:

Students will be able to:

ILO-1: Design, compose, and create dance works creatively and analytically, in alignment with the advancements in science and technology.

ILO-2: Analyse dance logically, ethically, and aesthetically.

ILO-3: Apply critical, systematic, and innovative thinking in the development and implementation of science and technology within their field of expertise.

ILO-4: Apply teamwork and communication skills in developing and maintaining professional networks.

ILO-5: Demonstrate self-competence improvement through lifelong learning.

⁹ In the context of Indonesian higher education, Tridharma refers to the "Three Principles of Higher Education." These principles are fundamental to the mission and activities of universities and higher education institutions in Indonesia. The Tridharma encompasses education, research, and community service.

¹⁰ IPTEKS stands for Ilmu Pengetahuan, Teknologi, dan Seni, which translates to Science, Technology, and the Arts in English. It is a core concept in Indonesian higher education that promotes the integration of scientific knowledge, technological innovation, and artistic creativity to support education, research, and community development.

These five ILO's can also be grouped like this:

Values and Attitudes

- Demonstrate responsibility in their area of expertise while internalising academic values, norms, and ethics. (EO-4)

Knowledge Competencies

- Analyse dance logically, ethically, and aesthetically. (ILO-2)
- Apply critical, systematic, and innovative thinking in the field of dance. (ILO-3)

Specific Skills

- Design, arrange, and create dance works creatively and analytically, in line with scientific and technological developments. (ILO-1)
- Conduct the creative process and develop choreography based on professional and academic principles. (PI for ILO-1)

General Skills

- Collaborate effectively in a team and build professional networks. (ILO-4)
- Enhance self-competence through lifelong learning, adapting to evolving artistic and professional demands. (ILO-5)

Even though the Dance Art Study Programme did not provide structured graduate profiles, in the course of the visitation the graduate profiles became clear in the course of the visitation. For the graduate profiles, see chapter 1.3.2

Craft Art Study Programme

In accordance with the National Qualification Framework (KKNl), the objective of the bachelor's degree programme is for graduates to master the theoretical concepts of their specific field of study, particularly craft. The National Qualification Framework serves as a guideline for the development and implementation of programme objectives. At the study programme level, evaluations and revisions are conducted periodically, typically every five years. In practice, evaluation of the programme's objectives involves the participation of students, alumni, faculty, and employers through surveys, Google Forms, and focus group discussions. Updates to the curriculum are documented and maintained.

The Craft Art Study Programme strives to prepare professional and skilled graduates in the field of crafts through a structured learning process. This objective is demonstrated by the graduates' ability to analyse and solve problems related to craft.

The Educational Objectives of the Craft Art Study Programme are to prepare graduates who are capable of:

EO-1: Equipping graduates with the necessary skills to work as craft professionals or pursue advanced degrees.

EO-2: Enhancing graduates' entrepreneurial skills in the field of crafts.

EO-3: Instilling a global understanding of craft art in graduates, while introducing the appreciation of crafts within a multicultural context.

The expected learning outcomes (Capaian Pembelajaran) for graduates of the Craft Art Study Programme are as follows:

Students will be able to:

ILO-1: Demonstrate aesthetic, technical, and craftsmanship skills in their artwork and develop a professional-quality portfolio.

ILO-2: Engage in lifelong learning to continuously improve their skills.

ILO-3: Communicate effectively in scientific forums and stay informed about the development of science and technology in the craft field.

ILO-4: Exhibit an entrepreneurial spirit both individually and within a team.

ILO-5: Identify, formulate, analyse, and address issues in the field of craft.

ILO-6: Apply concepts, principles, and technologies in the field of craft to create functional and artistic craft works.

LO of Values and Attitudes

1. Be pious of God Almighty and capable of showing religious attitude.
2. Uphold the value of humanity in carrying out duties based on religion, morals, and ethics.
3. Contribute to improving the quality of life within society, nation, state, and civilisation based on Pancasila.
4. Act as a proud citizen who loves the homeland, embrace nationalism and the sense of responsibility to the State and nation.
5. Appreciate the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others.
6. Able to cooperate, as well as embrace social sensitivity and concern for society and the environment.
7. Abide the laws and be discipline in life within the society and state.
8. Demonstrate responsible attitude towards the works in the field of expertise independently.
9. Internalise the spirit of independence, struggle, and entrepreneurship.
10. Internalise academic values, norms, and ethics.
11. Internalise the value of honesty in learning process.

LO of Knowledge Competencies

1. Mastering the concepts of picture and designs making in artworks.
2. Able to manifest ideas based on conceptual research into artworks.
3. Able to apply the ideas in an organised manner based on art craft theories to produce artworks.
4. Able to compete, compete and publish works locally, nationally, and internationally.
5. Able to contribute, compete, and publish his/her works in local, national, and international scopes.
6. Able to hone sensitivity to various issues and phenomena in society.
7. Able to analyse artworks in the aim to support the ability to make artworks.

LO Specific Skills

1. Able to develop knowledge in making of artworks.
2. Able to observe, recognise, formulate, and solve problems through deliberation approaches to society.
3. Able to adapt or doing self-development in regard to wood, particularly the relief on artwork.
4. Able to design and create ornamental motifs that will be applied in from of trading products.

5. Able to understand in making artwork that will be used as display or as other supporting materials.
6. Able to comprehend and create drawing, and to design both manual and digital.

LO General Skills

1. Capable of managing self-learning.
2. Capable of communicating orally to convey ideas in the learning process.
3. Implement logical, critical, systematic, innovative, and creative thinking in the context of the development or implementation of science and technology under his/her area of expertise.
4. Capable of making decisions appropriately, in the context of problem solving in the area of expertise, based on the analysis of information and data.
5. Capable of developing and maintaining networking with supervisors, as well as working in team both inside and outside the institution.
6. Capable of examining the implications of the development or the implementation of science and technology under his/her expertise based on rules, procedures, and scientific ethics to produce solutions, ideas, and designs.
7. Capable of making scientific writing for the result of his/her studies in form of thesis/final report and scientific articles.

Appraisal:

The qualification objectives of both programmes are explained and convincingly presented in relation to the target group, targeted professional field 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 qualification framework. The Craft Art Programme did not provide the graduate profiles in a structured way, but in the course of the visitation, they became clear. For the graduate profiles, see chapter 1.3.2.

		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)

Dance Art Study Programme

Both faculty and students of the Dance Art Study programme actively participate in seminars, workshops, and create dance performances that are showcased both domestically and internationally. By the inspection of the facilities, the panel had the opportunity to see that the curriculum does not only cover Minangkabau dance but also other national, international and contemporary dance practices.

In November 2024, students from the Dance Art Study Programme at the Indonesian Institute of the Arts (ISI) Padangpanjang participated in a cultural exchange programme at Yale University, USA. As part of the programme, they conducted a traditional Indonesian dance workshop attended by Yale students, who learned the diverse movement techniques and cultural philosophies embedded in Indonesian dance traditions. Following the workshop, the ISI Padang Panjang students presented a traditional dance performance on the Yale campus. This initiative is part of ISI Padangpanjang's broader efforts to promote Indonesian arts and culture internationally.¹¹

Asia Pacific Bond of Theatre Schools Festival & Directors' Meet, in New Delhi, India

From 14 to 20 August 2024, representatives of ISI Padang Panjang participated in the 17th Asia Pacific Bond of Theatre Schools Festival & Directors' Meet, held at the National School of Drama (NSD) in New Delhi, India. The ISI delegation included the Rector, two Theatre Arts students, two Dance Arts students, one Theatre Arts lecturer, and the Coordinator of the Center for International Affairs. ISI students and lecturers presented traditional performances such as Randai and Tapuak Galambuak, and conducted workshops on Minangkabau martial arts.

Academic exchange activities included ISI lecturers studying Ramayana movement techniques from NSD faculty and engaging in collaborative planning for cross-border performances. The visit facilitated international networking with delegates from eight countries and contributed to curriculum development at ISI through the integration of Ramayana techniques into Asian Theatre Studies and International Choreography Workshops.

Asia Pacific Bond (APB)

ISI Padang Panjang maintains active engagement in the Asia Pacific Bond (APB) network for theatre schools, with a focus on festivals, performances, and student exchange initiatives. Previous APB collaborations in Vietnam and China included strategic partnerships with Mahidol University College of Music (Thailand) and Shanghai Theatre Academy (China). From 13 to 17 December 2024, ISI participated in Seni Satutu – Harmoni Gerak Indonesia-Malaysia, hosted at UiTM Pahang, Malaysia. The event featured collaborative performances and workshops led by ISI students and lecturers, fostering artistic exchange with Thai and Chinese delegates. These activities strengthened regional cooperation and provided valuable feedback and insights for ISI's performing arts curriculum and international engagement strategies.

West Sumatra Dance Festival (WSDF)

The West Sumatra Dance Festival (WSDF) is a bi-annual international event organised by the Dance Art Study Programme at ISI Padangpanjang. It brings together artists and scholars from countries such as Vietnam, Malaysia, and the United States for performances, workshops, and academic discussions. The festival aims to foster intercultural dialogue and promote the global visibility of Indonesian dance traditions. It also supports ISI Padangpanjang's mission to position Padangpanjang as a centre for arts and cultural diplomacy. These collaborations culminate in performances and the hosting of international conferences. The students play an active role in the organisation and performing parts of this festival. During the interview with the students, one student reported about their trip to Singapore. Another student explained that she went to South Korea through the study programme for a workshop in 2020. During

¹¹ See <https://capturingyale.pixieset.com/soundsofminangkabau/>

the interview with the lecturers, they talked about their plans to do an international tour and also contribute to the EUROPALIA festival in Brussels.¹²

Craft Art Study programme

The international orientation is reflected in the curriculum, which includes courses such as History of Eastern Art, History of Western Art, Asian Ornaments, and European Ornaments. Faculty members regularly participate in national and international seminars, particularly within the regional context, to update and share their knowledge. Their research and publications in national and international journals further demonstrate the international orientation within their field.

Students also engage mostly in national festivals, exhibitions, and design competitions. However, one student participated in an international seminar like "Upholding Traditional Arts as the Nation's Cultural Heritage" organised by Universiti Malaysia Kelantan in 2022.

Additionally, students have the opportunity to collaborate with international peers in the study of crafts through programmes such as Darmasiswa¹³ and ceramic collaborations with UNIMAS, Universiti Malaysia Sarawak, a public university located in Kota Samarahan, Sarawak, on the island of Borneo, Malaysia. They also take part in global exhibitions involving multiple countries, including events in Malaysia. Moreover, faculty members provided specialised training, such as batik workshops in the Philippines in 2018.

Furthermore, the programme has contributed to the production of academic papers published in both national and international journals.

The Department of Craft, Faculty of Visual Arts and Design, ISI Padangpanjang issues the following journals:

- Educraf: Journal of Craft Education, Craft Design, and Creative Industries
- Relief: Journal of Craft

These are the journals of the Dance Art Study Programme

- Jurnal Seni Tari (Dance Arts Journal)
- Batoboh: Jurnal Pengabdian Pada Masyarakat

Further journals related to the two study programmes:

- Ekspresi Kunst: Jurnal Ilmu dan Karya Kunst is an academic journal published by LPPM Institut Seni Indonesia Padang Panjang twice a year (January-June and July-December).

During the interview with the students, it became clear that none of the students of Craft Art had international experience so far. However, the students said, that they have contact to international students through the Darmasiswa programme.

Appraisal:

¹² This festival is an international biennial arts festival that highlights the cultural heritage and art scene of different countries around the world.

¹³ The Darmasiswa Programme is a non-degree scholarship initiative offered by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. It invites young people from around the world to immerse themselves in the richness of Indonesian culture through formal study at select universities across the archipelago. Lasting for 10 to 12 months, the programme provides a structured opportunity to explore Indonesian language (Bahasa Indonesia), traditional arts, crafts, dance, music, culinary arts, and more, in an authentic, immersive environment (see <https://ia.isi-padangpanjang.ac.id/darmasiswa/>, last accessed July 30, 2025).

The design of both programmes 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

1.3.1 Positioning of the study programme on the educational market

The four Institutes Seni Indonesia

The four ISIs campuses were established to promote and preserve Indonesia's diverse regional arts through formal education. ISI Yogyakarta was founded in 1984 by merging three existing art academies, making it a national centre for fine arts, music, and dance. ISI Surakarta evolved from a karawitan (traditional music) academy and focuses on Javanese performing arts. ISI Denpasar was created to support and innovate Balinese cultural traditions within a modern academic framework. ISI Padangpanjang, rooted in Minangkabau heritage, was established to strengthen West Sumatran arts and became an official ISI in 2010. Even though ISI Padangpanjang focuses mainly on the culture of West Sumatra, the students in the two study programmes also learn cultural element of other areas in Indonesia.

Dance Art Study Programme

The Dance Art Study Programme stands out for its focus on Malay and Minangkabau cultures. This distinctive focus shall provide the programme with a high level of competitiveness. It strives to engage at the regional, national, and international levels. The programme also provides professional knowledge in choreography and opens up employment opportunities. Students are encouraged to collaborate, communicate, and solve problems creatively while developing professional expertise. The educational objectives of the Dance Art Study Programme shall develop students' social skills, teamwork abilities, and independence. The programme aims to produce graduates who are competitive at the local, national, and international levels, while also contributing to academic research, artistic works, and the organisation of national and international art events. At the regional level, the Dance Art Study Programme serves as a hub for the development of cultural arts, making contributions to the local community and maintaining an active presence in national and international arenas. The only other university, which offers a similar programme is Universitas Negeri Padang (UNP), which teaches a Bachelor in Dance Education.¹⁴ This programme offers traditional, national and international dance techniques and is a competitor for students, even though it has a slightly different focus on education.

Craft Art Study Programme

The Craft Art Study Programme shall provide students with a comprehensive understanding of Malay-Nusantara culture,¹⁵ enabling them to analyse, master, and appreciate its various

¹⁴ See https://unp.ac.id/pages/program_studi_diploma/detail/?id=347, last accessed on July 14, 2025.

¹⁵ Nusantara is often used to describe the entire Indonesian archipelago and its cultural diversity.

aspects while fostering tolerance for cultural diversity. This knowledge is expected to produce human resources capable of contributing to societal welfare, specifically in the field of craft arts.

The educational objectives of the Craft Art Study Programme and its learning outcomes aim to prepare graduates who are capable of creating works of art in a creative, independent, professional, and ethical manner. They shall explore Malay cultural assets and develop knowledge in craft arts with wisdom and responsibility, while contributing to the advancement of traditional Malay knowledge and technology. Nationally, the Craft Art Study Programme offers a high-quality learning process supported by adequate infrastructure and facilities. This ensures that students are equipped with the expertise to excel in the arts, both in terms of competitive advantage and market relevance. The programme is actively involved in various craft-related events, such as the Festival Kesenian Indonesia and national craft exhibitions like UNDAGI. Additionally, students from other universities attend ISI Padangpanjang to learn about Malay cultural arts in craft, particularly through the Forum Komunikasi Mahasiswa Kriya Indonesia, which is a biennial event. ISI Padangpanjang hosted this event twice.

Internationally, the Craft Art Study Programme presents an opportunity for students from various regions to learn about Malay cultural arts. Additionally, batik—recognised as a cultural heritage of Indonesia—serves as an engaging subject for international students interested in studying this craft. ISI Padangpanjang's Craft Art students are projected to serve as ambassadors for the promotion of Malay cultural arts, especially within the Southeast Asian region, where cultural backgrounds share similarities.

There are other universities in Indonesia, which offer Craft as a Bachelor programme, but no other HEI focuses on Minangkabau craft.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Dance Art Study Programme

The Dance Art Study Programme aims to produce graduates who are globally competitive. These graduates shall possess competencies in hard skills, soft skills, and professional ethics. They shall be prepared to work in various sectors, such as the Department of Tourism, Cultural Parks, the Ministry of Education and Culture, as well as private and government banks. In addition, they can pursue careers as curators, art managers, choreographers, or other art professionals. Moreover, they shall develop the capability to create job opportunities by establishing dance studios or becoming professional make-up artists, competing both nationally and internationally. The students explained in the student interview during the on-site visitation, that they can become art teachers in schools, because there is only in some vocational high schools the position for dance teachers.

Craft Art Study Programme

The Craft Art Study Programme aims to produce professional craft experts who can compete globally. Based on a tracer study, a number of alumni work in institutions across Sumatra as art teachers in schools. Additionally, many alumni have become lecturers at various

It emphasises the unity of Indonesia despite its many ethnic groups, languages, and traditions. Malay culture is a central tradition within Nusantara, known for its language, Islamic influence, and literary heritage. The Minangkabau people of West Sumatra are part of the Malay cultural sphere but are distinct for their matrilineal society and strong Islamic customs. All three cultures share Austronesian roots, maritime trade history, and overlapping languages and customs.

universities, both public and private. For instance, at the Institut Seni Budaya Indonesia Aceh, a cultural arts institution that has been operating for nine years, a substantial proportion of its lecturers are alumni of ISI Padangpanjang, with 90% of the Craft Arts faculty at ISBI Aceh coming from ISI Padangpanjang. Since its inception, the Craft Art Study Programme has integrated specialised craft courses targeted at the job market. The curriculum is periodically updated to meet industry needs, including courses such as Creative Crafts, Creation Ornaments, Craft Business, Contemporary Craft, Creative Thinking, and European Ornaments. These courses are designed to align with market demands and the evolving trends of the craft industry.

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

Both study programmes focus on the Minangkabau culture, which is also the focus of ISI Padangpanjang. For ISI, they are considered to be strategic for the Institute's profile. The Dance Art programme teaches traditional and contemporary elements. In comparison to Dance, Craft focuses even more on traditional craft. Nevertheless, both programmes are inspired by Minangkabau culture, even for creating contemporary pieces. This was repeatedly substantiated by examples during the visitation, and it was visible in the students' work, which were shown to the experts.

Appraisal:

The reasons given for the positioning in the educational market of both study programmes are plausible. 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. The study programmes are convincingly integrated into the ISI's overall strategic concept. The study programmes' qualification goals are in line with the Institutes mission and strategic planning. The Institute showed convincingly that the Educational Objectives (EO) (see information on the institution and chapter 1) are in alignment with the institution's vision and mission. ISI is striving for international recognition, partly because they also want to promote the Minangkabau culture around the world. Therefore, the internationalisation of the two study programmes are in line with the strategic planning of ISI.

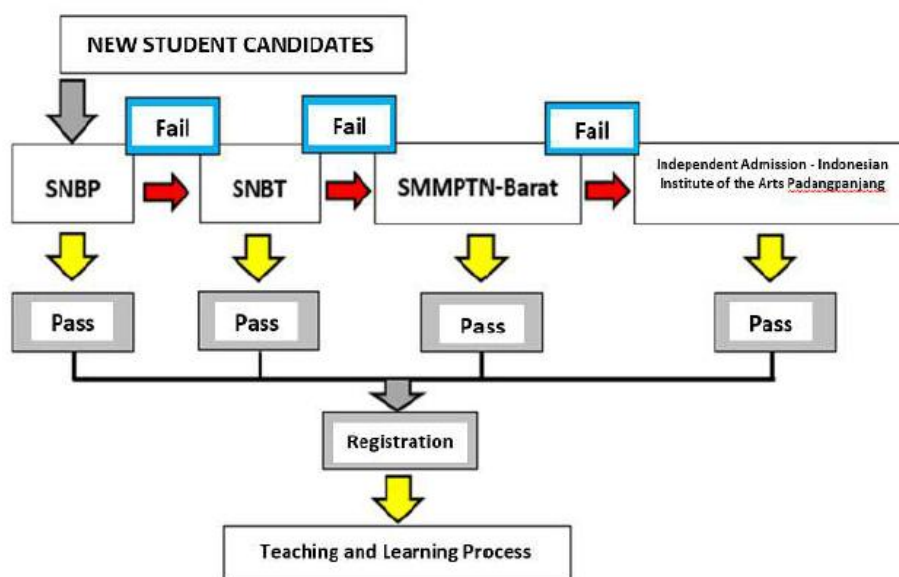
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)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

2. Admission

Admission requirements (Asterisk Criterion)

The student admission system is conducted through several official pathways: National Selection Based on Achievement (SNBP), National Selection Based on Test (SNBT), and the Independent Selection for State Universities in the Western Region (SMMPTN-Barat). In addition to these three national routes, ISI Padangpanjang also holds its own Independent Selection process when there are remaining quotas.¹⁶

The admission procedure for prospective new students can be viewed in the following diagram.¹⁷



All admissions are carried out in accordance with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 48 of 2022, which regulates admissions for diploma and undergraduate programmes at public universities.

The admission quota for each route is set by the Ministry of Education, Culture, Research, and Technology: 30% for SNBP, 40% for SNBT, and 30% for SMMPTN-Barat. In the 2023/2024 academic year, ISI Padangpanjang allocated a total quota for 898 new students. Of this, 6.9% was designated for the Dance Art Study Programme and 2.8% for the Craft Art Study Programme.

To be eligible for admission, high school or equivalent graduates must have a diploma or certificate of graduation (SKL) obtained within the last three years. Paket C graduates¹⁸ must

¹⁶ <https://www.isi-padangpanjang.ac.id/penerimaan-mahasiswa-baru/>, <https://www.isi-padangpanjang.ac.id/snbt/>, <https://www.isi-padangpanjang.ac.id/mandiri/> and <https://www.isi-padangpanjang.ac.id/jalur-mandiri-tahun-akademik-2024-2025/>, last accessed on July 15, 2025

¹⁷ See for an English explanation also <https://ppid.isi-padangpanjang.ac.id/wp-content/uploads/2025/05/New-Student-Admission.pdf>, last accessed on July 15, 2025.

¹⁸ In Indonesia, Paket C graduates—those who complete an alternative high school equivalency program—can apply to public universities through the SNBT (Seleksi Nasional Berdasarkan Tes), but must be no older than 25 years of age as of July 1st of the admission year

be no older than 21 years of age. Applicants may choose up to two study programmes and must complete the registration process online through the designated application system.

Craft Art Study Programme

In the academic years 2019-2022, the Craft Art Study Programme required prospective students to submit a portfolio as part of their application. However, starting from 2022, submitting a portfolio is no longer a requirement for new applicants. The Independent Special Admission Path is organised by the Indonesian Institute of the Arts Padangpanjang for study programmes that still have available student capacity.

International students

The international office gives admission information for international students.¹⁹ There is information provided about what international prospective students have to do pre-departure, like applying for a Study Permit and a Student Visa.²⁰ There is an academic calendar, explaining the most important dates and events to an international audience.²¹ Furthermore, information about living in Padangpanjang²² and information about the degree²³ and non-degree²⁴ programmes (like Darmasiswa) are available as well.

Counselling for prospective students

Both programmes:

Prospective students can obtain information about registration procedures, graduate competencies, career prospects, and the advantages of the study programmes by visiting the Secretariat of the Vice Rector I or ULT, the International Affairs Office, or the Academic Secretariat on campus. They can also contact the institute via phone,²⁵ WhatsApp, Instagram,²⁶ Facebook²⁷, or email listed on the ISI Padangpanjang registration website²⁸.

The Dance Art Study Programme and Craft Study Programme conduct socialisation and promotion by visiting high schools in West Sumatra and other provinces. They introduce ISI Padangpanjang and the study programmes through profile screenings and performances. The Community Service Programme aims to enhance the appreciation of dance and craft arts in society. Various activities such as performances, exhibitions, workshops, dance festivals, and dance competitions are organised to attract students' interest and introduce the study programmes. ISI Padangpanjang also offers consultation services for prospective students and has an Entrepreneurship Unit to train post-graduation industry skills.

Prospective students can obtain information about the study programme, graduate achievements, programme advantages, and registration procedures by visiting the new

¹⁹ <https://ia.isi-padangpanjang.ac.id/about/>, last accessed July 30, 2025.

²⁰ <https://ia.isi-padangpanjang.ac.id/pre-departure/>, last accessed July 30, 2025.

²¹ <https://ia.isi-padangpanjang.ac.id/campus-life/>, last accessed July 30, 2025.

²² <https://ia.isi-padangpanjang.ac.id/living-in-padang-panjang/>, last accessed July 30, 2025.

²³ <https://ia.isi-padangpanjang.ac.id/undergraduate/>, <https://ia.isi-padangpanjang.ac.id/master-degree/>, <https://ia.isi-padangpanjang.ac.id/doctoral-degree/>, last accessed July 30, 2025.

²⁴ <https://ia.isi-padangpanjang.ac.id/darmasiswa/>, last accessed July 30, 2025.

²⁵ Prospective students who wish to contact ISI Padang Panjang can reach the institution via the following telephone numbers: (0752) 82803; (0752) 82077. These numbers are listed on the official website of ISI Padang Panjang under the student admission and public information sections

²⁶ <https://www.instagram.com/isi.padangpanjang?igsh=ZTQ1dHVua2lnZ2J2>, last accessed August 7, 2025.

²⁷ <https://www.facebook.com/isipadangpanjang/>, last accessed July 30, 2025.

²⁸ aakademikisipp@gmail.com.

student registration office. Information is also available through the registration website.²⁹ Additionally, prospective students can consult via email³⁰, ISI's website, phone, WhatsApp, Instagram of the Craft Art Study Programme of ISI Padangpanjang, or the Facebook page managed by the programme.

Socialisation of the study programme is also conducted by visiting Vocational High Schools (SMK), especially those with art or craft fields, as well as high schools and Madrasah Aliyah in the Sumatra region. The programme also organises exhibitions of craft works and workshops in specific regions, collaborating with nearby secondary schools. During these events, socialisation, discussions, and consultations are conducted with prospective students about the Craft Art Study Programme. Additionally, consultations can be conducted via phone or email for follow-up or for those who wish to gain more information about the prospects and opportunities for graduates after completing their studies.

Selection procedure (if relevant)

ISI offers equal opportunities for prospective students from various educational backgrounds, including graduates of Senior High Schools (SMA), Islamic Senior High Schools (MA), Vocational High Schools (SMK), and equivalent qualifications such as Paket C, including students with disabilities.

Dance Art Study Programme

In the Dance Art Study Programme selection via SNMPTN, applicants are evaluated primarily on their academic performance in secondary school. At least 50% of the assessment is based on the average grades across all subjects, promoting well-rounded achievement. The remaining 50% considers students' interests and talents, allowing them to showcase their artistic potential. The National Selection Based on Test (SNBT) now emphasises reasoning and problem-solving skills. This test evaluates cognitive potential, mathematical reasoning, Indonesian literacy, and English literacy. Applicants who are not accepted through this route may register for the Independent Selection via UTBK SMMPTN-Barat, with the option to choose up to two study programmes. The stages of the selection process are monitored and evaluated by the organising committee, under the coordination of the Academic and Cooperation Division, to ensure the process runs smoothly and in accordance with the agreed procedures and established Standard Operating Procedures (SOP).

Craft Art Study Programme

Portfolio-based entrance selection was implemented during the 2019 and 2022 admission periods. However, starting from 2022 until the present, portfolio assessment is no longer used, in compliance with the government's updated student admission regulations, which require merit-based and written examination selections only. Consequently, the evaluation of applicants' portfolios is now considered to be incorporated within the Merit-Based Entrance Selection (SMBP), as this process already includes the assessment of academic achievements and participation in extracurricular activities during the applicants' school years.

²⁹ <https://isipadangpanjang.siakadcloud.com/spmbfront/home>, last accessed July 30, 2025, last accessed July 30, 2025.

³⁰ isi@isi-padangpanjang.ac.id

Ensuring foreign language proficiency (Asterisk Criterion)

Both programmes use Bahasa Indonesia as the primary language of instruction. The majority of course materials are likewise provided in Bahasa. However, during the visitation, the interviewees said that the institute entrance examination includes a section comprising 20 questions in English, as previously described. This component serves to ensure that incoming students possess a sufficient level of English proficiency to engage with the limited amount of English-language literature required in the programme. Currently, approximately 10% of the assigned reading materials are in English.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)

The evaluation system is a provision outlined in the Guidelines for New Student Admission, which can be accessed on the website.³¹ Evaluation results are discussed in a leadership meeting consisting of the Rector, Vice Rector for Academic Affairs, Deans, Vice Deans, and the Director of Graduate Studies before being finalised in a Rector's Decree and published on the website. Selection results can be accessed through the website. For the SNMPTN route, detailed results for each subject can be accessed by participants after the announcement of the graduation results is published on ISI's website. Selection results are documented in the Academic Division and can be used for both internal and external purposes, and accessed through the SNMPTN website.³² For both SNMPTN and SNBT³³ routes, the implementation report is submitted in writing to the Ministry of Education and Culture as accountability for the new student admission process. The announcement of graduation and re-registration procedures for new students on the independent pathway of ISI Padangpanjang is as well published online.³⁴

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and ISI is provided by defined office hours, by telephone and via e-mail.

Nevertheless, the panel identified opportunities for improvement, particularly in enhancing the visibility of counselling services. Many applicants may not be aware of the guidance and support available before they enrol. To address this, the panel **recommends** providing clearer and more accessible information about counselling options — for instance, through the institution's website, social media channels, information sessions, or school outreach visits.

³¹ <https://ppid.isi-padangpanjang.ac.id/wp-content/uploads/2025/05/New-Student-Admission.pdf>, last accessed on August 7, 2025.

³² <https://snpmmb.bppp.kemdikbud.go.id/>, last accessed on July 15, 2025.

³³ Decision of the rector of ISI Padangpanjang for prospective new students accepted through the national selection pathway based on achievement (SNBP) of the Indonesian institute of the arts in Padangpanjang and who have conducted re-registration for the 2023/2024 academic year is available here: <https://www.isi-padangpanjang.ac.id/keputusan-rektor-isi-padangpanjang-calon-mahasiswa-baru-yang-diterima-melalui-jalur-seleksi-nasional-berdasarkan-prestasi-snbp-institut-seni-indonesia-padangpanjang-dan-telah-melakukan-pendaftaran-u/>, last accessed on July 15, 2025.

³⁴ <https://www.isi-padangpanjang.ac.id/pengumuman-kelulusan-dan-tata-cara-pendaftaran-ulang-calon-mahasiswa-baru-jalur-mandiri-isi-padangpanjang/>, last accessed on July 15, 2025.

This would help prospective students make informed decisions and feel supported from the very beginning. As part of this effort, the panel also suggests offering counselling services in English to better accommodate international students. Therefore, the panel **recommends** actively promoting the guidance and support services offered by ISI and the study programmes, ensuring they are user-friendly, clearly visible, and inclusive of English-speaking prospective students. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). 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

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Dance Art Study Programme

The Dance Art Study Programmes has an OBE (Outcome-Based Education) curriculum, which includes a minimum of 146 credit hours over four years of study, enabling students to achieve the learning objectives (see chapter 1.1).

The programme follows a curriculum that incorporates both Dance Studies and Dance Creation. All students participate in coursework that includes theoretical and analytical components as well as practical training in choreography and performance. This structure is designed to provide graduates with a balanced foundation in both academic and creative aspects of dance. However, the students can choose in the course of the programme, which of the two areas is their major, depending on what kind of final project (thesis or composition) they choose.

Students need to take national compulsory courses³⁵, compulsory institute courses³⁶, faculty courses³⁷, study programme courses. Five elective subjects are incorporated into the curriculum to support the programme's objectives. Upon completion of their studies, students will be able to apply their skills in the workplace, both in terms of technical abilities and soft skills. This curriculum is aligned with the intended learning outcomes and is designed to balance the programme's objectives with the students' interests in creation and scholarly study. The courses encompass Ethnochoreology, Dance Sociology, Dance Aesthetics, Performing Arts Management, Physicality, Bodywork, Choreography, Dance Technique and Research Methodology. The programme ends with a Final Project (Tugas Akhir).

The study programme offers five elective courses distributed across semesters 5, 6, and 7. Students may select any five electives according to their interests and academic plans. In addition to the electives offered within the study program, some courses may also be taken from other arts programs in the faculty, allowing students to gain interdisciplinary learning experiences and broaden their artistic competencies.

Elective Courses:

1. Tourism Arts
2. Philosophy of Art

³⁵ The national compulsory courses are known as "Mata Kuliah Wajib Kurikulum Nasional" (MKWN) or more commonly referred to as "Mata Kuliah Wajib Umum" (MKWU). The following courses belong to them:

1. Pancasila Education – covering the state ideology and foundational philosophy of Indonesia.
2. Civic Education (Pendidikan Kewarganegaraan) – focusing on citizenship, national identity, and constitutional law.
3. Indonesian Language (Bahasa Indonesia) – emphasising academic writing and communication in the national language.
4. Religious Education (Pendidikan Agama) – tailored to the student's declared religion (e.g., Islam, Christianity, Hinduism, etc.).

³⁶ The university courses are English, Entrepreneurship, Basic Natural Sciences and the Community Service Programme (Kuliah Kerja Nyata / KKN).

³⁷ The faculty courses are Philosophy of the Archipelago, Performing Arts and Technology, Indonesian Performing Arts and Scientific Writing.

3. Artistic Design (Tata Artistik)
4. Aesthetics of Malay Folk Art
5. Dramaturgy (Theatre Arts Study Program)
6. Techno Music
7. Ethnocumentary (TV/Film Study Program)
8. Character Makeup
9. Dance Accompaniment Music
10. Communication Studies
11. Folklore and Oral Traditions (Theatre Arts Study Program)
12. Composition and Creative Writing (Ethnography)
13. Fashion Design for Performance Costumes

Semester	Code	Course Module	Credit	ECTS	Semester	Code	Course Module	Credit	ECTS
First	6020301MK N01	Religion	2	3.02	Second	6020301M KI07	Basic Natural Science	2	3.02
	6020301MK N02	Pancasila	3	4.53		6020301M KP2	Body Exercise	2	3.02
	6020301MK N04	Indonesian Language	2	3.02		6020301M KP35	Kewarganegaraan	2	3.02
	6020301MK I05	HKI Knowledge	2	3.02		6020301M KP35	Nusantara Philosophy	2	3.02
	6020301MK F11	Malay Culture	2	3.02		6020301M KI06	Nusantara Dance Technique	3	4.53
	6020301MK P27	Physicality	2	3.02		6020301M KP31	Traditional Dance of Minangkabau Darek	3	4.53
	6020301MK P30	Minangkabau Dance Technique	2	3.02		6020301M KP41	English	2	3.02
	6020301MK P39	Dance Knowledge	2	3.02		6020301M KF10	Sociology of Dance	2	3.02
	6020301MK P42	Silat	2	3.02		6020301M KP15	Syofiani's Dance Work	3	4.53
	6020301MK P25	Minangkabau Customary Knowledge	2	3.02					
Sub Total			21	31.71	Sub Total			21	31.71

Third	6020301MK N03	Dance History	2	3.02	Fourth	6020301M KP23	Scenography	2	3.02
	6020301MK P32	Body Explorati on	3	4.53		6020301M KP12	Ethnochoreolo gy	3	4.53
	6020301MK P13	Performin g Arts and Technolo gy	2	3.02		6020301M KP46	Dance Composition	3	4.53
	6020301MK P45	The Basic of Choreogr aphy	2	3.02		6020301M KP18	Northern Sumatera Dance	2	3.02
	6020301MK P43	Make up and clothing	2	3.02		6020301M KP26	Gusmiati Suid's Dance Work	3	4.53
	6020301MK P21	Southern Sumatera dance	2	3.02		6020301M KP50	Randai	3	4.53
	6020301MK P37	Hoerijah Adam's dance	3	4.53		6020301M KP21	Semenanjung Malay Dance and Kerinci	2	3.02
	6020301MK P22	Dance Music	2	3.02		6020301M KP39	Dance Aesthetic	2	3.02
	6020301MK P29	Traditiona l Dance of Minangka bau Rantau	3	4.53					
Sub Total			21	31.71		Sub Total		20	30,20

	6020301MK P19	Research Method	3	4.53	Sixth	6020301M KP33	Zapin Nusantara Dance	2	3.02
	6020301MK P24	Performing Arts Management	3	4.53		6020301M KP34	Dance Analysis	3	4.53
	6020301MK P36	New Dance Creation	3	4.53		6020301M KP48	Contemporary Choreography	3	4.53
	6020301MK P51	Southern Pesisir Minangkabau Dance	3	4.53		6020301M KI06	Entrepreneurship	2	3.02
	6020301MK P47	Conceptual Choreography	3	4.53		6020301M KP	Art Theory	3	4.53
	6020301MK P	elective 1	2	3.02		6020301M KF11	Scientific Writing	3	4.53
	6020301MK P	elective 2	2	3.02		6020301M Kp	elective 3	2	3.02
						6020301M Kp	elective 4	2	3.02
	Sub 19	Total		28.69				20	30.20
Seventh	6020301MK P53	Thesis Writing Method	3	4.53	Eighth	6020301M KP55	Tugas Akhir	6	9.06
	6020301MKP34	Dance and Technology	3	4.53					
	6020301MKP44	Western Pesisir Minangkabau Dance	3	4.53					
	6020301MKP40	Dance Critics	2	3.02					
	6020301MKP49	Nusantara Dance	2	3.02					

	6020301MKp	Elective 5	2	3.02				
	6020301MKI08	KKN	3	4.53				
	SUB TOTAL		18	27.18	TOTAL		6	9.06
	TOTAL		146	220.46				

Craft Art Study Programme

The Craft Art Study Programme curriculum also applies the Outcome-Based Education (OBE) approach. Students are required to complete 144 credit hours to graduate within four years, with a maximum of 24 credit hours per semester. This curriculum includes national compulsory courses, faculty and institutional courses, expertise³⁸, and eight compulsory elective courses, all designed to achieve the learning objectives, competencies, and goals of the programme.

In the first year, students will study the basics of craft knowledge and general arts skills. The second year focuses on courses that teach theory and methodology with an emphasis on the concept of creation and analysis of craft works. In the third year, the focus shifts to deepening the concept of craft creation and analysis in research or scholarly studies of crafts. Upon completing the coursework, students will be able to apply their skills (both technical and soft skills) in the workforce. Students can choose between five different majors, as the head of the programme explained: Textile, Batik, Metal, Wood and Ceramics. The topic of the final thesis/final work seems to be the reason what major the students choose.

The Craft Art Study Programme consists of courses such as Craft Criticism, Basic Craft, Traditional Craft, Art Craft, Contemporary Craft, Monumental Craft, Batik, Material Science, Material Experimentation, Weaving, Craft Design and Business Craft, Archipelago Ornamentation and Decorative Variety Knowledge. Even though most subjects are related to the traditional arts of West Sumatra and extended art styles from other Indonesian regions, there was also in some area's new technologies, which were taught and used. In the course of the visitation, the lecturers showed that they made products by using machines like laser cutting for jewellerys. Additionally, the panel learned that the Craft Art programme incorporates wood waste materials in its practice, which is still considered compliant with the principles of Malay cultural traditions.

There are certain courses, which lead to writing a thesis like the course called "Seminar", which provides knowledge about the concepts of scientific meetings, methods and concepts in research and the creation of final project. Furthermore, the courses Research method, Scientific writing and Thesis Writing and the Thesis itself help to develop scientific skills.

The faculty courses comprise of Curatorial, Intellectual Property Rights, and Philosophy of Malay Culture. The Institutional Courses, which students have to take, are Basic Natural Sciences, which is part of the Film Music study programme, as well as an English course and a course in Entrepreneurship.

³⁸ Expertise courses refer to subjects that focus on craft-specific competencies, where students acquire both practical skills and conceptual knowledge in producing craftworks. Examples of expertise courses are Craft Criticism, Design thinking, traditional Malay Architecture and thesis writing.

Elective courses are available in semesters 2, 4, 5, and 6. Specifically, semesters 2, 4, and 5 each offer two elective courses, while semester 6 offers three elective courses.

Topics for the electives are Furniture Design, Anthropology of Art, Weaving, Sociology of Art, Semiotics, Writing a Thesis, Scientific Writing, European ornaments, Production Management, Business Craft, Materials Science, Material Experiments, Craft Design, Weaving and Iconography of Craft. All in all, students take 30 SKS credits in electives.

Course Code	Course Name	Credit units per Semester	ECTS	Workload		Teaching Method	Form and Duration of Examinations	Exam Weight for Final Grade
				Hours in Class	Hours of Self-Study	i.e., lecture course, seminar		
1 st Semester								
6040402MKN02	Pancasila	3	4,5	40	96	L	Paper	4,5/217
6040402MKN04	Indonesian Language	2	3	27	64	L	Paper	3/217
6040402MKF09	Philosophy of Malay Culture	3	4,5	40	96	L	Paper	4,5/217
6040402MKK18	Ornament Theory	3	4,5	40	96	L	Paper	4,5/217
6040402MKK32	Computers Applications	3	4,5	40	96	L/P	Paper/Report	4,5/217
6040402MKK33	Basic 2D Design	2	3	27	64	L/P	Paper/Report	3/217
6040402MKK36	Basic Crafts: Woods and Metals	3	4,5	40	96	P	Report	4,5/217
6040402MKK37	Basic Crafts: Textiles, Leathers, and Ceramics	3	4,5	40	96	P	Report	4,5/217
6040402MKK38	Projection Image	2	3	27	64	L/P	Paper/Report	3/217
SUB TOTAL		24	36	321	768			

2 nd Semester								
6040402MKN01	Religion	2	3	27	64	L	Paper	3/217
6040402MKN03	Civics	2	3	27	64	L	Paper	3/217
6040402MKI05	English Language	2	3	27	64	L	Paper	3/217
6040402MKK26	Perspective Image	2	3	27	64	L/P	Paper /Report	3/217
6040402MKK27	Basic Shape Drawing	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK28	Basic 3D Design	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK29	Nusantara Ornaments	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402NKK31	Traditional Crafts	4	6	53	128	P	Report	6/217
Elective Course								
6040402MKP....	Elective 1	3	4,5	40	96	L/P	Paper /Report	4,5/217
SUB TOTAL		24	36	321	768			
3 rd Semester								
040402MKI07	Natural Sciences	2	3	27	64	L	Paper	3/217
6040402MKI06	Entrepreneurship	2	3	27	64	L/P	Paper /Report	3/217
6040402MKK13	Research Methodology	3	4,5	40	96	L	Seminar Paper	4,5/217
6040402MKK16	History of Eastern Fine Arts	3	4,5	40	96	L	Paper Paper	4,5/217
6040402MKK23	Design Thinking	3	4,5	40	96	L	Paper	4,5/217
6040402MKK30	Ornaments Creations	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK34	Colored Shape Drawing	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK39	Art Crafts	4	6	53	128	P	Report	6/217
SUB TOTAL		23	35	307	736			

4 th Semester								
6040402MKK14	Creation Methodology	3	4,5	40	96	L	Seminar Paper	4,5/217
6040402MKK20	Aesthetic	3	4,5	40	96	L	Paper	4,5/217
6040402MKK25	Seminar	3	4,5	40	96	S	Seminar Paper	4,5/217
6040402MKK35	Computer Design	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK40	Contemporary Crafts	4	6	53	128	P	Report	6/217
Elective Course								
6040402MKP...	Elective 2	2	3	27	64	L/P	Paper /Report	3/217
6040402MKP....	Elective 3	2	3	27	64	L	Paper	3/217
SUB TOTAL		20	30	267	640			
5 th Semester								
6040402MKF11	Intellectual Property Rights	3	4,5	40	96	L	Paper	4,5/217
6040402MKK15	Traditional Malay Architecture	3	4,5	40	96	L	Paper	4,5/217
6040402MKK19	Art Review	3	4,5	40	96	L	Paper	4,5/217
6040402MKK22	Cultural History	3	4,5	40	96	L	Paper	4,5/217
6040402MKK42	Batik	2	3	27	64	P	Report	3/217
Elective Course								
6040402MKP...	Elective 4	3	4,5	40	96	L/P	Paper/Report	4,5/217
6040402MKP...	Elective 5	3	4,5	40	96	L	Paper /Report	4,5/217
SUB TOTAL		20	30	267	640			
6 th Semester								
6040402MKF10	Curatorial	3	4,5	40	96	L/P	Paper /Report	4,5/217
6040402MKK12	Exhibition Management	3	4,5	40	96	L/P	Paper/Report	4,5/217
6040402MKK21	Craft Criticism	3	4,5	40	96	L/P	Paper/Report	4,5/217
6040402MKK17	History of Western Fine Arts	2	3	27	64	L	Paper	3/217

6040402MKK24	Professional Ethics	2	3	27	64	L	Paper	3/217
Elective Course								
6040402MKP....	Elective 6	3	4,5	40	96	L	Seminar Paper	4,5/217
6040402MKP...	Elective 7	2	3	27	64	L/P	Paper/Report	3/217
6040402MKP....	Elective 8	2	3	27	64	P	Report	3/217
SUB TOTAL		20	30	268	640			
7th Semester								
6040402MKI08	Community Service Program	3	4,5	-	96	P	Report	4,5/217
6040402MKK41	Monumental Craft	4	6	53	128	P	Report	6/217
SUB TOTAL		7	11	53	224			
8th Semester								
6040402MKK43	Thesis	6	9	-	272	S	Seminar Paper/Report	9/217
SUB TOTAL		6	9		272			

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The name of the programme refers to the nomenclature issued by the Ministry of Education and Culture. This nomenclature in Bahasa and English is similar to the programmes in other universities, which offer Dance and Craft programmes.

Dance Art Study Programme

The curriculum of the Dance Art Study programme is based on courses, which focus on dance creation and study. This can be seen in the courses offered, which support the achievement of graduates and are relevant to the degree awarded, namely Bachelor of Arts (Sarjana Seni - S.Sn.).³⁹ The Decree of the Director General of Higher Education Number 348/DIKTI/Kep/1998⁴⁰ states that study programmes with the word "tari" (dance) have to be called "Dance" programmes in English.

Craft Art Study Programme

³⁹ This is supported by the Regulation of the Director General of Learning and Student Affairs No. 46/B/HK/2019 on the List of Names and Titles of Courses of Study in Universities in Academic Programmes.

⁴⁰ a) Decree on the Establishment of Study Programs: Decree of the Director General of Higher Education Number 348/DIKTI/Kep/1998 concerning the operational permit of the Dance Art Study Program.

b) Study Programme Accreditation Decree: SK BAN-PT No. 7130/SK/BAN- PT I Akred/S/S/XI/2020 which contains accreditation status on behalf of "Dance Art".

c) PDDIKTI data: The name of the study programme is officially registered as "Dance Art" on the <https://pddikti.kemdikbud.go.id> page.

Graduates of the Craft Art Study Programme are eligible to be awarded a Bachelor of Arts (Sarjana Seni - S.Sn) degree. The Study Programme Accreditation Decree (SK BAN-PT No. 4236/SK/BANPT/Akred/S/S/VII/2020)⁴¹ states that study programmes with “Kriya Seni” (Craft Art) have to be called “Craft Art” programmes in English.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Dance Art Study Programme

In the Dance Art Study Programme, theoretical subjects shall provide an understanding of dance by introducing the knowledge, insights and theories that underpin dance practice. These form the basis of the practical subjects, which often involve field studies, workshops, nature exploration and collaboration as a direct application of the theory learnt. Because of the practical nature of the programme, there are more practical courses than theoretical courses. 31 courses are classified as practical courses, whereas 24 courses are seen as theoretical courses.

Among the theoretical courses, there is a course about Intellectual Property Rights (IPR), Culture of the Malay Archipelago, Nusantara Philosophy, Dance Knowledge, Minangkabau Traditional Knowledge, Dance History, Sociology of Dance, Scenography, Ethnochoreology⁴², Dance Aesthetics, Performing arts and Technology, Dance Analysis, Art Theory and Dance Criticism. Besides this, the students shall learn scientific practices, like Basic Science, Research Methods, Academic writing, Methods of writing a dissertation and the final project itself.

Among the practical courses, the programme lists the courses, which teach special dances like Archipelago Dance Technique, Minangkabau Dance Technique, Traditional Minangkabau Dance Darek, Syofiani's dance work, The basics of choreography, North Sumatra Dance, Archipelago Dance, and much more.

Furthermore, there are courses which cover more general knowledge about the human body and movement like Physicality, Movement of the body and Body exploration. There are courses on knowledge linked to dance but other art forms as well, like courses about Make-up and Fashion, Knowledge of Dance Music as well as Randai.⁴³ There are also courses related to the management, like Performing Arts Management, Entrepreneurship as well as Dance and Technology. The Community Service (KKN)⁴⁴ course/project is especially

⁴¹ a) Decree on the Establishment of Study Programs: Decree of the Director General of Higher Education Number 2271/D/T/2003 concerning the operational permit of the Craft Art Study Program.

b) Study Programme Accreditation Decree: SK BAN-PT No. 4236/SK/BAN-PT/Akred/S/S/VII/2020 which contains accreditation status on behalf of "Kriya Seni".

c) PDDIKTI Data: The name of the study programme is officially registered as "Kriya Seni" on the <https://pddikti.kemdikbud.go.id> page.

⁴² Ethnochoreology is the interdisciplinary study of dance within its cultural, social, and historical contexts. It combines elements of Anthropology, Ethnography, Dance studies, Musicology and ethnomusicology.

⁴³ Randai is a traditional Minangkabau performance art from West Sumatra, Indonesia, that combines dance, music, singing, martial arts (silat), and storytelling. It is typically performed in a circular formation, allowing the audience to surround the action and engage with the narrative. Randai often dramatises Minangkabau legends or moral tales and serves both as entertainment and a medium for cultural education.

⁴⁴ KKN (Kuliah Kerja Nyata) is a university programme that integrates education, research, and community service. It allows students to apply academic knowledge in real-life settings while developing soft skills and civic responsibility. The programme promotes collaboration between students, communities, and institutions to solve societal challenges. KKN is structured to support sustainable development and empower local populations. Many universities in Indonesia have made KKN a mandatory part of their curriculum, often linked to the Merdeka Belajar initiative.

connecting between theory and practice, because students have to go out into the community and apply their knowledge.

Craft Art Study Programme

The curriculum offered by the Craft Art Study Programme consists of theoretical courses and practical courses. Students are given the experience of learning practically through the courses like Colour Shape Drawing, Traditional Malay Architecture, Art Craft, Ornamental Creation, Business Craft, Weaving and Craft Design.

Craft has theoretical courses about the Philosophy of Malay Culture, Traditional Malay Architecture, History of Eastern Fine Arts, History of Western Fine Arts, Knowledge of Decorative Motifs, Aesthetics, Cultural History, Craft Iconography, Art Anthropology and Art Sociology.

There are courses which blend theoretical knowledge with practical skills like Curatorial Studies, Production Management, Exhibition Management, equipping students with essential employability skills for the creative and cultural industries. Craft has a KKN course as well.

Both programmes

Participation in the Indonesian Arts Festival (FKI) provides ISI's students with national-level exposure, allowing them to present their works to diverse audiences. The festival facilitates direct engagement with students and lecturers from other Indonesian and international art institutions, helping to create valuable professional networks. Through workshops, training sessions, and seminars led by national and international experts, students enhance their technical and creative skills in a hands-on environment. Collaborative presentations for the FKI offer students experience in cross-disciplinary artistic production, simulating real-world creative processes. Involvement in FKI also prepares students for future roles in representing Indonesian performing arts on global platforms.

3.1.4 Interdisciplinary thinking

Dance Art Study Programme

Interdisciplinary skills are essential competencies that must be possessed by students in the Dance Art Study Programme. Several courses require an interdisciplinary mindset to analyse dance within the context of society.

In several courses, students are taught and encouraged to create works using creative methods based on existing phenomena, including social, cultural, and customary traditions. Interdisciplinary approaches are also evident in courses such as sociology, anthropology, aesthetics, performing arts management, physicality, philosophy, intellectual property rights, entrepreneurship, and dance and technology. These courses help students develop a broader understanding for advancing knowledge in performing arts management. This proves that dance art students can become more creative interdisciplinary thinkers, engage in strong collaborations, and contribute to the wider development of dance arts. Overall, the interdisciplinary approach has shown that students expand their future career opportunities.

Craft Art Study Programme

In the process of designing and creating craft artworks that respond to human needs, students apply theories related to design, ergonomics, social sciences, and economics. For instance, courses such as Design Thinking, Traditional Craft, Computer-Aided Design, Basic Wood and Metal Craft, Basic Leather, Textile, and Ceramic Craft, Craft Arts, Contemporary Craft, Monumental Craft, Batik, Materials Science, Material Experimentation, Craft Business,

Weaving, Entrepreneurship, Craft Design, and Furniture Design support students in producing craft works that are relevant to societal needs or community issues.

When conducting craft research, students are also encouraged to explore craft arts from historical, social, tourism, cultural, and humanities perspectives. Relevant courses include Malay Cultural Philosophy, Research Methodology, Traditional Malay Architecture, Decorative Motif Studies, Aesthetics, Craft Criticism, Cultural History, Nusantara Ornamentation, Semiotics, Craft Iconography, Art Anthropology, and Art Sociology. These interdisciplinary courses help students provide solutions to community issues based on local environmental and cultural contexts, thereby supporting the achievement of learning outcomes and programme objectives.

3.1.5 Ethical aspects

Dance Art Study Programme

Ethical aspects in the Dance Art Study Programme are not limited to rule compliance but extend to the development of student attitudes and values, contributing to character formation beyond academic performance. Effective communication on ethical standards is essential to ensure that students cultivate ethical behaviour and internalise the importance of academic integrity. A fundamental ethical principle emphasised is the respect for intellectual property rights and the prevention of plagiarism. Students are instructed to understand the consequences of plagiarism and are expected to credit sources appropriately in both academic writing and artistic creations. This is implemented through the plagiarism detection mechanism (Turnitin)⁴⁵. Furthermore, lecturers exemplify ethical conduct by maintaining transparency in student evaluation, as outlined in the official academic handbook.

Craft Art Study Programme

Ethical awareness represents a vital academic competency at ISI. This aspect governs the interpersonal relationships among all academic constituents, including faculty members, students, and administrative staff. Ethical conduct and responsibilities are introduced to students during the Student Orientation Programme (PKKMB) and are reinforced through the academic handbook. In the Academic Handbook, there is information about the Campus Life Code of Conduct.

Within the curriculum, students are taught ethical reasoning through specific courses such as Professional Ethics and Intellectual Property Rights (IPR). In the Seminar course, students are encouraged to respect and respond constructively to peer feedback while maintaining professional decorum in discussions. Additionally, in the Design Thinking course, students engage in collaborative projects that focus on the development of craft-based solutions addressing human needs, emphasising ethical teamwork and societal impact.

These integrated ethical dimensions ensure that graduates of both programmes uphold moral integrity, professional responsibility, and contribute positively to their respective fields. The course Thesis Writing teaches students how to write a thesis using clear structure and proper research methods. It helps them describe their observations of craft objects in academic writing.

3.1.6 Methods and scientific practice (Asterisk Criterion)

⁴⁵ This is stipulated in Rector Regulation No. 21/IT7/KPT/2024 on plagiarism control at ISI Padangpanjang.

Dance Art Study Programme

Students in the Dance Art Study Programme take courses in research methodology, academic writing, and thesis writing. The course Research Methodology equips students with the scientific approaches required for conducting research in the field of dance. Academic Writing trains students in academic writing skills, particularly in compiling well-structured and scholarly papers. Thesis Writing prepares students to develop their final projects, either in the form of research or dance creation, based on systematic methodologies. These courses help them develop the skills needed to conduct research and write academically, in line with the programme's learning objectives. A practical and effective way to strengthen these skills is by involving students in faculty-led research projects, especially those focused on cultural studies and dance creation. This mostly practical experience often influences the topic of the student's final projects, which may consist either of an academic thesis or a choreographic work, which shows that students are encouraged to work both creatively and scientifically.

Craft Art Study Programme

The Craft Art Study Programme is committed to producing graduates capable of creating craft artworks creatively, innovatively, productively, independently, and professionally. The programme emphasises the use of technology in art-making, enabling students to remain competitive in the cultural landscape and responsible in their academic and creative output. To develop their scientific writing skills, students are introduced to research methodology in the third semester, creation methods in the fourth semester, academic writing in the sixth semester, and thesis writing. The Research Method Course contains theoretical learning that teaches students about knowledge and skills in the field of craft science research. In this course, students are given knowledge about the types of research methods, in addition to being given skills in brainstorming to find research ideas, compiling research concepts and appropriate methods as well as knowing and determining the approach methods used in research. The output of this course is that students are able to prepare a proposal for a research proposal in the field of crafts. The course "Seminar" teaches students about methods used in research and final project creation. It also helps students understand how to plan, analyse, and evaluate their own creative work, so that it can be turned into a scientific article. Students get hands-on practice in preparing and presenting their work in a professional and academic way.

3.1.7 Examination and final thesis (Asterisk Criterion)

The Final Project (TA; stands for "Tugas Akhir") is a required course for completing a bachelor's degree at ISI. It involves cognitive, emotional, and practical skills. Each study programme has its own focus, allowing students to choose between writing a research paper or creating an art project. Students work independently under the guidance of two supervisors, assigned by a Dean's Decree. To support this process, clear guidelines are provided for students, supervisors, examiners, and faculty, helping everyone understand their roles and responsibilities.

The final project must follow the guidelines set by the respective faculty. The final project/thesis process begins with writing a proposal under the guidance of the proposed advisor, which is called a Terms of Reference (ToR). The proposal is then presented and defended in a seminar before five examiners, including the two advisors. If the student passes the proposal seminar, they may continue with the creation of the work or the writing of the thesis. Once approved by the advisor for the thesis exam, the student can schedule the final exam. The results can be "pass," "fail," or "pass with revisions." If a student fails the proposal seminar, they are required to repeat the seminar after further consultations with their thesis advisor.

Dance Art Study Programme

1. Exams

To evaluate learning outcomes, the Dance Art Study Programme employs a structured examination process comprising three components: structured assessments (20%), mid-term exams (30%), and final exams (50%). These evaluations assess students' comprehension, mastery, and application of course material in alignment with the established curriculum, as well as their attitudinal and practical development. The assessments aim to measure learning achievements across cognitive, affective, and psychomotor domains. The forms of evaluation vary depending on the course type: theoretical courses may involve essays and papers, while practical courses require demonstrations, performances, or dance creation.

2. Final Project

Students can choose between writing a thesis or creating a dance project. For the thesis, they must research a problem in dance using the theories and methods. This can be fieldwork, reading-based, or other types that follow the TA rules. For the dance project, students create a piece based on traditional movement and Malay culture. The dance must last 20–25 minutes and can use live or techno music, or both. It may come from what they learned in Composition class. The final dance is performed on stage as a solo, duet, or group performance. The exact procedure is written down in the document “Final Project Guidelines” by the Faculty of Performing Arts.

Craft Art Study Programme

1. Exams

There are two types of exams each semester: the Midterm Exam (UTS) and the Final Exam (UAS). The Midterm Exam is held in the eighth week, while the Final Exam is held in the sixteenth week. The exams can take the form of essays, papers, or project reports prepared by the course instructors.

2. Final Project

The guidelines and procedures for the final thesis exam are available for students.⁴⁶ Students must choose one of the two types of final projects: Creation-based Thesis or Research-based Thesis. The creation-based thesis is assessed using specific criteria, including the originality and clarity of the project idea, the coherence and depth of the conceptual framework, the technical execution of the work, the level of innovation, the demonstration of artistic insight, and the effectiveness of the final presentation or exhibition. The research-based thesis is evaluated according to several key criteria: the clarity and relevance of the problem formulation, the structure and depth of the research description, the appropriateness of the chosen object of study, the quality of language and writing technique, and the depth of discussion and analysis.

Appraisal:

The curricula adequately reflect the qualification objectives of both study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

⁴⁶ See document “Guidance For The Final Project Of The Study Programme at the Faculty of Visual arts and Design”.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. The official titles are Bachelor of “Dance Art” (“Dance Art Study Programme”) and Bachelor of “Craft Art” (“Craft Art Study Programme”). However, the panel realises that the two programmes use different English titles of the study programmes on their website, like “Dance“ or “Dance Arts” as well as „Art Crafts“, „Art Craft“, „Arts and Crafts“, „Arts Crafts“. One example of a diploma supplement called the Craft Study Programme “Arts and Crafts”⁴⁷ The inconsistency in the title names must be corrected and standardised so that an international audience is not confused. (see also condition in chapter 5.3.1) Therefore, the panel issues the following **condition**:

ISI consistently uses the correct English name for the two study programmes on its website and in official documents.

The panel found ample evidence in the course of the visitation, that practical and theoretical questions are interrelated in the two study programmes. Because of the nature of the two programmes, the practical elements dominate in the curriculum. However, theoretical questions are also addressed adequately to render the programmes to the level of a bachelor’s degree. Therefore, the panel states that theoretical questions are explained by means of practical examples. At the same time, practical questions are discussed by using theoretical and methodological frameworks. However, the panel saw that students in both study programmes need a better theoretical framework to present their work for an international audience. As both, the dance and craft programme aim to be international, they need to equip their students to be able to explain and present their work in a broader and cross-cultural context. Therefore, the panel **recommends** providing students with training to better contextualise and conceptualise their work.

During the accreditation process, the panel discovered impressive projects and ideas in the Craft Art Study Programme. However, it became clear that this programme needs stronger conceptual framing and better contextual awareness. Students learn traditional techniques such as metal and wood carving – with different local languages and shared methods. It is important to clarify how craft functions differently in fine arts versus design contexts. The panel therefore **recommends** the Craft Art Study Programme at ISI abstracting more from traditional methods, modernising the practical work and engaging actively in international collaborations. The panel saw abundant evidence during the visitation and in the answers of the interviewees, that the lecturers teach interdisciplinary thinking to the students. Therefore, there is evidence that the programme qualifies for interdisciplinary thinking.

The panel also saw evidence that ethical aspects are addressed within the study programmes. Certain topics, such as intellectual property rights, are given particular emphasis due to their relevance to academic integrity and broader ethical standards. Additionally, the programmes cover every day ethical behaviour, contributing to the development of personal character beyond academic achievement. Therefore, the panel states that ethical implications are appropriately communicated in both programmes.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats, like

⁴⁷ It is the document diploma supplement Num: 40/IT7/FSRD-04/2022 with the title of the file „Salinan SKPI Period 1 2022/2023“, from here: https://drive.google.com/drive/folders/1Z81kB4CQ82e4l10LOtnl_sJFJlhjc4Nb, last accessed on July 23, 2025.

observation, participation, performance, written test, oral test, and questionnaires⁴⁸. The final theses are evaluated based on previously published and coherently applied criteria, 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. The panel **suggests** that at least 20% of the examination be conducted in English to support the development of students' reading and speaking skills. Given the availability of high-quality texts and a well-stocked library, these resources should be leveraged more systematically to enhance language proficiency.

	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)				Condition	
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 programme (Asterisk Criterion)

Projected study time	Regular study time is eight semesters (four years), but student can prolong his study programme for three additional years (six semesters) or shorten it by one or two semesters. ⁴⁹
Number of credits (national credits and ECTS credits)	Dance: 146 credits/ 220,46 ECTS Craft Art: 144 credits, 217 ECTS
Workload per credit	Credit Value of Theory Lectures for students 50 minutes of scheduled face-to-face meetings with teaching staff, for example in the form of lectures. 60 minutes of structured academic activities, which are unscheduled study activities, but planned by teaching staff, for

⁴⁸ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 51.

⁴⁹ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 54.

	example in the form of doing homework or solving questions. 60 minutes of independent academic activities to explore, prepare or other purposes of an academic task, for example in the form of reading reference books, discussions to explore the material.⁵⁰ For practicum in the laboratory, one semester credit is equivalent to a task load in the laboratory of 170 (one hundred seventy) minutes per week for one semester For fieldwork and the like, the value of one credit is equivalent to a task in the field of four to five hours per week for one semester The value of one semester credit for research, preparation of thesis, thesis and the like, the credit value is equivalent to a task load of three to four hours a day, for one month containing 25 working days.⁵¹
Number of modules/courses	Dance: 42 compulsory courses, ten elective courses Craft Art: 32 compulsory courses, eight elective courses
Time required for processing the final thesis/project and awarded credits	Dance & Craft Art: six months, six SKS credits, 9,06 ECTS credits

For more information on the different types of courses in both programmes, see chapter 3.1.1.

3.2.2 Study and exam regulations (Asterisk Criterion)

Both study programmes have an Academic Handbook, which is issued by the respective Faculty. National requirements are considered in the study and exam regulations. Through the course KKN and other offers of the Merdeka Belajar-Kampus Merdeka (MBKM) programme,⁵² Students are permitted to undertake a period of study at other higher education institutions or participate in internships. These activities do not result in an extension of their overall study duration, because of the national framework. There is a regulation in place for grade improvement.⁵³ ISI Padangpanjang accepts transfer students from domestic or similar foreign

⁵⁰ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 46.

⁵¹ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 47.

⁵² In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government. See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 75-80.

⁵³ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 51.

institutes with a minimum accredited status of B. The institution of origin must be similar and in line with the intended study programme at ISI Padangpanjang.⁵⁴

3.2.3 Feasibility of study workload (Asterisk Criterion)

To ensure the feasibility of the study workload, the following measures are taken:

The academic supervisor (PA) helps the student to choose an adequate number of SKS credits per semester. The number of SKS credits students may take each semester depends on their Grade Point Average (GPA), except in the first academic year. The study load of a student in each semester is at least nine SKS credits and a maximum of 24 SKS credits.

Figure 3: GPA and Credit Load for Subsequent Semesters for both study programmes

3,00-4,00	24 sks
1,75-2,99	21 sks
1,50-1,74	18 sks
1,00-1,49	15 sks
0,75-0,99	12 sks
0,00-0,74	9 sks

The study load of students in one semester is determined based on the working time of a day and individual abilities. In general, students work an average of 6-8 hours a day for three consecutive days. According to Academic regulations, the study programmes at ISI are designed that a student usually works an average of six to eight hours during the day and two hours at night for six consecutive days. It is estimated that a student has eight to ten hours of study time a day or 48-60 hours per week. One credit value is approximately equivalent to three hours of work, so the study load for each semester will be equal to 16-20 semester SKS credits or about 18 semester SKS credits.⁵⁵

3.2.4 Equality of opportunity

Dance Art Study Programme

Gender equality is achieved by considering students' rights to receive both theoretical and practical education without discrimination, their rights within the educational process, and their rights to educational outcomes that can bring positive changes in reasoning, discipline, skills, managerial abilities, and practical knowledge. During the visitation, the Dance department emphasised that students of all genders learn the same choreography, despite traditional distinctions. This is evident in paired dance courses, where all students study and receive materials on both male and female dance styles. The Programme upholds the principles of inclusivity and equal access to education. Scholarships offered are non-discriminatory, with the primary selection criteria based on students' economic background—particularly those from low-income families—and academic achievement.

⁵⁴ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 63-64

⁵⁵ See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 47.

Scholarships are provided through various channels, including: KIP Kuliah (Smart Indonesia Card) from the Ministry of Education and Culture, Scholarships from regional governments, Scholarships from partner organisations, such as CSR programs or cultural and arts institutions.

There are no restrictions that limit scholarships to specific groups, including individuals with disabilities. ISI Padang Panjang is also open to admitting students with special needs and will provide support according to the institution's available resources. One of the admission requirements for the Dance Art Study Programme is good physical health, as it directly impacts one's ability to dance and perform physically. So far, there were no disabled students, which wanted to study in the Dance Programme.

Craft Art Study Programme

The Craft Art Study Programme ensures gender equality in student admissions. Historical data from the programme indicates that some craft media are gender-dominated, such as metal, wood, and ceramics, which are more commonly pursued by male students, while textile and leather are more often chosen by female students. However, the programme does not limit students' choice of craft media based on gender. The Craft Art Study Programme also welcomes students with disabilities, as long as their limitations do not interfere with the learning process, especially during practical sessions.

Appraisal:

The structure of both programmes supports the smooth implementation of the curricula and helps students to reach the defined learning outcomes. The programme consists of courses and assigns SKS credits per course on the basis of the necessary student workload. Practical components, like the KKN, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

Both programmes published through their respective Faculty legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The final grade is so far not supplied with an ECTS grading table.

Craft handed in diploma supplements, which lack some important information like the ECTS grading table and a transcript of records. It has errors like calling the programme "Craft", but ISI communicated that the programmes name is "Craft Art". On August 11, 2025 two more diploma supplements of Craft Art were handed in, which still had inconsistencies.⁵⁶ The Dance Art Study programme did not hand in a diploma supplement at all which has all the elements necessary.⁵⁷ The final programme-level ECTS Grading Table is required. Data should reflect

⁵⁶ On page 6 of the diploma supplement, it says "Upon completing all required courses totalling 120 SKS Credits / 219 ECTS credits, including the final project examination, students are deemed to have fulfilled the academic requirements and demonstrated the terse but necessary competencies in the field of craft." But otherwise, the programme communicated right that the Craft Art programme has "217 ECTS / 144 SKS credits". On page 9-10, KNI is explained two times. On page 11, it says something about the BINUS university, which shows, where the template is from. It is somewhat misleading and confusing that there is a page break at 'Access to Further Study'.

⁵⁷ The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement also contributes to promoting the transparency and mutual trust in higher education in the EHEA.

the overall distribution of final graduation grades for graduates over a defined reference period of at least two years. Course-level or semester-specific data is not applicable.

Therefore, the panel states the condition:

The Institute issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015). The Institute ensures that all students receive an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This requirement must be stipulated in a binding document.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the ISI also takes into account evaluation findings, including student feedback and the programme's success rate.

ISI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Dance Art Study Programme

The Dance Art Study Programme focuses on student-centred learning, encouraging students to take responsibility for their education. With technological advancements, the programme emphasises active learning, where instructors guide students to develop creativity, critical thinking, and independence in their dance practice and professional careers.

This is evident in the learning methods offered, such as case methods and project-based learning, which produce outcomes to achieve the programme's intended learning outcomes (CPMK). Case methods are applied in courses like Research Methods, Dance Analysis, Art Theory, Dance Criticism, and Academic Writing, while project-based learning is evident in courses like Management, Dance Choreography, Themed Choreography, Contemporary Choreography, New Creation Dance, and Traditional Dance Works.

These classes engage students in group discussions and collaborative exercises focused on solving specific problems related to each course. By using the appropriate didactic approach, the Dance Programme ensures high-quality education, helping students develop dance skills rooted in local culture, creativity, and the necessary ethics for the performing arts, all in line with the achievement of CPMK goals.

Craft Art Study Programme

This didactic concept provides students with a variety of learning methods, such as project-based learning and case studies, encouraging active student involvement in the learning process. In project-based learning, students are tasked with designing or creating craft products tailored to market demands, industry needs, or specific requirements set by the lecturer, as seen in courses like Craft Design and Furniture Design. In case studies, students analyse and discuss issues related to craft knowledge, such as artistic styles, materials, and the meaning behind craft artworks, as demonstrated in courses like Semiotics, Craft Criticism, and Design Thinking.

3.3.2 Course materials (Asterisk Criterion)

Both programmes

Lecturers independently or collaboratively develop course materials based on evaluations of teaching processes, curriculum, and up-to-date reading materials. They upload the RPS (Course Programme Outline) for each subject to the Academic Information System (SIKAD), making it accessible to all registered students. This encourages students to engage in further independent study. SIKAD is designed to manage and provide academic-related information within the educational institution. Here are some of the key components and functions typically found in SIKAD, including: student data, academic records (grades and transcripts), RPS (Course Syllabi), class schedules and attendance, faculty management (faculty information and evaluations), and academic advisor consultations.

3.3.3 Guest lecturers

Dance Art Study Programme

Guest lecturers are invited to contribute to the qualification process of students with specialised expertise. These guest lecturers include renowned national and international art experts. The activities they conduct include professional practices such as teaching by practitioners, critics, and academic writing. This can be observed in courses such as creative dance, body movement, dance arrangement, Randai, dance criticism, thesis writing methods, and seminars. These activities benefit students by providing them with direct access to materials and enabling them to apply them in accordance with the objectives and outcomes of the courses. Some of the guest lecturers, who visited in the course of the West Sumatra Dance Festival (WSDF) in 2022, include five speakers from Malaysia, Vietnam and from the USA. In 2023, there was a guest lecturer, who was a practitioner lecturer involved in teaching the course "Tari Kreasi Baru" (New Creative Dance).

Craft Art Study Programme

Guest lecturers in the Craft Art Study Programme are invited either in person or online to share their knowledge about crafts, art, and entrepreneurship. For example, one guest speaker took part in a seminar organised by the programme, which was attended by faculty members, students, and art and culture teachers from across West Sumatra. During the seminar, the speaker gave a presentation on green economics in creative craft products. Participants

learned how to design craft products using local natural resources in ways that are both creative and environmentally friendly. These products not only make use of what the environment offers but also have economic value. As a result of the seminar, many faculty members and students began using local materials in their own craft projects. These works were later displayed in public exhibitions, encouraging the wider community to create while also caring for the environment. There are public lectures on general themes, which still correlate with the Craft Art Programme's curriculum, are included in the educational activities.

3.3.4 Lecturing tutors

Dance Art Study Programme

The tutorial activities or student assistant roles offered by the Dance Art Study Programme are conducted using a group division method. Each group is assigned one competent student to assist in learning outside of regular class hours, particularly in practical courses such as choreography. This approach enhances students' abilities to design, organise, and create dance works in a creative and analytical manner, in line with the advancement of knowledge and technology reflected in the learning outcomes.

Craft Art Study Programme

Tutorials are conducted in practical craft courses to achieve the competencies and learning outcomes of those courses. For instance, in courses such as Basic Craft, Traditional Craft, Art Craft, Contemporary Craft, Monumental Craft, Weaving, and Batik, students who are unable to complete their craft works during face-to-face studio sessions can continue their work outside of class hours under the guidance of senior students (from higher years). Assistance provided includes work techniques and the use of crafting tools.

So far, international students, currently only in the Dharamsistra Programme⁵⁸, are supported by an Indonesian student tutor who assists them on campus and with daily life.

Appraisal:

The didactical concepts of both study programmes are described, plausible, and oriented towards the programme objectives. They allow for the application of different teaching and learning methods, such as, for instance, project-based learning and case studies. Students are encouraged to take an active role in creating the learning process. However, the panel stated that the Craft Art Study Programme can improve its didactical concept for the final projects. So far, the teacher has a classical role as the guide of the students. However, the programme should enable the students to learn more from their peers and develop their own concept independently. Students should be encouraged to test theory against contemporary practice, to refine their design strategies, and to bring in fresh ideas. The role of the teacher is to actively support and accommodate this peer-to-peer learning. All in all, the panel **recommends** the Craft Art Study Programme strengthening the didactical concept of the final projects by encouraging peer-to-peer learning, fostering student independence, and supporting the integration of theory with contemporary practice. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and

⁵⁸ The „Darmasiswa“ Programme is a non-degree scholarship offered by the Indonesian government to foreign students, allowing them to study Indonesian language, arts, and culture—such as traditional crafts—at selected universities across Indonesia, including the Indonesian Institute of the Arts (ISI).

encourage students to engage in further independent studies. However, the English references in the module descriptions are not up to date. This issue is addressed in the condition 5.1. Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. However, the panel saw that the Craft Art Study Programme could use more guest lecturers to introduce contemporary approaches, new design concepts and practical skills. Therefore, the panel **recommends** the Craft Art Study Programme inviting more guest speakers either on campus or online. Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Dance Art Study Programme

The curriculum includes international aspects preparing students to face challenges in the international work environment. This is supported by offering courses that introduce international and cross-cultural aspects, course materials, and readings, as the programme offers performing arts within a broader context. Through courses such as English, Physicality, Ethnology, Thematic Choreography, Contemporary Choreography, Scenography, Arts and Technology, and Performing Arts Management, students are exposed to global and cross-cultural perspectives.

Craft Art Study Programme

The Craft Art Study Programme applies teaching methods that support students to engage in the international sphere. Several courses contain international and cross-cultural content, such as Western Art History and Eastern Art History, which help with curating artwork. Additionally, there are skill-based courses that introduce craft elements from other cultures, such as European and Asian ornaments.

3.4.2 Internationality of the student body

The two programmes also host foreign students through the Darmasiswa scholarship. These students join for one or two semesters. The courses taught to these Darmasiswa students include Batik, Ornaments, and Ethnic Craft, which are carried out over two semesters. Each Darmasiswa cohort consists of 6-12 students from various countries such as Nigeria, Pakistan, Australia, Russia, Vietnam, Armenia, Czech Republic, Madagascar, Poland, Portugal, Timor-Leste, Slovakia, Greece, Hungary, Egypt, Papua New Guinea, and the Netherlands. However, these students are not in the Bachelor Programme assessed in here. Nevertheless, they

provide international exposure to the Indonesian students enrolled in the Craft Programme at ISI.

Dance Art Study Programme

To promote internationalisation, the programme takes steps such as organising performance missions abroad, covering regions such as Southeast Asia, Asia, Europe, Africa, and the Americas. This includes performances, artistic residencies, and collaborative research with partner institutions abroad.

Students and lecturers participated in a joint cultural event and workshop at Yale in 2024. This initiative allowed ISI Padangpanjang lecturers and students to introduce Minangkabau dance and culture to Yale students, who in turn gained insights into the diversity of Indonesian traditional dance movements.⁵⁹ Further notable examples of international engagement include participation in the ASEAN Dance Festival in Thailand (2019), a lecturer exchange programme with Kerala Kalamandalam in India focusing on Ramayana dance studies (2021), an online performance collaboration with the Chinese Ethnic Arts University (2022), and a dance delegation performance at the Indonesian Arts Festival in Melbourne, Australia (2023).

These activities significantly benefit both students and the programme by expanding students' exposure to international performing arts practices and enhancing their cultural perspectives. They also contribute to the development of a globally oriented curriculum and foster cross-cultural collaboration and networking with international institutions, thereby strengthening the academic and professional profile of the Dance Art Study Program.

Craft Art Study Programme

The programme does not currently have international students. However, active students have international experience, through participating in exhibitions.

One example was a student, who was in the Philippines in 2017. Additionally, students from the programme have held exhibitions and fashion shows abroad and have hosted and assisted international university visits and tourists. See chapter 1.2.

3.4.3 Internationality of faculty

Dance Art Study Programme

To achieve internationalisation, the study programme recommends its faculty members to pursue education abroad. Currently, the Dance Art Study Programme has one faculty member with international educational background, who completed her doctoral studies at the University of Malaya. Another faculty member is pursuing her Ph.D. at the University of Limerick, Ireland. Faculty members in this programme have international academic experience, promoting the programme's objectives. This is evident from several faculty members serving as workshop speakers and choreographers in various countries, including Fiji, the USA, India, Japan, Malaysia, Turkey, Singapore, and the Netherlands.

Craft Art Study Programme

To support internationalisation, the Craft Art Study Programme endeavours to support its faculty members in studying abroad. Currently, there is one faculty member with an international educational background. In 2017, another faculty member taught Batik in the

⁵⁹ See, <https://tari.isi-padangpanjang.ac.id/the-dance-department-goes-globalinternational-cooperation-and-recognition-activities-through-joint-cultural-events-and-workshop/>, last accessed on July 25, 2025.

Philippines to introduce craft arts to the international stage. As a result, the Filipino community was able to create batik with unique motifs from their country. Some of the workshop participants have also become batik instructors, spreading batik skills to the wider Filipino community. This initiative has further enhanced the reputation of the Craft Art Study Programme, establishing it as a trusted institution for conducting craft workshops.

3.4.4 Foreign language contents

ISI has established a policy requiring students to achieve a minimum TOEFL score of 400 as one of the prerequisites for taking their final project examination. While students are not expected to demonstrate advanced English language proficiency, they are provided with basic language skills through English courses and are given opportunities to deepen their abilities by attending language training programmes. Students' English proficiency can also be reflected through extracurricular activities, such as participation in English debate competitions. This serves as an indicator in the implementation of the learning process, particularly for programmes that meet international standards.

Dance Art Study Programme

The Dance Art Study Programme incorporates English language instruction in several courses, supported by available reference materials. Some of the courses where English is used include Dance Technique, Dance and Technology, Physicality, Conceptual Choreography, Scenography and Contemporary Choreography.

Craft Art Study Programme

The Craft Art Study Programme offers books or reference materials in English for several courses, such as Western Art History, Eastern Art History, European Ornament, and Asian Ornament. There are also books in Chinese or Japanese that students are expected to understand.

Appraisal:

Even though there were some elements of international contents in the curricula of both programmes, students did not seem to be prepared for the challenges in an international art environment. The panel had the impression that the students do not learn how present, contextualise and conceptualise their work in an international environment. There was a lack of practical exposure to an international setting which leads to students having skills which they cannot properly communicate to an intercultural audience.

Therefore, the panel gives the condition:

The two programmes create a strategy that integrates international content as an integral part into the curriculum. This new part of the curricula prepares students to present, contextualise and conceptualise their work in an international environment.

The experts realised that the international composition of the student body is nearly not existent. Even though the topic of the study programmes focusses on Minangkabau, Malay and Nusantara culture, international students will find learning about the arts of this region very interesting. The Darmasiswa programme should therefore be more promoted. Having more international students would help the national student to better conceptualise their work (see

condition in chapter 3.4.1). ISI therefore needs to promote measures to gain more international students. The experts realised that there are many obstacles to recruit foreign students like dangerous volcano in the vicinity and the language barrier. However, they **recommend** ISI broadening its outreach to other regions of Indonesia to increase the diversity of its student body.

The composition of the faculty does not promote the acquisition of international competences and skills among students, because there is so far not enough international exposure. There are no teachers from different countries and only one or two teachers with an international academic degree in each programme. Some teachers have limited international professional experience. Therefore, both programmes need to promote international skills of the faculty. The experts see a great potential in promoting the development of international competencies and skills among faculty members. This includes encouraging and supporting the mobility of lecturers—both internationally and across different regions of Indonesia—to enhance their qualifications, broaden their perspectives, and strengthen academic collaboration. ISI should also ensure, that the faculty enhances their English and other language competencies. The panel therefore **recommends** strengthening the internationalisation of the faculty in a goal-oriented manner.

The proportion of foreign language courses and required foreign language materials does not correspond with the qualification objectives of both study programmes. The students wished having more English content and English courses in the student interview session. ISI needs to improve students' proficiency and confidence in using English, by implementing classes focused on spoken English to help learners develop fluency, improve pronunciation, and build confidence in real-life communication scenarios. Furthermore, ISI should offer more comprehensive English courses that go beyond basic grammar and vocabulary. These should include advanced reading, writing, listening, and speaking components to ensure students can communicate about their work in an international setting. All in all, the panel **recommends** strengthening the integration of English language training into the curriculum. The panel suggest implementing an English element in the exams (see chapter 3.1.7).

	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)					Condition
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)

Dance Art Study Programme

The Dance Art Study Programme equips students with knowledge and skills in communication, public speaking, and presenting in front of an audience or classroom during the learning process. Students are trained to build self-confidence, understand their audience, and apply

openness, honesty, and critical thinking to enhance their skills. Public speaking is integrated into several courses, including seminars, performing arts management, community service (KKN), dance composition, and the Merdeka Belajar-Kampus Merdeka (MBKM) programme, where students present their research findings and concepts in front of peers and professors.

Craft Art Study Programme

The Craft Art Study Programme offers courses that develop students' communication skills, such as the Seminar course. Additionally, there is a course on communication science in the seventh semester aimed at improving public speaking skills which is essential for students as creators. In this course, students are required to present and explain their work concepts clearly.

Collaboration among students can be observed in the course Exhibition Management where they are required to work together to organise an exhibition. This helps develop their teamwork skills, as seen in the Kriya Ekspo exhibition which also involved works from stakeholders that have partnered with the Craft Art Study Programme, such as the Sentra Kulit Minang Kayo⁶⁰ and Rumah Rajut Syafir⁶¹. Conflict resolution is demonstrated in the Contemporary Craft course where students create works that incorporate traditional values within contemporary designs. Student involvement in supporting local government arts programmes can be observed through the Community Service (KKN) course, in which students collaborate with the community to revive and develop traditional arts, helping local art forms to grow and become regional strengths.

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)

Dance Art Study Programme

Graduates of the Dance Art Study Programme are equipped to compete in society through their skills in performing arts and as arts performance managers, whether in government, private sectors, or in social and cultural life. The competencies developed meet the demands and needs of the workforce, as evidenced by the employment of graduates in various sectors such as the Department of Tourism, Cultural Centres, the Ministry of Education and Culture,

⁶⁰ Sentra Kulit Minang Kayo is an organisation, specifically a leather craft centre and gallery located in Padang Panjang, West Sumatra, Indonesia.

⁶¹ Rumah Rajut Syafir is a local craft business based in Nagari Koto Laweh, Padang Panjang, West Sumatra, Indonesia. It specialises in handmade crochet products.

and even in both private and state banks. Many graduates also work as performance managers, choreographers, makeup artists, and other roles within the arts. This is supported by courses that are highly relevant to the demands of the workforce, such as make-up, choreography, management, entrepreneurship, and creative dance.

Craft Art Study Programme

The Craft Art Study Programme enhances the quality of its graduates at the regional, national, and international levels by developing knowledge in the field of craft design, ensuring that students are well-prepared for the workforce. Courses such as Craft Design help students develop craft works that meet both national and international market demands. Additionally, courses in Entrepreneurship, Production Management, and Craft Business are designed to support students in establishing businesses in the craft industry, with the aim of expanding into international markets.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the two study programmes through all its courses.

		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

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

	Dance Art Study Programme	Craft Art Study Programme
Full-time teaching staff	36	24
Part-time teaching staff incl. visiting/adjunct lecturers	19	
Total number of teaching staff	55	24
Among them:		
Teaching staff with professional experience	34	1
Teaching staff with international experience	8	1
Number of professors	0	1
Number of associate professors	18	8
Number of assistant professors	14	10
Number of senior lecturers		5
Number of lecturers	55	24
PhD holders	8	3
Master degree holders	28	20
Guest lecturers	39	2

	Dance Art Study Programme	Craft Art Study Programme
Total number of supporting administrative staff	2	4

Academic qualification of faculty (Asterisk Criterion)

Both Programmes

The recruitment of lecturers at ISI Padang Panjang adheres to the national regulations set by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). To become a permanent lecturer, candidates must hold at least a Master's (S2) degree and go through a selection process that includes administrative screening (CV, diploma, and publications), academic substance tests and interviews, as well as a teaching ability test (microteaching). The lecturer career path follows a structured progression: Expert Assistant → Lecturer → Head Lecturer → Professor, with promotions based on credit scores (KUM), scientific publications, and community service contributions. Human resource development is supported through institutional initiatives, including opportunities for lecturers to pursue doctoral (S3) studies, access to internal and external research grants, and incentives for publishing at the national and international levels.

There is a distinction for the recruitment of education personnel and lecturers through several models:

1. Civil Servant and PPPK (Government Employee with Work Agreement) Recruitment:
This system is an official recruitment process organised by the Ministry of Education

and applies nationally. It accepts qualified applicants from across Indonesia, and registration is conducted online through the SSCASN portal (<https://sscasn.bkn.go.id>).

2. Honorary and Contract (Non-ASN) Personnel Recruitment: This system is carried out independently by the institute. Recruitment is based on the institute's needs, and the selection process is conducted by the institute leadership.

Ordinary lecturers may be promoted to the rank of Assistant Expert after completing a minimum of two years of service, fulfilling the BKD (Workload Report) requirements for four semesters, and publishing at least one scientific article as the first author in a journal indexed at a minimum of SINTA 4.

After meeting these requirements, the lecturer may submit a functional promotion application to the rank of Assistant Expert with a credit score of 150 points.

Similarly, promotion to higher ranks requires the accumulation of additional credit points:

- Lector (Associate Lecturer): 200 credit points
- Head Lector (Senior Associate Lecturer): 300 credit points

To encourage lecturers to pursue doctoral (S3) studies, the faculty provides the widest possible opportunities for those who wish to continue their education. The Dean issues official recommendations for lecturers to continue their studies, either domestically or abroad. Faculty support also includes assistance in scholarship applications, enabling lecturers to receive financial support during their studies.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Every lecturer must meet the pedagogical and didactic standards set by the institution, including holding the Applied Approach (AA) certification and participating in PEKERTI (Improving Instructional Skills) programmes. National regulations mandate that all lecturers possess an educator certificate as proof of their teaching competency. This certification supports the fulfilment of the Tri Dharma of higher education: education, research, and community service. Lecturers are also encouraged to engage in training and workshops related to curriculum development and pedagogical methods as well as training programmes, internships, workshops, and seminars related to their metier and professional development. Several lecturers have participated in workshops on teaching and the OBE (Outcome-Based Education) curriculum, as well as in creating modules and teaching materials, which are organised by the Ministry of Education and Culture. Internal workshops, such as those held by the P3AI centre, aim to further enhance lecturers' competencies.

Two lecturers from ISI Padang Panjang participated in a series of batik workshops held across various institutions in the Philippines from August 1 to 11, 2018. No students from ISI Padang Panjang were involved in this activity. The workshops were hosted by the following institutions: University of Perpetual Help, University of the Philippines, Far Eastern University, Manila, Embassy of the Republic of Indonesia in Manila, Ateneo de Manila University, GT Totoya Auditorium, School of Fine Art and Design, Meriam College of Technology Inc., Legazpi and the Philippine University. This participation demonstrates that the didactic competencies of the Craft Art lecturers at ISI Padang Panjang meet international standards and are effectively applicable in cross-cultural educational settings.

Practical business experience of faculty

Dance Art Study Programme

Lecturers are also involved in other activities related to their expertise. They routinely participate as resource persons in seminars, workshops, and performances at local, national, and international levels. In addition, they establish art studios, work as choreographers, makeup artists (MUA), art managers, and consultants for events organised by the government and industry, and they serve as reviewers for academic publications. This practical business experience of the lecturers contributes to the design and teaching processes in the Dance Art Study Programme.

Craft Art Study Programme

In addition to their teaching, research, and community service duties, lecturers in the Craft Art Study Programme are also involved in other activities. As part of their expertise, they regularly participate in providing their skills as experts in the craft field by conducting workshops for business practitioners and relevant organisations, serving as reviewers for academic publications, and acting as assessors for craft professionals, including internal and external faculty performance assessments. Some lecturers have practical business experience and contribute to the development of business practices and the teaching process within the study programme. For example, the owner of Canting Buana Batik, has conducted batik exhibitions and training sessions internationally, including in the Philippines.

Internal cooperation (Asterisk Criterion)

Dance Art Study Programme

In the learning process, the Dance Art Study Programme establishes teaching teams consisting of two lecturers for theoretical courses and two to four lecturers for practical courses. Lecturer collaboration can also be seen in the preparation of curricula, the creation of RPS (Course Implementation Plans), syllabi, learning materials, and in guiding final projects. The goal of teamwork is to develop teaching materials that are innovative and relevant to current developments in the field of dance arts.

Craft Art Study Programme

The Craft Art Study Programme forms teaching teams based on the expertise of the lecturers and their areas of study. There are three clusters: design, ornament, and craft, where lecturers collaborate within their respective clusters or laboratories to research and develop the curriculum.

In the teaching process, the Craft Art Study Programme requires that each course be taught by a team of two lecturers for two SKS (3 ECTS) and three or four lecturers for three SKS (4.5 ECTS). Each student's final project is guided by two supervisors. The aim of team teaching is to provide students with a broad and diverse perspective of knowledge. For example: courses such as Basic Craft, Traditional Craft, Functional Craft, Art Craft, Contemporary Craft, and Monumental Craft.

Furthermore, academic papers are discussed within the Craft Art Study Programme, the faculty, and the institute level. These activities are initiated by the LP2M (Research and Community Service Institute) and include reviews of academic reports, books, and the examination of proposals for competitions at both the institutional and national levels.

Student support by the faculty (Asterisk Criterion)

Both study programmes

Academic Advisors are lecturers assigned by the study programme to guide a group of students from the beginning of their studies until graduation. Academic advisors are assigned through an official decree (SK) from the dean, and advising sessions are conducted based on mutual agreements, either during regular working hours or outside them. Advisors are also committed to helping students complete their studies within the established time frame, typically 3.5 to 4 years, ensuring students' progress according to the curriculum's expectations. The role of the academic advisor includes monitoring progress, evaluating academic achievements, and providing motivation to students. They are also tasked with identifying both academic and non-academic issues faced by students and assisting in formulating a semester-by-semester study plan based on the student's previous achievements. Their duties include staying informed about institutional policies, understanding the curriculum, setting guidance schedules, validating study plans, and offering regular consultations, especially before exams, and to help students improve their academic performance. Students can consult with their academic advisors through various communication channels, such as email, WhatsApp, the Edlink platform, and other media. They also help students create study plans based on past results.

Furthermore, Student supervisors help with guiding the preparation of research/artwork plans, checking and validating the concept of research plan / work of art, monitoring the implementation of research/artwork, guiding the preparation of thesis / work of art, guiding the final project and other assignments.⁶² In both programmes, each lecturer is assigned to advise between 10-15 students, offering guidance on both academic and non-academic matters. Scholarships for students are provided by various agencies, such as Bidikmisi and PPA from the Ministry of Education and Culture, BRI scholarships from state-owned enterprises (BUMN), and BAZNAS.

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of both study programmes. ISI 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. ISI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. However, the panel **suggests** the Craft Art Study Programme exploring and implementing new conceptual teaching methods that encourage active learning, critical thinking, and student participation. These methods could include project-based learning, collaborative workshops, flipped classrooms, or inquiry-based approaches that help students engage more deeply with the material. The practical business experience of the faculty of both programmes corresponds

⁶² See the document „Student Academic Guide“ („Buku Panduan Akademik“), page 57, 58.

to the requirement of the programme to integrate theory and practice. The panel was impressed by the collaborative spirit demonstrated the organisation of the workshop at Yale (see chapters 1.2 and 3.4.2) was demonstrated, where the entire faculty, academic and non-academic staff alike, worked together. This reflected a strong institutional commitment to teamwork and shared purpose. Therefore, the panel applauds both programmes for its internal cooperation. The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects are conducted cooperatively, like the workshop in Yale and discussing papers together, to enhance the quality. Student support is an integral part of the services provided by the study programmes and their respective faculty. It is offered on a regular basis and serves to help students study successfully.

	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

4.2.1 Programme Director (Asterisk Criterion)

Both programmes

The Programme Head is assisted by a secretary and other supporting staff members. Each technical unit is responsible for its tasks. The Programme Head forms small teams for specific tasks, such as proposal preparation, accreditation, and other events. All activities are reported to the Programme Head, who is responsible to the Vice Dean for Academic Affairs (Vice Dean I). The Programme Head coordinates with the Programme Secretary in the management of the programme, gives directives to the lecturers, administrative staff, and studio heads, and coordinates with the Programme Quality Assurance Unit (UJM), the student activity supervisor (HMJ), and the student association.

To ensure the sustainability of the study programmes, each UPTPS (Unit Pelaksana Teknis Programme Studi) functions according to its field and participates in the Tri Dharma of Higher Education. The leadership is democratic, with participation from faculty, staff, students, and stakeholders. Every decision made by the Programme Head is accountable, and cooperation is conducted with various parties to improve the quality of the Study Programme.

The duties of the Programme Head include roles as a leader, person in charge, planner, organiser, and controller of activities. The management of the Study Programme is regulated in the ISO 9001:2015 SOP (Standard Operating Procedures), through the Rector's decree of the Institut Seni Indonesia Padangpanjang number 707/IT/KPT/2023 regarding the dismissal and appointment of the head and secretary of departments/study programmes for undergraduate programmes (S1) at the Institut Seni Indonesia Padangpanjang for the period 2023-2027. Additionally, the duties and functions of the study programme are also regulated by the Ministerial Decree of Education, Culture, Research, and Technology (Permendikbudristek) number 51 of 2022 regarding the Statutes of the Institut Seni Indonesia Padangpanjang.

Duties of the Programme Head:

1. Responsible for all activities within the study programme.
2. Planning and development of the study programme, which includes planning human resources, financial resources, and facilities.
3. Organising the study programme in accordance with the organisational structure created based on the Faculty of Fine Arts and Design's statutes and the work guidelines of the Institut Seni Indonesia Padangpanjang.
4. Staffing: Assigning teaching tasks, distributed equitably so that each lecturer can perform the Tri Dharma of Higher Education.
5. Leading, directing, motivating, and communicating with members of the study programme in implementing study programme activities to fulfill the programme's vision and mission, as well as achieving the objectives of the study programme.
6. Controlling and monitoring before, during, and after the implementation of the Tri Dharma activities held in the Craft Art Study Programme.

Duties of the Secretary:

1. Assists the Programme Head in carrying out all research-related activities within the Study Programme.
2. Assists the Programme Head in planning matters related to human resources, financial resources, and facilities.
3. Helps manage the Study Programme in accordance with the organisational structure established based on regulations concerning the organisation and working procedures of the Faculty of Fine Arts and Design.
4. Supports the Head of JLSP (Laboratory for Learning and Studio Development) in ensuring the smooth development of the study programme, both in administrative and educational aspects.
5. Reports and is accountable for their work to the Head of the Craft Art Study Programme.

4.2.2 Process organisation and administrative support for students and faculty

Dance Art Study Programme

In administrative activities, the Head of the study programme is assisted by the Head of Academic Affairs and related staff, such as teaching staff, laboratory assistants, and reading room staff. The Dance Art Study Programme has developed its own information systems, such as the Archival Information System (SIMAS) and the Student Information System (SIHA), for archiving teaching and learning activities, Quality Assurance Unit (UJM) documents, and alumni databases. In academic processes, the head of the study programme is supported by

technical implementation units (UPTPS), including UPTPS for research and creation interests, community service (PKM), reading room, seminars, performances, costume and accessories, student association (HMJ), extracurricular activities, counselling guidance, journals, reading room, social affairs, AVA and equipment, and academic and general services.

Craft Art Study Programme

The Craft Art Study Programme has academic staff who organise and assist with the programme's daily administrative tasks. Academic staff manage student administration, education processes, faculty documents, and facilitate regular programme meetings. In addition, the administrative work is supported by staff at the Faculty of Fine Arts and Design level, who handle administrative duties for the Study Programme at the faculty level.

Appraisal:

The programme director, called Programme Head, coordinates the activities of everyone involved in the programme together with the Secretary of the Programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programmes. 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. ISI offers the administrative staff opportunities for continuous professional development.

		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

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

Dance Art Study Programme

The Dance Art Study Programme actively creates international collaboration through a series of Memoranda of Understanding (MoUs) with institutions such as Kerala Kalamandalam in India, which focuses on lecturer exchanges and Ramayana dance training, and universities in Thailand and China, which support cross-cultural workshops and collaborative performances. These partnerships offer students valuable opportunities to participate in international performance activities, enrich their curriculum through intercultural learning, and deepen their understanding of Asian arts diversity. In addition, the programme engages in broader international cooperation with institutions such as the Asia Pacific Bond for Theatre Schools, the University of Hawai'i at Manoa, the University of Malaysia Sarawak, the University of Washington's Southeast Asia Center, and the China-ASEAN Theatre Cooperation and

Exchange League. These collaborations enable students to join international festivals, workshops, symposiums, and cultural tours, enhancing their global competencies and professional networks. Nationally, the programme maintains active partnerships with leading Indonesian arts institutions, including ISI Surakarta, ISBI Bandung, IKJ Jakarta, the University of Jambi, and the University of Muhammadiyah West Sumatra. These domestic collaborations support joint research, student exchanges, choreographic exploration, and community-based arts activities, further strengthening students' creative skills, cultural adaptability, and academic engagement.

The Craft Art Study Programme

The Craft Study Programme actively cultivates partnerships with national educational institutions to strengthen the quality of learning, research, and community engagement. These collaborations offer students valuable opportunities to participate in seminars, workshops, joint training sessions, and community service projects, thereby enhancing both academic and practical competencies. Notable partnerships include joint batik and ecoprint training with ISBI Aceh, where students explore local ornamentation and cultural exchange; clay and ceramic craft workshops with the Jakarta Institute of the Arts (IKJ), focusing on rotary techniques and material processing; and seminars with ISBI Bandung that introduce students to contemporary trends in craft development. Further collaboration with ISI Surakarta supports joint academic activities across education, research, and community service, while the partnership with Andalas University emphasises research and community engagement through student involvement in seminars and joint projects. Through these initiatives, the Craft Study Programme ensures that students gain hands-on experience and relevant knowledge to thrive in the evolving field of craft arts.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Dance Art Study Programme

The Dance Art Study Programme actively engages in both domestic and international cooperation to enhance students' educational experiences and professional development. At the national level, partnerships with the West Sumatra Provincial Government and the West Pasaman Regency Education Office provide students with opportunities to participate in major cultural events, facilitate dance training in schools, and contribute to regional arts documentation, thereby strengthening their practical skills and community engagement. Collaboration with Gebu Minang enables students to perform in national diaspora events and receive mentorship from senior artists, supporting the preservation and innovation of Minangkabau cultural arts. A previous partnership with PT. Bank BRI offered training in art business management and financial planning, promoting entrepreneurship among dance students. Internationally, the programme collaborates with UiTM Pahang in Malaysia through the Aua Salilik activity, where students engage in cross-country performances, conduct workshops, and gain experience in international stage management and cross-cultural collaboration. These initiatives collectively enrich students' artistic portfolios, intercultural competence, and readiness for global artistic collaboration.

Craft Art Study Programme

The Craft Art Study Programme actively engages in collaborations with industry partners and local creative communities through various Memoranda of Understanding (MoUs), aimed at enriching student experiences, empowering communities, and fostering innovation in craft

production. A key partnership with the Minang Kayo Craft Center focuses on leather processing and joint research to transform leftover materials into high-value products. Another collaboration with MAN 1 Padang Panjang, set to begin in 2025, involves batik training for female students, offering ISI students teaching practice and promoting the programme in local schools. The Sadara Wisata Group partnership supports the development of batik-based tourist souvenirs, providing students with hands-on experience in community engagement and product design. Through cooperation with Rumah Knitting Syafir, students contribute to the creation of contemporary knitting products tailored to modern market demands. Additionally, the MoU with Balairung Craft enhances the creativity of local artisans through the production of innovative souvenirs, with students actively involved in design and workshop facilitation. These collaborations collectively strengthen the practical and entrepreneurial skills of Craft Art students while contributing to the growth of the local creative economy.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes 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 programmes. All such activities contribute to the development of the students' qualification and skills. In case that other academic institutions or organisations conduct parts of the study programmes, the HEI ensures that the quality standards are met.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes 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 programmes. All such activities contribute to the development of the students' qualification and skills.

However, the panel applauds the Craft Art Study Programme for its cooperation with business enterprises and other organisations like Minang Kayo Craft Center, MAN 1 Padang Panjang (Batik Training Program), Sadara Wisata Group, Rumah Knitting Syafir and Balairung Craft. The cooperation is actively promoted and has a formative impact on the contents of the programme and on the profile of the graduates. These collaborations are a unique selling point for the craft department compared to other universities and are visible in multiple exhibitions inside and outside of the campus. By means of these specific measures, they contribute to the development of qualifications and skills and to the quality of the final theses.

	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)		Craft Art	Dance Art		

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

Dance Art Study Programme

The Dance Art Study Programme ensures that student needs are met by providing a sufficient quantity of IT equipment in classrooms. The quality of equipment such as LCD projectors, chairs, desks, mirrors, audio systems, mats, and lecture spaces like the library and halls is adequate to support the learning process. IT equipment such as projectors and projection screens is also available in seminar rooms to facilitate collaboration and creativity in presentations. As a result, the learning environment becomes inspiring and supports students' creative exploration in dance. This is further supported by internet access with speeds of 3/3 Mbps for students and 5/5 Mbps for lecturers. For distance learning, the programme provides Microsoft Office and Sevima Edlink platforms to conduct online lectures.

The experts were shown the rooms in which the students are thought practical elements of dance. Furthermore, the Dance Art Programme has a big Auditorium in which students can perform, for example their final project.

Craft Art Study Programme

The Craft Art Study Programme offers various facilities to support the learning process. It has a Computer Laboratory, and representative classrooms. Lecturer rooms and seminar rooms are provided to support academic activities. A reading room facilitates students in reading and writing academic and non-academic papers.

The campus offers specialised facilities to support the Craft Art Students. Each area of study is provided with a room, equipped with appropriate tools and materials to enable practical learning and skill development. The batik room is designed for wax-resist dyeing techniques, with all the tools necessary. In the pottery studio, students have access to electric wheels, kilns, and a variety of hand tools. The studio supports both wheel-throwing and hand-building techniques, providing opportunities to work with different types of clay and glazes. The weaving room contains several traditional looms. It is arranged to facilitate the learning and practice of weaving techniques, with an emphasis on manual textile production. The wood carving workshop is equipped with carving benches, chisels, mallets, and safety gear. It enables students to work with various types of wood and develop skills in shaping and detailing through traditional carving methods. The metalwork room supports traditional techniques such as repoussé. It includes specialised tools for working with metal, allowing students to create both small-scale and larger metal objects. In addition to these traditional craft areas, the campus also features a laser-cutting lab. This facility provides access to modern digital fabrication tools, enabling precise cutting and engraving on a range of materials. It supports both creative and technical applications, bridging traditional craftsmanship with contemporary design technologies.

Additional facilities include a mosque for prayers, a clinic, cafeteria, parking lot, exhibition space, student centre, and internet connectivity. Internet speed is two Mbps for both students and lecturers.

4.4.2 Access to literature (Asterisk Criterion)

Both programmes

The central library of ISI Padangpanjang houses a diverse collection of books across various disciplines, serving functions such as storage, education, research, preservation, and the provision of reading materials in both print and electronic formats.⁶³ The library is open Monday-Tuesday: 8.00 AM - 04.00 PM, Break: 12 PM – 1.30 PM; Friday 8.00 AM - 04.00 PM, Break: 12 PM – 2 PM.

Dance Art Study Programme

The Dance Art Study Programme also has a specialised library known as the reading room, which can be used by students and lecturers for reading books, working on assignments, writing theses, and other academic activities. The availability of books in the reading room supports the curriculum of the Dance Art Study Programme. In addition, the programme's reading room provides audio-visual resources, including collections of traditional dances, creative dance works, and performances by students, lecturers, national, and international choreographers. With these libraries and reading room facilities, the programme supports the academic success of its students.

Craft Art Study Programme

In addition to the Institute's library, the Craft Art Study Programme provides a reading room (Ruang Baca Programme Studi Kriya Seni) for students to find and read references and literature related to Indonesian literature and language. The Faculty of Humanities Library offers students a broader range of general reading materials on arts, culture, and crafts.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes. The rooms are mostly properly equipped for disabled students and give them barrier-free access. However, the panel **recommends** exploring external possibilities to better accommodate people with disabilities and improving accessibility across campus, ensuring that occupational safety and health requirements are fully met.

Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

Although the panel acknowledged that the Craft Art lecturers do inform students about the importance of wearing safety equipment such as goggles, the experts observed that many students were still not using them. Even the students in the interview session in the course of the visitation reported about this. Despite existing safety briefings, these measures appear to be insufficient. The panel **suggests** exploring new ways to engage and motivate students to take their workplace safety more seriously.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

⁶³ See <https://library.isi-padangpanjang.ac.id/index.php>, last accessed in July 28, 2025.

	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

4.5.1 Career counselling and placement service

Both programmes

Students at ISI are provided with counselling and career planning services through the Academic Support Unit (UPA) for Career Development and Entrepreneurship. The responsibilities of this centre include:

1. Providing employment information services (posting job openings through the website and other social media platforms).⁶⁴
2. Offering career development training and entrepreneurial support to students, aiming to serve as a stimulus for starting their own businesses after graduation.
3. Providing recruitment services (including registration, administrative selection, written tests, psychological tests, psychological interviews, and medical check-ups).
4. Delivering career guidance and consultation services.
5. Supporting human resource development.
6. Offering services for study tracking and alumni tracking.⁶⁵

Additionally, each student has access to counselling sessions with their academic advisor, where they can discuss academic, personal, or career-related issues they may face. The study programme offers career planning services that assist students in formulating career goals, exploring job opportunities and skill development, and creating strategies to achieve their dreams in their respective field.

4.5.2 Alumni Activities

Both programmes:

The alumni organisation of ISI Padangpanjang, known as IKABA ISI Padangpanjang, aims to facilitate collaboration, idea exchange, and support among alumni while fostering an active and solid network of the institution's graduates. The organisation holds various activities such as annual reunions, alumni congresses, collaborative projects, idea-sharing platforms, skills development sessions, and initiatives to build relationships and provide mutual support. Through these initiatives, the organisation nurtures a spirit of solidarity, strengthens alumni relations, and contributes to the growth of ISI Padangpanjang. Alumni communication is

⁶⁴ See <https://www.isi-padangpanjang.ac.id/unit-pelaksana-teknis/upa-pengembangan-karier-dan-kewirausahaan/>, last accessed on July 28, 2025.

⁶⁵ See <https://tracerstudy.kemdikbud.go.id>, last accessed on July 28, 2025.

maintained through various social media platforms, including WhatsApp groups, Telegram groups, and Facebook groups.

Dance Art Study Programme

The Programme maintains active alumni associations at both the study programme and faculty levels to foster strong connections with its graduates. These associations regularly organize seminars, workshops, art performances, and training sessions that involve alumni as resource persons and mentors. Alumni also provide internship opportunities and collaborate with students in various art production projects, creating a direct link between academic learning and the professional arts industry. Their involvement significantly strengthens professional networks, supports curriculum development that aligns with industry needs, and inspires current students through knowledge sharing and mentorship. This engagement has an impact by enhancing student competence, expanding work networks, and improving the reputation of the study at both the local and national levels, while ensuring graduates are better prepared for careers in the dynamic field of dance arts.

Craft Art Study Programme

Graduates of the Craft Art Study Programme become members of the alumni association, which exists at three levels: the study programme (HIMAKRIYA), the faculty, and the institute. This alumni network is designed to keep graduates informed about the latest developments in the Craft Art Study Programme, to build professional networks among alumni, and to track alumni achievements and their contributions to both society and the institution.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. ISI provides sufficient resources. An alumni organisation has been set up with the aim of developing an alumni network.

		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)

ISI Padangpanjang is a public institute in Indonesia, which means it is mainly funded by the government. The Institute follows national rules for managing its finances and is required to be transparent and responsible in how it uses its money.

One of the main sources of income for the Institute is the fixed tuition fee that students pay. This fee is adjusted based on each student's financial background, making education more accessible. ISI Padangpanjang has confirmed that it will not raise UKT fees, in line with national efforts to keep higher education affordable.

The Institute also operates under a Public Service Agency (BLU) model. This gives it more flexibility in managing its own income, such as from tuition or services, while still being supervised by the government. The use of these funds is regulated by the Institute's leadership. Each year, ISI Padangpanjang prepares a Work and Budget Plan (RKAT), which outlines how funds will be used. The Institute also publishes financial and performance reports to ensure accountability. To monitor how well it uses its budget and meets its goals, the Institute uses a government system called SAKIP (Performance Accountability System for Government Institutions). This helps ensure that public funds are used effectively and responsibly.

Dance Art Study Programme

The budgetary support for activities within the Dance Art Study Programme is sourced from the institution's annual DIPA, covering both activities and procurement. The budget allocation is outlined in the DIPA, which comes from non-tax state revenue (PNBP) as well as the Higher Education Operational Assistance (BOPTN). In addition to the annual DIPA, funding has also been obtained through competitive grants such as the due-like grant and other research and community service competition grants. Funding for collaboration in performance activities is also supported by various government bodies and other partners. Funding for the Dance Art Study Programme comes from multiple sources, including the Ministry of Education, Culture, Research, and Technology through programs such as MBKM and PKM grants, the West Sumatra Provincial and City Governments for supporting arts and cultural activities, and cooperation partners through active national and international MoUs. These funds are allocated to support various initiatives, including cultural missions abroad, the organisation of dance festivals and academic seminars, cross-institutional collaborations, and the production of new dance works that enhance the program's academic and artistic contributions.

Craft Art Study Programme

The funding requirements for the Craft Art Study Programme are primarily sourced from the government, in the form of PNBP and BOPTN funds. For research collaboration, the Craft Art Study Programme receives annual funding from institutions to support its academic activities. To support the implementation of academic activities within the Craft Study Program—such as lectures, student creative activities, and exhibitions—funding is primarily sourced from the DIPA ISI Padang Panjang budget.

For example, the annual Craft Expo series (Craft Expo 1 to Craft Expo 7) has been fully funded by DIPA ISI Padang Panjang, as these activities are included in the institute's annual budget plan. In addition, some activities receive third-party funding, particularly from creative economy agencies, such as for craft workshops (knitting, pottery, leather crafts, wood crafts, ecoprints, and other creative activities). In 2023, these workshops actively involved local MSMEs around Padang Panjang City.

Funding for research and community service activities comes from four main sources:

1. Self-Funded or Sponsored Projects
2. Lecturers may fund research independently or through collaboration with external sponsors, such as village funds or local government funding.
3. Internal Grants (DIPA ISI Padang Panjang)
4. Lecturers may submit research and community service proposals for internal competitive funding. Proposals that pass the review process receive financial support from the institute.
5. Ministry of Education and Culture Grants (DRTPM)

6. Lecturers can compete for national-level research and community service grants. Selected proposals receive funding to carry out approved projects.

3. Other Ministerial Funding (e.g., ISS Funding)

This includes support for lecture facilities, teaching tools, and instructional materials, enhancing both teaching quality and infrastructure.

Through this combination of internal, external, and competitive funding, the Craft Study Programme ensures sustainable support for academic activities, research development, and community engagement.

Appraisal:

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

		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

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

Both programmes

At the institutional level, internal quality assurance involves the Institute Senate, the Institute Leadership, the Centre for Development and Quality Assurance (LP3M), and the Internal Supervisory Unit (SPI). LP3M is responsible for ensuring the quality of both programmes at ISI Padangpanjang by conducting evaluations through the Internal Quality Assurance System (SPMI), including monitoring, evaluation, and academic audits.

ISI Padangpanjang implements an Internal Quality Assurance System (IQAS) as mandated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2014 concerning of the Statutes of the Institut Seni Indonesia Padangpanjang in CHAPTER VII where The Internal Quality Assurance System or IQAS of ISI Padangpanjang aims to meet and/or exceed standards national Higher Education in order to be able to develop sustainable educational quality.

At the faculty level, there is the Quality Assurance Body (BAPEM) which evaluates the academic process, while at the programme study level, there is the Quality Control Group (GKM) that conducts evaluations of the academic processes specifically for each study programme.

Implementation of the PPEPP Cycle at ISI Padangpanjang

The internal quality assurance system at ISI Padangpanjang follows the PPEPP cycle—Planning, Implementation, Evaluation, Monitoring, and Improvement—to ensure continuous enhancement of academic quality across all programmes. These are the steps of the PPEPP cycle:

1. Determination Stage

The Rector makes recommendations to the Quality Assurance Development Centre (P3M) to establish quality standards and internal quality targets for undergraduate and postgraduate education programmes with reference to national higher education standards (SNPT), standards of the National Accreditation Board for Higher Education (BAN-PT) and international standards. P3M has prepared an Internal Quality Assurance System Implementation Guide and supporting documents (study programme and faculty quality assurance assessment form and study programme and faculty self-evaluation checklist).

2. Implementation Stage

The Study Programme and Faculty Implementation Stage carries out activities based on the Study Programme and faculty's annual programme and implements an internal quality assurance system.

1. Preparing documentation relevant to the defined quality criteria.
2. Faculty Quality Assurance Units (GJM) completing internal quality assessment forms and submitting them to the central Quality Assurance Agency.
3. The Quality Assurance Institute processes these documents to build a database for evaluating the achievement of ISI Padangpanjang's Key Performance Indicators (IKU).

3. Evaluation Stage

1. P3M, GJM and SPI carry out a comprehensive evaluation based on the achievement of KPI in each unit on the implementation of the quality assurance system and the achievement of quality targets and the results of internal audits. The evaluation results are used as recommendations for corrective action by the Rector.
2. P3M evaluates and refines the quality management system implemented every year, including forms, quality targets and checklists which are developed by receiving input from Study Programmes, Faculties and other related units.
3. Recommendations from the Rector are used by the Study Programme/Faculty to take corrective action in the next internal quality assurance cycle.

4. Monitoring

1. The Quality Assurance Group and Faculty monitor the achievement of the set quality targets and report them to P3M.
1. The Quality Assurance Group and Faculty carry out self-evaluation by filling out a self-evaluation checklist, so that it can be seen whether there is a gap between the achievement of quality targets and the established quality standards. For study programmes that are/will be carrying out the accreditation process, it is recommended to also complete a self-evaluation checklist and report the results of this evaluation to P3M.
2. The Quality Assurance Unit/Agency, on assignment from the Rector, carries out audit assessments of Study Programmes and Faculties with the assistance of assessors and internal auditors to evaluate the extent to which IQAS in Study Programmes and Faculties is implemented. The results of internal audits related to the implementation of IQAS are reported to the Rector of ISI Padangpanjang.
3. Control is carried out by Institute Management, Faculty management and Quality Assurance unit.

5. Improvement

The Rector, Senate, P3M, Institute management and Faculty Management to prepare programmes/activities to determine the implementation of an internal quality assurance system for a certain period of time (4 years).⁶⁶

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Dance Art Study Programme

In the Dance Art Study Programme, learning is periodically evaluated by students through an academic portal at the end of each semester. This evaluation is conducted by the Quality Control Group (GKM) and includes questions about the course content and planning, the implementation of teaching, as well as other aspects such as infrastructure, teaching methods, facilities, and academic support provided by the Institute. The results of the evaluation are distributed to the programme head, faculty, and institute for necessary improvements. Evaluations are also forwarded to the LP3M, particularly to the evaluation and student affairs unit, as part of the comprehensive evaluation of the institute's academic activities. Each

⁶⁶ See the SPMI Standard Document of ISI (2020-2024), Letter of Decree of Rector of Institut Seni Indonesia Padangpanjang Number: 916/IT7/KPT/2020 about the Establishment of Internal Quality Assurance System Standards (Spmi) for the Indonesian Arts Institutions in Padangpanjang, by the Rector of Institut Seni Indonesia Padangpanjang.

student has a handbook containing information about compulsory and elective courses, which is used during counselling with an academic advisor. During counselling, students can discuss their issues and receive advice. The academic advisor can then inform the programme head about any issues raised by the students.

Craft Art Study Programme

The evaluation of the programme by students is a component of the quality assurance process in higher education institutions. This process involves collecting feedback from students on various aspects of the study programme, including teaching quality, course material, facilities, and the support provided to students. The evaluation provided is available in several formats, prepared by the quality assurance agency, and includes teacher evaluation through the Siakad system.

Steps in Evaluating the Programme by Students:

To ensure continuous improvement and responsiveness to student needs, ISI has implemented a structured survey process as part of its internal quality assurance system. The process begins with the careful design and validation of survey instruments by the Quality Assurance Team (LPPPM), focusing on key areas such as teaching quality, course relevance, learning methods, resource accessibility, and overall student satisfaction. Surveys are distributed through various channels, like Siakad Cloud, email, social media, and in-class sessions, with students given time to respond. Collected data undergoes both quantitative and qualitative analysis to identify strengths and areas for development. The findings are compiled into a comprehensive report containing actionable recommendations, which is then shared with relevant stakeholders. These results are discussed in faculty meetings to determine concrete improvement measures, which are subsequently implemented and monitored for effectiveness. Importantly, students are informed about the changes made in response to their feedback.⁶⁷

5.2.2 Evaluation by faculty

The faculty members are responsible for evaluating academic quality, including the teaching and learning process, course materials, and curriculum. They regularly revise teaching plans, syllabi, and adjust to the latest regulations issued by the Ministry of Education, the Indonesian Institute of the Arts, and the study programmes themselves.

The study programmes hold regular meetings for faculty to discuss academic issues, research, and academic activities. Each semester, all faculty members report their academic achievements, student assessments, as well as their workload and performance through the Faculty Performance Report (LKD) in the institute's staffing system. These reports serve as the basis for distributing further academic activities and preparing improvements and strategies to achieve the goals of the study programme.

5.2.3 External evaluation by alumni, employers and third parties

Both programmes

⁶⁷ This is stated in the SPMI Standard Document of ISI (2020-2024), Letter of Decree of Rector of Institut Seni Indonesia Padangpanjang Number: 916/IT7/KPT/2020 on page 50.

External quality assurance is carried out through evaluations involving alumni, employers, and stakeholders. The Institute has established a unit called the Career and Entrepreneurship Centre, which is tasked with conducting tracer studies on alumni who have graduated within the last one to three years. The evaluation report is submitted to the dean, who then forwards it to the head of the study programme. At both the faculty and study programme levels, evaluations are also conducted with alumni, employers, and stakeholders through Focus Group Discussions (FGD) to discuss user satisfaction and their evaluation of the curriculum, as well as suggestions for improvements.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

ISI has a website⁶⁸, which offers information about the Faculty of Performing Arts⁶⁹ and the Faculty of Fine Arts & Design⁷⁰. In this is a section about the Craft Art Study Programme⁷¹ and one about the Dance Art Study Programme,⁷² which gives information about the vision, mission as well as the objectives of the programme. Additionally, each programme has a separate homepage.⁷³ ISI has a Youtube Channel⁷⁴ and an Instagram account.⁷⁵

Both programmes provide information about examination scheme on their homepage.⁷⁶ Regarding curriculum documentation and lesson plans (RPS), files are also stored in the study programme's archives and accessible through the ELearn SIAKAD CLOUD platform using individual user accounts.⁷⁷

The Dance Art Programme has one YouTube channel:

<https://www.youtube.com/@prodisenitariisipadangpanj8133>

The Craft Art Study Programme has this YouTube Channel:

<https://www.youtube.com/@kriyaseniisipadangpanjang6269/videos>

A selection of activities conducted by lecturers from the Craft Art Study Programme at ISI Padang Panjang has been documented and shared through various official YouTube channels. These videos showcase academic engagement, creative processes, and community-based initiatives.⁷⁸

⁶⁸ <https://www.isi-padangpanjang.ac.id/>, last accessed July, 30, 2025.

⁶⁹ <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-pertunjukan/>, last accessed July, 30, 2025.

⁷⁰ <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-pertunjukan/>, last accessed July, 30, 2025.

⁷¹ <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-rupa-desain/jurusan-seni-kriya/>, last accessed July, 30, 2025.

⁷² <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-pertunjukan/prodi-seni-tari/>, last accessed July, 30, 2025.

⁷³ Craft Art Study Programme: <https://kriya.isi-padangpanjang.ac.id/#> and Dance Art Study Programme: <https://tari.isi-padangpanjang.ac.id/>, last accessed July, 30, 2025.

⁷⁴ <https://www.youtube.com/@IsiPadangpanjang/featured>, last accessed July, 30, 2025.

⁷⁵ <https://www.instagram.com/isi.padangpanjang/>, last accessed July, 30, 2025.

⁷⁶ Craft Art Study Programme: <https://kriya.isi-padangpanjang.ac.id/skema-ujian/>, last accessed on July 30, 2025 and Dance Art Study Programme: https://docs.google.com/document/d/1EjXK_f4Rd37c52ogljJlf9MHSqU40TG0/edit, last accessed July, 30, 2025.

⁷⁷ <https://isipadangpanjang.siakadcloud.com/gate/login>, last accessed July, 30, 2025.

⁷⁸ <https://youtu.be/F3IGDxPBi7o?si=QvkaNucNpyF63eS3>, last accessed August 7, 2025.

<https://youtu.be/kKXMuR8bwQM?si=a9Pdrf83juFj9WhL>, last accessed August 7, 2025.

https://youtu.be/jVpcb-VidVo?si=z2h4V2F3dOmN6i0_, last accessed August 7, 2025.

<https://youtu.be/ZMUOrl9ChAI?si=5JqgNSeONxgpnfwm>, last accessed August 7, 2025.

https://youtu.be/JOnsh-p8uu4?si=ZMBhnBdog_BPganU, last accessed August 7, 2025.

5.3.2 Information on activities during the academic year

Both programmes use various channels to announce public lectures, academic activities, achievements, student activities, and events organised by the study programme, faculty, and the Institute in general. Besides the websites mentioned above, activities of the academic year are published in the format of campus news,⁷⁹ and academic information.⁸⁰ The academic calendar is published online and in print.⁸¹

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

However, the panel identified several areas for improvement. To date, the analysis of student workload has not been incorporated into the quality assurance process. Furthermore, the Student Satisfaction Survey is currently not conducted anonymously. The individual feedback of students was written with the name of the student next to it. Introducing anonymity is important, because it would likely encourage more honest feedback from students.

The panel noted that some of the teaching materials are outdated. A thorough revision and expansion of the reference lists and bibliographies, with a particular emphasis on incorporating more contemporary and English-language sources was seen as essential. Students should be encouraged to engage with current literature, such as publications on sustainability, to better contextualise their academic work. To support this, lecturer need to guide their students. The panel also encourages ISI to make greater use of relevant publications produced by the Institute itself. Therefore, the panel states the following **condition**:

Part a) The Institute includes a question about the workload in the students' satisfactory survey

Part b) The Satisfaction Survey Report of Students is conducted anonymously.

Part c) The Institute includes in its quality management system appropriate procedures for a regular monitoring and updating of course contents and materials.

<https://youtu.be/AUIBfetx-DQ?si=CODz12xrukxE3vAo>, last accessed August 7, 2025.

<https://youtu.be/KwI9ChDmSqU?si=5rSiAoyD0F8wbrit>, last accessed August 7, 2025.

In addition, several activities conducted by our lecturers are uploaded to other official accounts, namely: <https://youtube.com/@hendradoank3057?si=gZVSzmqix-kPIEWk>, last accessed August 7, 2025.

<https://www.youtube.com/watch?v=eFC0X60uPcA>, last accessed August 7, 2025.

⁷⁹ <https://www.isi-padangpanjang.ac.id/category/berita/>, last accessed July, 30, 2025.

⁸⁰ <https://www.isi-padangpanjang.ac.id/category/pengumuman/info-akademik/>, last accessed July, 30, 2025.

⁸¹ <https://www.isi-padangpanjang.ac.id/kalender-akademik/>, last accessed July, 30, 2025.

Evaluation by the 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 the 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.

Even though the study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations), there are still some elements which can be improved.

There is the possibility of navigating through the homepages of the two study programmes in Bahasa or English. Unfortunately, the English homepage sometimes switches to the Bahasa homepage, which makes it confusing to search through it. Another problem consists of the fact, that sometimes even the English version of the homepage has Information in Bahasa Indonesia.⁸²

For the Dance Study Programme, there are discrepancies in the English documentation of the course overviews in the study plan including the module descriptions and the curriculum overview, which need to be revised.⁸³ Additionally, not all parts of the Semester learning plan and the course descriptions are translated.⁸⁴ There is no Semester Learning Plan for the final project, as well as the courses Basic Science, Research Methods, Academic writing, Methods of writing a dissertation or the KKN course either.

For the Craft Art Study Programme, there is sometimes the description "Craft Art Study Program"⁸⁵ and sometimes "Arts and Crafts Study Program"⁸⁶ or "Art Craft Study Program"⁸⁷ in the head of the module descriptions.

The course descriptions for both study programmes need one final revision to correct any spelling errors and ensure accurate English translations, which should be done by a native speaker or professional translator. Sometimes, even the English names of courses are a bit confusing, like there are two weaving courses in Craft Art programme, which might be distinguished by a more concise name. The title of the course "seminar" could also express more content. After asking specifically for the English module descriptions of the seminars research methodology, academic writing, and thesis writing, FIBAA did not receive the material. After such a substantial revision, the curriculum overview and the course descriptions have to be aligned.

⁸² For example the information about graduate profiles of the Craft Art Study Programme: <https://kriya.isi-padangpanjang.ac.id/profile-lulusan/#>, last accessed on July 30, 2025.

⁸³ There are for example only 28 course description in the folder with the Semester Lesson Plan, but the study programme has 42 required courses plus 10 optional courses" (See FIBAA's SharePoint\Procedures - self-evaluation report\23-051\Cluster 2\SER\Preliminary Check - Cluster 2 - May 11\DANCE ARTS\Dance course descriptions.

⁸⁴ For example in the document „Sojologi St(6020301MKP54)“

⁸⁵ See the course description of „Curatorial“, Course code „6040402MKF10“.

⁸⁶ See for example the course „Woven“, which might be not a good translation of the Course with the code „6040402MKP54“ and <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-rupa-desain/jurusan-seni-kriya/>, last accessed on July 30, 2025.

⁸⁷ See <https://kriya.isi-padangpanjang.ac.id/skema-ujian/>, last accessed on July 30, 2025.

Therefore, the panel issues the following **condition**:

The Institute aligns the information in the curriculum and in the course descriptions and hands in the missing course descriptions in English (see chapter 5.3)

Even though the Craft Art Study programme⁸⁸ and the Dance Art Study Programme show students' works on their website and on YouTube, and because of the nature of the two study programmes as creative disciplines, the panel remarked that the presentation of the students' work and the projects organised by the two programmes, have to be shown and documented with strong graphic and editorial design. Photography, video and exhibition management are crucial for showcasing arts and dance. An emphasis on these three aspects would show directly the assets of the students' abilities and the strengths and qualities of both programmes. In light of the programmes' ambition to gain international recognition and attract an international student body, the panel considered a curated and English presentation of student works on the homepage to be essential. This includes using high-quality visual documentation, such as professional photographs and video content, which could be accomplished by working together with the Media Production Study Programme or the Television and Film Study Programme of the Institute. This practice would not only highlight the most compelling and innovative student work, but also serve as a pedagogical tool by training students to professionally document and present their creative output because this is an essential competency for their future careers. Modern scenography and more conceptual displays would enhance their impact. Additionally, it would contribute to strengthening the programmes' visibility and reputation, especially for an international audience. This could promote cross-cultural engagement and make the programme more attractive to national and international prospective students considering studies at the Institute. All in all, the panel strongly **recommends** both programmes developing a curated online presentation of student work, using high-quality visuals, modern scenography and more conceptual displays.

ISI regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		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)				Condition	
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)				Condition	

⁸⁸ <https://www.isi-padangpanjang.ac.id/fakultas/fakultas-seni-rupa-desain/jurusan-seni-kriya/>, last accessed on July 30, 2025.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: ISI Padangpanjang

Bachelor programme:

Bachelor of Dance Art

Bachelor of Craft Art

		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)				Condition	
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 programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)				Condition	
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		Craft Art	Dance Art		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
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)				Condition	
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)				Condition	
5.3.2	Information on activities during the academic year			X		