

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/042 Cl. 1
Higher Education Institution:	Institut Teknologi Sepuluh Nopember (ITS)
Location:	Java, Indonesia
Study programme:	1. Bachelor of Industrial Design (BOID) 2. Bachelor of Interior Design (BID) 3. Bachelor of Visual Communication Design (BVCD)
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 one condition.

Condition 1 (see chapter 3.2.2):

- a) The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.
- b) The University defines criteria and their percentage distribution according to which the practical tasks in the degree programmes are graded.

Proof of meeting these conditions is to be supplied by March 4, 2026.

Period of Accreditation: June 5, 2025 – June 4, 2030.

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

Thus, 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 without any further conditions.

Assessment Report

Higher Education Institution:

Institut Teknologi Sepuluh Nopember (ITS), Indonesia

Bachelor/Master programme:

1. Bachelor of Industrial Design (BOID)
2. Bachelor of Interior Design (BID)
3. Bachelor of Visual Communication Design (BVCD)

Qualification awarded on completion:

1. BOID: Bachelor of Design (B.Des.) / Sarjana Desain (S.Ds.)
2. BID: Bachelor of Design (B.Des.) / Sarjana Desain (S.Ds.)
3. BVCD: Bachelor of Design (B.Des.) / Sarjana Desain (S.Ds.)

General information on the study programme

Brief description of the study programme:**Bachelor of Industrial Design (BOLD)**

The BOLD programme develops a curriculum that aligns with industry needs and job market demands, ensuring graduates meet the designed Graduate Profile and study programme objectives while adhering to HEI regulations. The curriculum undergoes regular evaluations and is shaped by an advisory board of alumni, industry experts, and professional associations, ensuring it remains relevant and comprehensive. Specialised courses and laboratories, such as Protomodel and Human-Centred Design, aim to equip students with the necessary skills and tools to excel in the field of industrial design.

Bachelor of Interior Design (BID)

The BID programme offers a curriculum that includes core and elective courses, with a strong emphasis on design studio courses that cover various aspects of interior design, such as aesthetics, function, technology, culture, and economics. The programme is supported by three specialised laboratories and extracurricular communities, ensuring students gain comprehensive skills and knowledge, while regular evaluations and input from industry stakeholders keep the curriculum relevant and aligned with professional standards.

Bachelor of Visual Communication Design (BVCD)

The BVCD programme develops a curriculum that meets industry standards and job market demands, ensuring graduates possess the necessary skills and knowledge in visual communication design. The curriculum includes core and elective courses covering various fields such as animation, UI/UX design, branding, and photography, supported by specialised laboratories and active student communities. Regular evaluations and collaborations with industry experts and professional associations keep the curriculum relevant.

Type of study programme:

Bachelor programme

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

For all three programmes: 4 years / 144 SKS credits / 230.4 ECTS credits

Mode of study:

full-time

Didactic approach:

study programmes with obligatory class attendance

Double/Joint Degree programme:

no

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

BOLD: 120 student intakes per year / 3 classes

BID: 70 student intakes per year / 2 classes

BVCD: 160 student intakes per year / 4 classes

Programme cycle starts in:

August

Initial start of the programme:

BOLD: 1997

BID: 2013

BVCD: 2018

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Industrial Design (Bachelor of Design (B.Des.), Bachelor of Interior Design (Bachelor of Design (B.Des.) and Bachelor of Visual Communication Design (Bachelor of Design (B.Des.) was concluded between FIBAA and Institut Teknologi Sepuluh Nopember on May 10, 2023. On May 5, 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. Melanie Beisswenger

Ostfalia University of Applied Sciences, Salzgitter
Professor of Media Design specialising in Animation

Prof. Carmen Daniela Hartmann-Menzel

University of Design (HfG) Schwäbisch Gmünd
Professor of Interaction Design, in particular Methods and Design Management

Prof. Javier Martín

Berlin International University of Applied Sciences
Professor for Construction and Interior Design, Dean Faculty of Architecture and Design, Architect

Dr. Diananta Pramitasari

Universitas Gadjah Mada
Architecture Design and Architecture Engineering

Max Rahl

Bingen University of Applied Sciences
Masters: Industrial Engineering; Bachelor: Industrial Engineering

Prof. Eckhard Rocholl

Rocholl Conceptual Design, Managing Director

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 February 19 – 20, 2025 at the HEI's premises in Surabaya. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on May 21, 2025. The statement on the report was given up on May 23, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Industrial Design, Bachelor of Interior Design and Bachelor of Visual Communication Design offered by Institut Teknologi Sepuluh Nopember fulfil with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025, and finishing on June 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 aspect² - Study and exam regulations (chapter 3.2.2). They recommend the accreditation for on condition of meeting the following requirements:

Condition 1 (see chapter 3.2.2):

A) The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.³

B) The University defines criteria and their percentage distribution according to which the practical tasks in the degree programmes are graded.

Proof of meeting this condition is to be submitted by **March 4, 2026**.

Furthermore, the quality requirement(s) that have not been fulfilled – Equality of opportunity (chapter 3.2.4), Internationality of the student body (chapter 3.4.2) and Internationality of the faculty (chapter 3.4.3) – 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 **all study programmes** could be further developed and **recommend**:

- integrating the details of the Standard Operating Procedure into the “Academic regulation” (see chapter 3.2.2);
- installing elevators in the buildings of the departments (see chapter 3.2.4);
- updating the literature in the syllabus especially for business related content and marketing (see chapter 3.3.2);
- establishing a system to bring more (international) guest lecturers to ITS for the students of the three programmes (see chapter 3.3.4);
- enhancing the international content in all three curricula (see chapter 3.4.1);
- taking measures to promote internationality in a goal-oriented way (see chapter 3.4.2);
- taking measures to increase the percentage of teachers from different countries as well as intensifying the international academic and professional experience of the lecturers of all three programmes in a goal-oriented way (see chapter 3.4.3);
- further enhancing their English-language content (see chapter 3.4.4);

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

³ See ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

- creating smaller class sizes (see chapter 4.1.1);
- creating and implementing courses for students in different programmes (see chapter 4.1.5);

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

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3.1);
- Positioning of the study programme on the job market for graduates (see chapter 1.3.2);
- Methods and scientific practice (see chapter 3.1.6);
- Academic qualification of faculty (see chapter 4.1.2);
- Practical business experience of faculty (see chapter 4.1.4);
- Student support by the faculty (see chapter 4.1.6);
- Programme Director (see chapter 4.2.1);
- Cooperation with business enterprises and other organisations (see chapter 4.3.2);
- Career counselling and placement service (see chapter 4.5.1).

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

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Information

Information on the Institution

Institut Teknologi Sepuluh Nopember (ITS) is state university established on November 10, 1957. It was initially established as the Engineering College of Sepuluh Nopember Surabaya. This institution underwent a transformation and was officially inaugurated as Institut Teknologi Sepuluh Nopember (ITS) on November 3, 19ECTS60, by Ir. Sukarno, Indonesia's first president. With this transformation, ITS gained recognition as a state university, solidifying its position in Indonesia's higher education landscape.

In 2014, ITS achieved a significant milestone by attaining the status of a State Higher Education Institution of Incorporated Legal Entity (PTN-BH). The abbreviation PTN-BH (Perguruan Tinggi Negeri Badan Hukum) refers to a state university with legal entity status, which grants it full autonomy in managing its finances, human resources, assets, and academic as well as non-academic affairs, while still being accountable to the government. This status gave ITS increased autonomy. The institute formulated its own policies and regulations to go on with its academic mission. Over the years, ITS has expanded its academic offerings beyond traditional science and technology programmes, diversifying into fields such as business, design, and social sciences. This evolution reflects ITS's commitment to meet the dynamic needs of society and fostering multidisciplinary approaches to education and research.

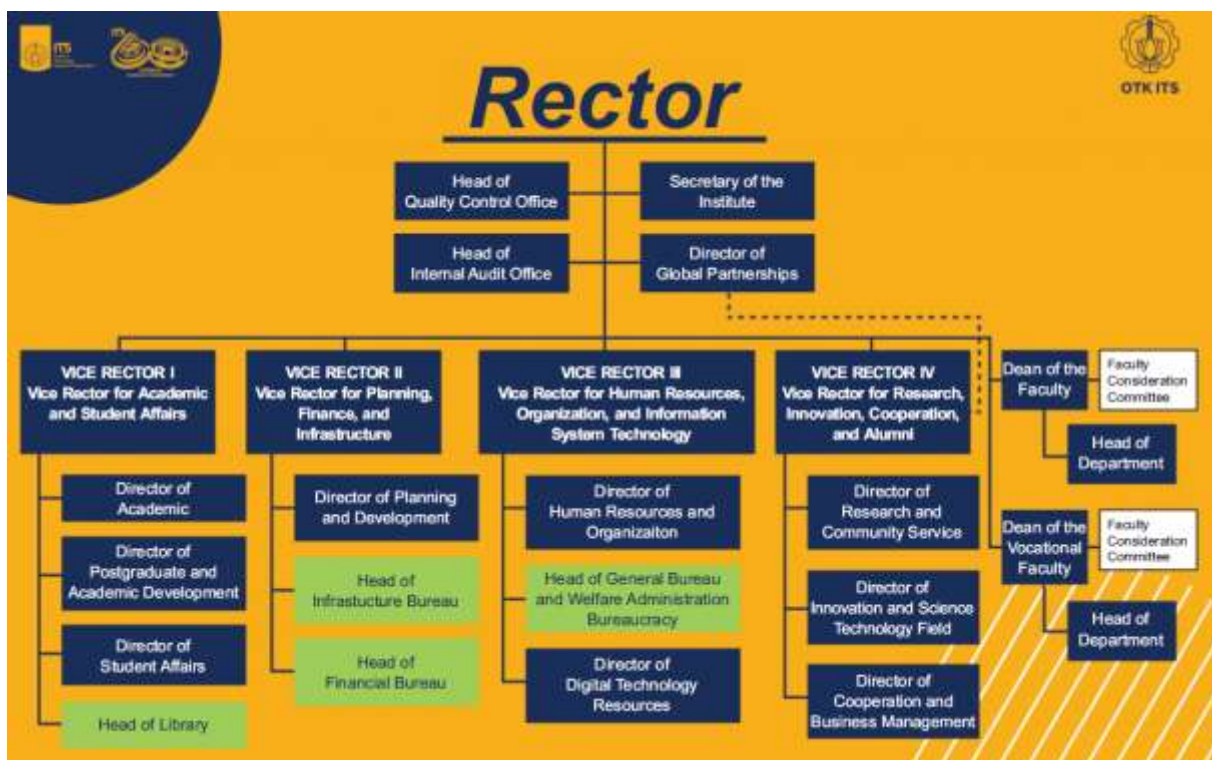
As per the regulation PP No.83 of 2014, issued on 17 October 2015, it has been declared that ITS has obtained the status of PTN-BH. The ITS institution has a one-year transition period to undergo changes in terms of PTN-BH, encompassing institutional, organisational, financial, and academic aspects. The development efforts that are of concern include Good University Governance, where ITS PTN-BH has a suitable organisational function. The aim is to achieve World Class University (WCU) status, which will enhance ITS' international positioning and image. Another objective is to increase higher education autonomy and improve access to higher education for high-quality graduates. Moreover, augmenting resources is regarded as an essential measure for enhancing academic progress and making a significant contribution to the nation. Ensuring financial stability is essential for the sustenance of academic and non-academic enhancement initiatives at ITS. The university also strives to facilitate research innovation and promote education through e-learning and online learning platforms.

ITS has emerged as one of the top universities in Indonesia, according to the Ministry of Education, Culture, Research and Technology. as well as included in the Top 10 Universities in Indonesia on both the QS World University Ranking (WUR) and the Times Higher Education (THE) WUR. Globally, QS WUR ranked ITS in the range of 621-630 and 128th in Asia. In terms of Employer Reputation, QS WUR positioned ranked at 227th; THE WUR ranked ITS in the range of 1201-1500th globally. THE Impact ranking positioned ITS in the range of 201-300. THE subject ranking in Social Science ranked ITS in the range of 601-800. Further, ITS has a vision to be a world-class institution that significantly contributes to Indonesia's independence. ITS aims to be a reference point for excellence in education, research, community service, and innovation, particularly in areas that support industry and maritime.

ITS offers 44 undergraduate programmes, covering various disciplines and 18 of them offer international undergraduate programmes. 8 vocational programmes that equip students with practical skills, 20 master's programmes and 16 doctoral programmes, fostering advanced research and expertise and 3 professional programmes. ITS is organised into faculties and a school namely:

- Faculty of Science and Data Analytics
- Faculty of Industrial Technology and System Engineering
- Faculty of Civil Planning and Geo Engineering
- Faculty of Marine Engineering
- Faculty of Vocational
- Faculty of Marine Technology
- Faculty of Electrical and Intelligent Informatics Technology
- Faculty of Creative Design and Digital Business
- Faculty of Medicine and Health
- School of Interdisciplinary Management and Technology

Figure 1: Organigram ITS



The Bachelor of Industrial Design (BOLD), Bachelor of Interior Design (BID), and Bachelor of Visual Communication Design (BVCD) programmes are three of the five study programmes under the management of the ITS Faculty of Creative Design and Digital Business (CREABIZ) also named Fakultas Desain Kreatif dan Bisnis Digital (FDKBD).

ITS has 10 research centres and 5 study centres. ITS hosts 27,362 students. The distribution across different programme levels is as follows: approximately 70.7% of students pursue undergraduate degrees, 13.4% are enrolled in master's programmes, 11.85% participate in

vocational programmes, 3.23% engage in doctoral studies and 0.81% focuses on professional development.

Nationally, ITS has earned an “Excellent” accreditation rating from the National Accreditation Board (BAN-PT). Internationally, ITS has achieved accreditation for its programmes: 12 undergraduate programmes accredited by ASIIN (Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences, and Mathematics), 12 accredited by IABEE (Indonesian Accreditation Board for Engineering Education), and 1 by ABET (Accreditation Board for Engineering and Technology) and 13 master's programmes accredited by ASIIN. Further, ITS has garnered many prestigious awards, such as 2023: UNESCO-ICHEI Higher Education Digitalisation Pioneer Case Award, 2023: Indonesia's SDGs Action Award 2023 and 2023: Gold Medal for Innovation to Support Green Economy.

ITS actively participates in international consortia:

- 13 Student Mobility Consortium (e.g. ERASMUS+, UMAP (University Mobility in Asia and the Pacific),
- FICEM (French Indonesian Consortium in Engineering and Management)); 8 Research consortium (e.g. ASEA-UNINET (The ASEAN European Academic University Network), AIC (Australia Indonesia Centre)),
- ITS has also been partnering with various universities across the world, particularly in the world class university programme.

ITS has been developing ITS Science Techno Park (STP) focusing on automotive, maritime, creative industry, and ICT and robotics. Some innovative products have been produced by the STP. Notably, the development of the first electric motorcycle that has been commercialised under the brand of GESITS. In collaboration with the ministry of social affairs of the Republic of Indonesia, ITS researchers developed electric motor trail and have been distributed to be used in remote areas of Indonesia. During the COVID-19 pandemic, ITS researchers developed a medical assistance robot to help healthcare workers minimise contact with patients and ensuring their safety.

Further development of the programme, statistical data and evaluation results

Bachelor of Industrial Design

The BOID programme currently holds accreditation from BAN-PT assessment, achieving an 'A' rating in 2005 and maintaining this status consistently through subsequent assessments in 2011, 2016, 2021, and up to the present. The development of the programme, impacting its content and staff, includes the addition of elective courses and updates aligned with industry trends. The curriculum development considers industrial advancements and the diversified graduate profiles, focusing on products such as transportation, furniture, appliances, and apparel. This is complemented by elective courses covering areas like apparel, jewellery, toys, medical devices, furniture, and car styling. The implementation of these courses contributes to downstream innovation research, including projects on LRT design, electric vehicles, the "Thousand Prosthetic Hands" movement, as well as various furniture and apparel initiatives.

Given the programme's emphasis on laboratory-based instruction, faculty members are allocated to specific labs, with six assigned to the Laboratory of Strategic Design &

Management, five to the Protomodel Lab, four to the Human-Centered Design Lab, and three to the Laboratory of Integrated Digital Design.

Figure 2: Statistical data of BOID

STATISTICAL DATA							
Study Programme:		Bachelor of Industrial Design					
		2018	2019	2020	2021	2022	2023
# Study Places	Total	71	66	120	120	120	120
# Applicants	Total	730	484	658	490	582	820
	Female	348	218	297	221	262	369
	Male	382	266	361	269	320	451
Application rate		9,73%	13,64%	18,24%	24,49%	20,62%	14,63%
# First year student	Total	65	62	100	104	102	118
	Female	30	34	58	69	56	66
	Male	35	28	42	35	46	52
Rate of female students		46,15%	54,84%	58,00%	66,35%	54,90%	55,93%
# Foreign students	Total	0	0	0	0	0	0
	Female	0	0	0	0	0	0
	Male	0	0	0	0	0	0
Rate of foreign students							
Percentage of occupied study places		92%	94%	83%	87%	85%	98%
# Graduates*	Total	60	47	75	-	-	-
	Female	29	27	46	-	-	-
	Male	31	20	29	-	-	-
# Dropout students	Total	1	1	1	-	-	-
Success rate		92,31%	75,81%	75,00%	-	-	-
Dropout rate		1,54%	1,61%	1,00%	-	-	-
Average duration of study (semester)		8,93 sem	8,45 sem	8,16 sem	-	-	-
Average grade of final degree		3,58	3,56	3,57	-	-	-

Note :

* The 2018 - 2020 cohorts still have ongoing students who have not yet graduated.

2018 Cohort: 4 students remain ongoing in 2025.

2019 Cohort: 14 students remain ongoing in 2025.

2020 Cohort: 24 students remain ongoing in 2025.

Students from the 2021 to 2023 cohorts are currently active, with no graduates yet, as they are still within the expected study duration.

*Foreign students are not included in the rate of foreign students column because most of them participate in short-term programmes, such as exchanges and summer schools, rather than

full 8-semester courses. This participation is detailed in the SER as part of the internationalisation initiatives conducted by BOID in the respective years.

******The success rate includes the cohort of first-year students (e.g., 2014, 2015, etc.) who ideally graduated within the standard 4-year/8-semester timeframe (e.g., 2014-2018, 2015-2019, etc.) or slightly beyond it.

Based on BOID statistical data, the number of applicants exhibited a fluctuating trend, declining from 730 in 2018 to 484 in 2019, then increasing to 658 in 2020, followed by a decline to 490 in the subsequent year due to COVID-19, before rising to 582 and 820 applicants in 2022 and 2023, respectively. To mitigate these fluctuations, a strategic approach was initiated in 2022, involving the implementation of a "golden ticket" programme, which included a Product Design Olympiad for high school students. Winners of this competition were granted direct admission to the BOID programme. A concerted effort in intensive promotional activities via social media, coupled with the golden ticket initiative, was orchestrated collaboratively by the faculty and the programme. The number of first-year students consistently increased annually from 2018 to 2023, aligning with the available study places, rising from 71 to 118 students per study place, resulting in percentages of 93.8%, 76.7%, 101%, 101%, and 98.3%, respectively. The success rate, reflecting students who completed the programme within the designated eight semesters, exhibited gradual improvement, although there was a temporary decline in 2020 due to course overload issues, subsequently addressed through course evaluations in the following years. Internships have been extended to a full semester instead of the previously planned two months due to project requirements. BOID will continue to expand its collaborations with companies for internships and invite more experts to serve as guest lecturers or supervise final projects. Besides internships, factors impacting the average study period include the absence of short semesters, resulting in certain courses exceeding the credit point limit. However, these instances are promptly assessed for adjustments in subsequent academic cycles.

Bachelor of Interior Design

The Bachelor of Interior Design programme originated as a study programme under the Department of Industrial Product Design, Faculty of Civil Engineering and Planning, in the year 1999. The specialisation in interior design has continuously evolved since 2010 and was officially established as an independent undergraduate programme by the Minister of Education and Culture of the Republic of Indonesia, as per Decree No. 204/E/O/2013, dated May 21, 2013. In 2015, the BID's programme received a 'B' rating (good) accreditation from the NAHEB⁴ and has consistently enhanced its quality. In the subsequent year, ITS was designated as a PTN-BH, in accordance with Rector Regulation No. 10 of 2016. According to Article 101, paragraph 5, the BID's Programme is a department under the Faculty of Architecture, Design, and Planning. Starting in 2020, as per Rector's Regulation No. 25 of 2019 regarding the Organisation and Working Procedures of Faculties at ITS, the number of faculties changed from 10 to 7, with the BID's Programme being incorporated into the FCDDB through the Rector's Decision. As stated in Decision No. 5796/SK/BAN-PT/Akred/S/IX/2020 from NAHEB, the BID's is now accredited with an 'A' rating (excellent).

⁴ National Accreditation of Higher Education Boards (Badan Akreditasi Nasional-Perguruan Tinggi/BAN-PT).

Figure 3: Statistical data of BID

STATISTICAL DATA							
Study Programme:		Bachelor of Interior Design					
		2018	2019	2020	2021	2022	2023
# Study Places	Total	70	60	81	83	80	120
# Applicants	Total	1117	548	798	702	646	802
	Female	817	437	654	562	485	553
	Male	300	111	144	140	162	249
Application rate		1,595%	913%	985%	845%	807%	668%
# First year student	Total	65	59	81	83	80	116
	Female	50	49	67	67	60	80
	Male	15	10	14	16	20	36
Rate of female students		76,92%	83,05%	82,72%	80,72%	75,00%	68,97%
# Foreign students	Total	2	0	0	0	2	1
	Female	0	0	0	0	1	0
	Male	2	0	0	0	1	0
Rate of foreign students							
Percentage of occupied study places		91,43%	98,33%	100,00%	100,00%	100,00%	96,67%
# Graduates	Total	51	54	59	56	62	52
	Female	36	42	41	39	47	43
	Male	15	12	18	17	15	9
# Dropout students	Total	6	7	2	0	2	0
Success rate		89,47%	88,52%	96,72%	100,00%	95,38%	88,14%
Dropout rate		10,34%	10,94%	2,99%	0,00%	3,03%	0,00%
Average duration of study		8,29	8,59	8,54	8,55	8,26	8,15
Average grade of final degree		3,39	3,40	3,39	3,41	3,48	3,60

According to statistical data from the BID between 2018 and 2023, the applicant rate showed fluctuations, reaching its highest in 2018 and its lowest in 2023. Notably, the lowest number of applicants occurred in 2019, with a total of 548 applicants. These fluctuations were influenced by changes in admission regulations implemented by The Ministry of Education, Culture, Research, and Technology in 2019, the impact of the COVID-19 pandemic in 2020-2022, and the intensity of promotional activities in 2020. To address these fluctuations, the BID organised promotional events for prospective students, parents, and teachers. These promotional events include "Golden Ticket" competitions, Creabiz Open Days, Interior Open House, portfolio workshop, Interior Design Final Project exhibitions, SPATIAL and other activities related to interior design. The number of first-year students also fluctuated with figures of 67, 61, 83, 85, 80, and 116, respectively. The study places occupied showed that there was a number that less than 100%, thus indicating that some applicants did not enroll due to being accepted into multiple study programme and choose an alternatives preference. The number of foreign students showed at BID statistical data was inbound students who studied at BID for a semester.

The average duration of study in BID students was 8,35 semesters. Factors impacting this average number include the stages of core courses that only allow students to take the core course with particular pre-requisites. Additionally, according to the data, the GPA of BID students showed a growth trend, ranging from the lowest number of 3,40 to the highest number of 3,62, aligning with the success rate of BID students. The rate of students who graduated in 2018 with a study duration of 8 semesters was 89,47%, and the number continued to grow until 2021, reaching 100%. The success rate includes the cohort of first-year students who ideally graduated within the standard 4-year/8-semester timeframe or slightly beyond it.

In 2022, there is remaining 1 on-going student from 2018-2022 cohort. The lowest success rate 2023 indicates the presence of 7 ongoing students from 2019-2023 cohort. These growth trends are influenced by the number of faculty members corresponding to the number of study places offered by ITS.

Bachelor of Visual Communication Design

The BVCD was founded in 2018 under the Faculty of Digital Business and Creative Design and accredited in the "B" or "Good" category by the BAN-PT. The programme, although a recently established academic programme at ITS, has attracted significant public attention, as indicated by the "High Demand" designation on new admissions for each academic year. The programme's curriculum encompasses the incorporation of elective courses and the implementation of changes that are in line with current trends in the creative business, thereby influencing its content and staff.

Figure 4: Statistical data of BVCD

STATISTICAL DATA							
Study Programme		Bachelor of Visual Communication Design					
		2018	2019	2020	2021	2022	2023
# Study Places	Total	60	65	81	81	87	162
#Applicants	Total	1277	705	1145	991	1220	1565
	Female	697	385	625	541	665	854
	Male	580	320	520	450	555	711
Application rate		1:21	1:11	1:14	1:12	1:15	1:10
# First year student	Total	55	65	81	81	88	162
	Female	30	40	55	50	62	108
	Male	25	25	26	31	26	54
Rate of female students		54,5%	61,5%	67,9%	61,7%	71,3%	66,7%
Percentage of occupied study places		91.67 %	100%	100%	100%	100%	100%
# Graduates	Total	43	53	36	0	0	0
	Female	23	35	28	0	0	0
	Male	20	18	8	0	0	0
#Dropout students	Total	1	1	3	5	0	0
#Resign		3	0	0	1	6	4
#On Going		8	24	42	75	81	158
Success rate		82,69%	61,54	44,44%	0	0	0
Dropout rate		1,82%	1,54%	3,70%	6,17%	0%	0%
Average duration of study		8,84	8,48	7,97	0	0	0
Average grade of final degree		3,60	3,64	3,66	0	0	0

According to statistical data from BVCD, there is a fluctuating pattern in the number of applicants. Initially, there was a decline from 1277 in 2018 to 705 in 2019, due to a change of regulations from paper-bases admission test to digitalised admission tests, followed by an increase to 1145 in 2020. However, this was followed by a subsequent decline to 991 in the following year, primarily due to the impact of COVID-19. Subsequently, the number of applicants increased to 1220 in 2022 and further rose to 1565 in 2023. The observed decline in 2019 can be attributed to a regulatory shift from paper-based entrance examinations to digital admission tests, leading to a preference among applicants for alternative higher education institutions that have fewer rigorous admission criteria. The BVCD study programme, which was formed in 2018, witnessed a rise in the number of study places available as a result of an increase in the number of applicants. The number of first-year students exhibited continuous annual growth, in line with the availability of study places. It steadily rose from 55 to 65 in 2019, reaching its highest point at 162 students in 2023 to adjust to the interests of prospective applicants. Consequently, the inhabited study places exhibited percentages of 91.67%, 100%, 101.25%, 101.25%, 110%, and 101.25%, respectively.

The success rate, which represents the proportion of students who successfully finished the programme within the specified 8 semesters, shown a progressive enhancement. The absence of short semesters and level courses each academic semester had an impact on the Study period, leading to certain courses surpassing the credit point restriction. However, these occurrences are effectively evaluated for modifications in succeeding academic cycles.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor of Industrial Design

The vision of the BOID is “*to become a reputable international higher education programme in industrial design through the synergy of business, the advancement of knowledge and technology for national sovereignty*”. The mission of BOID is outlined as follows:

1. Provide technology-based higher education with an internationally acclaimed curriculum, faculty, and teaching methods.
2. Equip graduates with entrepreneurial mindset rooted in design thinking.
3. Foster excellence in product design for small, medium, and large-scale industries.
4. Utilise all available resources to address issues faced by society, industry, central government, and local government in implementing education, research, and community service activities.
5. Educate graduates with high moral values, integrity, and a commitment to ethical and moral principles.

The **objectives of the BOID Programme** are as follows:

1. To produce graduates who can think critically and scientifically, are creative and innovative, communicative, and collaborative, possess ICT (Information and Communication Technology skills) skills, are self-learners, and are open to multicultural differences.
2. To generate research and product design work that is beneficial, innovative, and adaptive to the changing times.
3. To establish mutually beneficial collaborations with industries, governments, and communities domestically and internationally.
4. To provide education, research, and community services in product design, focusing on technology, communication, and management, to serve the needs of society, government, communities, and industry.
5. To uphold and promote ethical and moral values.

The programme’s objectives are derived from the graduate profiles. The BOID emphasises the employment market demand and opportunity in formulating the programme curriculum so graduate profiles can match the desired skills and competencies from the business and industries, such as:

1. In-house Industrial Designers in sectors like transportation, furniture, appliances and medical devices, and fashion products, providing strategic problem-solving approaches for innovation, business success, and the creation of quality-of-life enhancing products.
2. Entrepreneurs engaged in product industries, start-ups, or entrepreneurial ventures within the creative industry.
3. Academics, researchers, and policymakers in the industrial design field who become educators/lecturers, independent researchers, or contribute to specialised institutions related to design, including policy stakeholders associated with product design.
4. Design consultants operate design agencies and consultancies or work as freelance designers within the product and design value chain.

The PLOs of BOID:

Attitudes	1. Committed to the Al mighty God and able to show o religious attitude. 2. Upholding human values in carrying out duties based on religion, morals, and ethics 3. Contributing to the improvement of the quality of life of society, notion, state, and advancement of civilisation based on Pancasila. 4. Acting as o proud and loving citizen of the country, having nationalism and o sense of responsibility to the country and nation. 5. Respecting cultural diversity, views, religion, and beliefs, as well as other people's original opinions or findings. 6. Collaborating and having social sensitivity and caring for the community and environment. 7. Obeying the low and being discipline in public and state life. 8. Internalising academic values, norms, and ethics. 9. Showing on attitude of responsibility for work in their area of expertise independently 10. Internalising the spirit of independence, struggle, and entrepreneurship. 11. Striving to achieve perfect results. 12. Collaborating to optimise their potential.
General skills	1. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that immersing and applying the humanities value under their expertise. 2. Able to show independent performance which is qualified and measurable. 3. Able to study the implications of the development or implementation of technological science that immersing and applying the humanities value in accordance with their expertise based on rules, procedures and scientific ethics in order to generate solutions, ideas, designs or art criticisms, to compile scientific descriptions of the study results to thesis or final project, and upload it on the university website. 4. Composing a scientific description of the study result to a thesis or final project and upload it on the university website. 5. Able to make appropriate decisions in the context of problem-solving in their expertise, based on the information and data analysis. 6. Able to maintain and to develop a network with mentors and colleagues both inside and outside of the institution. 7. Able to take responsibility for the achievement of group work and to supervise and to evaluate the completion of work assigned to subordinate under their supervision. 8. Able to carry out self-evaluation process of workgroups under its responsibility, and to manage to learn independently. 9. Able to keep, to store, to secure, and to retrieve the data from research findings to ensure the validity and to prevent plagiarism. 10. Able to develop themselves and to compete in the national and international scale. 11. Able to implement the sustainability principle to develop knowledge. 12. Able to implement information technology and to communicate it in their works. 13. Able to perform entrepreneurship and to comprehend entrepreneurship based on technology.
Special skills	1. Able to conceptualise define, and communicate problems, analyse, synthesise problems and user needs in term of value, aesthetics, and safety. 2. Able to communicate concept and design specification including: verbal, written, and multiple media at levels ranging from abstraction and sketches, to detailed

	multi-dimensional, and visual representations. use technologies and tools associated with multi-dimensional design representation, development. 3. Able to design products and systems based on method and manufacture, including but not limited to a foundational understanding of how products and systems are made; what makes them valuable; how they are developed, realised, and distributed; and how they are related to environmental and societal issues and responsible design. 4. Able to propose the best solution with evaluate alternatives; and test and refine solutions to solve design problem in terms manufacturing consideration, production and efficiency production. 5. Able to make model for complex design problem with creativity base on design principles and engineering, considering economic factors, security, safety, and environment. 6. Able to collaborate and work effectively in interdisciplinary teams.
Knowledge	1. Mastering the theoretical concept of design: 1. Function, 2. Aesthetic, 3. Economy, 4. Social and, 5. Technology in general. 2. Mastering design principle and methods. 3. Fundamental knowledge of user centered design. 4. Fundamental knowledge of the history of industrial design. 5. Fundamental knowledge of culture and trend. 6. Factual knowledge of Principal and latest technological manufacture in the field of industrial design. 7. Factual knowledge environmental and societal issues. 8. Factual knowledge of business marketing, entrepreneur, ethical behaviours and intellectual property.

Bachelor of Interior Design

The vision of the BID is “*to establish itself as a programme with an international reputation in the field of interior design*”. In particular, the programme aims to foster environmentally and culturally conscious creative industries by advancing the field of maritime transportation interior design, which is an integral component of ITS. This programme is dedicated to its primary mission of actively contributing to the development and practical application of interior design knowledge for the well-being of society.

The **objectives of the BID** are derived from its vision and mission, which include:

1. To produce highly competent graduates in the field of interior design who are innovative, adaptive, communicative, possess high-level managerial knowledge and skills, exhibit strong professional ethics and integrity, and are capable of fostering a technopreneur spirit.
2. To generate research and interior design works, as well as community service initiatives, that hold high value and align with societal needs.
3. To establish sustainable national and global collaborations with the community, industry, and government stakeholders.

The objectives outlined above are achieved through the evaluation of the curriculum in alignment with the graduate profiles, conducted every five years. The BID Programme accomplishes its goals by enhancing the curriculum content derived from market needs and demands in the field of interior expertise or **graduates' employment**, such as:

1. In-house interior designers or professionals in the creative industry at the State-Owned Enterprises (BUMN) level, interior design specialists at multinational companies, and professional interior design visualisers, etc.
2. Entrepreneurs or startup founders specialising in exhibition design, furniture design, kitchen design, interior decoration, visual merchandising, architectural-landscape interior, and creative or social media content creators, etc.
3. Academics and researchers at the National Research and Innovation Agency (BRIN), educators at vocational secondary school, lecturers at HEI, and preparators at the National Gallery of Indonesia, etc.
4. Interior design consultants or remote interior design freelancers, and international interior design exhibitors, etc.

LOs of BID

1. Capable of designing interior using the methods, aspects, principles of interior design and demonstrates effective collaboration with a diverse range of experts, extending beyond professionals in the realms of design and the building industry.
2. Capable of conducting research that is involving the skills of creating research design, critical thinking, data collection and analysis, problem-solving, innovative thinking, and collaborating with other experts.
3. Capable of creating business proposal and running business in the field of interior design, building industry, and technology.
4. Capable of designing interior using the methods, aspects, principles of interior design and demonstrates effective collaboration with professionals in the realms of design and the building industry.

PLOs of BID:

Attitude	1. Committed to the Al mighty God and able to show a religious attitude. 2. Upholding human values in carrying out duties based on religion, morals, and ethics. 3. Contributing to the improvement of the quality of life of society, nation, state, and advancement of civilisation based on Pancasila. 4. Acting as a proud and loving citizen of the country, having nationalism and a sense of responsibility to the country and notion. 5. Respecting cultural diversity, views, religion, and beliefs, as well as other people's original opinions or findings. 6. Collaborating and having social sensitivity and caring for the community and environment. 7. Obeying the law and being discipline in public and state life. 8. Internalising academic values, norms, and ethics. 9. Showing on attitude of responsibility for work in their area of expertise independently. 10. Internalising the spirit of independence, struggle, and entrepreneurship. 11. Striving to achieve perfect results. 12. Collaborating to optimise their potential.
General skills	1. Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that immersing and applying the humanities value under their expertise; 2. Able to show independent performance which is qualified and measurable;

	3. Able to study the implications of the development or implementation of technological science that immersing and applying the humanities value in accordance with their expertise based on rules, procedures and scientific ethics in order to generate solutions, ideas, designs or art criticisms, to compile scientific descriptions of the study results to thesis or final project, and upload it on the university website; 4. Composing a scientific description of the study result to a thesis or final project and upload it on the university website; 5. Able to make appropriate decisions in the context of problem-solving in their expertise, based on the information and data analysis; 6. Able to maintain and to develop a network with mentors and colleagues both inside and outside of the institution; 7. Able to take responsibility for the achievement of group work and to supervise and to evaluate the completion of work assigned to subordinate under their supervision; 8. Able to carry out self-evaluation process of workgroups under its responsibility, and to manage to learn independently; 9. Able to keep, to store, to secure, and to retrieve the data from research findings to ensure the validity and to prevent plagiarism; 10. Able to develop themselves and to compete in the national and international scale; 11. Able to implement the sustainability principle to develop knowledge; 12. Able to implement information technology and to communicate it in their works; 13. Able to perform entrepreneurship and to comprehend entrepreneurship based on technology.
Special Skills	1. PLO 1: Able to think critically in conducting interior design research. 2. PLO 2: Able to think critically and creatively in preparing interior design ideas/ concepts. 3. PLO 3: Able to make alternatives, development, and interior design details (implementation of concepts) 4. PLO 4: Able to present design outputs (process and design results) manually and/ or computer-assisted in 2D and 3D 5. PLO 5: Able to utilise environmental and maritime technology in the field of interior design. 6. PLO 6: Able to utilise technology based on social and local culture in the field of interior design 7. PLO 7: Mastering basic knowledge of aesthetics, behaviour and technology in the field of interior design 8. PLO 8: Mastering practical design knowledge about Geometry, building, communication (drawing), methodologies and consequences in the field of interior design. 9. PLO 9: Mastering design concepts and able to compile reviews/ assessments on the quality of a design result. 10. PLO 10: Able to provide alternative solutions and make the right, creative and innovative decisions related to the field of interior design based on good leadership and communication skills. 11. PLO 11: Responsible independently and as a team/ organisation. 12. PLO 12: Have an honest, ethical, professional attitude and uphold moral values.
Knowledge	1. Master basic knowledge of aesthetics, behaviour and technology in the field of interior design. 2. Master the practical knowledge of design about Geometry, building physics, communication (drawing and language), methodology and consequences in the field of interior design.

	3. Master the design concept and able to compile a review I assessment of the quality of a design result.
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Bachelor of Visual Communication Design

The objective of the BVCD aligns with the ITS Vision, which emphasises technical advancement and the department's transformation into a world-class university through the Bachelor Programme of Visual Communication Design. The vision of the Visual Communication Design Department is:

1. To offer technologically driven creative education, fostering the development of innovative graduates who have entrepreneurship skills in the fields of digital media technology, creative multimedia, and branding, communication strategy with a strong drive to focus on global exposure. Engage actively in scientific research and community involvement to contribute to the advancement of visual communication design.
2. To provide students with the necessary knowledge and skills in design and competencies to effectively meet the demands of the job market in the field of visual communication design.
3. To create long-lasting partnerships with industry, government, and community stakeholders at the national and international levels
4. To maintain and advance ethical and moral principles while adjusting to the challenges of multiculturalism and global competition.

The graduating profile of BVCD exhibits variations, including:

- Professionals in the creative industry, including graphic designers, art directors, brand consultants, project managers, game designers, UI UX designers, and content creators, have the capacity to comprehend, evaluate, and apply design concepts to create solutions for different challenges. They possess the ability to create and implement visual communication design concepts that give priority to community involvement and social accountability, while also integrating inventive ideas and solutions.
- Researchers, such as academics, design and culture specialists, technology impact researchers, and design researchers, have the capacity to assess the impact of globalisation and the progress of trends in the field of visual communication design. Additionally, they have the ability to improve their information technology skills by using creative methods in visual communication design.
- Entrepreneurs engaged in entrepreneurship, including startup founders, sociopreneurs, and design studio founders, have the capacity to foster an entrepreneurial attitude that enhances community empowerment and national progress.

LOs of BVCD are:

1. theoretical concepts about design (Design Theory) in general and at least one theoretical concept of visual communication design (Ecological Theory, Constructivism, Semiotics, Gestalt Theory, Cognitive Theory, or Huxley-lester Model) in depth;
2. general concepts of history, social, visual culture, and environment;
3. concepts, principles, design methodologies and techniques for application of color, composition (nirmana), process design, photography, and computer graphics, methods and techniques of drawing and graphics (printing techniques), and factual knowledge of software, hardware, and design raw materials;

4. general concepts, principles and techniques of effective communication, factual knowledge of types and regulations of broadcasting, journalism and Information and Electronic transactions, the latest technological developments in the field of visual communication design;
5. entrepreneurial concepts and principles in the field of visual communication design; covering the concepts and techniques of reading opportunities, calculating costs and profits, finding sources of financing, and marketing visual communication design services and being able to start an independent business in the visual communication sector;
6. able to create printed, digital, environmental graphic design works that have added value and aesthetics to overcome the problems of identity, mass communication, and competition faced by stakeholders without causing public unrest and disturbing environmental sustainability;
7. able to conduct research, analysis and exploration of ideas to set goals, communication goals, and prototype visual communication design solutions based on the efficiency level of material utilisation and production process time that can overcome identity, mass communication, and competition issues by considering ethical, historical, cultural, social consequences, environmental formation, and applicable regulations;
8. able to communicate alternative prototypes of visual communication design solutions independently or in groups in the form of verbal, graphic, written, and communicative models with manual and digital techniques based on the choice of fixed communication rules.

For more information on extra-curricular qualification objectives, see chapter 3.1.1

Appraisal:

The qualification objectives of the 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.

	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)

Bachelor of Industrial Design

The internationalisation programme of the BOID has experienced intense and focused development in the last five years, aligning with ITS's vision of becoming a world-class university. The BOID is rooted in its curriculum, drawing insight from the top art and design

international higher education practices through a benchmarking process. The curriculum content reflects this global perspective by referencing prominent international design concepts such as those pioneered by Dieter Rams, Edward de Bono, and the Bauhaus movement. In recognition of urgent global challenges, the programme integrates pertinent issues, such as the environmental crisis and the expansive domain of additive manufacturing, directly into its curriculum. Furthermore, the curriculum integrates opportunities for international exposure through internships and student exchanges abroad. The programme enhances the learning journey by hosting foreign guest lecturers, enriching classrooms with diverse perspectives and expertise, such as from Sheffield Hallam University - UK, University of Sussex - UK, Vives University – Belgium, Politecnico di Milano – Italy, Malmö University - Sweden, Queensland University of Technology – Australia, and Nanyang Technological University - Singapore and other.

Fifteen Q Class courses, such as: Apparel Design, Furniture Design, Car Styling, Jewellery Design, Toys Design, Medical Device Design, User Experience Design, Design and Metaverse, Military Product, Product Photography, Marketing & Design Business, Design and Ethnography, Product Creativity, Interaction Design, and Design Method are conducted in English in accordance with ITS policies, and a portion of them is attended by foreign students participating in the student exchange programme.

The programme encourages students to participate in international competitions and providing a platform for them to showcase their talents on the global stage, such as Michelin Design Challenge and many more. This immersive approach enables students to acquire firsthand experience in diverse cultural and industrial settings. For instance, internships at renowned multinational companies like Isuzu Astra and Panasonic Global provide invaluable insights into global corporate practices. The student exchange programmes, encompassing both inbound CommTECH and outbound exchanges (IISMA - Indonesian International Student Mobility Awards 2023), extend across esteemed institutions worldwide. Notable partnerships include those with Sheffield Hallam University, Amsterdam University of Applied Science, UCSI Malaysia, KMUTT, University of Szczecin, Kumamoto University, University of Technology Sydney, Kazan Federal University, University of Nebraska, and various other prestigious institutions. These initiatives underscore the programme's commitment to fostering a global perspective and cultivating well-rounded professionals prepared for the challenges of an internationalised professional landscape.

Each semester consistently features participation by one to two students in exchange programmes, as well as attendance by students in summer camps organised by the department annually. For instance, in 2019, there were 52 foreign students from various countries, followed by 16 in 2020, 3 in 2021, 30 in 2022, and 7 in 2023. BOID will expand the exchange programme through initiating collaborations with various foreign universities (see chapter 3.4.1).

The faculty members contribute to the internationalisation efforts through their exposure to international graduates, collaborations, journal reviewer, exhibition, and training such as described in chapter 3.4.3.

Bachelor of Interior Design

The quality of the internationalisation in this programme focuses on environmentally and culturally conscious creative industries. Through a meticulous benchmarking process

conducted on a global scale, this programme gathers insights and practices from international architecture and design HEIs. The curriculum content of the BID is rooted in the vast knowledge of architecture as a global reference, including figures such as Vitruvius, Le Corbusier, Louis Sullivan, and Bauhaus. In addressing evolving global challenges in response to advancements in technology such as Artificial Intelligence (AI), environmental, and social issues, the BID strategically integrates the relevance of these issues into its curriculum. Furthermore, the programme enhances learning experiences by bringing in various international speakers through formats such as guest lecture series, for instance, from UCSI Malaysia and SIT Japan. To provide international learning experiences to students, there are Q Classes delivered in English, which are also available for exchange students, such as Interior Design & Aesthetic, Interior Design & Function, Interior Design & Culture, Nusantara Design, Interior Transportation Design, Home Decor, Exhibition Design, Garden Design, and Interior Photography.

To support graduates in engaging globally, the BID encourages students to participate in international design competitions such as AYDA Indonesia – Asia Young Designer Awards Indonesia, as well as extracurricular competitions such as choir, and many more. Furthermore, the curriculum is already integrated with opportunities for international exposure through internships (e.g., at renowned architectural or interior design studios such as AlvinT Studio, Hirsch Bedner Associates, Kezia Karin Studio, and Urbane Design Studio) and student exchange programmes abroad, supported by the MBKM (Merdeka Belajar – Kampus Merdeka) independent learning programme and ITS Global Engagement. Additionally, inbound activities such as CommTECH and outbound mobility programmes such as study abroad (Study Excursion and IISMA 2023) each semester strengthen worldwide collaboration. Through this commitment, there are several notable partners, including the University of Otago, the University of New South Wales, the University of Michigan, Universiti Sains Malaysia, and Shibaura Institute of Technology.

Many graduates continue their master's studies, with some pursuing degrees at institutions such as University College London, Royal Melbourne Institute of Technology, Politecnico Di Milano, Victoria University of Wellington, Rotterdam Business School, MATE University, and the University of Groningen. BID Programme aims to establish partnerships in the field of design by diligently providing guidance to students, conducting periodic programme awareness sessions, and organising workshops for faculty and staff as described in chapter 3.4.3.

Bachelor of Visual Communication Design

The curriculum content incorporates a worldwide perspective by including important international design concepts, such as those developed by Martin Neumeier, Alina Wheeler, and Philip Kottler. The programme incorporates relevant themes, such as the environmental crisis and the expanding field of additive manufacturing, directly into its curriculum to address pressing global difficulties. In addition, the programme enriches the learning experience by inviting foreign guest speakers, including IISMA Course. BVCD conducts international exposure. Students receive instruction in the analysis of creative industry issues and the creation of visual communication in both national and international settings. Moreover, the programme incorporates opportunities for international experience through internships and student exchanges in foreign countries. For example, internships with well-known multinational organisations such as Dentsu Digital and Leo Burnett (agency practical work data 2018-2022). The student exchange programmes, which include both inbound and outbound exchanges

(IISMA 2023). Significant inbound activities of students and benchmarking activity of Amsterdam University of Applied Science, UCSI Malaysia, KMUTT. In addition, students can participate in international exposure in the form of outbound student mobility, such as the IISMA programme, as well as attending summer and spring semesters at their respective Host Universities.

Graduates furthering their education by obtaining their master's at prestigious universities such as Clemson University, Pukyong National University in South Korea, National Cheng Kung University, the University of Edinburgh, and others.

New students' English proficiency is assessed by ITS during the candidacy period, and it is further developed through specific courses designed for students. By the conclusion of their studies, they are required to attain a minimum TOEFL score of 477 for graduation. There are some courses with English-language content with the code "Q" can be undertaken by students.

Appraisal:

The design of all three programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The internationalisation approach at the study programme level is evident in the organisation of the curriculum and the implementation of research and publications. The programme's alumni, who have achieved success in careers abroad or within multinational organisations in Indonesia, show that they were prepared to work in an international environment. In addition, the faculty members contribute to the internationalisation initiatives by engaging with overseas graduates, collaborating with other institutions, reviewing academic journals, participating in exhibitions, and receiving training in many areas.

		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 in the educational market

Bachelor of Industrial Design

The BOID is a pioneer in developing industrial design programmes in Indonesia, running from 1997-2023 with 1823 graduates and optimal market absorption across various industries, including apparel, appliances, furniture, and transportation. The BOID also has a curriculum based on engineering and industry with the support of competent lecturers, laboratory facilities, industry connections, and an inclusive environment that opens opportunities for international students with high support for cultural diversity.

The BOID positioning prepares graduates who are sensitive to market problems and opportunities related to the premises of: aesthetics, technology and engineering, social culture, economics, and multidisciplinary (interdisciplinary and intra-disciplinary). This unique

emphasis, particularly bolstered by robust engineering components like CAD, CAM, and hands-on experiences in cutting-edge labs such as Protomodel and Integrated Digital Design, positions the graduates advantageously in the HEIs in Indonesia, notably against competitors like the product design study programme at the Bandung Institute of Technology and the ISI Yogyakarta.

Apart from that, the BOID has become a reference in eastern Indonesia for educational development with various contributions and guarantees of quality education as the main value compared to other industrial design programme competitors in Indonesia, which have reached 27 universities this year. This advantage is the programme's hallmark compared to other industrial design programmes in Indonesia.

The BOID strengths include practical and project-based learning, multidisciplinary skills acquired, industry connections through internships or industrial projects, using the latest technology in the design process, and focusing on innovation and developing products that meet market needs. The level of competition in the enrolment of Industrial Design Programmes is high: the application rate varies between 400% and 1000% between 2018 and 2023. Even with a high application rate, the study programme needs to attract students who are well suited academically and personally. For this, BOID offers scholarships or other incentives. It provides a learning experience tailored to the need of the students. Positioning helps the programme stand out from competitors by highlighting its strengths, therefore an active programme promotion is made by BOID. This also supports the long-term reputation of the programme, which is important for rankings, partnerships, and funding. A well-positioned programme can adapt more easily to changes in the education market and job trends. Finally, clear positioning strengthens relationships with employers, alumni, and other stakeholders.

Bachelor of Interior Design

The BID originated as a study programme under the Department of Industrial Product Design, Faculty of Civil Engineering and Planning, in the year 1999. The specialisation in interior design in Indonesia has continuously evolved since 2010 and the programme was officially established as an independent undergraduate programme especially within the domain of digital technology. The BID's positioning enables it to compete with similar programmes such as those at ISI Yogyakarta and Bandung Institute of Technology, both of which are included in the WCU list. The BID leads in the eastern part of Indonesia and attracts students from various islands across the country.

The BID emphasises its unique selling point in discerning emerging needs and trends related to technology compared to similar programmes at the national level. This excellence encompasses practice-based and project-based learning, particularly in core courses. It includes guest lectures by industry practitioners such as vendors and professionals in students' workplaces or internships, collaborations with the Indonesian Association of Interior Designers (HDII), among other initiatives.

Bachelor of Visual Communication Design

The BVCD is a forerunner in the field of visual communication design education in the Eastern region of Indonesia, particularly in East Java. Corresponding to ITS' purpose as a HEI focused on research and technology, rooted in visual communication design, BVCD offers a technology-based curriculum that aligns with ITS' objectives focusing on creative digital media

and branding communication strategy. This emphasis on technology is also evident in the laboratory facilities provided to students.

Among the universities that provide programmes in visual communication design in Indonesia, in the QS Ranking, BVCD is ranked in the top 10 universities, with institutions like ITB (Institut Teknologi Bandung / Bandung Institute of Technology) and BINUS University. BVCD exhibits a high number of applicants and is situated in the second quadrant internal at ITS, which is known for having the highest level of interest and high computer-based written examination scores at ITS. This quadrant includes majors such as information systems, industrial engineering, informatics engineering, electrical engineering, civil engineering, mechanical engineering, architecture, statistics, and biomedicine, which are currently in high demand. BVCD offers a range of specialised skills and competencies in the field of Visual Communication Design such as animation, digital games, packaging, UI/UX, branding, and merchandise. This allows students to select specific areas of focus within the field of Visual Communication Design based on their individual interests and the need of creative design industry.

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

Bachelor of Industrial Design

The core objectives of the study programme for ITS graduates in the employment market are to produce individuals with exceptional character, outstanding competence, and a strong globally competitive edge. Essential individual competencies and discipline-specific competencies acquired by the BOID graduates are obtained through the educational process and programmes developed by the study programme as preparation for their employability in the job market. In addition to discipline-specific knowledge, graduates acquire skills that contribute to developing soft skills, which pertain to an individual's ability to interact with others. This is generally formed through activities undertaken by graduates both within and outside the campus. Points used for measuring graduate competencies include knowledge in the field of study, communication, ethics, teamwork, and self-development.

Consistent with the academic field, a student assessment system based on extracurricular activities has been designed to measure students' achievement of soft skills. This system encompasses four pillars: Competitions and Entrepreneurship Activities, Student Organisations, Leadership, Interests and Talents, Community Engagement, and Internationalisation. These four pillars serve as a benchmark for assessing the achievement of the student activity development goals, which will be evaluated and monitored each semester. BOID graduates pursuing master's degrees at esteemed institutions like Kyushu University, Politecnico di Milano, Glasgow School of Arts, the University of Edinburgh, and many more. Additionally, several graduates have positions in multinational companies such as Astra Toyota and Honda Southeast Asia, Studio Sign Daihatsu Japan, as well as in various design studios worldwide.

The following table gives information about the employment rate of BOID students:

No	Description	Graduates		
		2018	2019	2020

1	First year student	65	62	100
2	Graduates	60	47	75
3	On going student in 2025	4	14	24
4	Traced alumni	43	25	7
5	Graduate waiting period:			
	· ≤6 month	91%	92%	100%
	· 7-12 month	7%	8%	-
	· ≥13 month	2%	-	-
6	Scale of business:			
	· Local/Regional/Unregistered Business Ownership	30%	49%	57%
	· National / Registered Business Ownership	53%	45%	43%
	· Multinational/ International	14%	8%	-
7	Working areas:			
	· Inhouse designer*	86%	68%	71%
	· Freelance designer	2%	16%	14%
	· Creativepreneur	2%	8%	-
	· Others**	9%	8%	15%

*Inhouse designer: transportation design, jewellery and apparel design, furniture design, appliances design, UI/UX design and product support design.

**Others: non-design roles; Employees of Ministries, Government, and State-Owned Enterprises (SOEs)

Bachelor of Interior Design

Support for providing job opportunities for BID Programme graduates is carried out through regular discussions involve experts from graduate employer partner organisations, the Association of Indonesian Interior Designer (HDII), and alumni who are currently employed. These collaborative discussion events are conducted by asking experts to engage in targeted group discussions. The tracer study conducted by ITS demonstrates the high level of proficiency in technical mastery, project management, and research skills, with scores of 3.50, 3.30, and 3.30 respectively, on a maximum scale of 4.00.

Internal tracer research has been done to analyse the merits of the BID and determine its market positioning. The study specifically targeted relevant stakeholders and employed graduates. The extensive findings of this investigation have been transformed into course titles, studio learning models, and the corresponding mentoring support. The distribution of courses that use the programme's strengths in computer-based interior design technology, cultural aesthetics, and project management is as follows: 25% are theory courses, 30% are studio courses, and 25% are elective courses.

Based on the tracer study conducted by the BID program, the percentage of BID graduates who got employed after 6 months is 9.86%.

50 percent of BID graduates are working in the interior design field. The second largest job area is architecture, which accounts for 16.67% of the graduates. Other significant employment areas include civil engineering and project management, each absorbing 5.56% of graduates.

Additionally, 2.78% are working in furniture design, while 3.70% have pursued careers in education and research. The remaining 15.74% are employed in various other sectors, such as digital imaging, interior material vendors, and marketing.

Figure 5: Graduate waiting period for employment for BID

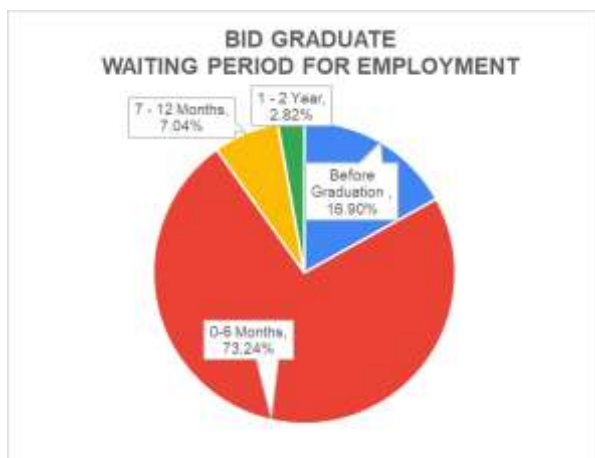


Figure 6: Job Areas for BID graduates

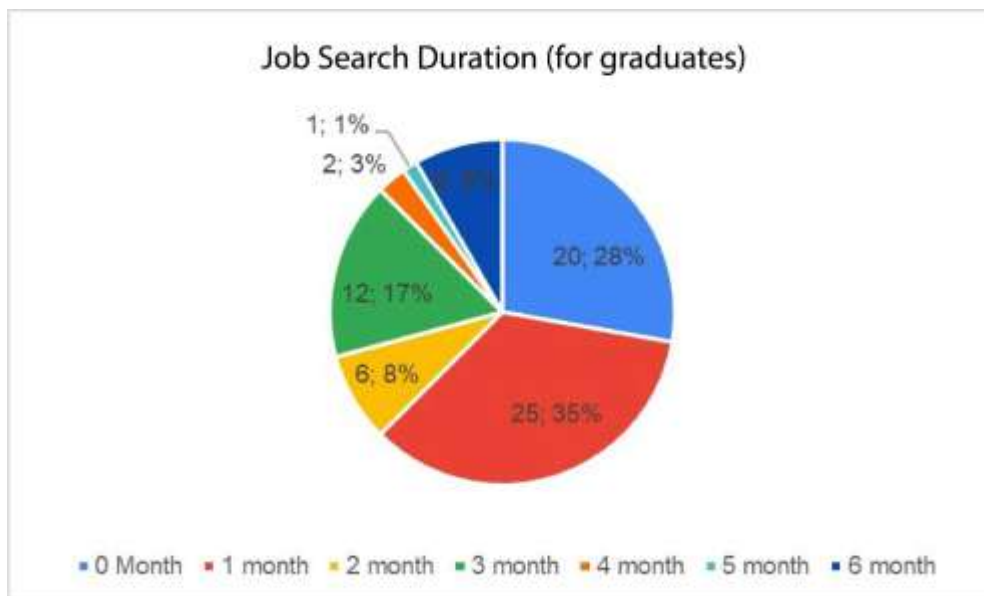


Bachelor of Visual Communication Design

The programme has aligned its curriculum with industry needs, because it includes courses such as Marketing Communication and Advertising, Branding, Design Management, and Technopreneurship, which directly reflect current demands in the creative and communication industries. Furthermore, students get prepared for practical and professional fields through courses like Practical Work, Capita Aesthetics, and a Final Project. This ensures that they gain hands-on experience and develop a professional portfolio aligned with market expectations. Finally, the curriculum emphasises on Emerging Fields. Elective courses like Digital Content Creation, Immersive Creative Media, Serious Game, and Environmental Branding show that the programme is responsive to evolving trends in digital media and design.

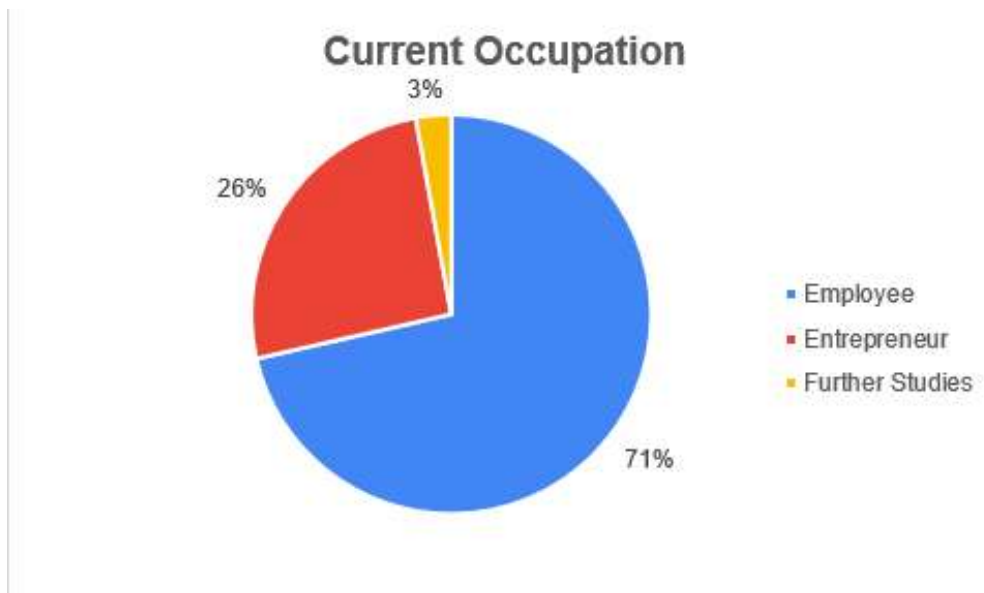
BVCD: Based on the tracer study conducted by BVCD, the number of BVCD graduates who got employed after six months are six graduates with 8%. The majority of graduates already got job offers one month after graduation, with a number 25 graduates, with 35%.

Figure 7: Job Seeking Duration BVCD Graduates



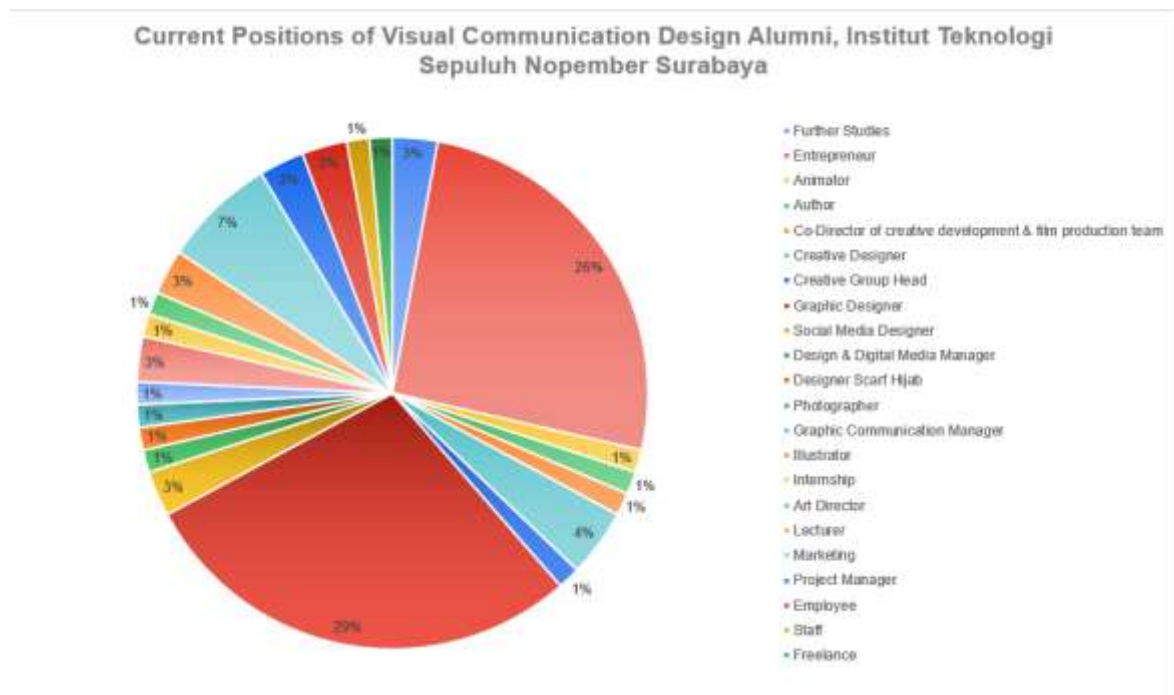
Based on the data collected through Tracer Study, BVCD graduates show that 71.4% work in companies or agencies, then 25.7% work as entrepreneurs and finally 2.9% continue their academic path to graduate school.

Figure 8: Current Occupation of BVCD students



The proportion of jobs of BVCD graduates based on the field shows that the highest percentage of 29 % is as a Graphic Designer, followed by an Illustrator of 26 %, then graduates who work as art directors have a percentage of 7%. Other professions with a percentage of between 3% and 5% are 3%-4% work in various field such as entrepreneur, social media designer, project manager, animator etc. While other professions with a percentage of less than 2% include creative hub head and freelance. The percentage for graduate professions is shown in Figure 3.

Figure 9: Current positions of Visual Communication Design Alumni



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

Bachelor of Industrial Design

Aligned with ITS's overarching objective to evolve into a world-class university and serve as a benchmark in education, research, community service, innovation, and technology development, the BOID epitomises an interdisciplinary approach. Situated within various scientific disciplines at ITS, the programme uniquely merges humanity-based principles with technology-driven innovations, striving to enhance the quality of human life. Rooted in the vision of becoming a university with international reputation, BOID strategically formulates its curriculum, learning processes, and activities to uphold ITS's educational standards nationally and internationally. This commitment extends towards contributing significantly to Indonesia's creative industry, fostering national and global competitiveness.

Bachelor of Interior Design

The qualifications of BID, designed as the programme's excellence and positioning, are planned to be consistently maintained by incorporating the institutional and faculty courses into the curriculum implemented over a period of five years. The sustained excellence between the programme, institute, and faculty is evident in the curriculum structure for the years 2018 to 2023.

The long-term strategy of ITS is to become an entrepreneurial university, thus BID is designed to collaborate across interdisciplinary in nature and rooted in art, humanities, social science, and business. It is committed to producing graduates who not only possess hard skills through academic activities but also develop soft skills through non-academic activities.

Bachelor of Visual Communication Design

With the goal of becoming a globally renowned institution, this dedication encompasses substantial contributions to Indonesia's creative industries, with the objective of enhancing both national and global competitiveness. The BVCD was introduced as an approach to address

the existing gap in the Creative Industry within the Institution, as outlined in the ITS Strategic Plan. BVCD, under the context of ITS, serves as a research support system for other departments and scientific and technology centres of excellence, namely in the area of design.

Appraisal:

ITS has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The institute has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes. The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with ITS's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

As state university, the admission of new ITS students follows the Regulation of the MoECRT Number 48 of 2022 concerning New Student Admissions for Diploma Programmes and Undergraduate Programmes at State Universities. Based on this ministry regulation, New Student Admissions for Undergraduate Programmes consisting of three pathways, namely National Selection Based on Achievement (SNBP); National Selection Based on Tests (SNBT); and Independent-Selection. The first two pathways are organised by the Ministry of Education, Culture, Research, and Technology. The Independent selection is fully organised by ITS. The selection for the International Undergraduate Programme (IUP) is conducted within this independent selection scheme. The admission requirements for each pathway are listed in Table 1 below:

Admission Pathway	Requirements	Intake Capacity
National Selection Based on Achievements (Seleksi Nasional Berdasarkan Prestasi – SNBP)	- Final year students in secondary education who will graduate in the current year. - Have good and consistent academic and/or non-academic achievements. - Included in the best ranking quota at the school determined based on school accreditation. The quota for school with “A” accreditation is 40% of their best ranking students, 25% for “B” accreditation, and 5% for “C” accreditation. - Register to the national selection portal (https://portal-snpmb.bppp.kemdikbud.go.id/)	20%
National Selection Based on Test (Seleksi Nasional Berdasarkan Tes – SNBT)	- Final year students in secondary education who will graduate in the current year or secondary education graduates no later than 3 (three) years. - The tests are conducted using computer-based test. - Register to the national selection portal (https://portal-snpmb.bppp.kemdikbud.go.id/)	30%
ITS independent selection (including IUP) (Seleksi Kemitraan dan Mandiri – SKM)	- Final year students in secondary education who will graduate in the current year; or secondary education graduates no later than 3 (three) years. - For the IUP programme: prospective students should have good command and knowledge of English as shown by one of the following English language proficiency results: - TOEFL ITP $\geq$ 500, - TOEFL IBT $\geq$ 61, - TOEFL CBT $\geq$ 173, - ELTS $\geq$ 6, - TOEIC $\geq$ 575. - Duolingo English $\geq$ 95	50%

	register to the ITS Admission portal (http://www.its.ac.id/admission)	
Prospective Students for Design Studies will have to submit their professional design portfolio.		

Prospective students who have high academic potential, but are economically disadvantaged and/or prospective students from frontier, outermost and disadvantaged areas to be accepted at least 20% of all new students accepted and distributed in all study programmes. Prospective students from economically disadvantaged group can apply for government financial support called “Kartu Indonesia Pintar Kuliah (KIP Kuliah)” programme or “Student Smart Card College”.⁵

2.2 Counselling for prospective students

ITS offers both online and offline assistance desks to cater to the needs of prospective students. Comprehensive information on admission procedures can be obtained from the institution's official website. Aside from that, prospective students can use the accessible channels to file complaints and provide feedback for improvements. Prospective students can visit the Student Admission Office, situated at the ITS Campus. Open Monday-Friday from 08.00 to 16.00 WIB.

The following numbers available during working hours and email can be used for direct consultation, file a complaint, and provide constructional feedback:

WhatsApp: +62 851-8681-9601 (Information)

WhatsApp: +62 851-8681-9602 (Assistance for Problems, Complaints and Feedback)

Broadcast Centre: +62 851-8681-9600

E-mail: admisi@its.ac.id

ITS Admission office conducts an annual educational exhibition called ITS Expo, which aims to provide prospective students with comprehensive information about ITS and all study programmes. The faculty also organises CREABIZ Open Day, where high school students and their teachers are invited to various information sessions. During this Open Day, high school students have an opportunity to sit in on various classes to gain experience as ITS undergraduate students. Additionally, ITS admission utilises social media platforms like Instagram and YouTube to promote their study programmes and establish direct communication channels with prospective students. Each study programme and its faculty have their own social media channels, which can be seen in the table below:

Figure 10: Social Media Channels of all three programmes

Social Media	BOID	BID	BVCD
Instagram	https://www.instagram.com/despro.its/	https://www.instagram.com/interior_its/	https://www.instagram.com/dkvits/
YouTube	https://www.youtube.com/@desproits8415	https://www.youtube.com/@DesainInteriorITS	https://www.youtube.com/@dkvitshebat
Website	https://www.its.ac.id/despro/	https://www.its.ac.id/interior	https://www.its.ac.id/dkv/id/beranda/
WhatsApp	+62 812 35597920	-	-

⁵ See this website: <https://kip-kuliah.kemdikbud.go.id>, last accessed on April 30, 2025.

2.3 Selection procedure (if relevant)

As stated earlier, the admission of new students is governed by the guidelines set forth by Ministry Education Ministry of Education, Culture, Research and Technology. There are three pathways of the new students admission namely: National Selection Based on Achievement (SNBP), National Selection Based on Test (SNBT), and Independent Selection. The first two pathways are organised by the National Selection for New Students Admission known as Seleksi Nasional Penerimaan Mahasiswa Baru (SNPMB) under the Ministry. The Independent Selection is solely administered and organised by ITS. The selection procedure for each the pathways is explained in the table below:

Admission Pathway	Procedure and Selection Criteria
National Selection Based on Achievements (Seleksi Nasional Berdasarkan Prestasi – SNBP)	- All state universities including ITS announce the intake capacity of each study programme. - Eligible prospective students register to the national selection portal https://portal-snpmb.bppp.kemdikbud.go.id. - Eligible prospective students can choose two study programmes from one or two State Universities. - If prospective students choose two study programmes, then one of the study programmes must be at a State University in the same province as the secondary school located. - Prospective students upload their academic or non-academic achievements to the selection portal. - Prospective students who choose Design Study Programmes must upload their design or art portfolio. Prospective students will be assessed based on two components, namely: - The average value of report cards for all subjects, accounting for at least 50% of the assessment weight; and - The report card grades of a maximum of two supporting subjects for the intended study programme, as well as portfolio and/or other achievements, accounting for up to 50% (fifty percent) of the assessment weight.
National Selection Based on Test (Seleksi Nasional Berdasarkan Tes – SNBT)	- All state universities including ITS announce the intake capacity of each study programme. - Eligible prospective students register to the national selection portal https://portal-snpmb.bppp.kemdikbud.go.id and choose the menu of SNBT-UTBK. - Prospective students choose the location of the computer-base test that are available across Indonesia. - Prospective students can choose two study programmes from one or two State Universities. - Prospective students who choose Design Study Programmes must upload their design or art portfolio. Participants will be assessed using a computer-based test. The test comprises the following aspects: - Scholastic Potential Test: measures cognitive potential - Literacy in Indonesian and English: measures the ability to understand, use, evaluate, and reflect on various types of texts to solve problems

	3. Mathematical Reasoning: measures the ability to think using mathematical concepts, procedures, facts, and tools to solve everyday problems. For those who choose Design Study Programmes, the assessment of design portfolio is added to the final score.
ITS independent selection (including IUP) (Seleksi Kemitraan dan Mandiri – SKM)	• The independent selection is open for registration after the announcement of the SNBT results. • ITS will announce the intake capacity for the independent selection. • The prospective students register via ITS Admission website: http://www.its.ac.id/admission. • The prospective students can choose two study programmes. Prospective students will be assessed using an online computer-based test, where participants can do their test in their own places. The test comprises two components: • Academic Potential Test: measures verbal, quantitative, logical and spatial abilities. • Social Humanities Test: for those who choose social science study programmes, or • Science Technology Test: for those who choose science/technology study programmes. For those who choose Design Study Programmes, the score of design portfolio is considered. For IUP candidates, the assessment is based on the following: • Academic Potential Test: measures verbal, quantitative, logical and spatial abilities. • Secondary School Academic Report. • Interview (in English): Measures the candidate's ability to communicate in English.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

n.r.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

The English language proficiency test is integrated into the admission process. Prospective students must pass an entrance examination, which includes the English language subject. The English language test includes answering questions based on reading materials, grammar and structure, vocabulary, references and statements, and summarising a text. Each question carries a score that will be combined with scores from other subjects. Subsequently, after prospective students are accepted and enrolled as students, they are required to take an English language proficiency test at the Global Language Centre (GLC) ITS. Students must meet a specific standard of English proficiency, as specified in the Rector's Decree number 32 of 2019. English proficiency is assessed through the TOEFL test, which is one of the requirements considered during the evaluation process for obtaining a degree. Every student must demonstrate English language proficiency by achieving a minimum TOEFL score of 477 or equivalent. Furthermore, English is also a mandatory course that students must take. Students who have yet to achieve the minimum English proficiency can attend courses at GLC.

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

As regulated by the Ministry of Education, transparency and accountability are one of the principles in the admission of new students. With this spirit, the entire admission process is carried out by adhering to the principles of responsible transparency. Transparency begins from the process of determining the acceptance capacity, registration requirements, to determining the prospective students who are accepted and the announcement of acceptance.

The transparency procedures are as follows:

- The determination of the intake capacity for each admission pathway for all study programmes is announced openly and reported to the MoECRT. The public announcement is made through the website of the National Selection Committee for New Student Admission.⁶
- The requirements for prospective students to be able to take part in the selection are also announced through the two websites of the National Selection Committee for New Student Admission. For National Selection Based on Test, the details of test material can be accessed at <https://framework-snpmb.bppp.kemdikbud.go.id>. The prospective students can also try out the test in this website: <https://simulasi-tes.bppp.kemdikbud.go.id>.
- The final process of determining the prospective students who are accepted is carried out through a meeting with the Rector, all Vice Rectors, all Deans, and the admissions committee team. The determination of students who are accepted for selection is based on the criteria that have been explained in the previous section. The final results of student acceptance are stated in the minutes meeting which are signed by all parties present. The final results of acceptance and the minutes are reported to the MoECRT.
- The announcement of the results of the selection for admission based on achievement and selection based on tests is carried out simultaneously by all state universities and can be accessed through the admission website of all state universities. Meanwhile, for ITS Independent Selection Pathway, the announcement can be accessed through the ITS admission website⁷
- In accordance official regulations⁸ selection participants can file objections up to five working days after the announcement of the acceptance results. The participants can file the objections through <https://www.its.ac.id/admission/lapor>

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, an several other channels of the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the ITS is

⁶ (<https://snpmb.bppp.kemdikbud.go.id> and the ITS Admission website (<http://www.its.ac.id/admisi>).

⁷ <http://www.its.ac.id/admisi>.

⁸ See Article 8, paragraph 3 of the MoECRT regulation number 48/2020,

provided by defined office hours, by telephone, social media, WhatsApp and via e-mail. 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)

All study programmes

The curriculum for the Industrial Design, Interior Design, and Visual Communication Design programme is developed in accordance with the format and structure specified in ITS Rector Regulation Number 32 of 2019. This regulation, which was enacted on March 26, 2018, outlines the academic regulations for ITS in 2018. The curriculum cycle of higher education comprises five stages:

1. Analysis Stage: 1) Establishing the vision, mission, curriculum foundations (philosophical, sociological, juridical), and educational objectives. 2) Analysing social, professional, industrial, standard, and scientific vision needs. 3) Determining the outcomes for graduates.
2. Curriculum Component Design Stage: 1) Developing LO for the programme. 2) Designing subject matter based on the body of knowledge. 3) Defining the learning experiences and methods. 4) Designing assessment methods.
3. Development Stage: 1) Elaborating LOs into Course Learning Outcomes (CLOs), sub-CLOs, and specific, measurable, and observable learning stages. 2) Formulating courses along with weights/credits and developing the curriculum matrix. 3) Designing learning activities and creating Semester Learning Plan (SLP). 4) Creating assessment instruments and formative and summative evaluation formats. 5) Developing teaching materials and other learning tools.
4. Implementation Stage: 1) Identifying potential problems hindering curriculum implementation. 2) Conducting socialisation and workshops for students, faculty, leaders, and staff. 3) Executing the curriculum and monitoring its implementation.
5. Formative and Summative Evaluation Stage during Curriculum Implementation.

In order to meet the requirements for graduation, students must accumulate at least 144 SKS credits or 230.4 ECTS credits over a period of 8 to 14 semesters. Additionally, they must complete the following courses:

- Four National Compulsory Courses (8 SKS credits/12.8 ECTS credits); Bahasa, religion, Pancasila (the state philosophy of Indonesia), and civics.
- Five Institute Compulsory Courses (13 SKS credits/22.8 ECTS credits); Physics, Mathematics, English language, technology insights and applications, and entrepreneurship.
- One Faculty Compulsory Course (2 SKS credits/4.8 ECTS credits); introductory courses in environmental design and creativity enrichment.

Additionally, students enrol in courses offered by their respective study programmes. Further explanation regarding the placement of this course in the curriculum will be provided in each study programme.

The MoECRT also encourages the improvement of student learning quality by implementing the MBKM, which includes activities such as internships, competitions, and student exchange. All these activities will be converted into elective courses that align with the LOs. In general, the curriculum document will be evaluated every five years, adjusted according to the graduate profiles and their competencies, which are then designed to ensure that the educational programme is carried out to meet industry or job market requirements, with a focus on quality and compliance with HEI regulations.

Bachelor of Industrial Design [

BOID develops a curriculum to ensure that graduates meet the needs of the industry and the job market as the designed Graduate Profile and objective of the study programme while maintaining a focus on quality and compliance with HEI regulations following ITS Industrial Design Curriculum 2018/23. The curriculum of BoID undergoes annual and five-year evaluations, following established guidelines.

The advisory board, consisting of alums, Indonesian Product Design Alliance (ADPDI), Association of Furniture Designers Indonesia (HDMI), and industry experts, contribute to curriculum development. It involves a structured process, including developing graduate profiles, Learning Outcomes (LOs), subject matter, matrices, course distribution, curriculum structure, and syllabi. It aligned with the Indonesian National Qualification Framework (INQF) level VI.

The curriculum of BOID is strategically designed to cultivate students' capabilities in alignment with the expected graduate profiles. This is achieved through a comprehensive array of courses encompassing product design studio, product design theory study, Computer-aided Design (CAD), prototyping or computer-aided manufacturing (CAM), technology application, product semantics, ergonomics, and humanities application. To facilitate these courses effectively, four specialised laboratories have been established, each tailored to align with specific tools and skills: Protomodel, Human-Centred Design, Strategic Design Management, and Integrated Digital Design.

Furthermore, students benefit from extracurricular communities such as Lasting (for shoes and footwear design enthusiasts), "Kucing Jalan" or Cat Walk (for those interested in fashion), Craft (for individuals engaged in handcrafted activities), "Motosykleta" (a community involved in customising motorbikes from design sketches to on-road implementation), and "Nyeketsek" (catering to students' interest in car styling, encompassing activities from sketching to clay modelling), serve to enhance personal skills and foster a collaborative and enriching educational environment.

Model No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Out of Class				
M1	Design Basics I (Classroom/Computer)	8								66.67	102.33				9/250.0
M1.1	Introduction of Basic Design 3 Dimension, rule & schedule U	0.8								8.87	13.33	L/T	project workshop		
M1.2	make straight line composition	0.8								8.87	13.33	L/T	project workshop		
M1.3	make some line composition	0.8								8.87	13.33	L/T	project workshop		
M1.4	make shape composition	0.8								8.87	13.33	L/T	project workshop		
M1.5	make colour composition	0.8								8.87	13.33	L/T	project workshop		
M1.6	make texture composition	0.8								8.87	13.33	L/T	project workshop		
M1.7	make month composition	0.8								8.87	13.33	L/T	project workshop		
M1.8	make pattern composition	0.8								8.87	13.33	L/T	project workshop		
M2	Drawing II (Studio I)	8.5								55.58	106.42				6.8/250.0
M2.1	Object shading image	1.28								12.67	21.55	L/T	project workshop		
M2.2	Object perspective drawing	0.78								7.80	3.20	L/T	project workshop		
M2.3	Draw objects with light and shadow	0.40								3.75	7.47	L/T	project workshop		
M2.4	Drawing of a series of inculder objects	0.40								3.75	7.47	L/T	project workshop		
M2.5	Product Construction Drawing	0.86								8.80	16.80	L/T	project workshop		
M2.6	Product explode drawing	0.77								8.40	12.60	L/T	project workshop		
M2.7	Still Life Object Drawing	0.80								7.47	14.80	L/T	project workshop		
M2.8	Interior Object drawing	1.28								10.67	25.33	L/T	project workshop		
M2.9	Exterior object drawing	0.80								8.87	13.33	L/T	project workshop		
M3	Physics: Fluids	4.8								30.00	99.00				4.8/250.0
M3.1	Equilibrium, Center of mass, Fluid dynamics	1.40								4.80	5.80	L	Exam Paper		
M3.2	Heat, Heat capacity & Heat transfer	0.88								3.00	10.00	L	Exam Paper		
M3.3	Energy	1.2								10.00	20.00	L	Exam Paper		
M3.4	Simple Harmonic motion, Reflection and Transmission of wave	0.88								9.80	19.80	L	Exam Paper		
M3.5	Light	1.2								10.00	20.00	L	Exam Paper		
M4	English: Business English	3.20								66.67	33.33				3.2/250.0
M4.1	Subject – Verb Agreement	0.27								2.22	4.44	L	Exam Paper		
M4.2	Process and clauses	0.27								2.22	4.44	L	Exam Paper		
M4.3	Sentence types	0.27								2.22	4.44	L	Exam Paper		
M4.4	Paragraph	0.27								2.22	4.44	L	Exam Paper		
M4.5	Academic presentation	0.27								2.22	4.44	L	Exam Paper		
M4.6	Listening to short conversation	0.27								2.22	4.44	L	Exam Paper		
M4.7	Listening to longer conversation	0.27								2.22	4.44	L	Exam Paper		
M4.8	Listening to talks and note taking	0.27								2.22	4				

Sl. No.	Title of Module / Course Unit / Competency or activities*	Credit Points Semester									Workload		Method of Teaching (a total lecture, lab etc)	Form and Duration of Evaluation	Weight of exam related to this grade	
		1	2	3	4	5	6	7	8	9	10A (10 min)	10B (10 min)				
90	Design Basics II (Basic Version I)															8 (30%)
M1.1	Introduction of Basic Design 3 Dimension, rule & estimate															
M1.2	Draw material form and structure explanation															
M1.3	Play material form and structure explanation															
M1.4	Frame material form and structure explanation															
M1.5	Composite material form and structure explanation															
90	Drawing II (Basis II)															6 (30%)
M2.1	Introduction of Illustrator as sketching media, basic shape, material effect															
M2.2	Form, make, texture, color, shade, tool view, side view															
M2.3	Working figure drawing															
M2.4	Full size full figure drawing															
M2.5	Working figure drawing															
M2.6	Sketch, illustration															
M2.7	Introducing color illustration as sketching media, show object															
M2.8	Non product design rendering															
M2.9	Half size product design rendering															
M2.10	Furniture product design rendering															
M2.11	Maximize product design rendering															
M2.12	Car lighting and rendering															
M2.13	Product design portfolio: new drawing															
M2.14	Product design portfolio: perspective drawing															
M2.15	Product design portfolio: exploded drawing															
M2.16	Product design portfolio: product operational drawing															
90	Mathematical Mathematics															4.8 (30%)
M3.1	The real number system, Equations or Inequalities, Absolute Value and Apply Linear															
M3.2	Quadratic Equations and Linear Equations															
M3.3	Inverse matrix and determinants															
M3.4	Exponents and exponents															
M3.5	Function operations and graph of functions															
M3.6	Graph properties of functions and inverse functions															
M3.7	Limit Functions															
M3.8	Tangent lines and rates of change and determine the derivative of the function															
M3.9	Determine the derivative with respect differential and analyze the graph of the function															
M3.10	Related rates and differential the converse (derivative inverse of the function and its															
M3.11	The hyperbolic functions (value of the "sinh" and "cosh" and also to sketch polynomial, rational and															
M3.12	Problems relating to maximum and minimum values															
M3.13	The Fundamental Theorems of Calculus I															

M4.10 Environmental Graphics Design Analysis 1		0.25								1.0	3.81	L/S	Peer-reviewed Exam Paper	
M4.16 Environmental Graphics Design Analysis 2		0.25								1.0	3.81	L/S	Peer-reviewed Exam Paper	
MS	Sekolah Nusantara Indonesia	3.3								10.7	39.93			3.0/250.0
M3.1 Academic writing of scientific papers		0.8								0.7	13.33	L/S	Exam Paper	
M3.2 Reference techniques and literature applications for reference systems		0.8								0.7	13.33	L/S	Exam Paper	
M3.3 Typographic, linguistic style and grammatical rules for the Indonesian language in KTI		0.8								0.7	13.33	L/S	Exam Paper	
M3.4 Effective presentation		0.8								0.7	13.33	L/S	Exam Paper	
MS	Pancasila Pancasila	3.3								10.7	39.93			3.0/250.0
M6.1 The urgency of Pancasila in higher education		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
M6.2 Pancasila and Indonesia history		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
M6.3 Pancasila as the Indonesian national principle and national ideology		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
M6.4 Pancasila as a philosophy system		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
M6.5 Pancasila as an ethics system		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
M6.6 Pancasila as the foundation of science, technology and art development		0.5								4.4	0.80	0	Peer-reviewed Exam Paper	
total		0	29	0	0	0	0	0	0	240.0	480			

3 rd Semester														
Modul No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of Exam related to final grade
		1	2	3	4	5	6	7	8	Hours in class	Hours self study			
MS	Design Basics 3D Design Semester 3									30.0	140.00			
M1.1 Introduction: Basic Principles of Design				0.04						0.3	10.07	L	project workshop	3.0/250.0
M1.2 Aesthetics and Functions of three sheet material application				0.04						0.3	10.07	L/P	project workshop	
M1.3 Exploration of Structural, Aesthetics, and Functions of Sheet Materials				0.04						0.3	10.07	L/P	project workshop	
M1.4 Rigid Sheet Material Exploration				0.04						0.3	10.07	L/P	project workshop	
M1.5 Exploration of flexible material materials				0.04						0.3	10.07	L/P	project workshop	
M1.6 Discussion about exploration products of flexible agents				0.04						0.3	10.07	L/P/S	project workshop	
M1.7 Check the completeness and collection of rigid material assignments				0.04						0.3	10.07	L/P	project workshop	
M1.8 Product exploration using rigid material				0.04						0.3	10.07	L/P	project workshop	
M1.9 Exploration of the function of rigid material				0.04						0.3	10.07	L/P	project workshop	
M1.10 Assistance for product progress made of rigid (rigid bank)				0.3						0.3	10.07	L/P	project workshop	
M1.11 Creativity of product form and function				0.04						0.3	10.07	L/P	project workshop	
M1.12 Discussion of existing form and function				0.04						0.3	10.07	L/P/S	project workshop	
M1.13 Final Project with case study				0.04						0.3	10.07	L	project workshop, presentation	
M1.14 Case study product assistance: Products for tanks				0.04						0.3	10.07	S	project workshop, presentation	
M1.15 Final Product				0.04						0.3	10.07	S	project workshop, presentation	
MS	Drawing 3D Semester 3									30.0	140.07			3.0/250.0
M2.1 Lecture introduction, introduction to media and tools				0.40						3.0	8.07	L/S	project workshop	3.0/250.0
M2.2 Basic reference sketch				0.40						3.0	8.07	L/S	project workshop	
M2.3 Fundamental view sketch				0.40						3.0	8.07	L/P/S	project workshop	
M2.4 Selecting alternative design				0.40						3.0	8.07	L/P/S	project workshop	
M2.5 Perspective alternate drawing				0.40						3.0	8.07	L/P/S	project workshop	
M2.6 Isometric view design drawing and layout				0.40						3.0	8.07	L/P/S	project workshop	
M2.7 Concept presentation				0.40						3.0	8.07	L/S	project workshop	
M2.8 Automotive reference sketch				0.40						3.0	8.07	L/P/S	project workshop	
M2.9 Quick sketch				0.40						3.0	8.07	L/P/S	project workshop	
M2.10 Selecting alternative design				0.40						3.0	8.07	L/P/S	project workshop	
M2.11 Detailed drawing and material effect				0.40						3.0	8.07	L/P/S	project workshop	
M2.12 Commercial Drawing				0.40						3.0	8.07	L/P/S	project workshop	
M2.13 Final design drawing				0.40						3.0	8.07	S	project workshop, presentation	
M2.14 Presentation layout composition				0.40						3.0	8.07	S	project workshop, presentation	
M2.15 Final concept presentation				0.40						0.7	13.33	S	project workshop, presentation	
MS	Technical Drawing/Basic Teknik									30.0	140.07			3.0/250.0
M3.1 Introduction				0.40						3.0	8.07	L	project workshop	3.0/250.0
M3.2 Line and Scale				0.40						3.0	8.07	T	project workshop	
M3.3 Relative Projection				0.40						3.0	8.07	T	project workshop	
M3.4 Section Drawing				0.40						3.0	8.07	T	project workshop	
M3.5 Dimensioning				0.40						3.0	8.07	T	project workshop	
M3.6 Planar Drawing				0.40						3.0	8.07	T	project workshop	
M3.7 Technical Drawing				0.40						3.0	8.07	T	project workshop	
M3.8 Technical Drawing Free				0.40						3.0	8.07	T	project workshop	
M3.9 Isometric View				0.40						3.0	8.07	T	project workshop	
M3.10 Axi Isometric				0.40						3.0	8.07	T	project workshop	
M3.11 Auxiliary View				0.40						3.0	8.07	T	project workshop	
M3.12 Introduction Software				0.40						3.0	8.07	T	project workshop	
M3.13 Single-view technical drawing (1)				0.40						3.0	8.07	T	project workshop	
M3.14 Single-view technical drawing (2)				0.40						3.0	8.07	T	project workshop	
M3.15 Pictorial				0.00						0.7	13.33	T	project workshop	
MS	Design Methodology/ Methodologi Desain									40.0	89.90			4.0/250.0
M4.1 Introduction: The design phenomenon all around us				0.10						1.0	2.87	L	Exam Paper	3.0/250.0
M4.2 Design concept				0.10						1.0	2.87	S	Exam Paper	
M4.3 Product Design Design: Products, Systems and Services				0.10						2.7	5.35	L/S	Exam Paper	
M4.4 Innovation in design development				0.10						2.7	5.35	L/S	Exam Paper	
M4.5 Design Ideation Ideation 1				0.10						2.7	5.35	S	Exam Paper	
M4.6 Ideation 2				0.10						2.7	5.35	S	Exam Paper	
M4.7 Ideation 3				0.10						2.7	5.35	S	Exam Paper	
M4.8 Refinement Development of design stage for refined products				0.10						2.7	5.35	S	Exam Paper	
M4.9 Creative ways to understand user (Empathy Map, Personas, User Journey Mapping)				0.10						2.7	5.35	L/S	Exam Paper	
M4.10 Design Thinking Value Proposition, Card Sorting, Image Board, Affinity Diagramming, and Identify Needs				0.10						2.7	5.35	L/S	Exam Paper	
M4.11 Design Thinking Design Ideation and Selection				0.10						2.7	5.35	L/S	Exam Paper	
M4.12 Design Thinking Implementation Prototyping				0.10						2.7	5.35	S	Exam Paper	
M4.13 User Testing Feedback Capture One				0.10						2.7	5.35	S	Exam Paper	
M4.14 Presentation of User Feedback and Development Results based on Recommendations				0.10						2.7	5.35	S	Exam Paper	
M4.15 Bio Thinking Note Analysis of user testing results				0.10						2.7	5.35	L/S	Exam Paper	
M4.16 Design Method Portfolio				0.10						2.7	5.35	S	Exam Paper	
MS	Design History / Sejarah Desain									40.0	89.90			4.0/250.0
M5.1 Background, development, character and design style characteristics of the Classical-Renaissance period				0.10						2.7	5.35	L/S	Exam Paper	3.0/250.0
M5.2 Background, development, character and design style characteristics of the Industrial Revolution				0.10						2.7	5.35	L/S	Exam Paper	
M5.3 Background, development, character and design style characteristics of the Design Art & Craft Movement				0.10						2.7	5.35	L/S	Exam Paper	
M5.4 Background, development, character and design style characteristics of the Art Nouveau era				0.10						2.7	5.35	L/S	Exam Paper	
M5.5 Background, development, character and design style characteristics of the Art Deco period				0.10						2.7	5.35	L/S	Exam Paper	
M5.6 Background, development, character and characteristics of modern design style				0.10						2.7	5.35	L/S	Exam Paper	
M5.7 Background, development, character and characteristics of design style in Europe				0.10						2.7	5.35	L/S	Exam Paper	
M5.8 Background, development, character and characteristics of design style in America				0.10						2.7	5.35	L/S	Exam Paper	
M5.9 Background, development, character and characteristics of design style in Asia				0.10						2.7	5.35	L/S	Exam Paper	
M5.10 The development of the shape of the shoe product				0.10						2.7	5.35	L/S	Exam Paper	
M5.11 The development of the shape of cake product objects				0.10						2.7	5.35	L/S	Exam Paper	
M5.12 The development of the shape of the ceramic product				0.10						2.7	5.35	L/S	Exam Paper	
M5.13 The development of the shape of textile products				0.10						2.7	5.35	L/S	Exam Paper	
M5.14 The development of the shape of the baby product				0.10						2.7	5.35	L/S	Exam Paper	
M5.15 Course Unit 2				0.10						2.7	5.35	L/S	Exam Paper	
total		0	0	32	0	0	0	0	0	269.67	553.33			
M5.16 Product Presentation/ Design Appreciation					0.10					0.9	10.36	L/S	Presentation	
M5.17 Publication of Design Appreciation Article					0.10					0.9	10.36	L/S	Presentation & Publication	
total		0	0	0	32	0	0	0	0	267	533.33			

6 th Semester																
Module No.	Title of Module / Course Unit + Competency or objective?	Credit Points per Semester								Workload		Method of Teaching (+ extra-class activity)	Form and Duration of Examinations	Weight of Exam related to final grade (1-2) 25%		
		1	2	3	4	5	6	7	8	Hours in Class	Hours per Week					
ME	Product Design II Desain Produk 3								11,20			80,5	166,67			
ME 1	Looking for data for feasibility and able to identify problems, innovations, goals and benefits								0,75			8,2	12,44	L/L	Project workshop	
ME 2	Make analysis-synthesis of survey data and existing products								0,75			8,2	12,44	L/L	Project workshop	
ME 3	Make data analysis-synthesis first survey, preliminary sketches and study-materials for models								0,75			8,2	12,44	L/L	Project workshop	
ME 4	Pattern, analysis-synthesis of previous design-data, and equivalent competitor products								0,75			8,2	12,44	L/L	Project workshop	
ME 5	Creates one-to-one scale drawings, and is able to create multiple components								0,75			8,2	12,44	L/L	Project workshop	
ME 6	Making exploration of idea sketches and design alternatives								0,75			8,2	12,44	L/L	Project workshop	
ME 7	Make analysis-synthesis of the design result, activity analysis, components, configuration, ergonomics								0,75			8,2	12,44	L/L	Project workshop	
ME 8	Collect final assignments to prototype studies								0,75			8,2	12,44	L/L	Project workshop	
ME 9	Making design alternatives and improvements, materials & structures, joints & mechanisms								0,75			8,2	12,44	L/L	Project workshop	
ME 10	Make designs, detail & part design, assembly, sub-assembly & production cost								0,75			8,2	12,44	L/L	Project workshop	
ME 11	Make complete images from all views, isometric images and detail plan perspective								0,75			8,2	12,44	L/L	Project workshop	
ME 12	Making drawings, product part, detail and explore view								0,75			8,2	12,44	L/L	Project workshop	
ME 13	Making presentation drawings, view rendering and perspective								0,75			8,2	12,44	L/L	Project workshop & presentation	
ME 14	Making presentation drawings, operational drawings, environments and portfolio								0,75			8,2	12,44	L/L	Project workshop & presentation	
ME 15	Collect all complete Design 3: tasks in the exhibition								0,75			8,2	12,44	L/L	Project workshop & presentation	
ME	Presentation Techniques Teknik Presentasi								8,4			10,5	166,67			6,0 25%
ME 1	Course introduction & Short Presentation Theory								1,87			6,8	17,75	L/L	practice process, presentation	
ME 2	Public Speaking								1,87			6,8	17,75	L/L	presentation	
ME 3	Visual presentation								1,87			6,8	17,75	L/L	presentation	
ME 4	Group Presentation								1,87			6,8	17,75	L/L	presentation	
ME 5	Group Presentation								1,87			6,8	17,75	L/L	presentation	
ME 6	Portfolio & Documentation								1,87			6,8	17,75	L/L	presentation	
ME	Creativity Knowledge								3,2			26,7	55,25			3,0 25%
ME 1	Introduction to Creativity								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 2	Every Day Creativity								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 3	Brain Mapping								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 4	Empathy								0,27			2,2	4,44	L/L/L	Project workshop	
ME 5	Local Problem								0,27			2,2	4,44	L/L/L	Project workshop	
ME 6	Random Input								0,27			2,2	4,44	L/L/L	Project workshop	
ME 7	Brainstorming								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 8	Creates Project Presentation								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 9	SCAMPER								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 10	Six Thinking Hats								0,27			2,2	4,44	L/L/L	Project workshop & presentation	
ME 11	CHAMELEON								0,27			2,2	4,44	L/L/L	Project workshop	
ME 12	CREATIVE PORTFOLIO								0,27			2,2	4,44	L/L	Project workshop & presentation	
ME	Elective Course Apparel-Product Design II Pilihan 1 : Desain Produk Apparel II								6,8			48,5	80,80			6,0 25%
ME 1	Style								0,40			3,3	8,87	L/L	Project workshop	
ME 2	Competitor analysis of apparel business								0,40			3,3	8,87	L/L/L	Project workshop	
ME 3	Brand, core value, & people in fashion								0,40			3,3	8,87	L/L/L	Project workshop	
ME 4	Long design history								0,40			3,3	8,87	L/L/L	Project workshop	
ME 5	Presentations and exhibitions								0,1			2,7	5,53	L/L	Project workshop & presentation	
ME	Elective Course Genesizing II Pilihan 1 : Genesizing 2								4,8			46,9	89,80			4,0 25%
ME 1	Brain & Product Planning Genesizing								1,6			13,9	28,87	L/L	Workshop & Presentation	
ME 2	User insight, Consumer Interest, Patterns, & Consumer Behavior								1,6			13,9	28,87	L/L	Workshop & Presentation	
ME 3	Case study development Genesizing								1,6			13,9	28,87	L/L	Workshop & Presentation	
ME	Functional Knowledge & Aplikatifil															

7 th Semester															
Module No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching (a) lecture notes, seminar	Form and Duration of Examinations	Weight of exam related to final grade	
		1	2	3	4	5	6	7	8	Hours in class	100% self study				
Product Design & Design Process I															
M1.1	Orientation									11.2	93.3	186.67	L	Presentation & Discussion	11.8/200.8
M1.2	Product Planning									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.3	User Insights & Analysis									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.4	Design Requirements & Objectives									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.5	Technical Aspect analysis									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.6	Passenger Package & Engineering Package									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.7	Platform Analysis									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.8	Platform & Technical Specification									9.76	9.8	11.07	L/D	Presentation 5 minutes/student	
M1.9	Conceptual Design & Ideation									9.76	9.8	11.07	D	Presentation 5 minutes/student	
M1.10	Preliminary Design									9.76	9.8	11.07	D	Project workshop	
M1.11	Forming Development & Sketch Ideation									9.76	9.8	11.07	D	Project workshop	
M1.12	Selecting Engineering Design & Analysis									9.76	9.8	11.07	D	Project workshop	
M1.13	Alternative Design									9.76	9.8	11.07	D	Project workshop	
M1.14	Visualization design & Presentation									9.76	9.8	11.07	D	Presentation 5 minutes/student	
M1.15	Model making I									9.76	9.8	11.07	D	Project workshop	
M1.16	Design Documents & Presentation									9.76	9.8	11.07	D	Presentation 10 minutes/student	
Interdisciplinary Project Problem															
M2.1	Introduction, settings, context									9.4	96.7	193.32	L/T/D	Project Setup / Presentation	6/200.8
M2.2	Physical work procedures									9.4	93.3	186.67	L	Project Setup / Presentation	
M2.3	Administration and verification									9.4	9.4	8.27	T	Project Setup / Presentation	
M2.4	Monitoring and evaluation									9.5	9.5	13.33	L/T/D	Project Setup / Presentation	
Design Research Road Design															
M3.1	How scope of industrial design research aspects of innovation, usability, validity and desirability and hypothesis of a design context									6.6	6.6	7.71	L/D	Presentation 5 minutes/student	6.6/200.8
M3.2	Advanced information gathering skill to search relevant and valid scientific literature									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.3	Identify the design context and relevant design process for starting on a design project									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.4	Create a bench-marking analysis by identifying the value of competitors' products									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.5	Primary data collection to target users and/or experts in related fields									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.6	Understanding users by making a User/Customer Journey Map and Empathy Map									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.7	Grouping and prioritizing user needs using Affinity Diagramming, then developing a Design Requirement and Objectives (DRO)									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.8	Design Project Development									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.9	Development of Innovative Design Ideas by Manual or Digital Visualization									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.10	Design selection based on usability and relevance to user needs									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.11	Testing design ideas to potential users									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.12	Design Communication in digital media									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.13	Academics Publication Preparation									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.14	Writing background, literature review, methods, discussion, conclusions and references in scientific journals									6.6	6.6	7.71	D	Presentation 5 minutes/student	
M3.15	Presentation Preparation (poster)									6.6	6.6	7.71	D	Presentation 10 minutes/student	
Entrepreneurial Entrepreneurship															
M4.1	Entrepreneurship and Business									9.7	96.7	193.91	L	Presentation	9.7/200.8
M4.2	Business Intelligence									9.7	9.7	9.91	L	Presentation	
M4.3	Business Model Canvas									9.7	9.7	9.91	L/D	Presentation	
M4.4	Business Model Analysis									9.7	9.7	9.91	L/D	Presentation	
M4.5	Digital Marketing & Marketing Funnel									9.7	9.7	9.91	L/D	Presentation	
M4.6	Digital Marketing									9.4	9.4	8.81	L/D	Presentation	
M4.7	Operational management and HRM									9.4	9.4	9.91	L/D	Presentation	
M4.8	Finance management									9.4	9.4	9.91	L/D	Presentation	
M4.9	Project Evaluation									9.4	9.4	9.91	L	Presentation & addition	
total		0	0	0	0	0	0	0	0	28.8	0	240	480		
8 th Semester															
Module No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching (a) lecture notes, seminar	Form and Duration of Examinations	Weight of exam related to final grade	
		1	2	3	4	5	6	7	8	Hours in class	100% self study				
Design Management / Management Design															
M1										6.6	6.6	66.67			6.6/200.8
M1.1	Introduction, syllabus, lecture content									6.6	6.6	6.67	L	Discussion	
M1.2	Product Strategy & Product Management									6.6	6.6	6.67	L	Discussion	
M1.3	Product Strategy, Product Life Cycle									6.6	6.6	6.67	L	Discussion	
M1.4	Product Strategy, Brand & Brand Strategy									6.6	6.6	6.67	L	Discussion	
M1.5	Product Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.6	Product Strategy									6.6	6.6	6.67	L	Discussion	
M1.7	Service Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.8	Service Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.9	Service Strategy									6.6	6.6	6.67	L	Discussion	
M1.10	Service Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.11	Service Strategy									6.6	6.6	6.67	L	Discussion	
M1.12	Service Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.13	Service Strategy									6.6	6.6	6.67	L	Discussion	
M1.14	Service Strategy									6.6	6.6	6.67	L/D	Discussion	
M1.15	Service Strategy									6.6	6.6	6.67	L	Discussion	
Final Assignment / Bachelor Thesis															
BA										12.8	166.7	333.33			12.8/200.8
total		0	0	0	0	0	0	0	0	17.6	146.67	283.33			

Bachelor of Interior Design

The academic curriculum in the Department of Interior Design focuses on Basic Knowledge, Interior Human Environment Needs, Professional and Practice, and Communication. With these four focus points, the courses in the Interior Design Department are divided into three types of courses, namely:

1. Interior design expertise courses are in the form of interior design studio courses and other supporting studios.
2. Managerial and communication courses in the form of theoretical subjects and scientific knowledge of interior design.
3. Supporting courses are general supporting subjects.

The three types of courses were developed by combining the Student Centre Learning (SCL) learning system with the Base Education (LBE) Laboratory learning system model.

This combination gave birth to a studio system that was implemented with comprehensive and comprehensive mentoring assistance. Furthermore, the design object and subject of discussion in the lecture also use existing real objects. The results of the combination of this studio system and the learning model will make the ability and end result of the interior design complete, attractive and answer the challenges that exist in the interior design project faced by students.

In addition, students can choose six elective courses and enrichment courses according to their interests. This is complemented by the other compulsory courses and elective courses that allow students to specialise in specific areas, such as design methodology, garden design, and photography.

In preparing the qualification of the graduate profile, the curriculum of the BID is designed through an evaluation process involving stakeholders and collaborators such as the Association of Indonesian Interior Designers (HDII – East Java), Indonesian Institute of Architects (IAI), the Association of Indonesian Furniture Designers (HDMI), industry experts, partnerships with companies for internship placements, national and international guest lecturers, and other users. This process includes mapping out lab-based courses and LOs, which are distributed across a hierarchical curriculum structure, by collecting and evaluating data from graduate user surveys and tracer studies.

To support the qualifications required by the graduate profile, the BID consists of three laboratories: Behaviour and Environment, Aesthetics and Culture, and Interior Science. The courses of BID are distributed among these three laboratories. It aligns with the 2020 INQF (National Qualification Framework for Higher Education) in Interior Architecture, under the VI Level Scheme of Interior Architecture Competency.

In broad terms, the curriculum of BID is composed of interior design studio courses up to the final project, which are comprehensively supported by specific courses such as design methodology and research, as well as Computer-Aided Design (CAD) and Computer-Generated Imagery (CGI). Meanwhile, the role of supporting and elective courses is to enrich design exploration at each tier. Additionally, students of the BID are also supported by extracurricular communities, namely “Titik Hilang” (sketch community), “Cilikane” (model-making community), and “Vertex” (3D modelling community).

Curriculum Overview
Bachelor of Interior Design Program, 8 Semesters

Module No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade			
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self Study	Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Oriented Learning, Cooperative Learning, Collaborative Learning, Constructive Learning, Project Based Learning.					
1st Semester																	
MD1	Basic Design (compulsory)	4.0								50.20	206.07	Project Based Learning	Project based assignment	6.4/200.4			
MD 1.1	Design elements and principles	0.4								5.70	6.07						
MD 1.2	Design basics: shape, chromatic values, texture	0.4								5.70	6.07						
MD 1.3	Design principles: rhythm, harmony, and unity	0.4								5.70	6.07						
MD 1.4	Characteristics and details of line drawings	0.4								5.70	6.07						
MD 1.5	Munsell's theory of color	0.4								5.70	6.07						
MD 1.6	Theory of color characteristics: hue, shade, and tint	0.4								5.70	6.07						
MD 1.7	Application of natural and man-made materials for design basics	0.4								6.67	13.33						
MD 1.8	Shape and texture composition	0.4								5.70	6.07						
MD 1.9	2D + basic concept for interior composition	0.4								5.70	6.07						
MD 1.10	Design elements and principles in 3D interior composition	0.4								5.70	6.07						
MD 1.11	Optimization of 3D composition with existing points	0.4								5.70	6.07						
MD 1.12	Objects and colors in interior composition	0.4								5.70	6.07						
MD 1.13	Accumulation in interior composition	0.4								5.70	6.07						
MD 1.14	Interior composition with minimalist and basic shapes in a 3D scene	0.4								6.67	13.33						
MD2	Interior Drawing (compulsory)	4.0								40.0	80.0	Collaborative Learning	Team-based project assignment	4.0/200.4			
MD 2.1	Concepts and practice techniques for drawing 2D and 3D objects	0.30								5.00	10.00						
MD 2.2	Concepts and practice: conventional aesthetic technique in drawing	0.30								5.00	10.00						
MD 2.3	Concepts and practice: rendering: lighting, shading and materials in drawing	0.30								6.00	16.00						
MD 2.4	Concepts and practice: drawing objects with auxiliary constructions	1.02								16.00	32.00						
MD3	Interior Drafting (compulsory)	4.0								40.0	80.0	Seminar, Project Based Learning	Project based assignment	3.6/200.4			
MD 3.1	Architectural, civil, and interior basics: drafting	0.4								5.70	6.07						
MD 3.2	Line thickness and variation in drafting	0.4								5.70	6.07						
MD 3.3	Object projection: drawing and construction	0.4								5.70	6.07						
MD 3.4	Line rotation, dimensions, and title block	0.4								5.70	6.07						
MD 3.5	Simple elevation drawing using basic blocks	0.4								6.67	13.33						
MD 3.6	European and American elevation drawings	0.4								5.70	6.07						
MD 3.7	1st and 3rd quadrant projections	0.4								5.70	6.07						
MD 3.8	Section drawing and furniture detail drawing	0.4								5.70	6.07						
MD 3.9	Furniture isometric drawing	0.4								5.70	6.07						
MD 3.10	Theory of single and double vanishing point perspective drawing for furniture projection	0.4								6.67	13.33						
MD4	CHIC (compulsory)	3.0								26.7	80.3				Seminar	Peer-reviewed Exam Paper	3.2/200.4
M 4.1	The values and challenges of CHICs	0.40								5.91	7.92						
M 4.2	Basic: Constitution and Democracy	0.40								5.91	7.92						
M 4.3	Law: Understanding Rights and Obligations of Citizens, Legal Certainty and Justice	0.40								5.91	7.92						
M 4.4	Religion: Identity and Integration	0.40								5.91	7.92						
M 4.5	Archaeology: Insight and Regional Autonomy	0.40								5.91	7.92						
M 4.6	History: Resistance and State Defense	0.40								5.91	7.92						
M 4.7	Art: Consumption Situation	0.40								5.91	7.92						
MD5	English (compulsory)	4.0								40.0	80.0	Seminar, Role-Play & Simulation	Peer-reviewed Exam Paper	4.0/200.4			
M 5.1	Subject - Verb Agreement	0.40								5.70	6.07						
M 5.2	Prepositions and Collocations	0.40								5.70	6.07						
M 5.3	Sentence types	0.40								5.70	6.07						
M 5.4	Paragraph	0.40								5.70	6.07						
M 5.5	Academic presentation	0.40								5.70	6.07						
M 5.6	Listening to short conversations	0.40								5.70	6.07						
M 5.7	Listening to longer conversations	0.40								5.70	6.07						
M 5.8	Listening to talks and note taking	0.40								5.70	6.07						
M 5.9	Reading strategies	0.40								5.70	6.07						
M 5.10	Vocabulary recognition	0.40								5.70	6.07						
M 5.11	Reading for details	0.40								5.70	6.07						
M 5.12	Text pattern recognition	0.40								5.70	6.07						
MD6	Religious Study (compulsory)	3.0								26.7	80.3	Seminar	Peer-reviewed Exam Paper	3.2/200.4			
M 6.1	Presentation on Reading The Quran	0.30								5.70	6.07						
M 6.2	Historical matters to Quranic text	0.30								5.70	6.07						
M 6.3	Build a Quranic Paradigm	0.30								5.70	6.07						
M 6.4	Integration of Faith, Islam and Reason in Farming (Quran-Kayir)	0.30								5.70	6.07						
M 6.5	Religion Guarantee Happiness	0.30								5.70	6.07						
M 6.6	Grounding Islam in Indonesia	0.30								5.70	6.07						
M 6.7	Presentation on Memorizing the Quran	0.30								5.70	6.07						
M 6.8	Religious Moderation Builds Unity in Religion	0.30								5.70	6.07						
M 6.9	Effectiveness of Zakat and Waqf Management for the Benefit of the Ummah	0.30								5.70	6.07						
M 6.10	Optimizing the Role and Function of the Mosque for the welfare of the Ummah	0.30								5.70	6.07						
M 6.11	Islam Faces the Challenge of Modernization (Islam and Science and Technology)	0.30								5.70	6.07						
M 6.12	Contribution of Islam to the Development of World Civilization	0.30								5.70	6.07						
MD7	Physics (compulsory)	4.0								40.00	80.00	Seminar	Peer-reviewed Exam Paper	3.6/200.4			
M 7.1	Equilibrium: Center of mass, Fluid dynamics	0.40								4.00	5.00						
M 7.2	Heat, viscosity & Heat transfer	0.36								3.00	13.30						
M 7.3	Energy	1.20								10.00	20.00						
M 7.4	Simple harmonic motion, Reflection and transmission of waves	0.36								6.00	19.00						
M 7.5	Light	1.20								10.00	20.00						
2nd Semester																	
MD8	Program Aesthetic (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 8.1	Introduction of self-contained 3D shapes as an element of human interaction with space	0.94								5.70	10.07						
MD 8.2	The theory of 3D form composition: balance, proportion, repetition, dominance, rhythm, and harmony	0.94								5.70	10.07						
MD 8.3	Color composition theory: balance, proportion, repetition, dominance, rhythm, and color harmony and its application to 3D media	0.94								5.70	10.07						
MD 8.4	Production step is needed to visualize 3D form and using color in interior perspective by presenting material concept, shape, and color in interior space	0.94								5.70	10.07						
MD 8.5	Visualization of shape and complementary color in interior perspective by presenting material, shape, and color concept in interior sketchup	0.94								5.70	10.07						
MD 8.6	Visualization of shape and complementary color in interior perspective through presenting material, shape, and color concept in interior modules	1.0								13.33	26.67						
MD9	Constructive Drawing (compulsory)	4.0								40.0	80.0	Project Based Learning	Project based assignment	3.6/200.4			
MD 9.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 9.2	Building engineering	0.30								6	16						
MD 9.3	Construction engineering drawing standard	0.30								6	16						
MD 9.4	Interior construction drawings	1.02								16	32						
MD10	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD11	Program Aesthetic (compulsory)	4.0								40.00	80.00						
MD 11.1	Introduction of self-contained 3D shapes as an element of human interaction with space	0.94								5.70	10.07						
MD 11.2	The theory of 3D form composition: balance, proportion, repetition, dominance, rhythm, and harmony	0.94								5.70	10.07						
MD 11.3	Color composition theory: balance, proportion, repetition, dominance, rhythm, and color harmony and its application to 3D media	0.94								5.70	10.07						
MD 11.4	Production step is needed to visualize 3D form and using color in interior perspective by presenting material concept, shape, and color in interior space	0.94								5.70	10.07						
MD 11.5	Visualization of shape and complementary color in interior perspective by presenting material, shape, and color concept in interior sketchup	0.94								5.70	10.07						
MD 11.6	Visualization of shape and complementary color in interior perspective through presenting material, shape, and color concept in interior modules	1.0								13.33	26.67						
MD12	Constructive Drawing (compulsory)	4.0								40.0	80.0	Project Based Learning	Project based assignment	3.6/200.4			
MD 12.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 12.2	Building engineering	0.30								6	16						
MD 12.3	Construction engineering drawing standard	0.30								6	16						
MD 12.4	Interior construction drawings	1.02								16	32						
MD13	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 13.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 13.2	Building engineering	0.30								6	16						
MD 13.3	Construction engineering drawing standard	0.30								6	16						
MD 13.4	Interior construction drawings	1.02								16	32						
MD14	Interior Technical Drawing (compulsory)	4.0								40.00	80.00				Project Based Learning	Project based assignment	3.6/200.4
MD 14.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 14.2	Building engineering	0.30								6	16						
MD 14.3	Construction engineering drawing standard	0.30								6	16						
MD 14.4	Interior construction drawings	1.02								16	32						
MD15	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 15.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 15.2	Building engineering	0.30								6	16						
MD 15.3	Construction engineering drawing standard	0.30								6	16						
MD 15.4	Interior construction drawings	1.02								16	32						
MD16	Interior Technical Drawing (compulsory)	4.0								40.00	80.00				Project Based Learning	Project based assignment	3.6/200.4
MD 16.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 16.2	Building engineering	0.30								6	16						
MD 16.3	Construction engineering drawing standard	0.30								6	16						
MD 16.4	Interior construction drawings	1.02								16	32						
MD17	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 17.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 17.2	Building engineering	0.30								6	16						
MD 17.3	Construction engineering drawing standard	0.30								6	16						
MD 17.4	Interior construction drawings	1.02								16	32						
MD18	Interior Technical Drawing (compulsory)	4.0								40.00	80.00				Project Based Learning	Project based assignment	3.6/200.4
MD 18.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 18.2	Building engineering	0.30								6	16						
MD 18.3	Construction engineering drawing standard	0.30								6	16						
MD 18.4	Interior construction drawings	1.02								16	32						
MD19	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 19.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 19.2	Building engineering	0.30								6	16						
MD 19.3	Construction engineering drawing standard	0.30								6	16						
MD 19.4	Interior construction drawings	1.02								16	32						
MD20	Interior Technical Drawing (compulsory)	4.0								40.00	80.00				Project Based Learning	Project based assignment	3.6/200.4
MD 20.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 20.2	Building engineering	0.30								6	16						
MD 20.3	Construction engineering drawing standard	0.30								6	16						
MD 20.4	Interior construction drawings	1.02								16	32						
MD21	Interior Technical Drawing (compulsory)	4.0								40.00	80.00	Project Based Learning	Project based assignment	3.6/200.4			
MD 21.1	Introduction of Constructive Drawing subject and the relationship with other subject	0.30								6	16						
MD 21.2	Building engineering	0.30								6	16						
MD 21.3	Construction engineering drawing standard	0.30								6	16						
MD 21.4	Interior construction drawings	1.02								16	32						
MD22																	

M 10.1	Interior Technical Drawing (Standard)	0.80				6.67	13.33					
M 10.2	Introduction and knowledge of standard interior technical drawing	0.80				6.67	13.33					
M 10.3	Floor plan and orthographic drawing	0.80				6.67	13.33					
M 10.4	Section and section drawing for interior	0.80				6.67	13.33					
M 10.5	Perspective interior drawing	0.80				6.67	13.33					
M 10.6	Interior detail technical drawing	0.80				6.67	13.33					
M10 Pancasila (compulsory)		5.2				46.7	93.3					3.0 230.4
M 11.1	The urgency of Pancasila in higher education	0.50				4.44	8.89					
M 11.2	Pancasila and Indonesian history	0.50				4.44	8.89					
M 11.3	Pancasila as the Indonesian national principle and national ideology	0.50				4.44	8.89					
M 11.4	Pancasila as a philosophy system	0.50				4.44	8.89					
M 11.5	Pancasila as an ethics system	0.50				4.44	8.89					
M 11.6	Pancasila as the foundation of science, technology, and art development	0.50				4.44	8.89					
M11 Pancasila (compulsory)		3.0				26.7	53.3					3.0 230.4
M 12.1	Academic writing of scientific papers	0.8				6.67	13.33					
M 12.2	Reference techniques and Manding applications for reference systems	0.8				6.67	13.33					
M 12.3	Systematic, self-guiding style, and grammatical rules for the Indonesian language (in R1)	0.8				6.67	13.33					
M 12.4	Effective presentation	0.8				6.67	13.33					
M12 Mathematics (compulsory)		3.2				26.7	53.3					3.0 230.4
M 13.1	Integers and Order Integers	0.8				6.7	13.33					
M 13.2	Rational, irrational, graphs of functions of polynomials, circles, or ellipses	0.8				6.7	13.33					
M 13.3	Complex numbers and their polar forms	0.8				6.7	13.33					
M 13.4	Continuity of Functions and their derivatives	0.8				6.7	13.33					
M 13.5	Integrals and Fundamental Theorems of Calculus	1.0				10.0	20.00					
M13 Introduction to Basic Environment (compulsory)		3.2				26.7	53.3					3.0 230.4
M 14.1	Human Health	0.8				6.7	13.33					
M 14.2	Lifestyle	0.8				6.7	13.33					
M 14.3	Environmental Ecological Issues	0.8				6.7	13.33					
M 14.4	Sustainable Design	0.8				6.7	13.33					
Total		25.4				245.0	490.0					

3rd Semester

M 15 Interior Design and Aesthetics		8				66.7	133.3					8 230.4
M 15.1	Interior Design (Modules)	1.28				10.7	21.3					
M 15.2	Space Esthetics (Form, Color, Light, Texture)	1.28				10.7	21.3					
M 15.3	Function Residential Space 1 (Bed Apartment Cottage)	1.28				10.7	21.3					
M 15.4	Aesthetics of Regional Cultural Artifacts in Indonesia (Nusantara)	1.28				10.7	21.3					
M 15.5	ATUMACS Transformation Method	2.38				20.0	40.0					
M 16 CAD		4.8				40.0	80.0					4.8 230.4
M 16.1	Introduction to basic commands CAD: Modify, Snap, Hatching	0.96				8	16					
M 16.2	Introduction to how to create working drawings and print scale according to your needs	0.96				8	16					
M 16.3	Making 3D by using CAD	0.96				8	16					
M 16.4	How to calculate the area and volume of materials and material using CAD 3D	1.92				16	32					
M 17 History of Design		4.8				40.0	80.0					4.8 230.4
M 17.1	Style and Design Concept: Definition of Style and Mode, Style as a Design Concept	0.8				6.7	13.33					
M 18 Interior Design and Aesthetics		8				66.7	133.3					8 230.4
M 18.1	Interior Design (Modules)	1.28				10.7	21.3					
M 18.2	Space Esthetics (Form, Color, Light, Texture)	1.28				10.7	21.3					
M 18.3	Function Residential Space 1 (Bed Apartment Cottage)	1.28				10.7	21.3					
M 18.4	Aesthetics of Regional Cultural Artifacts in Indonesia (Nusantara)	1.28				10.7	21.3					
M 18.5	ATUMACS Transformation Method	2.38				20.0	40.0					
M 19 CAD		4.8				40.0	80.0					4.8 230.4
M 19.1	Introduction to basic commands CAD: Modify, Snap, Hatching	0.96				8	16					
M 19.2	Introduction to how to create working drawings and print scale according to your needs	0.96				8	16					
M 19.3	Making 3D by using CAD	0.96				8	16					
M 19.4	How to calculate the area and volume of materials and material using CAD 3D	1.92				16	32					
M 20 History of Design		4.8				40.0	80.0					4.8 230.4
M 20.1	Style and Design Concept: Definition of Style and Mode, Style as a Design Concept	0.8				6.7	13.33					
M 20.2	Prototypic Design to the Renaissance Era Prototypic design heritage, Classical Design, Modern Design, Renaissance Design	0.8				6.7	13.33					
M 20.3	Modern Design: Movement of Change, Modernism Style, Modern Design Features	0.8				6.7	13.33					
M 20.4	Post Modern Design & Function, Pop Culture and Design, Material Culture and Post Modern Design, Deconstructive Design	0.8				6.7	13.33					
M 20.5	Indonesian Design Heritage: Indonesian culture and design	1.6				13.3	26.67					
M 21 Interior Design Methodology		4.8				40.0	80.0					4.8 230.4
M 21.1	Design and drafting of design concepts	0.94				7.7	15.4					
M 21.2	Understanding Design: Functions, problems and how the design works	0.94				7.7	15.4					
M 21.3	Design processes (Explorative, project phase and integrative) and Design Methods (synthetic and rational)	0.94				7.7	15.4					
M 21.4	Design Objectives (Formal Objectives and design problems (Objectives Free Method)	0.94				7.7	15.4					
M 21.5	Space Programming: User Activity Study, Space Function Analysis, Circulation and Space Connection	0.94				7.7	15.4					
M 21.6	Design ideas: Brainstorming, mind mapping, analogy, SCAMPER, morphological chart	1.6				13.3	26.67					
M 22 Ergonomics		4.8				40.0	80.0					4.8 230.4
M 22.1	Scope of Ergonomics Studies in Interior Design	0.96				8.0	16.00					
M 22.2	Cognitive Design: Human Capabilities and Limitations	0.96				8.0	16.00					
M 22.3	Anthropometry	0.96				8.0	16.00					
M 22.4	Workstation	1.92				16.0	32.00					
M 23 Furniture Exploration		4.8				40.0	80.0					4.8 230.4
M 23.1	Elements and Principles of design	1.28				10.7	21.33					
M 23.2	Material Character	1.28				10.7	21.33					
M 23.3	Molding	1.28				10.7	21.33					
M 23.4	Design Process	1.28				10.7	21.33					
Total		33.6				280.0	560.0					

4th Semester

M 24 Interior Design and Function		8				66.7	133.3					8 230.4
M 24.1	Design Concept	1.6				13.33	26.67					
M 24.2	Alternative layout of space and furniture	1.6				13.33	26.67					
M 24.3	Application of themes, interior space elements	1.6				13.33	26.67					
M 24.4	Out put design documentation	1.6				13.33	26.67					
M 25 CBI		4.8				40	80					4.8 230.4
M 25.1	Editing & Mapping Material	0.96				8.00	16.00					
M 25.2	Lighting on Objects and Spaces	0.96				8.00	16.00					
M 25.3	Hatching	0.96				8.00	16.00					
M 25.4	Annotation	1.92				16.00	32.00					
M 26 Design Language and Appreciation		4.8				40	80					4.8 230.4
M 26.1	Knowledge of Design (Literary Design Review)	0.94				7.70	15.40					
M 26.2	Design Process: Design Choice	0.94				7.70	15.40					
M 26.3	Design Function	0.94				7.70	15.40					
M 26.4	Aesthetics	0.96				8.00	16.00					
M 26.5	Semiotics	1.02				8.50	17.00					
M 27 Research Methodology		3.2				26.67	53.33					3.2 230.4
M 27.1	Qualitative and Quantitative Research on design research	0.40				4.00	8.00					

Process and Design research report				1.28			10.67	21.33	Learning and Blended Learning	Midterm Exam and Final Exam	
M 24.3	Various kinds of research methodology of design concepts		0.40			4.00	8.00				
M 24.4	Study and analysis		0.36			3.60	7.20				
M25 Interior Material and Applications				4.0		40	80				
M 25.1	Components for final stage floor and its development		0.40			4.00	8.00	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam	5.8/204	
M 25.2	Components for interior wall & exterior wall and its development		0.40			4.00	8.00				
M 25.3	Components for suspended ceiling & drop ceiling and its development		0.40			4.00	8.00				
M 25.4	Components on materials and Applications on eco-friendly interior		0.40			4.00	8.00				
M 25.6	Object study interior including 1 case, four to several floors		0.36			3.60	7.20				
M 25.8	Study of materials, product of industrial material used in interior, exterior and material development		0.40			4.00	8.00				
M 25.7	Material field study or observation of a construction project on interior architectural work		1.44			12.00	24.00				
M26 Furniture Business				4.8		40.33	146.67			5.8/204	
M 26.1	Elements and Principles of Design		0.36			3.60	7.20	Problem-Based Learning, Project-Based Learning and Student-Based Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 26.2	Characteristics of Material		0.36			3.60	7.20				
M 26.3	Marketing		2.24			18.07	37.33				
M 26.4	Design Process		2.24			18.07	37.33				
Interior Design and Technology				9		46.67	133.33			5/204	
M 27.1	Aesthetic aspect and its application on interior design office design		1.28			10.67	21.33	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 27.2	Aspects of function and its application on interior design office design		1.28			10.67	21.33				
M 27.3	Technology aspect and its application on interior design office design		1.28			10.67	21.33				
M 27.4	Aspects of communication design and its application on interior design office design		1.28			10.67	21.33				
M 27.5	Aspect of design methodology on interior office design planning		1.28			10.67	21.33				
M 27.6	Principles of "design-consequence" and its application to the interior design office design		1.28			10.67	21.33				
Interior Science				1.8		40	80			5.8/204	
M 28.1	Aspects of natural and artificial ventilation comfort in interior		0.36			3.60	7.20	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 28.2	Aspects of natural and artificial lighting comfort in interior		0.36			3.60	7.20				
M 28.3	Aspect of acoustic comfort in interior		0.36			3.60	7.20				
M 28.4	Aspects of mechanical systems, electronics and building piping in interior		0.36			3.60	7.20				
M 28.6	Aspect of building security system in interior		0.36			3.60	7.20				
Total				40.8		373.3	746.7				
5th Semester											
Interior Design and Technology (Compulsory)				9		46.67	133.33			5/204	
M 27.1	Aesthetic aspect and its application on interior design office design		1.28			10.67	21.33	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 27.2	Aspects of function and its application on interior design office design		1.28			10.67	21.33				
M 27.3	Technology aspect and its application on interior design office design		1.28			10.67	21.33				
M 27.4	Aspects of communication design and its application on interior design office design		1.28			10.67	21.33				
M 27.5	Aspect of design methodology on interior office design planning		1.28			10.67	21.33				
M 27.6	Principles of "design-consequence" and its application to the interior design office design		1.6			13.33	26.67				
Interior Science (Compulsory)				4.8		40	80			5.8/204	
M 28.1	Aspects of natural and artificial ventilation comfort in interior		0.36			3.60	7.20	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 28.2	Aspects of natural and artificial lighting comfort in interior		0.36			3.60	7.20				
M 28.3	Aspect of acoustic comfort in interior		0.36			3.60	7.20				
M 28.4	Aspects of mechanical systems, electronics and building piping in interior		0.36			3.60	7.20				
M 28.6	Aspect of building security system in interior		0.36			3.60	7.20				
Interior Communication (Compulsory)				1.8		40	80			5.8/204	
M 29.1	Structure and construction of buildings		1.4			11.67	23.33	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 29.2	Surveying of Concrete and Steel building		1.4			11.67	23.33				
M 29.3	Construction of earthquake resistant building		2			16.67	33.33				
Behavioral and Environment (Compulsory)				3.2		26.67	53.33			5.8/204	
M 30.1	Human behavior		0.64			5.33	10.67	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 30.2	Settings		0.64			5.33	10.67				
M 30.3	Socio-cultural		0.64			5.33	10.67				
M 30.4	Experiment-based research		1.28			10.67	21.33				
Residential Interior Design (Compulsory)				4.8		40.00	80.00			5.8/204	
M 31.1	Elements and Principles of design		0.36			3.60	7.20	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 31.2	Local traditions		0.36			3.60	7.20				
M 31.3	Cultural areas in modern society		0.36			3.60	7.20				
M 31.4	Design Process		0.36			3.60	7.20				
M 31.6	Marketing		1.6			13.33	26.67				
Interior Transportation Design (Elective)				4.8		40.00	80.00			4.8/204	
M 32.1	Ship interiors and human activities inside		0.4			3.33	6.67	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 32.2	Ship classification		0.4			3.33	6.67				
M 32.3	Marine transportation aspects in the world and Indonesia		0.4			3.33	6.67				
M 32.4	Accommodation berth		0.4			3.33	6.67				
M 32.5	PO		0.5			4.17	8.33				
M 32.6	Characteristics of ship users, passengers, and crew		0.4			3.33	6.67				
M 32.7	Facilities in the ship's interior		0.4			3.33	6.67				
M 32.8	Statistical suitability for the interior		0.4			3.33	6.67				
M 32.8	Ship/aircraft accommodation as a tourist accommodation		0.4			3.33	6.67				
M 32.10	Ship/aircraft accommodation operations		0.6			5.00	10.00				
Exhibition Design (Elective)				4.8		40.00	80.00			4.8/204	
M 33.1	Introduction of design elements and design principles of exhibitions		0.40			4.00	8.00	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 33.2	Explanation of completeness of materials, terms of work and systematic relationships		0.40			4.00	8.00				
M 33.3	Types of exhibition		0.40			4.00	8.00				
M 33.4	Types of exhibition materials		0.40			4.00	8.00				
M 33.6	Environmental graphic design (EGD)		0.40			4.00	8.00				
M 33.6	Explanation of completeness of materials, terms of work and systematic relationships		0.40			4.00	8.00				
M 33.7	Design system theory		0.40			4.00	8.00				
M 33.8	Explanation of ergonomics		0.40			4.00	8.00				
M 33.8	Explanation of the exhibition hall		0.36			3.60	7.20				
Service Design (Elective)				4.8		40.00	80.00				
M 34.1	Design elements and processes		0.36			3.60	7.20	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 34.2	Material Character		0.36			3.60	7.20				
M 34.3	Product Costs		0.36			3.60	7.20				
M 34.4	Design Office		1.00			8.33	16.67				
Interior Communication and Presentation				4.0		40.00	80.00			5.8/204	
M 35.1	The communication of design concept		1.6			13.33	26.67	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam		
M 35.2	Design presentation and interior design idea		1.6			13.33	26.67				
M 35.3	Evaluation of design presentation		1.6			13.33	26.67				
Interior Innovation Design (Elective)				4.8		40.00	80.00			5.8/204	
M 36.1	Principles of innovation in Interior Design		0.6			5.00	10.00				

M 36.2	Communicative and informative visual form of thesis Problem Solution Fitness							5.8			13.33	13.33	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam	
M 36.3	Quality and measurable performance (trial proposition)							1.6			13.33	26.67			
M 36.4	Design evaluation							1.6			13.33	26.67			
M37									4.8		36.00	36.00			4.8 (20%)
M 37.1	Introduction, History, Software Tools (CAD, Systems, Theory and Systems), Testing							0.4			5.50	11.00			
M 37.2	3D and National Research Knowledge (Knowledge)							0.4			5.50	11.00			
M 37.3	The concept of 3D (Automated Development Tools)							0.4			5.50	11.00			
M 37.4	Introduction to Science and Technology Knowledge (STP)							0.4			5.50	11.00			
M 37.5	Creative, Innovative Concepts and Knowledge							0.4			5.50	11.00			
M 37.6	Open Source Technology							0.4			5.50	11.00			
M 37.7	Concept of Student Creative Program Project (PCP)							0.6			7.75	15.50			
									4.0		44.13	88.27			

6th Semester

M38									4.8		36.0	36.0			4.8 (20%)
M 38.1	Business model canvas							0.4			20.00	40.00	Problem-Based Learning, Project-Based Learning and Blended Learning	Assignment, Project, Quiz, Midterm Exam and Final Exam	
M 38.2	Formulating design business							0.4			20.00	40.00			
M39									8		60.07	121.53			8 (30%)
M 39.1	Aesthetics design							1.28			10.67	21.33			
M 39.2	Function design							1.28			10.67	21.33			
M 39.3	Culture and design							1.28			10.67	21.33			
M 39.4	Communication design							1.28			10.67	21.33			
M 39.5	Design methodology							1.28			10.67	21.33			
M 39.6	Design Communication							1.6			13.33	26.67			
M40									3.2		26.67	53.33			3.2 (10%)
M 40.1	Basic, Artistic, System, Lighting and stage system							0.8			6.25	12.50			
M 40.2	The Basics of Lighting design							0.8			6.25	12.50			
M 40.3	Lighting Equipment							2			16.67	33.33			
M41									4.80		48.00	48.00			4.8 (20%)
M 41.1	Elements and Principles (Principles) of design							1.60			15.00	30.00			
M 41.2	History and Character of Materials							1			8.33	16.67			
M 41.3	Texture							1			8.33	16.67			
M 41.4	Design Process							1			8.33	16.67			
M42									4.80		48.00	48.00			4.8 (20%)
M 42.1	Design research proposal							1.6			15.00	30.00			
M 42.2	Design research report							1			8.33	16.67			
M 42.3	Design concept research methods							1			8.33	16.67			
M 42.4	Design research implementation and							1			8.33	16.67			
									25.60		213.33	442.67			

7th Semester

M43									5.6		46.76	101.58			5.6 (20%)
M 43.1	Final project proposal							1.28			9.33	26.67			
M 43.2	Design concept research methods							1.28			9.33	26.67			
M 43.3	Alternative layout							1.28			9.33	26.67			
M 43.4	The application of economic aspects in interior design							1.28			9.33	26.67			
M 43.5	Design output documentation							1.28			9.33	26.67			
M 43.6	Technical Drawings							1.60			12.00	24.00			
M44									6.8		58.0	99.88			6.8 (20%)
M 44.1	Internship							0.80			7.50	15.00			
M 44.2	Internship report							0.80			7.50	15.00			
M 44.3	Internship report							0.80			7.50	15.00			
M 44.4	Internship report							0.80			7.50	15.00			
M 44.5	Final presentation							1.60			15.00	30.00			
M45									4.8		48.0	48.00			4.8 (20%)
M 45.1	Human Behavior							0.80			6.00	12.00			
M 45.2	Usability							0.80			6.00	12.00			
M 45.3	Environmental ecological issues							0.80			6.00	12.00			
M 45.4	Sustainable design							1.60			12.00	24.00			
M46									3.20		26.70	53.36			3.2 (10%)
M 46.1	Introduction to Entrepreneurship and Business							0.32			2.67	5.34			
M 46.2	Recognizing Opportunities and Creating Business Ideas							0.32			2.67	5.34			
M 46.3	Business Feasibility							0.32			2.67	5.34			
M 46.4	Developing an effective Business Model							0.32			2.67	5.34			
M 46.5	Formulation of Business Plan Writing							0.32			2.67	5.34			
M 46.6	Marketing Development							0.32			2.67	5.34			
M 46.7	Operations and HR Management							0.32			2.67	5.34			
M 46.8	Financial Management							0.86			6.81	13.62			
M47									4.80		48.0	48.00			4.8 (20%)
M 47.1	Interior Design (modules)							1.20			10.00	20.00			
M 47.2	Space Definition (Form, Color, Light, Texture)							1.20			10.00	20.00			
M 47.3	The function of 1 floor Residential Space (apartment) cottage							2.40			20.00	40.00			
M48									4.80		48.0	48.0			4.8 (20%)
M 48.1	Photography (I)							0.40			3.22	6.47			
M 48.2	Exposure							0.40			3.22	6.47			
M 48.3	Focusing							0.40			3.22	6.47			
M 48.4	Composition							0.40			3.22	6.47			
M 48.5	Architectural Photography							1.60			12.88	25.77			
M 48.6	Interior Photography							1.60			12.88	25.77			
									30.48		253.40	546.99			

8th Semester

M49									15.6		196.67	343.33			15.6 (20%)
M50									4.8		48.0	48.00			4.8 (20%)
M 50.1	Construction project management							0.8			6.7	13.33			
M 50.2	Project contracts and regulations in professional industry association organizations and state-level companies							0.8			6.7	13.33			
M51									4.8		48.0	48.0			4.8 (20%)
M 51.1	Marketing							0.4			3.3	6.67			
M 51.2	Business Proposal							0.4			3.3	6.67			
M 51.3	Funding							0.4			3.3	6.67			
M 51.4	Budget Estimation							0.4			3.3	6.67			
M 51.5	Design Presentation							0.8			6.7	13.33			
M 51.6	Interior Business							0.4			3.3	6.67			
M 51.7	Financial Analysis							0.4			3.3	6.67			

Visual Communication Design Study Programme

Students can enrol in the BVCD by earning at least 144 SKS credits and successfully completing Bachelor thesis. The study programme consists of 8 semesters with a maximum duration of 14 semesters.

The Bachelor of Visual Communication Design at ITS Surabaya offers a curriculum that integrates creative, technical, and professional development. Students begin with foundational courses such as 2D and 3D Basic Design, Typography, and Life Drawing, which build essential visual and conceptual skills. As they progress, they explore applied subjects like Marketing Communication, Videography, Creative Copywriting, and Photography, aligning with industry needs. The programme also includes advanced topics such as Motion Graphics, Branding, Design Management, and Technopreneurship, preparing students for leadership and entrepreneurship in the creative sector. Elective courses like Digital Content Creation, Immersive Media, and Serious Game allow students to specialize in emerging fields. The curriculum ends in a Final Project and Practical Work, ensuring graduates are ready for professional practice.

The curriculum development takes into account advancement and diverse graduate profiles, with a specific emphasis on visual communication design fields such as creative digital media, brand strategy and communication. This is evident in the range of subjects covered, including animation, UI/UX design, illustration, advertising, and packaging design. In addition, there are elective courses available that address various subjects such as digital animation, comics, cinematography, editorial design, regional branding, advanced advertising, experimental photography, and packaging design. The incorporation of these courses enriches downstream innovation research, encompassing initiatives such as “JELLOS” animation on self-love and self-acceptance, additionally the "Thousand Packaging Design" movement, alongside diverse animation and social media campaign collaborations. The extracurricular communities consist of KOI (manual illustration), VoW (Vector Illustration), Mata Satu (Photography), and Gambar Gerak (Videography).

BVCD based its curriculum on The Indonesia National Qualification Framework (INQF) in Visual Communication Design, specifically the II Level Scheme. BVCD achieves its certifications through academic collaboration with the Association of Indonesian Graphic Designers (ADGI) and Indonesian visual communication design study programme association (Asprodi). The BVCD programme consists of two laboratories: Creative Digital Media and Branding Communication Strategy. These laboratories are designed to provide courses aligned with the necessary skills by aligning the curriculum with their specific focus areas in BVCD.

Curriculum Overview
Bachelor of Visual Communication Design Programme, 8 Semesters



1st Semester

1st Semester		Credit Points per Semester								Workload		Method of Teaching			Form and Duration of Examinations	Weight of exams related to final grade
Module No.	Title of Module / Course Unit + Compulsory or elective?	1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	L	T	S		
M1	Basic Design I / Dasar Desain DW	6								66.67	133.3	L	T	S		8 / 250.4
M1.1	Introduction of Basic Design I	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.2	Make line composition	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.3	Make point dot composition	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.4	Make texture composition	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.5	Color Theory and Color Wheel	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.6	Color Relation Composition	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.7	Mapping: Shape Composition	6.66								6.67	13.3	L	T	S	project workshop 5 hours	
M1.8	Color Harmony Composition	2.66								26.66	46.6	L	T	S	project workshop 5 hours	
M2	Life Drawing I / Gambar Bertukir I	6.4								55.55	186.7					6.4 / 250.4
M2.1	Basic introduction to drawing, including shading techniques, composition, and sketching in the field of drawing	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.2	Exploration of Variety of Shading	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.3	Draw geometric shape	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.4	Draw flat shapes	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.5	Draw leaves, legs, branches of a tree	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.6	Study of Drawing (Vanishing Point Perspective – 1)	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.7	Study of Drawing (Vanishing Point Perspective – 2)	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.8	Draw Isometric Objects	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.9	Landscape Drawing study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.10	Automotive Drawing study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.11	Human Face Image Study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.12	Study of Foot and Hand Drawing	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.13	Human Body Image Study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.14	Study of Human Interaction Composition	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.15	Animal Body Composition Study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M2.16	Abstract Image Composition Study	6.40								5.55	6.7	L	T	S	project workshop 5 hours	
M3	Physical Science	4.8								40.00	80.00					4.8 / 250.4
M3.1	Equilibrium, Center of mass, Fluid dynamics	4.80								4.00	8.00	L			Exam Paper	
M3.2	Heat, Heat capacity & Heat transfer	3.20								8.00	16.00	L			Exam Paper	
M3.3	Energy	1.20								16.00	32.00	L			Exam Paper	
M3.4	Simple harmonic motion, Reflection and transmission of wave	3.20								8.00	16.00	L			Exam Paper	
M3.5	Light	1.20								16.00	32.00	L			Exam Paper	
M4	English Database begins	3.2								26.67	53.33					3.2 / 250.4
M4.1	Subject – Verb Agreement	0.27								2.22	4.44	L			Exam Paper	
M4.2	Phrases and clauses	0.27								2.22	4.44	L			Exam Paper	
M4.3	Sentence types	0.27								2.22	4.44	L			Exam Paper	
M4.4	Paragraphs	0.27								2.22	4.44	L			Exam Paper	
M4.5	Academic presentation	0.27								2.22	4.44	L			Exam Paper	
M4.6	Listening to short conversation	0.27								2.22	4.44	L			Exam Paper	
M4.7	Listening to longer conversation	0.27								2.22	4.44	L			Exam Paper	
M4.8	Listening to talks and role taking	0.27								2.22	4.44	L			Exam Paper	
M4.9	Reading strategies	0.27								2.22	4.44	L			Exam Paper	
M4.10	Vocabulary recognition	0.27								2.22	4.44	L			Exam Paper	
M4.11	Reading for details	0.27								2.22	4.44	L			Exam Paper	
M4.12	Text pattern organizations	0.27								2.22	4.44	L			Exam Paper	
M5	Orinal Knowledgebase	3.2								26.67	53.33					3.2 / 250.4
M5.1	The nature and challenges of NGOs	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.2	State Constitution and Democracy	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.3	Law Enforcement: Rights and Obligations of Citizens, Legal Certainty and Justice	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.4	National Identity and Integration	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.5	Autonomous Region and Regional Autonomy	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.6	National Resilience and State Defense	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M5.7	Anti-Corruption Education	0.40								3.81	7.62	L		S	Peer-reviewed, Exam Paper	
M6	Religious Studies / Agama	3.2								26.67	53.33					3.2 / 250.4
M6.1	Presentation on Reading: The Quran	0.15								1.33	2.67	L		S	Peer-reviewed, Exam Paper	
M6.2	Human Nature to Know God	0.15								1.33	2.67	L		S	Peer-reviewed, Exam Paper	
M6.3	Build a Islamic Paradigm	0.15								1.33	2.67	L		S	Peer-reviewed, Exam Paper	
M6.4	Integration of Faith, Islam and Islam in Forming Islamic Karam	0.15								1.33	2.67	L		S	Peer-reviewed, Exam Paper	
M6.5	Religion Overcomes Happiness	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.6	Grounding Islam in Indonesia	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.7	Presentation on Memorizing the Quran	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.8	Religious Moderation Builds Unity in Religion	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.9	Effectiveness of Zakat and Waqf Management for the Benefit of the Ummah	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.10	Optimizing the Role and Function of the Mosque for the Welfare of the Ummah	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.11	Islam Faces the Challenge of Modernization (Islam and Science and Technology)	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
M6.12	Contribution of Islam in the Development of World Civilization	0.32								2.67	5.33	L		S	Peer-reviewed, Exam Paper	
total		57.6	0.00	0	0.0	0	0	0	0	240.00	480.0					

2nd Semester

Module No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching			Form and Duration of Examinations	Weight of exams related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	L	T	S		
M1	Basic Design II (Basic Design DW 2)		6							66.67	133.33					8 / 250.4
M 1.1	Introduction to design principles Task Brief 1		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.2	Design Alternative Assistance		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.3	Design Process		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.4	Final Art Work assignment 1 & Introduction Assignment 2		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.5	Review Design assignment 1 & Design Alternative Assistance Assignment 2		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.6	Design process assignment 2		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.7	Final Art work Task 2 & Introduction to Assignment 3		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.8	Task 2 Review & Assignment Alternative Design Assistance 3		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.9	Task 3 design process		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.10	Final Art work Task 3 Introduction of Task 4		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.11	Design Review task 3, Assistance for alternative design assignments 4		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.12	Design Process and Progress of Task 4		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.13	Final Art work assignment 4, Introduction to assignment 5		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.14	5 task design alternative assistance		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.15	Design Process and Task Progress 5		6.50							4.17	8.33	L		T	project workshop 5 hours	
M 1.16	Final Art work Task 5 & Review		6.50							4.17	8.33	L		T	project workshop 5 hours	
M2	Life Drawing II (Landscape Studio 2)		6.4							55.55	186.67					6.4 / 250.4
M 2.1	Introduction to Media and Coloring in Object Exploration and Observation		6.40							5.55	6.67	L		T	project workshop 5 hours	
M 2.2	Exploration of Coloring and Methods using Watercolor		6.40							5.55	6.67	L		T	project workshop 5 hours	
M 2.3	Theme		6.40							5.55	6.67	L		T	project workshop 5 hours	

M.2.4	plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.5	Exploration of the shapes of objects or objects around in a composition by considering the shutter on the image plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.6	point perspective 1 in one composition with consideration of the shutter on the image plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.7	point perspective 2 in one composition with consideration of the shutter on the image plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.8	Exploration of the shapes of surrounding objects using the principle of isometric drawing in one composition with consideration of the shutter on the image plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.9	Explore the shape of the landscape in one composition with the shutter in mind in the image plane	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.10	Exploration and observing objects of two-wheeled and four-wheeled vehicles	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.11	Study of the shape of the hands and feet on the human body	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.12	Study of facial expressions and their shape	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.13	The study of figure forms and proportions of the human body	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.14	Human interaction studies	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.15	Four-legged Animal Body Study	0.40							3.30	6.67	L	T	project workshop 5 hours	
M.2.16	Study Environmental Study and Order the surrounding environment with consideration of drawing principles	0.40							3.30	6.67	L	T	project workshop 5 hours	
MD	Mathematics 1 / Matematika 1	4.8							40.00	80.00				4.8 / 200.4
M.3.1	Matrix and Determinant & Solving Linear Equation System	0.3							2.50	5.00	L	S	Exam Paper	
M.3.2	Eigen Value and Eigen Vector	0.3							2.50	5.00	L	S	Exam Paper	
M.3.3	Real Number System: logarithm, absolute value & inequalities	0.3							2.50	5.00	L	S	Exam Paper	
M.3.4	The coordinate planes, lines, two points distance, circle & parabola	0.3							2.50	5.00	L	S	Exam Paper	
M.3.5	Property and operation functions, polynomial functions & inverse functions	0.3							2.50	5.00	L	S	Exam Paper	
M.3.6	Transcendent and trigonometry functions, graph functions	0.3							2.50	5.00	L	S	Exam Paper	
M.3.7	Sine, cosine, tangent, cotangent, secant, cosecant, trigonometry equation	0.3							2.50	5.00	L	S	Exam Paper	
M.3.8	MIDTERM EXAM	0.3							2.50	5.00	L	S	Exam Paper	
M.3.9	Limit functions & continuity	0.3							2.50	5.00	L	S	Exam Paper	
M.3.10	The derivative, applications of derivatives	0.3							2.50	5.00	L	S	Exam Paper	
M.3.11	Improper integral, integration with substitution, partial	0.3							2.50	5.00	L	S	Exam Paper	
M.3.12	Integration of rational functions, trigonometry functions integration, other integration techniques	0.3							2.50	5.00	L	S	Exam Paper	
M.3.13	Application of Integral: The area between curve	0.3							2.50	5.00	L	S	Exam Paper	
M.3.14	Application of Integral: The volume of area revolution	0.3							2.50	5.00	L	S	Exam Paper	
M.3.15	Case study: mirroring, shifting, projection	0.3							2.50	5.00	L	S	Exam Paper	
M.3.16	FINAL EXAM	0.3							2.50	5.00	L	S	Exam Paper	
MA	Introduction to Built Environment / Pengantar Lingkungan Binaan	3.2							26.67	53.33				3.2 / 200.4
M.4.1	Introduction Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.2	The Built Environment Component	0.2							1.67	3.33	L	S	Exam Paper	
M.4.3	Traditions of Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.4	Built with people	0.2							1.67	3.33	L	S	Exam Paper	
M.4.5	Introduction to Product Design and the Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.6	Introduction to Interior Design and the Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.7	Introduction to Architecture, Landscape, Cities and the Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.8	Midterm Exam	0.2							1.67	3.33	L	S	Exam Paper	
M.4.9	History of Graphic Design and the Built Environment 1	0.2							1.67	3.33	L	S	Exam Paper	
M.4.10	History of Graphic Design and the Built Environment 2	0.2							1.67	3.33	L	S	Exam Paper	
M.4.11	Environment Branding and Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.12	City Branding and Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.13	Signage, Wayfinding and Built Environment	0.2							1.67	3.33	L	S	Exam Paper	
M.4.14	Environmental Graphic Design Analysis 1	0.2							1.67	3.33	L	S	Exam Paper	
M.4.15	Environmental Graphic Design Analysis 2	0.2							1.67	3.33	L	S	Exam Paper	
M.4.16	Final Term Exam	0.2							1.67	3.33	L	S	Exam Paper	
MS	Natural Science Indonesia	3.2							26.67	53.33				3.2 / 200.4
M.5.1	Ethics of writing scientific papers	0.2							1.67	3.33	L	S	Exam Paper	
M.5.2	Ethics of writing scientific papers	0.2							1.67	3.33	L	S	Exam Paper	
M.5.3	Merits reference techniques and applications	0.2							1.67	3.33	L	S	Exam Paper	
M.5.4	Merits reference techniques and applications	0.2							1.67	3.33	L	S	Exam Paper	
M.5.5	articles	0.2							1.67	3.33	L	S	Exam Paper	
M.5.6	articles	0.2							1.67	3.33	L	S	Exam Paper	
M.5.7	Practicing systematics, writing style and Indonesian grammatical rules in scientific journal articles introduction part	0.2							1.67	3.33	L	S	Exam Paper	
M.5.8	Practicing systematics, writing style and Indonesian grammatical rules in scientific journal articles introduction part	0.2							1.67	3.33	L	S	Exam Paper	
M.5.9	Practicing systematics, writing style and Indonesian grammatical rules in scientific journal articles discussion part	0.2							1.67	3.33	L	S	Exam Paper	
M.5.10	Practicing systematics, writing style and Indonesian grammatical rules in scientific journal articles discussion part	0.2							1.67	3.33	L	S	Exam Paper	
M.5.11	Practicing systematics, writing style and Indonesian grammatical rules in scientific journal articles conclusion part	0.2							1.67	3.33	L	S	Exam Paper	
M.5.12	Effective presentation for a scientific paper	0.2							1.67	3.33	L	S	Exam Paper	
M.5.13	Effective presentation for a scientific paper	0.2							1.67	3.33	L	S	Exam Paper	
M.5.14	Effective presentation for a scientific paper	0.2							1.67	3.33	L	S	Exam Paper	
M.5.15	Final term evaluation: writing a scientific essay	0.2							1.67	3.33	L	S	Exam Paper	
M.5.16	Final term evaluation: writing a scientific essay	0.2							1.67	3.33	L	S	Exam Paper	
MP	Pancasila Pancasila	3.2							26.67	53.33				3.2 / 200.4
M.6.1	The Urgency of Pancasila	0.2							1.67	3.33	L	S	Exam Paper	
M.6.2	History of Indonesia: Pre-Independence Era	0.2							1.67	3.33	L	S	Exam Paper	
M.6.3	History of Indonesia: Post-Independence Era	0.2							1.67	3.33	L	S	Exam Paper	
M.6.4	Pancasila as The Basis of Republic Indonesia	0.2							1.67	3.33	L	S	Exam Paper	
M.6.5	Pancasila as Ideology	0.2							1.67	3.33	L	S	Exam Paper	
M.6.6	Pancasila as The Basis of Republic Indonesia: Case Study	0.2							1.67	3.33	L	S	Exam Paper	
M.6.7	Pancasila as Ideology: a Case Study	0.2							1.67	3.33	L	S	Exam Paper	
M.6.8	Mid Term Evaluation	0.2							1.67	3.33	L	S	Exam Paper	
M.6.9	Philosophy	0.2							1.67	3.33	L	S	Exam Paper	
M.6.10	Ethics	0.2							1.67	3.33	L	S	Exam Paper	
M.6.11	Pancasila as Philosophy	0.2							1.67	3.33	L	S	Exam Paper	
M.6.12	Pancasila as Ethics System	0.2							1.67	3.33	L	S	Exam Paper	
M.6.13	Pancasila as the basis for Science Development	0.2							1.67	3.33	L	S	Exam Paper	
M.6.14	Pancasila as the basis for Science Development: Case Study	0.2							1.67	3.33	L	S	Exam Paper	
M.6.15	Material Review (from the beginning until end of material)	0.2							1.67	3.33	L	S	Exam Paper	
M.6.16	Final Evaluation (Final Exam)	0.2							1.67	3.33	L	S	Exam Paper	
total		0.00	28.8	0	0.0	0	0	0	0	245.33	490.67			
3 rd Semester														
Model No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching (in lecture, course, seminar)	Form and Duration of Examinations	weight of exam related to final grade	
		1	2	3	4	5	6	7	8	9				Hours in Class
M1	Identity Design	0.6								40	80			0.6 / 200.4
M.1.1	Purpose and Goal Professional Design	1.20								10.7	21.3	L	Y	project workshop
M.1.2	Introduction to research on previous media and media in MMSMs	1.20								10.7	21.3	L	Y	project workshop
M.1.3	Product Life Cycle and SWOT Analysis	1.20								10.7	21.3	L	Y	project workshop
M.1.4	Concept and Promotion Strategy	1.6								15.3	26.7	L	Y	project workshop
M.1.5	Media Planning/media strategy	1.20								10.7	21.3	L	Y	project workshop
M.1.6	Key Message/ Tone and Manner/ Visual Strategy	1.20								10.7	21.3	L	Y	project workshop
M.1.7	Design and Development	1.6								15.3	26.7	L	Y	project workshop
M2	Photography	0.6								40	80			0.6 / 200.4
M.2.1	Photography Appreciation and History	0.6								5	10	L	Y	project workshop
M.2.2	Camera and Working System Applications	0.6								5	10	L	Y	project workshop
M.2.3	Projection Media	0.6								5	10	L	Y	project workshop

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Module No.	Title of Module / Course Unit - Compulsory or elective?	Credit Points per Semester									Workload		Method of Teaching	L & Active course centre	Forms and Duration of Examinations	Weight of exam related to final grade
		1	2	3	4	5	6	7	8	9	Hours in Class	Hours self-study				
M1	Environment Graphic Design										80	160				5.6 / 250.4
M1.1	Introduction to Environmental Graphic Design: Lesson Plans, Lecture Contracts, Assignments, Rubrics					0.5					3.8	7.6	L	Y	project workshop	
M1.2	History of Environmental Graphic Design					0.5					3.8	7.6	L	Y	project workshop	
M1.3	Experiential Graphic Design					0.5					3.8	7.6	L	Y	project workshop	
M1.4	Typography Environmental					0.5					3.8	7.6	L	Y	project workshop	
M1.5	Augmented & Virtual Reality in Environmental Graphic Design					0.5					3.8	7.6	L	Y	project workshop	
M1.6	Art Form in Environmental Graphics					0.5					3.8	7.6	L	Y	project workshop	
M1.7	Environmental Graphic Design - Retail					0.5					3.8	7.6	L	Y	project workshop	
M1.8	Environmental Graphic Design - Signage and Wayfinding					1.6					15.3	26.7	L	Y	project workshop	
M1.9	Environmental Graphic Design - Narrative Environment					0.5					3.8	7.6	L	Y	project workshop	
M1.10	Scientific Writing Journal					0.5					3.8	7.6	L	Y	project workshop	
M1.11	Literature Review					0.5					3.8	7.6	L	Y	project workshop	
M1.12	Environmental Graphic Design Abstract					0.5					3.8	7.6	L	Y	project workshop	
M1.13	Environmental Graphic Design Background					0.5					3.8	7.6	L	Y	project workshop	
M1.14	Environmental Graphic Design Methods					0.5					3.8	7.6	L	Y	project workshop	
M1.15	Design: Signage and Wayfinding					0.5					3.8	7.6	L	Y	project workshop	
M1.16	ISO Standard Environmental Graphic Design					1.6					15.3	26.7	L	Y	project workshop	
M2	Animation										160.7	160.7				6.4 / 250.4
M2.1	Introduction of Animation Course					0.64					5.3	16.7	L		0	Presentation
M2.2	An overview of the history of the animation industry and ecosystem					0.64					5.3	16.7	L		0	Workshop & Presentation
M2.3	Environment in animation					0.64					5.3	16.7	L		0	project workshop
M2.4	Modeling Environment of animation					0.64					5.3	16.7	L		0	project workshop
M2.5	Application of animation principles					0.64					5.3	16.7	L		0	project workshop
M2.6	Animation Industry and its implementation					0.64					5.3	16.7	L		0	Workshop & Presentation
M2.7	Advance Modeling Environment					0.64					5.3	16.7	L		0	project workshop
M2.8	Modeling animation character					0.64					5.3	16.7	L		0	project workshop
M2.9	Advance modeling animation character					0.64					5.3	16.7	L		0	project workshop
M2.10	Animation principle for character					0.64					5.3	16.7	L		0	Presentation & Publication
M3	Printing and Graphics Technology										80	80				3.2 / 250.4
M3.1	History of Print Technology (conventional - digital)					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.2	Basic Principles of Printing Techniques					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.3	Print Pre Production					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.4	Print Production					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.5	Post-Press Production					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.6	Color Management - Color Separation Concepts and Principles					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.7	Print materials and finishing					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.8	Screen Printing Technique					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.9	Offset Printing					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.10	Digital Printing					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.11	Photography Printing					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.12	Digital Printing					0.37					3.06	6.15	L		0	Workshop & Presentation
M3.13	3D Printing					0.37					3.06	6.15	L		0	Workshop & Presentation
M4	Research and Design Methods										80	80				3.2 / 250.4
M4.1	Introduction: Research-driven design: why does it matter?					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.2	Picking people first					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.3	Effective Reading and writing a literature Review					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.4	The characteristics of Primary source and Secondary source and how to use them in design research					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.5	Qualitative Research					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.6	Qualitative Research 2					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.7	Quantitative Research: Methods and Strategy for Conducting Survey in Pre-Design					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.8	Quantitative Research: Methods & Strategy for Structured Survey Questions in Post design stage					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.9	Data analysis and Interpretation: Techniques with Affinity diagram					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.10	Identifying Design Research Problem					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.11	Creative Design Solution: Selection and Curation					0.4					3.33	6.67	L		0	Workshop & Presentation
M4.12	Data Visualization: GDS					0.4					3.33	6.67	L		0	Workshop & Presentation
M5	Elective Course EDITORIAL DESIGN PAPER 1: EDITORIAL DESIGN										40	80				4.8 / 250.4
M5.1	Introduction of Publishing and Printing Industry					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.2	Basic principles, Editorial Design, Desktop publishing					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.3	Variety of Editorials, Content Analysis, Target Audience Analysis					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.4	Analysis of Communication Strategy and Visual Design Analysis					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.5	Target Audience, Design Method, Design Criteria, Design Concept					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.6	Communication Strategy, Visual Strategy					0.4					3.6	7.2	L		0	Workshop & Presentation
M5.7	Planning, Pre production					0.4					3.6	7.2	L	Y	project workshop	
M5.8	Production process, Post production, File Management					0.4					3.6	7.2	L	Y	project workshop	
M5.9	Content Systematic, Rubric, Document Setup, Editorial Layout					0.4					3.6	7.2	L	Y	project workshop	
M5.10	Manuscript Editing, Visual Illustration, Text and Graphics, Tables and Infographics					0.4					3.6	7.2	L	Y	project workshop	
M5.11	Document Format Files - Print Format and Printing - Post Production					0.4					3.6	7.2	L	Y	project workshop	
M6	Elective Course MERCHANDISING PAPER 1: MERCHANDISING										40	80				4.8 / 250.4
M6.1	Introduction to regional merchandise and souvenir designs					0.4					3.6	7.2	L		0	Workshop & Presentation
M6.2	Regional merchandise and souvenir product categories					0.4					3.6	7.2	L		0	Workshop & Presentation
M6.3	Existing analysis of regional merchandise and souvenir product designs					0.4					3.6	7.2	L		0	Workshop & Presentation
M6.4	Existing analysis of regional merchandise and souvenir product designs					0.4					3.6	7.2	L	Y	project workshop	
M6.5	Regional merchandise and souvenir design concept					0.4					3.6	7.2	L	Y	project workshop	
M6.6	Development of digital 3D/3D sketches and drawings					0.4					3.6	7.2	L	Y	project workshop	
M6.7	Production Process and report writing					0.4					3.6	7.2	L	Y	project workshop	
M6.8	Scientific writing					0.4					3.6	7.2	L	Y	project workshop	
M6.9	Merchandising design presentation					0.4					3.6	7.2	L	Y	project workshop	
M7	Elective Course CINEMATOGRAPHY PAPER 1: CINEMATOGRAPHY										40	80				4.8 / 250.4
M7.1	Basic Cinematography					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M7.2	Definition of Cinematography					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M7.3	Movie Elements					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M7.4	Movie Elements: Mise En Scene					0.4					3.6	7.2	L	Y	project workshop	
M7.5	Movie Elements: Scene Editing					0.4					3.6	7.2	L	Y	project workshop	
M7.6	Movie Elements: Cinematography					0.4					3.6	7.2	L	Y	project workshop	
M7.7	Movie Elements: Audio Effect and Scoring					0.4					3.6	7.2	L	Y	project workshop	
M7.8	Movie Elements: Booking Composition					0.4					3.6	7.2	L	Y	project workshop	
M8	Elective Course EXPERIMENTAL PHOTOGRAPHY										40	80				4.8 / 250.4
M8.1	Introduction of Experimental Photography					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M8.2	Photography appreciation and theory I					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M8.3	Photography appreciation and theory II					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M8.4	Photography Perception					0.4					3.6	7.2	L	Y	0	Workshop & Presentation
M8.5	Photo and Media application					0.4					3.6	7.2	L	Y	project workshop	
M8.6	Program					0.4					3.6	7.2	L	Y	project workshop	
M8.7	Photogrammetry I					0.4					3.6	7.2	L	Y	project workshop	
M8.8	Photogrammetry II					0.4					3.6	7.2	L	Y	project workshop	
M8.9	Commercial Photo I					0.4					3.6	7.2	L	Y	project workshop	
M8.10	Commercial Photo II					0.4					3.6	7.2	L	Y	project workshop	
M8.11	Experimental Photo					0.4					3.6	7.2	L	Y	project workshop	
M8.12	Photography Management					0.4					3.6	7.2	L	Y	project workshop	
M9	Elective Course COMIC BOOK ILLUSTRATION										40	80				4.8 / 250.4
M9.1	The variety of languages used in comic media					0.4					3.6	7.2	L	Y	project workshop	
M9.2	Compose a complete story according to the specified genre					0.4					3.6	7.2	L	Y	project workshop	

M13	Design a storyboard from a story script					6.4				3.4	7.3	L	T	project workshop	
M14	Comeo Strip with a certain theme and genre					6.4				3.4	7.3	L	T	project workshop	
M15	Advertising theme come advertisement					6.4				3.4	7.3	L	T	project workshop	
M16	Comeo series as part of branding strategy and promotion of a product or service					6.4				3.4	7.3	L	T	project workshop	
M17	Comeo as part of a Public Service Advertisement					6.4				3.4	7.3	L	T	project workshop	
total		0.00	0.00	0	0.0	49.6	0	0	0	413.3	826.7				

6 th Semester															
Module No.	Title of Module / Course (Unit + Compulsory or elective?)	Credit Points per Semester								Workload		Method of Teaching		Form and Duration of Examinations	Weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	in lecture	in case		
M1	Visual Branding Design									36	108				6.8 / 230.4
M1.1	Brand definition and branding activities, scope and steps to build a brand									24	40	L	T	project workshop	
M1.2	Brand visibility and brand architecture of an entry									24	40	L	T	project workshop	
M1.3	methodology in doing branding									24	40	L	T	project workshop	
M1.4	how to build and develop ideas about a brand									24	40	L	T	project workshop	
M2	Interface Design									32.3	106.7				6.8 / 230.4
M2.1	Design Thinking I									8.3	17.8	L	T	Workshop & Presentation	
M2.2	User Research / UX Research: methods and best practice									8.3	17.8	L	T	Workshop & Presentation	
M2.3	UI for Mobile									8.3	17.8	L	T	project workshop	
M2.4	Application Sketch concept production									8.3	17.8	L	T	project workshop	
M2.5	Emotional Design: How to make products that people will love									8.3	17.8	L	T	project workshop	
M2.6	Content and Visual Prototype Work									8.3	17.8	L	T	project workshop	
M3	Marketing (Prerequisite)									46.5	80.0				4.8 / 230.4
M3.1	Definition, scope, objectives and concepts of marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.2	Segmentation and targeting in reaching the market									3.1	6.2	L	T	Workshop & Presentation	
M3.3	Communication in Positioning									3.1	6.2	L	T	Workshop & Presentation	
M3.4	Analysis and discussion of targeting and segmentation in a brand's marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.5	Consumer Lifestyle and Behavior									3.1	6.2	L	T	Workshop & Presentation	
M3.6	Definition, and Stages of the Product Life Cycle									3.1	6.2	L	T	Workshop & Presentation	
M3.7	Marketing Mix									3.1	6.2	L	T	Workshop & Presentation	
M3.8	Advertising and Marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.9	Public Relation and Marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.10	Branding in marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.11	Digital Marketing									3.1	6.2	L	T	Workshop & Presentation	
M3.12	Branding analysis of certain brand									3.1	6.2	L	T	Workshop & Presentation	
M3.13	Designing a brand marketing strategy through segmentation, targeting and positioning activities as well as the marketing mix									3.1	6.2	L	T	Workshop & Presentation	
M4	Elective Course PATTERN DESIGN / Elective Course 2									46.50	80.00				4.8 / 230.4
M4.1	Introduction to graphic motif design									4.44	8.89	L	T	Workshop & Presentation	
M4.2	Course Unit 2									4.44	8.89	L	T	project workshop	
M4.3	Motif Design Trends									4.44	8.89	L	T	project workshop	
M4.4	Cross-Cultural Ornament									4.44	8.89	L	T	project workshop	
M4.5	Architectural Ornament: Crafts, Batik, Cladding									4.44	8.89	L	T	project workshop	
M4.6	Nusantara Ornamentation: Kriya, Batik, Scares									4.44	8.89	L	T	project workshop	
M4.7	Motif Design Elements: Shapes, Colors, Illustrations									4.44	8.89	L	T	project workshop	
M4.8	Motif Design Experiment									4.44	8.89	L	T	project workshop	
M4.9	Motif Design Production Process									4.44	8.89	L	T	project workshop	
M5	Elective Course ENVIRONMENTAL BRANDING/ Elective Course 2									46.50	80.00				4.8 / 230.4
M5.1	Introduction Branding Environment									3.44	7.27	L	T	Workshop & Presentation	
M5.2	History of Branding Environment									3.44	7.27	L	T	Workshop & Presentation	
M5.3	Brand Design of Branding Environment									3.44	7.27	L	T	project workshop	
M5.4	Design Principles of Branding Environment									3.44	7.27	L	T	project workshop	
M5.5	Branded Environment: Housing and Settlements									3.44	7.27	L	T	project workshop	
M5.6	Branded Environment: Public Space									3.44	7.27	L	T	project workshop	
M5.7	Branded Environment: Commercial Space									3.44	7.27	L	T	project workshop	
M5.8	Branded Environment: Destination Tourism and Entertainment									3.44	7.27	L	T	project workshop	
M5.9	Branded Environment: Cities and Country									3.44	7.27	L	T	project workshop	
M5.10	Branded Environment: Data Observation									3.44	7.27	L	T	project workshop	
M5.11	Branded Environment: Project Brief									3.44	7.27	L	T	project workshop	
M6	Elective Course ANIMATION AND DIGITAL GAME/ Elective Course 2									46.50	80.00				4.8 / 230.4
M6.1	Introduction of animation and digital game									3.08	6.15	L	T	Workshop & Presentation	
M6.2	Theory of game and its implementation									3.08	6.15	L	T	Workshop & Presentation	
M6.3	Art and game									3.08	6.15	L	T	Workshop & Presentation	
M6.4	game scenario for education									3.08	6.15	L	T	project workshop	
M6.5	Scientific report									3.08	6.15	L	T	project workshop	
M6.6	Human Computer Interaction in relation with visual design									3.08	6.15	L	T	project workshop	
M6.7	presentation of game production									3.08	6.15	L	T	project workshop	
M6.8	game positive production and workflow									3.08	6.15	L	T	project workshop	
M6.9	object oriented programming									3.08	6.15	L	T	project workshop	
M6.10	game production									3.08	6.15	L	T	project workshop	
M6.11	presentation of production progress									3.08	6.15	L	T	project workshop	
M6.12	game production									3.08	6.15	L	T	project workshop	
M6.13	final assessment of educational game									3.08	6.15	L	T	project workshop	
M7	Elective Course PACKAGING DESIGN/ Elective Course 2									46.50	80.00				4.8 / 230.4
M7.1	Definition and design history of Packaging Design									2.30	5.00	L	T	Workshop & Presentation	
M7.2	Packaging Design Elements and Principles									2.30	5.00	L	T	Workshop & Presentation	
M7.3	Typography, Color and Graphic Image in packaging design									2.30	5.00	L	T	Workshop & Presentation	
M7.4	Primary Design Panel in Packaging Design as design principles									2.30	5.00	L	T	Workshop & Presentation	
M7.5	Packaging Design Structure and Material									2.30	5.00	L	T	Workshop & Presentation	
M7.6	Materials									2.30	5.00	L	T	project workshop	
M7.7	Packaging Design Process									2.30	5.00	L	T	project workshop	
M7.8	Production planning in packaging design									2.30	5.00	L	T	project workshop	
M7.9	Consideration of environmental issues in packaging design by applying eco design measuring tools									2.30	5.00	L	T	project workshop	
M7.10	Analysis of SME packaging design by applying eco design measuring tools									2.30	5.00	L	T	project workshop	
M7.11	Cultural identity as a communication tool in packaging design									2.30	5.00	L	T	project workshop	
M7.12	Social and legal research in packaging design									2.30	5.00	L	T	project workshop	
M7.13	Analysis of SME packaging design as a case study of design development									2.30	5.00	L	T	project workshop	
M7.14	The process of developing SME packaging design as a case study									2.30	5.00	L	T	project workshop	
M7.15	Final design refinement									2.30	5.00	L	T	project workshop	
M7.16	The final design presentation									2.30	5.00	L	T	project workshop	
M8	Elective Course Advanced Advertising / Elective Course 2									46.50	80.00				4.8 / 230.4
M8.1	Introduction to Television Advertising									2.30	5.00	L	T	Workshop & Presentation	
M8.2	Ideology and popular culture of advertising									2.30	5.00	L	T	Workshop & Presentation	
M8.3	Behind Media: Design and Image									2.30	5.00	L	T	Workshop & Presentation	
M8.4	Advertising Ethics									2.30	5.00	L	T	Workshop & Presentation	
M8.5	Communication in the media									2.30	5.00	L	T	Workshop & Presentation	
M8.6	Momentum in Advertising									2.30	5.00	L	T	Workshop & Presentation	
M8.7	Advertising effectiveness									2.30	5.00	L	T	Workshop & Presentation	
M8.8	Understanding digital advertising media									2.30	5.00	L	T	Workshop & Presentation	
M8.9	consumer behavior: market segmentation, targeting, consumer research									2.30	5.00	L	T	project workshop	
M8.10	digital marketing trends, media buying									2.30	5.00	L	T	project workshop	
M8.11	digital advertising									2.30	5.00	L	T	project workshop	
M8.12	SOCIAL MEDIA CAMPAIGN									2.30	5.00	L	T	project workshop	
M8.13	Strategic research									2.30	5.00	L	T	project workshop	
M8.14	advertising concept									2.30	5.00	L	T	project workshop	
M8.15	Completing progress									2.30	5.00	L	T	project workshop	
M8.16	Assignment									2.30	5.00	L	T	project workshop	
M9	Technology Knowledge & Application Wawasan dan Aplikasi Teknologi									46.50	80.00				4.8 / 230.4
M9.1	Students are able to understand lecture online									2.30	5.00	L	T	Final reviewed: Exam Paper	
M9.2	Students Able to utilize Research Centers at ITS and National									2.30	5.00	L	T	Final reviewed: Exam Paper	

M4.10	Digital Marketing								8.3		2.36	3.80	L	5	Workshop & Presentation	
M4.11	Evaluation & Marketing Design Review								8.3		2.36	3.80	L	5	Workshop & Presentation	
total		0.00	0.00	0	0.0	0	0	0	30	0	253.3	506.67				
8th Semester																
Module No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		weight of 16 hours	L	S	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	hours in class	hours in lab					
M1	Design Management Management Design									8.3	46	80				43/230.8
M1.1	Creative industry management, definition of creativity, industry 4.0 and Making Indonesia 4.0 in the Visual Communication Design industry.									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.2	Course Unit 2									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.3	How to calculate KLS in Visual Communication Design - Opportunities and challenges of Visual Communication Design in Indonesia									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.4	Internal and External Factors - SWOT analysis - Matrix Analysis									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.5	Definition, Functions, and Stages of the Procurement of Goods/Services applicable in the Visual Communication Design industry									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.6	Planning on Schemes, Processes, and Teams (Personnel) for the Procurement of Goods/Services									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.7	Principles, Methods, Preparation of RFQ/RFI, and Documents for Procurement of Goods/Services									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.8	Acquisition of Terms of Reference, Draft Budget, Unit Price Reference and Bidding									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.9	Management of intellectual property rights, related to Visual Communication Design copyrights and industrial design rights									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.10	Management of intellectual property rights, related to Visual Communication Design trademark rights and patents									8.3	3.8	7.3	L	5	Workshop & Presentation	
M1.11	Brand management, which is related to Visual Communication Design brand									8.3	3.8	7.3	L	5	Workshop & Presentation	
DA	Final Project / Bachelor Thesis									12.8	196.67	215.33				12.8/236.4
total		0.00	0.00	0	0.0	0	0	0	0	17.6	146.7	293.3				
total		57.60	28.80	30.4	32.0	49.6	50	30	17.6	2232.00	4464.0					

L: Lecture
S: Seminar
T: Tutorial

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

All programmes

The naming of study programmes is determined following the regulations of the Minister of Research, Technology and Higher Education Regulation Number 32 as of 2021. This decree specifies the names of study programmes for both academic and professional education. The graduates of the Bachelor of Design Programmes are awarded the title of Bachelor of Design or Sarjana Desain (S.Ds) as per the ITS Rector Decree Number 54 of 2023, which determines the degrees for vocational, bachelor's, professional, master's, and doctoral programmes at ITS.

Bachelor of Industrial Design

The naming of the study programme is based on specifically the Decision of the Director General of Higher Education, Research, and Technology No. 01/DIKTI/Kep/1997 dated January 8, 1997, regarding the names of Study Programmes in Academic and Professional Education. The naming of the programme was agreed upon by the Indonesian Product Design Alliance (ADPPI) Forum, as well as the terminology and general professional designation in the occupational map of Industrial Design. The degree conferred upon graduates at the undergraduate level (S1) in Industrial Design at ITS is "Sarjana Desain" (S.Ds.) in accordance with ITS Rector Decree No. T/2733/IT2/HK.00.01/2019 regarding the designation of vocational, bachelor, professional programme, master, and doctoral degrees within ITS. The nomenclature of courses is derived from the outcomes of evaluations, global benchmarking of industrial design HEIs, and guidance from the Industrial Design Institute. The course naming aligns with the recommendations outlined in "A Guide to the Industrial Design Body of Knowledge", published by the Industrial Design Institute in Philadelphia in 2014.

Bachelor of Visual Communication Design

BVCD was established by ITS Chancellor's Decree No. 0166/IT2/HK.00.01/2018, published on February 8, 2018. BVCD named according to the relevant nomenclature, specifically the Decree of the Director General of Higher Education, Research and Technology number 4191/E1/HK/03.01/2022, which pertains to the nomenclature of Study Programmes in the fields of Academic Education and Professional Education.

The study programme's name selection is based on carefully analysing the programme's vision, mission, and educational objectives. In addition, selecting the BVCD's name places

greater emphasis on the concept of “Communication”. There are several main reasons for this: 1). The selection of programme names and degrees was based on their relevance to the specific requirements of the existing visual communications design industry. This improves the graduates' ability to compete in the job market and promotes a thorough understanding of the programme's focus. 2). Thorough Comprehension: BVCD contains an extensive array of knowledge in the realm of visual communication design, which includes elements of creativity and aesthetics, technical expertise, and strategic understanding. 3). Prospective students are drawn to BVCD due to its appealing name, which effectively conveys the programme's focus on creative elements, technology, and a unique approach.

3.1.3 Integration of theory and practice (Asterisk Criterion)

The curriculum employs a well-balanced strategy, allocating 60% of core courses to practical application and 40% to theoretical principles. Various approaches are employed to combine the theoretical and practical learning, including case-based learning, project-based learning, team-based learning, laboratory-based learning, community-based learning, guest lectures, company visits, and on-the-job training.

Project-Based Learning (PBL) emphasises hands-on experiences, challenging students to apply design related theoretical concepts to real-world projects and enhancing problem-solving skills and practical knowledge, resulting in the development of designed products capable of addressing real-world issues. Case-based learning, utilises real-world cases to contextualise theoretical concepts, encouraging analytical thinking. This method provides practical insights into contemporary challenges like the environmental crisis and additive manufacturing. Team based learning, through design studio courses, students engage in group projects that promote proactivity, decision-making, and problem-solving skills. Laboratory-based learning, engages students in practical research-related activities, focusing on human factors, entrepreneurship, material sciences, and design processes. Various specialised laboratories focus on practical research activities. These include: 1) Protomodel, emphasising material science, prototyping, and modelling using machinery. 2) Human-Centred Design, focused on human factor-driven design. 3) Strategic Design Management, concentrating on qualitative and quantitative research methods, visual research, ethnography, marketing communication, branding, and strategic design management. 4) Integrated Digital Design, cantered around reverse engineering and integrated digital design with software and 3D simulation. Community-based learning, involving students in community-oriented projects, fostering social skills and applying design principles to address real-world challenges through Student association and Student Community activities. Experts and industries engagements, students benefit from exposure to industry experts through guest lectures and company visits, gaining valuable insights and perspectives from professionals in the field. Internship facilitates on-the-job training, enabling students to apply theoretical knowledge in professional settings. Internships bridge the gap between theory and real-world application

Bachelor of Industrial Design

The BID utilises Project-Based Learning (PBL) in studio lectures, specifically from the first to fourth Industrial Design Course. Additionally, case-based learning is employed in the Design Methods Course, where students gain knowledge on the development of innovative products. Ergonomics Course focuses on analysing the ergonomic aspects of a product and conducting usability tests. Some courses incorporate team-based learning, particularly in theoretical subjects like Creativity Course, where students are required to interact in order to generate

unique ideas. Community-based learning is implemented in both curricular and extra-curricular activities. An example of this, is the student work project with Intako Leather Craft Center in Sidoarjo, Surabaya, Indonesia, where students have been assigned with addressing design challenges encountered by craftspeople and entrepreneurs in the area. In addition, all Industrial Design students are obligated to complete an internship before completing their studies. Other examples of integration between theory and practice can be noted in the Industrial Design Studio course, when students are assigned the responsibility of tackling real-world difficulties by implementing creative design solutions. Another example of integration between theory and practice is the course of design history. At the end of the course, students are challenged to apply the knowledge acquired by creating a design magazine that reflects their understanding of design history. This approach aims not only reinforces the theoretical experience for students but also combines practical aspects that can be applied in real-world scenarios within the design industry.

The integration process also takes place when students complete their Final Thesis as part of the programme's efforts to develop graduate qualification profiles, which include the Final Thesis report, portfolio, and product prototype. Furthermore, integrating theory and practice is also carried out in the MBKM programme, such as internship programmes, student exchanges, and community service activities.

Bachelor of Interior Design

The educational method in BID places a strong emphasis on team-based learning, which focuses on fostering teamwork, enhancing decision-making abilities, and developing problem-solving skills. This is achieved through a variety of activities including debates, presentations, peer reviews, and report writing. Meanwhile, Laboratory-based learning enhances students' research-oriented skills in areas such as Behavioural, Aesthetic and Cultural, and Science and Interior Technologies. The dedication to community-based learning enables students to actively interact with communities, taking the initiative to undertake initiatives and cultivate social skills while tackling real-world issues that are pertinent to key courses such as Identity Interior Design and Furniture Design. In addition, guest lectures delivered by industry experts and organise design workshops were held to offer valuable perspectives on the creative business. In addition, industry visits provide students with practical learning opportunities, while internships outside of educational institutions allow them to apply theoretical knowledge in real-life contexts and participate in introspective thinking. In addition, BID lectures actively improve practical skills by being a member of the Association of Indonesian Interior Designer (HDII), obtaining professional certification, participating in workshops, and collaborating with interior design institution.

Bachelor of Visual Communication Design

BVCD employs a diverse range of teaching methods to enhance students' educational experiences. Case-based learning involves immersing students in authentic settings by using narratives and contextualisation, while also incorporating genuine images and videos to aid comprehension. Project-based learning promotes cooperative problem-solving by presenting students with authentic community challenges, which require them to engage in activities like gathering data and communicating with professionals in the field. Team-based learning emphasises collaboration, critical thinking, and problem-solving abilities by engaging students in activities such as debates and peer evaluations, enabling them to showcase their cognitive analytical and research capabilities. In addition, laboratory-based learning cultivates research-oriented skills, particularly in Creative Digital Media and Branding and Communication

Strategy, as seen by courses such as Animation and Packaging Design. Community-based learning enables students to actively participate in communities, fostering the development of social skills and tackling practical difficulties in courses such as Identity Design and Promotional Design. Guest lectures and design workshops offer valuable industry insights, while official corporate visits provide practical learning experiences. Finally, on-the-job training allows for internships, which allow students to apply theoretical knowledge in real-life situations and analyse their experiences.

3.1.4 Interdisciplinary thinking

Bachelor of Industrial Design

Industrial Design is an interdisciplinary field of science and expertise in the development of functional products by harnessing creativity and knowledge based on considerations:

1. function,
2. aesthetics and beauty,
3. industrial and manufacturing principles,
4. user and market, and
5. technology.

These aspects are encompassed within the mandatory courses of the university, faculty courses, enrichment courses, and the MBKM.

Course	Approach
Industrial Design Courses	As a practical application of acquired knowledge and specialised skills, the mandatory courses in Industrial Design are related to the study of product design theory, humanistic studies (humaniora), technology applications in products, system engineering in products, modelling and prototyping, and intellectual property rights. The final stage of the coursework is the Final Thesis course, which requires general knowledge, specific knowledge, general skills, and specific skills while encouraging interdisciplinary thinking so that the work and concepts produced have a positive impact on human society.
Introduction to the Built Environment	A faculty compulsory course that serves as a fundamental basis during the second semester.
Technology Insights	An Institute compulsory course for students in semester 6, encompassing a diverse group from various departments. Each class is composed of 2-3 student groups, each representing different departments. This course guides students in generating innovative works, culminating in a proposal for the Student Creativity Programme (PKM). In this interdisciplinary setting, industrial design students have the valuable opportunity to collaborate with peers from diverse backgrounds, fostering the creation of innovative projects through a combination of different perspectives and expertise.
Technopreneurship	Is a mandatory institute course that delves into the principles of entrepreneurship. Like the Technology Insights course, each class in this subject consists of two or three student groups from various departments within ITS. This course challenges students to learn the process of developing and ultimately marketing a product,

	fostering an interdisciplinary approach by bringing together students from different academic backgrounds.
Enrichment Courses	Students are required to take at least one course outside their major with a minimum credit load of 2 SKS credits. This aims to broaden students' perspectives by studying courses from other programmes, which can be applied in the interdisciplinary field of industrial design.

Bachelor of Interior Design

To prepare BID students to have interdisciplinary thinking and be able to work across fields of science. The curriculum is designed by focusing not only on interior design disciplines but also on general knowledge. Students will gain general knowledge through national courses and ITS characterisation courses. Students can also take courses outside the interior design discipline through Enrichment Courses.

There are compulsory courses at the institutional level that students from various study programmes can take. One such course is the Technopreneurship course, where each student team creates a technology-based business proposal. The team members are selected from different fields of study to bring their unique learning perspectives and develop innovative business ideas.

The BID programme also offers elective courses such as Home Decor Course, where students form a team with members from various study programmes to create finished interior decoration products. Students are encouraged to contribute according to their skills during the course to bring the product to life. Additionally, students learn how to manage human resources with different skills to achieve a tangible goal, such as home decoration products.

BID provides opportunities for students to be involved in real interdisciplinary projects through laboratory-based research and community service activities. These projects help students apply the knowledge they have gained in the classroom to real-world scenarios, enabling them to develop practical skills essential to their future careers.

Bachelor of Visual Communication Design

Students are required to take department courses covering general knowledge topics like trends, digital media, design history, aesthetic values and lifestyle. Particularly, certain courses aim to equip students with expertise in design and interdisciplinary thinking, encompassing subjects such as creative studies, research and design techniques, and design management.

The compulsory courses in BVCD focus on the practical application of gained information and specialised abilities. These courses cover topics such as visual communication design theory, promotional design and creative digital media, branding, user interface, and intellectual copyrights. The concluding phase of the coursework is the Final Project course, which requires a broad understanding, specialised expertise, versatile abilities, and specific proficiencies, while fostering interdisciplinary cognition to ensure that the output and concepts generated yield a beneficial influence on human civilisation.

3.1.5 Ethical aspects

Since its establishment, ITS has emphasised the importance of upholding ethics and integrity. Ethics is listed as one of the goals of ITS as stated in Article 4 of the ITS Statute. The goals of ITS include: (1) Enlightening the nation's life, fostering, and strengthening the sense of national unity and unity based on values, academic ethics, morals, faith, and piety to God Almighty (2) Educating, developing student abilities, and producing graduates who: have noble character, excel in science and technology, have a noble and independent personality, are professional and ethical, have integrity and high responsibility, are able to develop themselves and compete at the national and international levels. In addition, ethics, integrity, and social responsibility are aspects of ITS' core values. Article 72 of the ITS Statute specifically requires a code of ethics for lecturers, education staff, and students. The regulations and enforcement of the ITS code of ethics are detailed in Rector's Decree number 19 of 2019.

Bachelor of Industrial Design

Moreover, students learn professional aspects as product designers through various courses, including Design Management, Professional Practice, and Design Methodology. Professional Ethics cover topics such as professional communication ethics, research ethics, anti-plagiarism policies, publications, and intellectual property rights. There are collaborations with professional associations (ADPII) and the Industrial Design Programme Forum, in which ethical codes are promoted in the context of professional product design, regulations, design organisations, design services, and intellectual property rights.

Bachelor of Interior Design

The details of ethical aspects for students can be divided into 4 parts: Firstly, they learn about professional ethics as interior designers, particularly through the course of “research methodology” and “research design”. Secondly, the programme introduces academic ethics by familiarising students with regulation governing ethical conduct and academic standards. Thirdly, the students gain insights into learning ethics during academic activities, which are reinforced through courses focused on religion and civic engagement. The goal is for students to apply these ethical principles in their interactions with peers, faculty, and staff throughout their studies at ITS. Lastly, for collaborations with the Association of Indonesian Interior Designer ethical aspects are important.

Bachelor of Visual Communication Design

BVCD implements academic ethical code into the curriculum, by teaching students ethical code on plagiarism through courses such as advertising. The BVCD has implemented the incorporation of ethical code values since the early preparation stage of BVCD Curriculum, such as Basic Design and Life Drawing courses. In this phase, every project undertaken is focused on fostering the originality of each student's work, serving as a measure of their individual abilities. Design Appreciation course is offered, which also uphold norms and ethics. Students acquire the importance of adhering to a code of ethics regarding the authenticity of their reports through the Final Project course, which is reinforced by the iThenticate Thesis system.⁹

3.1.6 Methods and scientific practice (Asterisk Criterion)

Bachelor of Industrial Design

⁹ This is a tool used by academic institutions to check the originality of theses and dissertations. It helps ensure that these documents are free from plagiarism and properly cited.

The curriculum of the BOID is intricately crafted to foster students' expertise in design methodology and scientific practices. It features courses that delve into trend analysis, user and market research, material exploration, technological advancements, environmental considerations, prototyping, testing, critical thinking, problem-solving, and ethical considerations. Alongside these, foundational courses serve as the basis, providing students with a comprehensive understanding of key industrial design principles which courses are organised into four clusters, each representing a distinct premise:

Product Design	Implemented through the studio learning system, this cluster involves a series of design activities ranging from theoretical studies, creative ideation, and design concept formulation to drawing practice, experimentation with product form and function, creation of product models, and final design presentation and evaluation.
Research and Management of Industrial Design	A comprehensive understanding of knowledge, theory, methodology, history, design thinking, material culture studies, and lifestyle as a basis for conducting research and management in industrial design.
Application of Product Technology	The application of technology logic and multidisciplinary knowledge in industrial design, covering human factors, applied physics, material knowledge, production processes, and design systems. Digital modelling, prototyping, design and technology protection, and more, in the creativity of design problem-solving.
Application of Humanities	Applying a political-economic-social-cultural perspective to user communities through humanities related to industrial design, such as design thinking, design appreciation, perception psychology, aesthetic philosophy, lifestyle studies, marketing strategies, and design management.

The capstone courses during the preparatory stage (semesters 1 and 2) lay the foundation for students' essential industrial design skills such as Technical Drawing course, students acquire proficiency in visualising products, while the Design Basics course develops their aesthetic sense. Successful completion of these courses renders students eligible to enrol in Product Design, a studio course mandating the design of products through a progressive approach, complemented by theory courses and laboratory activities.

In semester 4, Product Design 1 intensifies the focus on functionality and aesthetics, with a specific emphasis on fashion apparel products. This course integrates support from Technical Drawing, Design Methodology, and Design History, previously undertaken in the semester. Concurrently, students delve into CAD (Computer-Aided Design), materials and processes, and design appreciation. Moving forward in semester 5, Product Design 2 shifts the design focus to appliance products, emphasising functionality, aesthetics, and engineering. Building upon the knowledge gained in prior courses, Product Design 2 incorporates expertise in CAM (Computer-Aided Manufacturing), design systems, and lifestyle considerations. Advancing further, Product Design 3 in the subsequent stage centres on furniture design, with considerations for functionality, aesthetics, engineering, and socio-cultural aspects. This core course is complemented by studies in presentation techniques and insights into technology applications. The culmination of the design process unfolds in Product Design 4, where students engage in designing comprehensive transportation systems. This advanced stage encompasses considerations of functionality, aesthetics, engineering, socio-cultural aspects, and economics. These four progressive design stages, characterised by varying levels of complexity, collectively serve as a preparatory phase for the Final Project.

Bachelor of Interior Design

The BID curriculum aims to train the following skills:

1. formulating Interior Design problems;
2. determining and applying appropriate methods to design Interior Design concepts based on focus, locus, and cases;
3. analysing and understanding the needs and desires that would be accommodated in Interior Design work;
4. formulating solutions in the form of Interior Design designs that are following the concept, context, and content.

In each semester, the curriculum includes core (practical) courses, which complement and support a methodology (theory) course. This happens particularly in semesters three, four, and six. The methodology courses provide foundational knowledge (logos) that teaches students about the processes and procedures (methodos—from meta and odos) involved in design and research. The application of these methodology courses to core courses is achieved in several ways, as outlined below:

1. The Interior Design Methodology course in the third semester supports the Aesthetic Interior Design course. To align with the methodology content, students learn to use design tools, apply design principles (such as balance, harmony, and contrast), understand how designers approach projects, assess project requirements (including budget, functionality, and aesthetics), organize space efficiently, and visualize design concepts.
2. In the fourth semester, the Research Methodology course supports both Functional Interior Design and Technology Interior Design. Students explore various research types, learn to communicate findings, select appropriate methods, and collect data relevant to interior design practice.
3. In the sixth semester, the Interior Design Research course, along with the previous methodology courses, supports advanced subjects such as Cultural Interior Design, Economic Interior Design, and the Final Project. Students participate as research or lab assistants in faculty-led projects, gaining hands-on experience in empirical observation, data analysis, and synthesis. They are required to produce research reports, which develop their critical thinking, analytical skills, and ability to identify and address real-world design problems.

The Ergonomics, Furniture Design, CAD, and CGI courses, offered every semester, aim to provide additional work skills and to support practice-based and theoretical courses training students to apply academic theories, concepts, and methods in Interior Design methodology.

Bachelor of Visual Communication Design

ITS Visual Communication Design students shall be enabled to understand and implement the methodological competencies and to do scientific work through course stages, starting from designing, researching, and applying technology prepared in the curriculum structure. The following components are involved, among others:

1. Research and Design Methods courses: Students shall understand the concept and shall analyse and explore the ideas and communication objectives and prototype the visual communication design solutions. Moreover, students shall do mass

communication and consider ethical, historical, cultural, and social consequences, environmental conservation, and regulatory aspects. Students shall be able to explain the projects, methods, concepts, and design processes carried out.

2. Visual Communication Design core course: The courses are structured and designed by involving theory, exploration of ideas and concepts, as well as methods and techniques in visual communication design. In every Visual Communication Design Course, students shall go through a research stage to be able to produce a final work (some examples of design courses consist of Identity Design, Promotion Design, Environment Graphic Design, and Visual Branding Design).

Students in the Visual Communication Design department are trained to prepare for the thesis writing process through supporting courses as well as the Conceptual Visual Communication Design course as a final project design concept. To increase the level of scientific work, students in semester seven will go through the stages of the Conceptual Visual Communication Design course as a component of Project Research. They are supported by project-based Final Thesis courses and Final Thesis report results. Apart from that, students will take the Final Thesis Colloquium examinations.

3.1.7 Examination and final thesis (Asterisk Criterion)

As regulated in ITS academic regulations, in one semester students are assessed at least four types of assessments to assess student learning achievements. Assessment can be in the form of quizzes, exams, projects, or case studies. Each type of assessment will measure one or more course learning outcomes. Details of the types of assessments and their weights are stated in the semester learning plan for each course.

The final thesis is one of the requirements for obtaining a bachelor's degree at ITS. The purpose of final thesis writing is to help students develop critical and systematic thinking abilities in identifying, developing, and addressing problems in their scientific domains, as well as conveying them verbally and in writing. Furthermore, through the process of conducting research and crafting a thesis, students are encouraged to delve deeply into their chosen subjects, gaining a comprehensive understanding that extends beyond mere classroom learning. This endeavour fosters independence and self-motivation skills, as students navigate the complexities of their topics with guidance from academic supervisors. The guidelines for writing-up the final thesis are published and accessible for every student.

Bachelor of Industrial Design

Initiating the thesis proposal involves an exploration of societal issues and phenomena, often drawn from experiences during internships, collaborative research with faculty, or direct community discussions. To guide students in this process, they collaborate with one to two assigned supervisors, each specialised in one of the four fields offered by the Industrial Design Department: Apparel and Fashion Design, Furniture Design, Appliance Design, and Transportation Design. This collaborative effort spans four colloquium stages, during which students present their work before supervisors and a minimum of two examiners (BOID 3.1.7). The process begins in the Design Research course of the seventh semester, spanning a total of 4 SKS credits (6.4 ECTS credits). The development of the final thesis proposal involves individualised guidance from supervisors, oversight by a coordinating faculty member, and reporting during the Colloquium 1 session, where the urgency, depth, and breadth of the topic are assessed. Outputs at this stage include progress reports, initial design concepts and sketches, and a journal draft.

Upon successful defence of the proposal in Colloquium 1, students proceed with the final thesis in eighth semester, under the guidance and evaluation of the examining faculty member and the supervisor. Meeting the LOs of ITS Industrial Design and CLO of the final thesis requires students to generate a final thesis document in both 2D and 3D formats, accompanied by design alternative sketches, technical drawings, and models or prototypes. Progress is monitored during the Colloquium 2 session, where students are expected to fulfil specific progress targets.

Successful completion of Colloquium 2 hinges on meeting these goals, with any necessary revisions, evaluations, or improvements discussed with the supervisor. The Colloquium 3 exhibition serves as a product test, assessing the impact of the project on the community. Output includes models/prototypes, design portfolios, posters, standing banners, exhibition stand decoration, and product profile videos.

The final phase culminates in the Colloquium 4 evaluation, encompassing the entire final thesis process and preparing for journal submission. The assessment is weighted, with 10% for Report (Content, Systematics, Writing Style), 10% for Design Concept (Methodology & Analysis, Design Concept / Criteria, Design Alternatives), 20% for Design Documents (Sketches, Presentation Images, Operational Images, Working Drawings), 40% for Product Output (Model / Mock-up / Prototype), and 20% for Presentation (Verbal Communication Skills, Attitude, and Performance). Students successfully pass the Final Thesis upon achieving a passing status in Colloquium 4.

Bachelor of Interior Design

An example of one of the course assessments in the BID programme includes delivering detailed Student Learning Plan (SLP) and submitting lecturer and student contracts regarding course agreements in the form of attendance, final product design, assessment criteria, and assessment percentage. One of the examples in Basic Design Course is carried out in several phases, and feedback on assignments is provided using the peer-review method. The relationship regarding rubric instruments, LOs, CLOs, assessment plans, and teaching methods can be seen in the course portfolio.

The final project at the BID intends to enable students to demonstrate excellent attitudes and character, to think critically, creatively, and innovatively, and to express their thoughts in interior design work. Furthermore, the final project process starts from the pre-final project. The substance of the pre-final project is a design proposal or study, which will subsequently serve as the focus of the final project. The courses supporting the pre-final project at BID include Interior Design and Economy Course (seventh semester) because its implementation aligns with the execution of the pre-final project. The pre-final project support the final project activity plan and includes the discussion according to the lecture material from the previous semesters. The student's supervisor for the final project is also determined at this pre-final project.

The students have one semester to finalise their final thesis. They are expected create final project documents with 2D and 3D aspects. Students are guided by one to two supervisors and examined by a minimum of two expert examiners for four times through colloquium 1 (K1), colloquium 2 (K2), colloquium 3 (K3), and colloquium 4 (K4). The completion of the final project proposal involves monitoring by the final project Coordinator. K1 focuses on deepening knowledge, insights, and interior design concepts. This stage is taken for topic approval that is proposed by a student. K2 focuses on the implementation of the design concept to the interior design elements along with the completion of technical drawings. Revisions and improvements are discussed with supervisors, implemented, and presented in the K3 exhibition as design tests. The exhibition serves as a forum for communicating the latest

developments. The final step is the K4 evaluation, involving a thorough assessment of the entire process. The assessment is weighted, with 45% for depth of thinking (site analysis and user), 30% for drawing presentation (technical drawing, image rendering, VR), 20% for design quality (design application), and 5% for ethical aspect. Projects are tested for feasibility and submitted in the form of journals. Students are considered successfully completing final project if they pass the K4 evaluation.

Bachelor of Visual Communication Design

Student academic evaluation is implemented based on assessment standards that refer to LOs, which consists of Attitude, General Skills, Special Skills, and Knowledge with the following techniques:

1. Attitude assessment is carried out through observation of students, student self-assessment, assessment between students, and assessment of students' personal aspects.
2. Knowledge assessment is carried out through various forms, including written and oral tests, which can technically be carried out directly (face to face) or indirectly (written/oral evaluations such as end-of-semester evaluations).
3. Skills assessment assesses student performance from project assignments, presentations, and practicums to improve their skills. For the project-based learning (PBL) course, there is a form of evaluation in the form of a work exhibition and design work, and it is also equipped with an oral evaluation through a presentation at the design concept process stage.

From this assessment method, the Bachelor of Visual Communication Design developed a rubric instrument. The aim is to determine the dimensions or aspects, as well as the level of assessment of student learning achievement. It is also hoped that this can motivate students to achieve their learning goals. Students can learn about the assessment criteria in the course outline, which is also available in the Learning Management System (LMS) e-learning system on the site myITSClassroom. Lecturers provide feedback in the form of the results of assessments that have taken place. Regardless of the teaching and learning method used, ELO will be assessed to ensure that students are on the right track.

Assessments are documented so that students can also access them via myITS Academics. Each question in a quiz, exam, midterm exam, or final exam corresponds to one of the learning objectives. One example of the output of academic evaluation is in the form of project-based learning with the premise of Communication and Function, which is followed up with foundational Compulsory Core Courses, such as Promotion Design, Environment Graphic Design, and Visual Branding Design.

The foundational core courses must be fulfilled in order to take the Preliminary Final Project. The completion of Conceptual Design (Preliminary Final Project Course), which has an outcome in a form of Colloquium 0 (Proposal of Final Project topic) and Colloquium 1 (evaluation of research question, literature review, research methodology and start of design concept). At this point, the expected result is to transform the idea into a conceptual representation. The completion of the Conceptual Design course marks the initiation of the final project stage. The final project consists of three distinct stages. Colloquium 2, which consists of an assessment of the design concept, design alternatives, and design implementation. Then, Colloquium 3 is the exhibition stage, which implements the feasibility of the final Project Design Output. In Colloquium 4, the final oral presentation is carried out orally by the examining, with an assessment weight consisting of design concepts (innovation ideas,

methodology, design output implementation) at 30%, design results at 50%, scientific attitude at 10%, and presentation at 10%.

The final project serves to enhance students' critical and systematic thinking skills in problem identification, formulation, and resolution within their scientific field. Additionally, it aims to integrate theoretical knowledge with skills acquired during the learning process, such as academic writing, analytical, and problem-solving abilities. The goal is to address and propose solutions to contemporary challenges in visual communication design. The final project is a mandatory component for earning a Bachelor of Design degree in the BVCD. Prior to submission, students must publish their final thesis in the POMITS journal (ITS Science and Arts Journal) and provide proof of submission. Adhering to the standards of the Bachelor of Design programme, students submit their work to reputable national journals. Meeting the minimum passing score is crucial to ensure evaluation aligns with the Bachelor of Design degree level.

Appraisal:

The curriculum adequately reflects the qualification objectives of the 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. Nevertheless, the panel wants to give some suggestions. The experts suggest the BID programme addresses issues of adaptive re-use as well as working with building heritage. The programme should increase the number of courses covering spatial planning and complex programs. The issues of adaptive reuse should be integrated in the core curriculum of BID, including the comprehensiveness of the learning materials as well the relevant references and the practical exercises for students to deal with these issues. For the BVCD programme, the experts suggest adding courses in creative coding and HTML as well as deeper focus on digital media in general (primarily depending on the requirements of the labour market in Indonesia, but also internationally). This includes e.g. topics such as application design, web design and human-machine interaction. These could be easily combined with the course content from UX design. Aspects of using AI in the creative process should be covered more in detail. On one hand, to adequately prepare students for the current technological challenges in this field and, on the other, to develop a critical attitude towards the use of AI tools in design. Aspects of ethics and sustainability in relation to the use of AI should also be covered.

The degrees and programme names correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programmes qualify for interdisciplinary thinking. Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

The panel applauds the programmes for having students thoroughly trained in methodological competences and scientific practice. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. The programmes ensure this by integrating theory and practice across the curriculum, equipping students with research-oriented skills and enabling them to apply these skills effectively in both academic and professional contexts.

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. 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.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Based on Rector Regulation Number 32 of 2019, undergraduate courses have a total study load of 144 credit hours / 230.4 ECTS with a maximum study period of 14 semesters. This comprises national courses, ITS distinctive courses, Faculty distinctive courses (electives), programme study courses, and enrichment courses. One semester comprises of a minimum of 16 weeks, including the evaluation process. One credit hour in learning processes such as lectures, quizzes, or tutorials, per semester consists of 50 minutes of face-to-face activities per week, 60 minutes of structured assignments per week, and 60 minutes of independent study per week. One credit hour in learning processes such as seminars or similar forms per semester consists of 100 minutes of face-to-face activities per week, and 70 minutes of independent study per week. One credit hour in learning processes such as practical work, studio practice, workshop practice, field practice, research, community service, and/or similar learning processes per semester is carried out for 170 minutes per week. Learning at ITS consists of two stages: the preparation stage totalling 36 credit hours in two semesters, and the Bachelor stage totalling 108 credit hours in six semesters.

For all three programmes

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	144 credits (230,4 ECTS) Preparation stage: 36 SKS in two semesters Applied Bachelor stage: 108 SKS in six semesters
Workload per CP	170 minutes : 50 minutes in Class Activity 60 minutes for Structured Assignment 60 Independent Learning
Number of modules/courses	BOID

	1. 4 National Compulsory Courses (8 SKS/ 12.8 ECTS) 2. 5 Institute Compulsory Courses (13 SKS/ 22.8 ECTS) 3. 1 Faculty Compulsory Courses (2 SKS/ 3.2 ECTS) 4. 23 Study Programme Courses (99 SKS/158.4 ECTS) 5. 2 elective courses (6 SKS/ 9.6 ECTS) (Out of 12 elective courses provided in the Industrial Design, students must take 2 electives for majoring/concentrations) 6. Enrichment Course: 1 (3 SKS/ 4.8 ECTS) Internship: 1 (5 SKS/8 ECTS) 7. Final Thesis: 1 (8 SKS/ 12.8 ECTS) 8. Total courses: 38 (144 SKS/ 230.4 ECTS) BID 1. 4 National Compulsory Courses (8 SKS/ 12.8 ECTS) 2. 5 Institute Compulsory Courses (13 SKS/ 22.8 ECTS) 3. 1 Faculty Compulsory Courses (3 SKS/ 4.8 ECTS) 4. 31 Study Programme Courses (100 SKS/ 160 ECTS) 5. 2 Elective Courses (6 SKS/ 9.6 ECTS) 6. 1 Enrichment Courses (3 SKS/ 4.8 ECTS) Internship: 1 (3 SKS/ 4.8 ECTS) 7. Final Thesis: 1 (8 SKS/ 12.8 ECTS) 8. Total courses: 47 (144 SKS/ 230 ECTS) BVCD 1. 4 National Compulsory Courses (8 SKS/ 12.8 ECTS) 2. 5 Institute Compulsory Courses (13 SKS/ 22.8 ECTS) 3. 1 Faculty Compulsory Courses (3 SKS/ 4.8 ECTS) 39 Study Programme Courses, 10 Elective courses 4. 2 Elective Courses (6 SKS/ 9.6 ECTS) (Out of 10 Elective courses provided in BVCD, students must take 2 electives for field concentration) 5. 1 Enrichment Courses (3 SKS/ 4.8 ECTS) Internship: 1 (3 SKS/ 4.8 ECTS)
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	6. Final Thesis: 1 (8 SKS/ 12.8 ECTS) 7. Total courses: 49 (144 SKS/ 230 ECTS)
Time required for processing the final thesis and awarded CP	BOID/BVCD: 8 credits, 6 months Students take Final Thesis Course in the 7th or 8th Semester BID: 8 credits, 6 months Students take Final Thesis Course in the 8th Semester
Number of contact hours	BOID: 2282 hours BID: 1920 hours BVCD: 1960 hours

3.2.2 Study and exam regulations (Asterisk Criterion)

The rules for learning and examinations at BOID, BID and BVCD leading to a bachelor's degree are governed by the Rector's Regulation Number 32 of 2019. The Academic Guidelines can be accessed on the official website of the faculty. Students can access information about programme requirements and curriculum structure through the academic handbook, and information about examinations.¹⁰ The regulations for studying and taking examinations for the BOID Programme, as well as the details of assessment scores, can be found in the academic guidelines' booklet. Information on final grades can be accessed through the online academic system, as well as on the student's study card. Students participating in outbound student exchange activities can transfer credits, provided there is a minimum of 80% similarity between the Industrial Design Bachelor's curriculum and the target curriculum. Additionally, internships can be converted into the community development and work practice course, worth three credits. This conversion process requires approval from the study programme conversion team, which includes the head of the study programme, the liaison officer MBKM (Community Service and Work Practices Coordinator), guardian lecturers, and lecturers of the converted courses.

Figure 11: Grades for converted Courses

Numerical Grade	Letter Grade	Numeric Value	Notes
86-100	A	4.0	Excellent
76-85	AB	3.5	Very Good
66-75	B	3.0	Good
61-65	BC	2.5	Sufficient
56-60	C	2.0	Fair
41-55	D	1.0	Poor
0-40	E	0.0	Very Poor

Bachelor of Industrial Design

The BOID uses myITS Academics to develop student assessments, and evaluate their performance. This process aims to ensure that assessments are aligned with the matrix of CLOs and LOs. The CLO -LO Matrix forms the basis for creating a detailed assessment and evaluation plan (RAE), which assigns suitable weightings to each CLOs in the SLP. By

¹⁰ See <https://my.its.ac.id/>, last accessed on April 30, 2025.

following this plan, the programme can implement effective teaching methods that are customised to meet the specified learning objectives. In the BOID, task submissions take the form of portfolio assignments and assistance logbooks in studio courses. Credits in BOID hold greater significance, as they are based on the workload required to achieve the formulated CLO.

Bachelor of Interior Design

The BID implements assessments standards established in accordance with national and institutional regulations. The BID comprises twelve programme learning outcomes (LOs) mapped to all courses in BID. For example, the Basic Design course is aligned with LO3, LO4, and LO11. Therefore, the coordinator of the Basic Design course formulates CLOs that correlate with LO3, LO4, and LO11. The types and quantity of assessments are designed to measure whether students have achieved these LOs. Details regarding the assessment and evaluation of each semester are documented on MyITS Academics. Additionally, BID students are obligated to complete the internship programme for two to three months as the graduate requirement, therefore the BID encourages student to undertake internship during semester break (June-August). The MBKM programme is taken by students through programmes that have been planned by the government and ITS which are taken for six months and converted to 20 credits of courses. The basis for conversion is carried out by the MBKM team consisting of lecturers and management of the interior design programme management.

Bachelor of Visual Communication Design

It is necessary to complete the technical requirements and assessment instruments to realise the assessment implementation plan. The learning process involves a variety of assessment and evaluation, such as lectures, student centred learning, seminars, and practical courses in studio-based courses, group discussions while assessment methods include observation, participation, performance evaluation, written examinations, oral tests, and written essays. The assessment instrument comprises three components: 1) a process assessment in the form of an essay, 2) an assessment of results through a portfolio, and 3) a specific focus on evaluating the outcomes of design work. The Midterm Examination and Final Examination scores are reported as raw scores on a scale of 0-100. These ratings consider additional academic tasks, such as writing papers, summaries, or other assignments, prior to the administration of the exam. The teaching team determines the allocation of assignment weights, Midterm Examination scores, and Final Examination scores. LOs and categorisations of LOs. The final grade is determined by aggregating the scores from mid-semester evaluations, end-semester evaluations, assignments, and quizzes, which are then categorised into several assessments. The evaluation is conducted using a grading system ranging from A to E. Cumlaude honours will be bestowed upon students who achieve a GPA exceeding 3.5 upon graduation. Students are furnished with data pertaining to their grades and GPA in order to facilitate the comparison of their academic performance with that of their peers. In addition, students have the ability to see their exam results and average marks through the e-learning (LMS) platform and the SI-Academic Website.

3.2.3 Feasibility of study workload (Asterisk Criterion)

All programmes

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

The academic supervision involves a quality assurance team evaluating teaching and learning progress, conducting end-of-semester surveys, using feedback for policy decisions, and having internship supervisors evaluate students' workplace performance.

Students must obtain approval from their Academic Advisors to register for classes each semester, with advisors managing 20-30 students, monitoring progress every four weeks, and allowing withdrawals until the 10th week, aiming to complete 144 credits over eight semesters (four years) with a maximum of 14 semesters (seven years). Second-year and older students can formulate their study plans, with a maximum study load of 24 credits (38.4 ECTS) if their previous semester's IPS score is 3.50/4.00 or higher.

At the end of the semester, the teaching process is evaluated by the Quality Assurance Office (QAO). Students can provide feedback to lecturers in myitsclassroom and convey workload feedback through the Lecturer Assessment Index (LAI) each semester. Students must give feedback on learning experiences of the previous semester. This evaluation and feedback are conducted to improve the learning experiences for the upcoming semester..

3.2.4 Equality of opportunity

Equality of opportunity is a top priority at ITS. It has been formalised in the Government Regulation of the Republic of Indonesia No. 54 of 2015 on the Statute of ITS, Section 2, Article 18, concerning general regulations for university administration. ITS implements a student admission system for all types of education that is objective, transparent, accountable, and non-discriminatory, emphasising educational equality. Students facing special circumstances and financial difficulties will be supported with scholarships. Additionally, students can request tuition fee reductions or instalment plans. Each semester, through the Planning, Finance, and Infrastructure Department, ITS provides a process for applying for tuition fee reductions following the applicable procedures and regulations.

Students with disabilities undergo the same examinations as their peers. The head of the study programme, course coordinators, and academic staff collaborate to ensure that students with disabilities receive necessary accommodations, including adjustments to exam schedules, remote exams, and tailored questions if needed. The programme also provides tutoring support to ensure that students with learning difficulties can meet the programme's learning objectives.

All three programmes guarantee gender equality and non-discrimination. Students with special needs or disabilities are provided with affirmative actions, including extended assignment submission deadlines and enhanced access to learning activities. International students are offered specialised classes using international languages, designated as Q-International Courses. Students are permitted to wear casual and modest attire and are encouraged to respect the use of hijab. To support the teaching and learning process, facilities such as restrooms are separated for males and females. Classroom seats are positioned to accommodate individual learning and group study configurations. Consultation rooms are provided by the programme to facilitate student counselling with academic advisors or the anti-bullying task force. Students facing financial constraints are provided with access to information and assistance in obtaining scholarships. All students are entitled to practice their faith by their beliefs and religions.

Appraisal:

The programmes' structures support the smooth implementation of the curricula and help students to reach the defined learning outcomes. The programmes consist of courses and assign Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. 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. Nevertheless, the experts want to point out that offering more courses as electives would be beneficial. Additionally, the three programmes should include more experimental practices, like speculative design. Also integrating more creative courses (even only 1% more than in the current state) would benefit the students.

While ITS showed that data about the grades is collected and evaluated, the diploma supplement does not contain an ECTS grading table. Such a table shows if the grade of the student is common or exceptional within the programme and helps potential employers to evaluate the final grade received. This is an important part of information, which has to be written on the diploma supplement.¹¹

The experts saw that ITS has formulated and published legally binding regulations for exams, which contain nearly all necessary rules and procedures and take into account national requirements. However, the panel thought that giving grades in creative programmes comes with more challenges than in other programmes. While the three programmes divide the final thesis grade into specific categories (see chapter 3.1.7), they do not apply a similar structure to the grades for practical assignments completed during the programmes. Therefore, the panel states the following **condition**:

Condition 1 (see chapter 3.2.2):

A) The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.

B) The University defines criteria and their percentage distribution according to which the practical tasks in the degree programmes are graded.

Concerning students, who want to dispute their grade, the academic regulation only writes the sentence "Students can submit complaints related to the learning process and results to the head of the study program in a procedure that is further regulated in a separate standard operational procedure (SOP)". Therefore, the panel **recommends** integrating the details of the Standard Operating Procedure into the "Academic regulation". This will help students to proactively submit complaints concerning learning results.

The panel saw that the feasibility of the study programmes' workload is ensured by a suitable curricula 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, ITS also takes into account evaluation findings, including student feedback and the programme's success rate. ITS ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, students coming from 3T areas and/or from so-called non-academic backgrounds, are particularly assisted. However, the experts saw room for improvement, because the buildings for the three programmes are

¹¹ See ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

lacking elevators. The panel therefore **recommends** installing elevators in the buildings of the departments.

	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)

The didactic concepts of the BOID, BID, and BVCD programmes at ITS share a common foundation in student-centred learning, emphasising active student participation in their educational journey. These programmes integrate a variety of instructional methods, including case studies or practical projects like practical laboratory work, discussions, presentations, team projects, seminars, simulation, peer review and independent assignments, to enhance both theoretical understanding and practical application of design principles. The overarching goal is to develop students' creative thinking, problem-solving abilities, and the application of theoretical concepts to real-world scenarios, ultimately producing graduates who are innovative, adaptive, and professionally competent. The learning objectives are the foundation on which the didactical concept is build.

The BID has also distance learning offers. For this the study programme conducts two learning methods: synchronous and asynchronous. Synchronous learning is learning carried out simultaneously between teachers and students, while asynchronous is learning carried out independently by students. For example, in the implementation of Computer-Aided Design (CAD) courses, there is material delivered in discussion via Zoom meeting (synchronous); on the other hand, there are also video tutorials listed in the MyITSClassroom (asynchronous) so that students can do independent study outside lecture hours (Interior Photography Teaching Plan). The BVCD only offers asynchronous distance learning via MyITSClassroom. Distance learning at BOID was carried out during the covid 19 pandemic in accordance with the direction of the Sepuluh Nopember Institute of Technology. After the pandemic, lectures run offline without distance learning. Distance learning is possible during guest lectures with professional or foreign sources using zoom meetings connected to classroom learning.

The utilisation of this web-based educational platform surged during the COVID-19 epidemic, necessitating the commencement of online courses in mid-March 2020. Students who meet specific criteria such as interns and participants in student exchange programmes can benefit from the distance learning offers of the three programmes. MOOC (Massive Open Online Course) is offered to both students and the general public. Students can access the MOOC using their academic system account. BOID also uses platforms like MIRO to facilitate task execution, enabling collaborative brainstorming, planning, and project management.

Bachelor of Industrial Design

In the course Design Thinking, students are expected to think creatively and solve problems, applying theoretical design concepts to create valuable products.

In Design Appreciation, Design Systems, and Design History, students give presentations and participate in peer reviews, with their work compiled into design articles published at the end of each semester. The Product Design Studio course involves themed design projects where students report progress regularly and showcase their portfolios at the end of the course. Professional work experience and industry placements are used to facilitate practical and real learning experiences. Government programmes in the form of MBKM also support the improvement of collaborative self-learning methods.

Bachelor of Interior Design

In the Design Studio (core) course, students will be introduced to project-based assignments that must be completed before the semester ends. In completing the design project, students must receive guidance from the supervisor and report their progress by collecting previews every four weeks (Interior and Aesthetic Course Sample).

Bachelor of Visual Communication Design

Theoretical courses such as Design History and Research and Design Methods, students employ presentation techniques during class, which are subsequently evaluated through self-assessment and peer review by all peers. Studio courses are structured on design topics and premise, encompassing various Visual Communication Design premises (Function and Communication, Technology, Social and Economy) for the foundational core courses. These courses follow the design process, which includes design process (emphasise- define – ideate – create prototype and user testing). Students also compile a portfolio showcasing their work and present their designs at the end of the course. On Job Trainings are utilised to provide practical and authentic learning opportunities within the framework internship and real-life practice, facilitated by including professional work experience and industry placements as part of the on-the-job training course.

3.3.2 Course materials (Asterisk Criterion)

All three programmes

The course materials for the programmes are crafted to align with the INQF and fulfil each CLO. The preparation and development of educational materials at ITS are grounded in the didactic principles of student-centred, collaborative, and laboratory-based learning. Consequently, ITS mandates that 50% of the course content is derived from case studies. In the execution of teaching methods, various materials have been prepared to cater to academic requirements. These include course materials accessible through the ITS portal - myITS classroom for each subject, encompassing reference books, instructional materials, publications of academic articles, and exemplars of past assignments. Additionally, course materials are available in the ITS library, encompassing ebooks, reference books, and research repositories. Here, students can access international journals, databases of works, reports, and final assignment portfolios in the reading room, and engage with the Massive Online Open Course (MOOC) learning platform on learning.its.ac.id. Furthermore, course materials are derived from industrial visits and research partnerships, as well as from the Design Association and the Design Programme Forum of each study programmes.

Bachelor of Industrial Design

The materials, exemplified by the comprehensive course materials available from the Indonesian Product Design Alliance (ADPDI) and the Industrial Design Programme Forum are designed to meet the intended LOs and ensure that students achieve the required qualification level. These materials, provide students with insights from different scientific perspectives, enabling them to develop their problem-solving skills and theory-based approaches.

Bachelor of Interior Design

In the BID, the course coordinators prepare course material based on CLOs. The material is developed each semester to align with the current or upcoming issues in the field of interior design. Lecturers distribute lecture materials to students through presentations, modules, textbooks, videos, and other learning media through MyITSClassroom. For example, in the Interior Design and Economics course, students can access weekly lecture materials through MyITSClassroom. In addition, BID students can also access the final project work database through the ITS repository. To support BID students to obtain information about previous student work, the BID provides reading room that archives student work, final project report, interior material sample, etc.

Bachelor of Visual Communication Design

Textbooks and supplementary materials are provided for BVCD's courses. Lecturers also maintain close contact with subject matter specialists and academics from other institutions, such as Association of Indonesian Graphic Designers (ADGI), Indonesian Animation and Creative Industries Association (AINAKI), the Indonesia Design eXperience Festival (IDxF) and the Asosiasi Desainer Grafis Indonesia (Indonesian Graphic Designers Association, AIDIA), through networks that promote their design focused programmes.

3.3.3 Guest lecturers

To enhance the quality of teaching and expand international networks, ITS organises guest lectures that are conducted regularly, almost every month, by various levels within ITS, including the University, faculties, and individual study programmes. The guest lectures hosted by ITS cover topics related to technology, culture, and politics. For example, during the ITS Anniversary celebrations, ITS always invites distinguished figures from diverse fields. For example, the President of Indonesia gave a speech for the 59th Anniversary of ITS in 2019. Another example was a public lecture titled "Technology for the Betterment of National Citizens' Lives and Advancing Indonesia" that was conducted as part of a collaborative vision between the Ministry of Social Affairs and ITS. This collaboration focuses on applying technology to empower vulnerable groups toward prosperity and self-reliance. The Minister of Energy and Mineral Resources also delivered a guest lecture on "Energy Justice". Meanwhile, the Faculty organises guest lectures that align with the Faculty's vision, focusing on topics related to technology and humanity. Examples include guest lectures on culture or super lectures about metaverse with a speaker from UCSI, Malaysia in 2022. Additionally, there are lectures related to general skills, such as an expert in Communication from Vives University, Belgium in 2021.

BACHELOR OF INDUSTRIAL DESIGN

At the BOID, guest lectures shall enhance the quality and competencies of the students. These lectures are organised to align with specific courses, tailoring their content to meet the precise needs of each subject matter. BOID ensures that the guest lecturers, who are often drawn from

professional designers, international university partners, and renowned professional associations, possess the expertise required to contribute meaningfully to the LOs.

For instance, guest lectures include CEOs and product designers. These sessions are designed to bridge the gap between theoretical knowledge and practical applications in the professional realm, offering students valuable insights into design methods, management, and real-world experiences in the field of product design.

To further enrich the learning experiences of the students, BOID conducts broader guest lecture series every two years under the title 'Super Lecture Series.' These events encompass various subjects and cater to diverse student cohorts. Examples include the Super Lecture Series on creative product design talent development – talent class in 2021 and the Super Lecture Series on transportation design in 2021. These comprehensive lecture series aim to provide students with a holistic perspective, nurturing their understanding of product design principles, methodologies, and industry trends.

Bachelor of Interior Design

The BID facilitates students to come into direct contact with industry and the international world. BOID collaborates with ITS Global Engagement in international guest lectures to invite guest lecturers from foreign universities in the interior design disciplines and interdisciplinary fields. The programme also invites practitioners in the field of interior design and professional organisations as a bridge for student networking. For example, in the Interior Design and Economics course, lecturers provide various guest lecture meeting, which invites lecturers from UTM Malaysia, Monash University, Melbourne, Australia and UCSI University, Malaysia, who provided material on modern and post-modern interior architecture.

Bachelor of Visual Communication Design

The BVCD fosters direct industry and global engagement. Collaborating with ITS Global Engagement, the programme organises international guest lectures featuring experts from overseas universities specialising in interior design and multidisciplinary topics. BVCD also invites practitioners in visual communication design and professionals for student networking. Guest lectures in courses like Research and Design Methods, UI Design and Environment Graphic Design, such as "Cultural Studies in the Field of Design for Publication" by a professor from UCSI Malaysia and a lecture on Videomapping Strategy by a Co-Founder of LZY Video Mapping Agency, enrich students' multicultural understanding. Amid the pandemic, BVCD maintained its collaboration with UTAR Malaysia, providing first-year students with opportunities to develop their digital media skills through joint projects, therefore creating multicultural experiences.

3.3.4 Lecturing tutors

Several courses require lecturing tutors, particularly practical courses that necessitate individual guidance for each student. This is particularly relevant for courses related to the use of technological equipment or those requiring specific skills such as drawing or three-dimensional modelling. Prerequisites for lecturing tutors include having successfully completed the course they assist with, attaining the highest grade. Recruitment methods involve opening positions for lecturing tutors to students through lab announcements, followed by a selection process, or faculty recommending a student with outstanding performance as a lecturing tutor. The job description for lecturing tutors encompasses aiding in the administrative aspects of lectures, preparing course materials, and assisting in the tutoring process with students. Having lecturing tutors sourced from students through a peer learning process facilitates more effective discussions and comprehension of the lecture process among students.

Bachelor of Industrial Design

Lecturing tutors support the BOID, particularly in practical courses requiring individualised support for each student. These practical courses often involve the use of technological equipment or demand specialised skills such as Computer-Aided Design (CAD) or modelling. The engagement of lecturing tutors, who are usually advanced students engaging in peer learning, facilitates effective discussions and enhances students' comprehension of the lecture processes.

In implementing lab-based education, such as CAD and Computer-Aided Manufacturing (CAM) courses in Protomodel Laboratory, student assistants can assist laboratory staff in following laboratory standard operating procedures and as facilitators for direct tutorials. To improve the quality of tutoring services, faculty members also undergo English Medium Instruction (EMI) training as a means of communication in international courses (Q class). Additionally, the department also participates in ITS's routine activities, such as Commtech and Technological Camp, an international teaching camp for students and professionals addressing current global issues through creative teaching methods using design thinking.

To qualify as lecturing tutors, students must have successfully completed the relevant course with notable grades. The recruitment process includes various methods, such as opening positions for lecturing tutors, allowing interested students to apply and undergo a selection process. Alternatively, faculty members may recommend exceptional students with outstanding performance as potential lecturing tutors. The job description for lecturing tutors encompasses administrative support for the lecture process, preparation of teaching materials, and assistance in the tutorial process with students.

Bachelor of Interior Design

In the BID, student assistants are divided into laboratory assistants and academic assistants. Laboratory assistants contribute to assisting research and community service activities in their laboratories. In contrast, course assistants assist in the academic activities of courses taught by lecturers in their laboratories. Student tutoring is monitored through logbook records and can be done offline or online. Lecturing tutors or student assistants in the BID contribute to the student's learning process in several ways: 1) Instructional support; 2) One-on-one assistance; 3) Resource development; 4) International student buddy.

Bachelor of Visual Communication Design

Teaching faculty and student assistants facilitate the learning process by supporting both organisational and academic dimensions. To qualify as a student assistant, a student must be in their third year of study and have successfully completed the academic requirements of the course they are assisting with. The minimum requirement for a student assistant is a GPA of 3.00 or above. The recruiting for student assistance is conducted either by Lecturers through a selection process or by referral of students who have demonstrated outstanding academic achievement. Their contributions extend to diverse activities, including the administrative needs, preparation of course materials, assistance feedback, facilitation of discussions or tutorials, and assistance with technology utilisation. Furthermore, they actively engage in offering recommendations for students' academic enhancement. Lecturers and student assistants are pivotal in elevating the quality of education and aiding in the accomplishment of student learning objectives.

Student assistants play an essential role in teaching comprehensive skills, especially those related to technical abilities, in studio courses. Within the realm of laboratory-based education,

such as Animation, Videography, and Photography courses, student assistants take on responsibilities that involve following laboratory standard operating procedures and acting as facilitators for advanced digital learning tutorials.

Appraisal:

The didactical concept of all three study programmes is described, plausible, and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as case studies or practical projects like practical laboratory work, discussions, presentations, team projects, seminars, simulation, peer review and independent assignments. The didactical concepts of the courses are student-centred. Students are encouraged to take an active role in creating the learning process. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, the panel realised that there is one kind of literature, content related to business and marketing, which is not always up to date in the course descriptions. Therefore, the panel **recommends** updating the literature in the syllabus especially for business related content and marketing.

Guest lecturers are invited and contribute to the students' qualification process with their special experience. On the university level and the programme level, there are different speakers from professional practice, scientific work culture and politics visiting and giving talk for the students. Nevertheless, the experts realised, that there is room for improvement and more guest lecturers (especially international guest lecturers) should be invited on a more regular level. Therefore, the panel **recommends** establishing a system to bring more (international) guest lecturers to ITS for the students of the three programmes..

In all three programmes, lecturing tutors play an important role in supporting 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 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

ITS requires that each academic programme organise a minimum of two courses in English, identified by the code "Q." These English-taught courses are open to both domestic and exchange students. The programme's course offerings are designed to incorporate elements of internationalisation vision and intercultural content, intending to furnish students with a profound understanding of the subject matter. This enables them to conduct comprehensive analyses based on international theories, practices, and standards. The courses provided are interchangeable with those undertaken during student exchanges, with the study curriculum drawing inspiration from exemplary curricula implemented at prominent domestic and

international universities. This facilitates the seamless conversion of courses for exchange students. All courses within the Design programmes are enriched with international reference books and literature, employing internationally recognised design thinking methods as the foundational approach. Besides design-specific courses, all programme courses pertaining to general knowledge, design knowledge, and design skills integrate international reference books. The content of these courses not only prepares students for engagement in international design competitions but also equips them with skills guided by relevant faculty members for participation in such competitions. Students are encouraged to meet international publication standards for their research and design outputs. Additionally, students must attain an ITP- TOEFL score of 477 before graduation to ensure proficiency in communication within an international working or learning environment.

Bachelor of Industrial Design

The BOID has developed its internationalisation programme over the past five years, aligning with ITS's vision of becoming a world-class university. Key components of the internationalisation programme include:

1. English-language Courses (Code "Q"): Courses coded "Q" are conducted in English, allowing participation from both local and exchange students.
2. Globalised Course Content: Courses emphasise international perspectives, incorporating content from design history, appreciation, systems, creativity, trends, lifestyles, and methodology.
3. Course Conversion for Exchange Students: Courses are designed for easy conversion during student exchange programmes.
4. International Reference Materials: All courses utilise internationally recognised design thinking methods with reference materials.
5. Preparation for International Competitions: The programme equips students for international design competitions, supported by faculty mentors.
6. Research and Design Outputs for International Journals: Research and design outputs contribute to publications in international journals.

In 2019, the BOID Department launched its internationalisation efforts by sending students to exchange programmes across Asia, including KMUTT in Thailand, Chung Ang University in South Korea, and University Kuala Lumpur in Malaysia. They also organised the "Making Things Better" Super Lecture Series with Sheffield Hallam University, featuring a workshop on "Design Thinking in Jewellery Design" and the "JAPANESE DESIGN TODAY" event supported by the Consulate of Japan.

In 2020, the internationalisation programme continued with student exchanges at KMUTT in Thailand and Commtech Exploration, including a Batik workshop with Kumamoto University and Soka University in Japan. Collaborative Research involved an Online Design Thinking Workshop with Sheffield Hallam University. They also hosted an international webinar on "Creative Talent Factory" with partners from the University of Sussex in England and Nanyang Technological University in Singapore.

From 2021 to 2023, students joined exchange programs in countries including South Korea, Germany, Belgium, Thailand, Malaysia, and Australia. They participated in international workshops, guest lectures, and collaborations with institutions such as Sheffield Hallam University, VIVES, KMUTT, UCSI, and Politecnico di Milano, expanding global engagement in design education.

Bachelor of Interior Design

International content and intercultural aspects in the curriculum of BID are implemented by:

- Benchmarking with the curriculum of interior design study programmes abroad during the curriculum preparation process. This was done to ensure that graduates of the BID Programme are equipped to work on an international scale.
- Taking examples of case related to global issues for courses that implement project-based learning.
- Providing English-language courses (Code Q). These courses are offered for foreign students who want to take a class in the BID Programme.
- Providing international contents in several courses. For example, student will learn more about international standard for technical drawing and interior drafting software in Interior Drafting, Interior Technical Drawing, and CAD.
- Facilitating student mobility programme that is explained more in chapter 3.4.2

Those implementation approach serves as strategies employed by the BID Programme to prepare students with the international professional atmosphere upon their graduation.

Bachelor of Visual Communication Design

Over the past five years, there has been a substantial and focused of the internationalisation programme within the ITS the BVCD, aligning with the university's overarching vision to attain world-class status. The BVCD programme's incorporation of cross-cultural elements and international content encompasses:

- Courses designated with a "Q" provide English language instruction and are available to exchange students as well as those enrolled in BVCD.
- The programme's curriculum incorporates multicultural topics and is intended to represent an internationalisation vision. BVCD provides courses such as UI Design, Experimental Photography, Packaging Design and Comic.
- The global orientation of the courses is designed to provide students with a profound understanding of the subject matter, enabling them to conduct comprehensive analyses based on international theories, practices, and standards. Courses infused with an international vision and intercultural content encompass Design History, Design Appreciation, Creativity Studies, Advertising, and UI Design. All courses are enriched with international reference books and literature. The foundational methodology in design within the BVCD adheres to internationally recognised design thinking methods. Beyond design-specific courses, all programmes within the BVCD, with LOs related to general knowledge, design knowledge, and design skills, incorporate references from international design literature.
- Furthermore, the student exchange programme in 2021 comprised of two participants who attended King Mongkut University of Technology Thonburi (KMUTT) in Thailand for a semester. Additionally, there were three participants who took part in a short programme at Asia University in Taiwan, and one participant who attended Suranaree University of Technology in Thailand, both of which lasted for a week. Two participants were sent to Daffodil International University in Bangladesh, while another two were sent to KMUTT for a semester as part of another exchange programme. In the same year, a brief programme at Universiti Kebangsaan, Malaysia had a total of two participants for a duration of one week. Similarly, a workshop at Edith Cowan University (ECU) in Australia also had two participants for a week. In 2022, a student from IISMA engaged in a student exchange programme at the University of Leeds in the United Kingdom, while another student from IISMA completed a semester at King Mongkut University of Technology Thonburi in Thailand. In 2023, IISMA organised student exchange programmes where one participant was assigned to spend a semester at

each of the following universities: University of Texas in Austin, University of Liverpool, University of Dublin, and University of New South Wales.

3.4.2 Internationality of the student body

Bachelor of Industrial Design

The BOID hosts inbound international students from various countries, including the Netherlands, Japan, Taiwan, Singapore, Malaysia, and other Southeast Asian nations. These students can choose from different courses for a semester, including specialised "Q" coded international classes such as Jewellery Design, Medical Device Design, Toys Design, Furniture Design, and Transport Design.

In 2021, three international students from the Shibaura Institute of Technology's Biomedical Engineering programme joined the inbound student exchange programme, enrolling in the Medical Device Design course for a semester. Furthermore, BOID established an outbound programme in collaboration with Vives University, where the students collaborated online with peers from different disciplines to innovate healthcare devices based on real-life cases. Notably, one of the Department of Industrial Design students clinched the first place in the International Design Competition for Health Protocol Supporting Product 2021.

In 2022, two international students from Amsterdam University of Applied Sciences participated in the inbound exchange programme, immersing themselves in the Toys Design course for a semester. The following year, in 2023, BOID welcomed four international students from Amsterdam University of Applied Sciences, who engaged in courses focusing on Furniture Design and Design Methods for one semester.

Moreover, two students from the BOID Programme seized the opportunity to partake in the IISMA programme at Vytautas Magnus University and New South Wales University, specifically in the Bachelor of Interior Design programme, broadening their horizons and enriching their educational experience.

Bachelor of Interior Design

In alignment with the vision and mission of the ITS and BID to enhance the quality of education on a global scale, BID collaborates with ITS Global Engagement to implement the mobility programme (inbound and outbound) for lecturer and student. BID actively welcomes international students from various countries, including the Netherlands and Japan, who undergo a selection process through applications on the SIMAD platform (myits.ac.id). Each semester, at least one international student is enrolled in BID. Additionally, for outbound activities, BID students participate in programmes supported by ITS, such as IISMA, IISMA Co-Funding, Study Excursions, Short Programmes, and others. This international exchange initiative enhances cross-cultural understanding, enriches the educational experience, and contributes to the global academic community.

Bachelor of Visual Communication Design

BVCD welcomes foreign students from diverse nations like Malaysia, Iraq, Denmark, Senegal, Czech Republic, Russia, France, and the Netherlands to enrol in their comprehensive full course and short course programmes. Incoming exchange students have the opportunity to study for a semester and choose from distinctive courses like Comic, UI Design, Experimental Photography, and Packaging Design. Noteworthy international collaborations include a semester-long programme on package design with Rennes School of Business in 2021, an online study tour on Digital Society with UTAR Malaysia during the pandemic, and participation

from students at Amsterdam University of Applied Sciences and Sup'Biotech University France in courses like Packaging Design and Experimental Photography in 2022 and 2023.

3.4.3 Internationality of faculty

Bachelor of Industrial Design

Some faculty members in the Industrial Design Department at ITS are graduates of foreign universities and have experience collaborating with global companies and foreign universities. BOID invites foreign faculty members to provide discussions using broader, current, and engaging examples. The reference sources used in most of the material presentation are obtained from international literature to further assist students in expanding their knowledge of the subject. By studying various perspectives on the subject matter, students will gain in-depth knowledge that will be highly useful in conducting analyses. Some faculty members are also invited to conduct seminars/workshops for outbound activities abroad. Furthermore, several FCDDB programmes actively promote international collaboration within the Industrial Design Department.

Between 2019 and 2023, the Industrial Design Department at ITS actively promoted international collaboration and cultural exchange. Highlights include hosting major Japanese design exhibitions such as 100 Japanese Design Today and Ningyo: Art and Beauty of Japanese Dolls, in partnership with The Japan Foundation and the Japanese Consulate. The department also welcomed international academic visitors and co-organised the Creative Talent Factory webinar with speakers from the UK, Sweden, and Singapore. Additionally, a faculty member contributed to an international programme in Thailand, discussing digital transformation in product design for healthcare.

Bachelor of Interior Design

The faculty members in the Bachelor of Interior Design possess academic and professional competencies internationally; this is evidenced by their educational backgrounds from overseas institutions and active involvement in international activities. These activities encompass research endeavours at SIT Japan and participating in various international seminars. These lecturers' diverse academic and professional backgrounds offer students unique opportunities to enrich their knowledge, especially in discussions incorporating cultural and technological contexts. The benefits derived from these activities include students gaining valuable insights and engaging in knowledge-sharing sessions that enhance their work in core courses (studio classes) and final projects.

Bachelor of Visual Communication Design

The faculty members in the Bachelor of Visual Communication Design programme have profound academic and practical expertise on a global scale. This is evidenced by their academic credentials obtained from universities abroad and their active engagement in global activities. The faculty staff of BVCD Faculty have the various opportunity to participate as faculty members at worldwide institutions through various programmes such as the Outbound Mobility Lecturer Programme. This programme includes a chance for BVCD lecturer to participate as a teaching staff at ANADOLU University in Turkey and at Chitkara University in India. In addition, faculty staff also actively participate in international partnership trainings and conferences.

The professors' varied academic and professional backgrounds provide students with distinctive chances to enhance their knowledge, particularly in conversations that integrate cultural and technological contexts. These occasions provide students with useful insights and

opportunities to engage in knowledge-sharing sessions, which in turn enrich their academic performance.

3.4.4 Foreign language contents

Bachelor of Industrial Design

Mandatory reading materials, the majority of which are in English, even though the introductory language is in Indonesian. Some courses are offered in the international language (English) with the course code Q. Currently, courses offered in English include Health Tool Design, Apparel Design, Jewellery Design, Furniture Design, Car Styling Design, and Toy Design. English-language courses are designed to facilitate the exchange of international students and support ITS in its internationalisation efforts toward becoming a world-class university. Additionally, students graduating from the Industrial Design Department at ITS must provide evidence of English proficiency, such as a TOEFL certificate with a minimum score of 477.

As explained above, ITS Industrial Design also encourages its students to participate in exchange programmes at foreign universities, internships at companies, and international competitions. Some activities, such as guest lectures with foreign speakers, use the international language for the entire series of activities, both conducted online and offline.

In 2019, ITS Industrial Design collaborated with the International Officer ITS to hold COMMTECH sub-course A, which focused on exploring Indonesian Design, Art & Culture. This activity was attended by 29 participants, including undergraduate and postgraduate students from Thailand, Taiwan, Vietnam, Malaysia, China, Poland, Cambodia, Russia, the Philippines, and the USA. They were accompanied by selected students and faculty from ITS Industrial Design as facilitators. Proficiency in communicating in English was essential for this activity.

In 2022, ITS Industrial Design, in collaboration with the International Officer ITS, organised COMMTECH Sub Course D, in which Indonesian Creative Design and Culture was explored. This was attended by 14 international students from Malaysia, Cambodia, and the Philippines. The Commtech Online Edition aimed to explore the rich cultural heritage of East Java, focusing on craftsmanship, textiles, and design. Throughout the programme, participants gained a profound understanding of Indonesian culture through Creative Thinking processes, Design 101, and Design Thinking, among other educational tools.

Additionally, there was a Super Lecture titled "Mosques as Community Development Centre: Between Object and Value-Centred Design Approached from UCSI University.

Bachelor of Interior Design

Literature that supports lecture content in the Bachelor of Interior Design (BID) is drawn from international sources to foster students' exposure to global perspectives. To accommodate international students participating in exchange programmes within the BID programme, certain courses are conducted exclusively in English (Q Class), notably, Home Décor, Photography, and Garden Design. On the other hand, there are courses in which the materials are presented in English, allowing students to acquire foreign language components through video tutorials, slide presentations, and reading materials (books, journals, guideline books, etc.). This is implemented to ensure that students become familiar with an international setting.

Bachelor of Visual Communication Design

The resource material used in the Bachelor of Visual Communication Design Programme is obtained from worldwide sources in order to expand students' understanding of global contexts. Certain courses are conducted exclusively in English to accommodate foreign students (inbound students) who are part of the BVCD Programme's exchange student programme. The English courses offered are Comics, Experimental Photography, User

Interface Design, and Packaging Design. These courses aim to enhance the international dimension of the learning material and provide BVCD students with intercultural exposure. This is achieved through academic experiences in Q Class settings, which involve interactions with exchange students.

Appraisal:

Even though international contents are already an integral part of the curricula and extra curricula-activities of all three programmes, the experts had the impression that there is still room for even more international content. Even though the students, which the experts met in the interview session or in the round tour through the facilities, seem to be prepared for the challenges in an international working environment, more international content would be beneficial. Through exchange programmes, some of the students are enabled to act in an intercultural environment. This observation let the panel **recommend** enhancing the international content in all three curricula. The international composition of the student body does not correspond to the programme concept. Therefore, the panel **recommends** taking measures to promote internationality in a goal-oriented way.

The international composition of the faculty does not promote the acquisition of international competences and skills. Therefore, the panel **recommends** taking measures to increase the percentage of teachers from different countries as well as intensifying the international academic and professional experience of the lecturers of all three programmes in a goal-oriented way. The proportion of foreign language courses ("Q Classes") and required foreign language materials corresponds with the qualification objectives of the study programme. Additionally, students participate in exchange programmes, to strengthen their foreign language skills. However, the experts identified an area for improvement in this criterion: As part of ITS's internationalisation strategy, the three programmes want to become even more international. Therefore, the panel **recommends** further enhancing their English-language content.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Industrial Design

The BOID intends to develop multidisciplinary competences and skills to prepare students for the dynamic and interconnected world of industrial design. Through various courses and studio projects, students engage in activities that foster effective communication, collaboration, and problem-solving across diverse disciplines.

1. Product Design Studio Courses: in design product studios 1-4, students are required to present their ideas and concepts in front of the class. This practice encourages

effective communication and presentation skills, allowing students to articulate their thoughts and receive constructive feedback from their peers.

2. Group Projects: such as those in the Product Design Studio, provide opportunities for brainstorming and idea exchange among students. Within the Strategic Design Process (SDP), project groups undertake initial research, capturing problem statements, and generating diverse design outputs. Students present their findings and designs to the class, opening avenues for feedback that contribute to the improvement of their work. This collaborative approach ensures exposure to diverse perspectives and encourages students to integrate knowledge from various point of views.
3. Technopreneur Course stands out as a unique opportunity for students to develop problem-solving skills with diverse roles, as groups are formed with students from various disciplines to build a startup. This interdisciplinary collaboration allows students to navigate challenges and develop a comprehensive understanding of how different fields contribute to entrepreneurial success.

Bachelor of Interior Design

In the BID, students are required to develop professional attributes including interior design competencies, management and communication skills. The development of these skills shall be facilitated through the Presentation Technique Course, wherein students acquire the ability to effectively communicate with stakeholders in interior design, mastering both visual and verbal presentation techniques. Those skills shall be trained through the student-centred learning method implemented in the BID. For instance, in the student-centred learning method of Basic Design courses, students are assigned to create a 3D Shape Application Task to foster teamwork and enhance their leadership skills. Additionally, students are strongly encouraged to further participate in student associations and communities to refine their organisational skills.

The BID students shall possess multidisciplinary competences crucial for success in both academia and the job market. Through courses like Basic Design and Garden Design, they develop leadership skills by engaging in team-based projects, preparing them for roles as project managers or interior designers. Communication skills are honed in Presentation Technique classes, preparing them to excel as interior finishing material consultants. Additionally, their management skills are refined through courses such as Furniture Design, equipping them to pursue careers as furniture designers or interior designers. The student shall develop empathy and an understanding of user needs through project-based courses like Interior Design and Aesthetics, Function, Technology, Culture, and Economy. Moreover, their cooperation and conflict-handling abilities are strengthened through courses in Design Methodology, Design Research, and Project Management, preparing them for roles as researchers or project managers in the field.

Bachelor of Visual Communication Design

The BVCD aims to cultivate different proficiencies in visual communication design in order to prepare students for the constantly evolving industry. Studio courses, specifically Visual Communication Design studios 1-4, necessitate students to deliver their concepts to the class, fostering proficient communication and presentation abilities while enabling valuable feedback and participation with peers.

The curriculum also focuses on fostering empathy and user understanding through Identity Design and UI Design projects, opening avenues for roles such as Graphic Designers, Brand Consultants, and Art Directors. Additionally, cooperation and conflict handling skills are

emphasised in courses like Design Methods & Creativity Studies and Research and Design Methods, preparing students for roles as researchers and brand consultants in the dynamic field of design and management.

Group projects in the Visual Communication Design Studio promote collaborative brainstorming and idea exchange among students. Project groups engage in preliminary research, identify issue statements, and generate various design outputs. Students present their results to the class, receiving feedback that enhances the quality of their work. This cooperative approach ensures exposure to diverse viewpoints and motivates students to incorporate knowledge from various perspectives.

The Technopreneurship course provides a opportunity for students to enhance problem-solving abilities by collaborating with peers from different fields to establish a firm. This multidisciplinary collaboration helps students address challenges and gain a holistic understanding of how various disciplines contribute to entrepreneurial success.

Assessment in several BVCD programme courses prioritises presentations as a key evaluation factor, showcasing the programme's commitment to enhancing students' proficiency in communicating ideas and solutions, a crucial aspect of transdisciplinary proficiency. The programme emphasises interdisciplinary competences and skills by fostering a comprehensive understanding of multiple disciplines. Students gain the ability to recognise interrelationships and collaborative effects across various fields, enabling them to analyse complex scenarios from different viewpoints. The programme strongly emphasises the application of knowledge from diverse fields to create original and inventive design solutions.

Appraisal:

The students of all three programmes acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the courses they take in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, like group work and presentations. 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)

Bachelor of Industrial Design

The skills students learn in BOID go beyond technical or academic qualifications and encompass a range of transferable skills that enable individuals to adapt, contribute, and succeed in various work environments, such as:

1. **Presentation & Communication Skills:** Developed through progressive stages of Drawing courses, students refine their ability to articulate design concepts with clear visualisations. The Design Method course forms the theoretical basis for communicating design concepts and specifications, further reinforced by Technical Drawing, CAD, and CAM courses. Project-based courses like Product Design Studio

integrate these skills, requiring students to present their design progress regularly, complemented by dedicated presentation technique courses.

2. **Creativity:** Cultivated through various Design Basic and Product Design Studio courses, students learn to think innovatively and generate unique solutions to design challenges. Courses like Creativity in Design and Design Method emphasise problem-solving and creativity enhancement techniques, including lateral thinking methodologies like the Six Thinking Hats.
3. **Visual Design:** Focused on developing students' ability to communicate ideas visually, courses like Basic Design and Drawing facilitate understanding of design principles such as composition, color, and typography. Digital tools like CAD and CAM are integrated to enhance visualisation and production capabilities.
4. **Technical Knowledge:** Starting from Technical Drawing, students gain an understanding of international technical standards, materials, manufacturing processes, and relevant technologies. CAD, CAM, and Design System courses further hone these skills through practical application.
5. **3D Modelling Skills:** Through courses in CAD and CAM, students acquire proficiency in using 3D modelling software to create virtual prototypes of products, emphasising manufacturability considerations.

Bachelor of Interior Design

Bachelor of Interior Design (BID) ensures the graduate's employability through its curriculum. The curriculum is developed so students have competencies that support their readiness for the job market. Based on tracer studies and forum group discussions conducted every five years with employers who have hired BID graduates, the required skills for the job market extend beyond the skills of design, drafting, and 3D modelling. Communication and management skills are also essential.

Various learning and teaching methods are implemented. For instance, students are instructed to complete the assignment in a group or present their work through an exhibition. Various courses are offered to equip students to be future interior designers, including design studio courses, ergonomics, and other supplementary courses. In order to acquire the necessary skills for a career as a 3d visual artist, students have the privilege of learning it through a Computer-Generated Imagery (CGI) course. To cultivate entrepreneurial skills, students shall learn through interior business courses, furniture business, and technopreneurship. Students are also encouraged to obtain certification that align with the job markets such as certificate of 3d modelling. In addition, BID conducted several workshops with HDII related to the field of interior design.

Several courses of BID are integrated into research and community service. For example, the collaboration between BID and the Indonesian State-Owned Utility Company PT.PLN (Persero), Unit Pembangunan Tanjung Jati B Jepara, which focuses on discussing the utilisation of augmented reality technology in the PLTU Electricity Building, has led to student final projects and internship opportunities for BID students. The BID plans to establish additional agreements with other institutions to facilitate students and faculty in enhancement of learning and research activities. The programme's curriculum undergoes evaluation every five years to ensure it remains aligned with programme objectives, industry standards, and job market requirements.

Bachelor of Visual Communication Design

The BVCD fosters interdisciplinary competences by providing a comprehensive understanding of various disciplines, enabling students to recognise interrelationships and collaborative

effects. Emphasising the application of knowledge from diverse fields, the curriculum encourages the creation of original design solutions. The study curriculum also focuses on developing communication, collaboration, and teamwork skills across disciplines, aligning with the modern industrial design field's requirements. In summary, the BVCD curriculum equips students to navigate visual communication design intricacies by developing transdisciplinary competencies, adaptability, and essential skills for success in the design industry through studio projects, courses, and collaborative activities. These abilities extend beyond formal education or training and include a variety of transferable talents that allow people to flourish and adapt to a variety of job contexts.

Graduates in design are expected to demonstrate creativity, innovation, and technical proficiency in software such as Adobe Illustrator, Photoshop, and InDesign. They must understand design principles, including layout, typography, readability, and thematic consistency. Effective visual communication and knowledge of UX/UI design are essential for digital interfaces. Skills in branding, communication marketing, and market research support strategic design decisions. Presentation skills are required to convey ideas clearly. In animation, 3D generalists use tools like Autodesk Maya or Blender for modelling, rigging, and rendering. Applications include multimedia, product visualization, and gaming, with emerging opportunities in VR and AR for immersive experiences.

The course on Multidisciplinary Competences emphasises leadership, communication, and management skills. In the Basic Design and Visual Branding Design team-based projects, students develop project management and graphic design abilities, preparing for roles as project managers and graphic designers. Communication skills are refined in the Advertising course through presentation simulations, paving the way for careers as Art Directors and Graphic Designers. Management skills are further refined in the Promotional Design case study and UI Design courses, offering career paths as Graphic Designers, Project Managers, and UI/UX Designers.

Appraisal:

The promotion of employability runs as a common thread through all courses in the three study programmes. There is evidence that students are able to apply theoretical knowledge in practical settings both during their studies and after graduation, due to the integration of theory and practice in the course content. As seen in chapter 3.5, students acquire multidisciplinary competencies and skills that enhance their employability.

		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

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

Full-time lecturers at ITS are permanent lecturers divided into permanent civil servants (PNS) and non-PNS lecturers. Permanent lecturer recruitment should be held by considering the needs of teachers in each study programme. The MoECRT recruit's permanent civil servant lecturers. In contrast, ITS Human Resources and Organisation (ITS SDMO) is responsible for recruiting non-PNS permanent lecturers.

Part-time lecturers at ITS are non-permanent lecturers whose recruitment considers the needs of more specific teachers, such as practitioner lecturers, guest lecturers, or adjunct lecturers. The study programme recruits part-time lecturers according to the needs of the study programme. ITS Chancellor's Regulation Number 2 of 2017 concerning Staffing in the ITS Environment and ITS Chancellor's Regulation Number 29 of 2020 concerning Adjunct Lecturers in the ITS Environment regulates full-time and part-time lecturer employment at ITS.

	Undergraduate Programme of Industrial Design.	Undergraduate Programme of Interior Design.	Undergraduate Programme of Visual Communication Design
Full-time teaching staff	19	17	20
Part-time teaching staff incl. visiting/adjunct lecturers	-	-	-
Total number of teaching staff	19	17	20
Among them:			
Teaching staff with professional experience			
Teaching staff with international experience			
Number of professors	1	0	0
Number of associate professors	2	3	3
Number of assistant professors	6	10	10
Number of senior lecturers *	10	0	
Number of lecturers **	4	4	7
PhD holders	3	4	7
Master's degree holders	16	13	

Guest lecturers	5	8	2
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* > 5 years

** < 5 years

BOLD

Recruiting faculty members in the BOLD considers the quantity and the competency in their respective fields. The total number of faculty members and the specific areas of expertise required are reported to the Faculty and the Institute for further processing by the MoECRT. The number of faculty members is adjusted following the regulations stipulated in Ministry of Research, Technology and Higher Education (MoRTHE) Regulation Number 2 of 2016, which specifies a faculty-to-student ratio of 1:45.

In the BOLD, there are 19 faculty members registered as full-time lecturers. Based on gender, there are 13 male and six female faculty members. Based on their functional positions, one faculty member is a professor, four are Associate Professors, six are Assistant Professors, and seven are Lecturers. The academic qualifications of the BOLD faculty members include 3 with doctoral degrees, 3 currently pursuing doctoral studies, and 13 holding master's degrees, all in fields relevant to the programme's academic disciplines, thereby supporting specific course requirements in the curriculum.

Given the programme's structure focusing on laboratory-based instruction, six faculty members are assigned to the Laboratory of Strategic Design & Management, five to the Protomodel Lab, four to the Human-Centred Design Lab, and three to the Laboratory of Integrated Digital Design. However, faculty members' expertise spans various areas such as Transportation, Furniture, Appliance, and Apparel design, with some possessing cross-laboratory proficiency.

Bachelor of Interior Design

The BID presently employs a total of 17 lecturers who work on a full-time basis. There are three lecturers who hold the position of associate professors, ten lecturers who hold the post of assistant professors, and four lecturers who hold the position of lecturers. All the lecturers meet the academic qualification requirements of the national regulations. Further explanation about the academic qualifications of faculty members is discussed in section 4.1.2.

The number of faculty members is determined by the regulations of MoRTHE number 2/2016, which states that the ratio of lecturers to students is 1:30 for natural sciences, formal sciences, or applied sciences. Currently, the ratio of lecturers to students in the BID Programme is 1:22, which has already met the minimum requirement of the national regulations.

Bachelor of Visual Communication Design

In the BVCD, there are 20 faculty members registered as full-time lecturers. Based on gender, there are 13 male and seven female faculty members. Based on their functional positions, three faculty members are Associate Professors, ten with the level of Assistant Professor, and seven with the status of Lecturer. There are seven lecturers who are now pursuing PhD studies, and 10 with master's degree qualification, pursued by the BVCD faculty members is in fields related to the academic disciplines taught within the programme, supporting the curriculum's specific course requirements. 20 individuals from the fulltime lecturers were evaluated as very competent based on their adequacy and performance. The ratio of lecturers

to students remains at 1:23. Fulltime lecturers' accomplishment as a participant in global visual communication design contests, as well as their role as a judge in international competitions, was very remarkable. Fulltime lecturers have also generated multiple design works.

The lecturers of the BVCD are exclusively comprised of full-time faculty members. The study programme consists of 20 faculty staff members who possess diverse backgrounds and expertise in many businesses relevant to visual communication design. Similarly, professionals from a range of industries related to Visual Communication Design also contribute to the programme. Additionally, certain professors serve as consultants in diverse sectors, including industry, corporations, and government collaborators. The expertise of the lecturers guarantees that courses and materials are tailored to emphasise practical experience and knowledge.

Currently, there are four lecturers who are pursuing their studies within National Universities in Indonesia. The study programme promotes and motivates staff members to actively engage in advanced studies at the doctoral level and to continuously enhance their professional skills through lifetime learning activities, such as obtaining certifications and pursuing relevant training in academic or pedagogical domains.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Employment practices at ITS are governed by both institutional and national legal frameworks.¹² The academic qualification requirement for prospective applicants is a master's degree in industrial design with a minimum GPA of 3.5 and a maximum age of 35. Non-PNS faculty members are subjected to a thorough selection process, which includes assessments of their competency and interviews. Some of these requirements include having a specified duration of work experience based on initial academic rank, holding a doctoral degree with a minimum of 3 years after obtaining the degree, meeting the required credit points as per the ITS Faculty Credit Assessment Guidelines, having publications as the first author in international academic journals, and satisfying a Senate assessment related to performance, integrity, ethics, decorum, and responsibilities, as evidenced by the Academic Senate approval minutes. Those who pass this process are appointed on a contractual basis. Advancement to higher academic positions such as professor or lecturer necessitates fulfilling multiple requirements, such as professional experience, academic credentials, publishing history, and evaluations conducted by the Academic Senate. Moreover, faculty members are actively encouraged to participate in research and publications, with the backing of institutional resources and possibilities for additional education and training. Human resource management, including planning, recruitment, selection, placement, development, retention, dismissal, and retirement refers to The Government Regulation of the Republic of Indonesia Number 37 of 2009. Workload regulations adhere to Government Regulation Number 37 of 2009, with lecturers expected to handle twelve to 16 credits per semester based on academic qualifications.

Bachelor of Industrial Design

Faculty members in the BOID must have at least a master's degree or an equivalent qualification.

In addition to formal education, faculty members in the BOID engage in research and publications, supported by the Directorate of Research and Community Service. They are

¹² This is in accordance with the ITS Rector's Regulation Number 2 of 2017 concerning Employment at ITS, as well as national laws—Law Number 14 of 2005 on Teachers and Lecturers, and Law Number 12 of 2012 on Higher Education.

encouraged to pursue doctoral studies and participate in non-degree skill development training. Following Law Number 20 of 2013, faculty members strive for the rank of professor, enhancing their qualifications through certifications and exceptional academic achievements detailed in their CVs. Over the past three years, they have contributed 145 publications to reputable journals, with a scholarly impact evident by a ratio of 0.5 international publications per lecturer in Scopus-indexed journals. ITS has received recognition and awards for its scholarly achievements from both government institutions and within the Institute.

Bachelor of Interior Design

In BID, currently, three faculty members are pursuing doctoral studies, meanwhile other lecturers are encouraged to have further studies. Additionally, BID programmes also encourage the faculty members to pursue non-degree training, such as skill development training organised by other professional organisations or other HEIs.

During the selection of new faculty member, BID is following the centralised recruitment procedure yet also takes into account the field of previous study. Therefore, the faculty members have ability to conduct academic activities that align with the laboratory research field and the study programme objectives. For instance, Okta Setio Ardianto Putra was hired and positioned to be a member of the Interior Science Laboratory because of his study in the master programme of Architectural and Building Sciences/Technology. Based on hiring procedure, 17 lecturers in BID are consist of twelve permanent civil servant lecturers, and five permanent non-civil servant lecturers. In the period 2018-2023, BID faculty members have research article published in national and international indexed journal. Furthermore, the lecturers' scientific accomplishments have been deemed commendable with a cumulative count of 653 citations that may be accessed on the Google Scholar website.

Bachelor of Visual Communication Design

Faculty members also pursue additional certifications, such as certification in the Animation Sector (AINAKI) and in the UI/UX sector (CHI-UX / Computer Human Interaction – User Experience Indonesia). The instructors' exceptional academic qualifications can be seen in their particular curriculum vitae in the Appendix. Faculty members make substantial contributions to research and publishing, contributing to their exceptional academic qualifications. Since 2014, lecturers have published 99 articles in various journals, with a majority in accredited national research journals. Additionally, there were 30 publications in non-accredited research journals, 15 proceeding articles presented at international seminars, 3 articles presented at a national seminar, and one article published in regional mass media. The Directorate of Research and Community Service supports research quality, and several faculty members have received awards for their contributions. These include, for instance, the Habibie Prize, Police Comics event recognition, and grants like the Erasmus Staff Mobility for Teaching. Additionally, faculty members have been honoured by government bodies and educational institutions for their impactful work, in example: one lecturer of BVCD was awarded the Habibie Prize in 2022 for his contributions to the field of Philosophy, Religion, and Culture. He holds the distinction of being the inaugural laureate of the Habibie Prize from ITS; another member of the faculty emerged as the winner in the Police Comics event organised by the Malang Traffic Unit (Satlantasres); In 2019, another faculty member successfully obtained a Staff Mobility for Teaching grant from Erasmus. This funding allowed her to deliver talks on design thinking and visit the Faculty of Fine Arts-Graphic Arts Department at Anadolu University in Eskisehir, Turkey.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Bachelor of Industrial Design

Efforts to secure pedagogical and didactic faculty members for the BOID involve the development of learning plans aligned with the programme's objectives and students' needs. This includes implementing innovative and interactive teaching methods to encourage active student participation in the learning process. Faculty members are expected to deliver instructional content clearly and effectively using various media and technology, conduct appropriate assessments and evaluations to measure student comprehension and performance, provide constructive and beneficial feedback to assist students in improving their academic performance, adapt to different learning styles of students, and offer additional support to those in need. There are 16 faculty members have undergone Basic Skills Improvement Programme Certificate in Learning Techniques (PEKERTI) training, professional development training programme for lecturers.

Faculty members undergo evaluation by students from their respective courses each semester through the Lecturers Assessment Index (LAI). The evaluation comprises questions that students can respond to using a Likert scale provided. Moreover, students have the opportunity to offer feedback or comments on each faculty member from the courses they have taken. All assessments are conducted anonymously, allowing students to express their genuine opinions about faculty members' performance without any apprehension.

Bachelor of Interior Design

The BID ensures that lecturers' pedagogical and didactic qualifications are in accordance with the needs and objectives of the study programme. 15 out of 17 lecturers in BID Programme have taken Basic Skills Improvement Programme Certificate in Learning Techniques (PEKERTI) Training, and twelve out of 17 lecturers already have educator certification from the MoECRT. Some of lecturers are also having competencies in guiding student competition. For example, one lecturer guided a student project that successfully passed the national selection, earning the project a silver medal.

At the end of the semester, lecturers will receive evaluations and feedback from students regarding each course's teaching and learning process. The result of BID lecturers' assessment indexes showed that the average scores is 3.32/4.00.

Bachelor of Visual Communication Design

The BVCD promotes the active pursuit of advanced studies at the doctoral level and encourages members to engage in professional development activities that facilitate lifelong learning, such as obtaining certifications and participating in relevant academic or pedagogical training. The MoECRT has certified twelve lecturers, 16 members have obtained a Basic Skills Improvement Programme Certificate in Learning Techniques (PEKERTI), and eight members have received an Applied Approach Certificate (AA). HEIs, such as ITS, have established specific criteria that must be fulfilled by their personnel, including both lecturers and staff, in order to meet the requirements. The assessment system has been consistently applied through reports on the successes of ITS employees' performance. This system integrates data to automatically generate minimum targets and scores, ensuring that workload requirements are met. The fulfilment of commitments is consistently checked by the intergra.its.ac.id webpage, which specifically focuses on evaluating personnel performance and overseeing academic activities.

Several academics offer expertise in mentoring student competitions. Didit Prasetyo and Nurina Orta successfully guided BVCD students to achieve first and second place in the

Animation Category of the National Student Performance in Technology, Information, and Communication (Gemastik).¹³

Performance achievements are evaluated through concurrent performance evaluation meetings conducted alongside the workshop implementation. Periodic workshops are conducted each semester to enhance the calibre of instruction, encompassing digital and remote education, as well as pedagogical approaches. The quality control system is reinforced by the deployment of the Strategic Performance Management and Improvement (SPMI) framework, which includes the Performance Planning, Execution, Performance Evaluation, and Performance Planning (PPEPP) process. This is further supported by various programmes and systems managed by the Programme Management, Control, and Supervision Unit (UP4) through an online platform known as the Performance Contract. The Performance Contract contains programme achievements that demonstrate sub-standard quality indicators of the SPMI, which can be accessed through www.kinerja.its.ac.id. These achievements must be reported by the Head of the Study Programme and the Head of the Laboratory in periodic reports, specifically at mid-year and end-of-year.

4.1.4 Practical business experience of faculty

Bachelor of Industrial Design

Faculty members in the BOID at ITS have diverse professional backgrounds in design consultancy and practice. Their expertise spans various domains, including healthcare, jewellery, and product prototyping, which are integrated into the programme's product design labs or studios. Collaborations or partnerships between faculty members in the Industrial Design Programme at ITS and industry partners frequently occur in the form of joint research, community service initiatives, and mutually beneficial cooperation between industry and ITS following the completion of the collaboration agreement procedures (MoUs, Letter of Agreements, etc.).

Furthermore, some Industrial Design faculty members are also engaged in apparel-related businesses, design studios, and serve as directors in the ITS Creative Design Research Center (PUI Creative Design ITS). In addition to serving as a practical platform for faculty members and students in the BOID, it can assist faculty members in staying informed and keeping up with the latest developments that can support their teaching. Faculty members equip students with knowledge, skills, and relevant insights for the professional world, ensuring that students are well-prepared to face career challenges after graduating from the university. For example, faculty members guide students in studying market trends and consumer preferences through business operations.

Bachelor of Interior Design

Several lecturers in the BID have professional backgrounds in interior design, one of which is providing services in interior design. To improve skills and knowledge in interior design in the current context, lecturers join professional associations. These professional associations include HDII (Indonesian Interior Designers Association) and IAI (Indonesian Architects Association). Some of the teachers in the programme already have intermediate and primary-level expertise certificates. This expertise certificate manifests a practitioner's expertise in

¹³ Gemastik (Pagelaran Mahasiswa Nasional Bidang Teknologi Informasi dan Komunikasi) is a national competition in Indonesia aimed at enhancing the competencies of students in the fields of technology, information, and communication. It includes various categories such as programming, cybersecurity, data mining, UX design, animation, smart city development, and more.

carrying out his professional activities. The teaching and learning process is applying that expertise. Advisors in government projects are some other experiences that lecturers have. On the other hand, the BID also supports collaboration with the private sector through joint research or as guest speakers. From this professional experience, lecturers can deliver material on interior design topics appropriate to the current and future context.

Bachelor of Visual Communication Design

The part-time lecturers are selected from diverse academic and practitioner backgrounds in the subject of design, with the aim of enhancing students' understanding. A significant number of lecturers within the BVCD exhibit a high level of professional proficiency in the domain of visual communication design. Lecturers actively participate in professional associations as a means to augment their skills and knowledge in the field of visual communication design within the contemporary setting. ADGI (The Indonesian Association of Graphic Designers) and AINAKI (Indonesian Animation and Creative Industries Association) are two well acknowledged professional bodies in Indonesia. This certification serves as substantiation of a practitioner's competence in carrying out their professional responsibilities. The pedagogical process includes the utilisation of specialised knowledge and skills of the lecturers at BVCD. There are plenty of chances for lecturers to put their knowledge to use. These include volunteering in different communities, giving talks at conferences both domestically and abroad, working with other organisations to do joint research, and forming partnerships with businesses. The study curriculum also promotes the application of lecturers' knowledge through professional experience.

Lecturers at BVCD actively assist ITS in their endeavours to broaden the scope of higher education incubators on a nationwide scale. For example, BVCD lecturers exerted influence on the conduct of the national COVID-19 task force during the pandemic actively participating to create education media on the importance of social distancing and sanitation during the pandemic. In addition, they engage in initiatives such as the 2021 Ocean Art Festival, where they present design exhibitions and tackle the problem of marine garbage along the Madura coastline through the 2021 sea tale competition. In addition, they enhance the economic development of high-quality products from Islamic boarding schools' SMEs by creating packaging as part of the OPOP (One Islamic Boarding School, One Product) programme. Finally, they engage in national initiatives (REKA) focused on developing educational resources promoting self-love and self-acceptance, by collaborating with authors of children's books to enhance awareness of self-love among young individuals.

4.1.5 Internal cooperation (Asterisk Criterion)

All three programmes

Faculty members uphold the three primary duties commonly known as the "Tri Dharma" of higher education in Indonesia: teaching, research, and community service. In the realm of teaching, faculty members engage in collaborative team teaching for various courses, where they collectively design and assess the learning experience. Moreover, in the spheres of research and community service, faculty members foster internal collaboration within the programme and extend collaboration across different programmes and universities to secure funding at local, national, and international levels.

Determining teaching materials and allocating duties are routinely carried out before each semester through internal coordination. The process of filling out the Student Activity Report is structured hierarchically, starting from the institute level, faculty level, programme level, and

discipline-specific subject areas (laboratories), which are then tailored to the course plans developed by teams of faculty members.

Bachelor of Industrial Design

The teaching methods in the BOID at ITS are based on the programme's specific areas of expertise and are categorised into four major groups: (1) Transportation, (2) Furniture, (3) Fashion and Apparel, and (4) Appliances. Through design laboratories, faculty members encourage students to utilise laboratory facilities to develop design skills, creativity, prototyping, and even manufacturing. The laboratories are pivotal as research and product development drivers within the Industrial Design Programme. There are four distinct laboratories, including (1) Protomodel, (2) Human-Centred Design, (3) Integrated Digital Design, and (4) Strategic Design and Management.

Bachelor of Interior Design

In BID, most of the courses are taught in a team-teaching scheme. Lecturers in the team teaching interact actively throughout the semester. Before the semester starts, the teaching team conducts meetings to evaluate the performance of the former semester and determine the ELO and teaching method. After the semester, an assessment of the learning process and improvement points are discussed. Those semester meetings also discuss synchronising laboratory agendas and activities corresponding to the semester courses.

Behaviour and Environment Laboratory, Aesthetic and Culture Laboratory, and Interior Science Laboratory. Lectures also meet in the three laboratories for monthly meetings to discuss collaboration opportunities, research and community service planning, and laboratory improvements.

During curriculum review over five years, lecturers have intensive meetings to discuss the evaluation of the previous curriculum and improvement/update for the following curriculum contents. The performance evaluation meetings of BID Programme are held at the beginning, middle, and end of semester. The evaluation focuses on the performance achievement of the BID Programme and the implementation of academic activities. All of the based on the achievement value and quality of implementation.

Bachelor of Visual Communication Design

BVCD consistently conducts internal coordination prior to the commencement of each semester to ascertain the selection of instructional materials. Following the workshop conducted by the study programme for the purpose of creating teaching materials, the team will proceed with internal coordination. At BVCD, all courses are conducted collaboratively, since the teaching approach is centred around team teaching. The lecturers engage in active teaching through the practice of team teaching. Every course is overseen by a coordinator and is assisted by a team of two to three lecturers. Every class will be instructed by at least two lecturers based on their specialised knowledge in the respective field.

BVCD convenes meetings among professors within the same cluster to exchange information that can be utilised to enhance lecture content. In addition, a comprehensive evaluation will be conducted at the conclusion of the semester to analyse the progress made in the learning process before the commencement of the new semester. A curriculum review will be conducted within a span of five years to ensure the course content is suitable and does not overlap with other courses.

4.1.6 Student support by the faculty (Asterisk Criterion)

All three programmes

In addition to their teaching responsibilities, faculty members of the programmes also serve as academic advisors, offering support to students throughout their academic journey until graduation. These advisors act as academic counsellors, providing guidance on academic matters such as grades, course selection, internships, and related issues. Moreover, they are available for consultations on non-academic concerns like motivation and involvement in student associations, ensuring students receive comprehensive assistance to navigate both academic and personal challenges. Furthermore, faculty members also have the responsibility of guiding students' final assignments according to their expertise and specialisation. Lecturers are available for students during working hours (Monday – Friday, 07.30 - 16.30) for face-to-face purposes. Students can also contact each other via cell phone, email, WhatsApp, or other video conferencing platforms like Zoom and Google Meet outside working hours by making an appointment first.

At the institute level, ITS also provides facilities supporting students' studies, including the ITS Career Center. Students can access information about internship vacancies or entrepreneurship programmes. Additionally, the student's extracurricular activities are also monitored by the lecturer of student affairs with the board member of the BID. These various student activities include exhibition, seminars, and workshops that involve speakers from HDII, alumni, and design practitioners. There is also UKM (Student Activity Unit), which is centrally offered by ITS

ITS also has a Talent Interest Institute responsible for overseeing the Student Activity Unit (UKM). UKM is an extracurricular activity that serves as a platform for students to acquire knowledge and explore many subjects, thereby enhancing their skills in their chosen area of interest. Within ITS, there are 38 UKM available for students to engage in, which require a specific selection process. The UKM encompass several disciplines such as language and journalism, entrepreneurship, athletics, science-technology, performing arts, and other specialised professions. In addition, ITS students have the option to participate in UKM at ITS or join study programme-specific communities through HIMA,¹⁴ such as the Mata Satu photography community, the manual illustration community 'KOI', the digital illustration community 'DABRUSH' specialising in brush techniques, the VOW vector digital illustration community, the dance community 'SELAZAR', the comic community 'KOKORO', the board game community 'My Quest', and the typography community 'Squadword'. The aforementioned groups and UKM can serve as captivating hubs for students to cultivate their organising skills and foster social connections, both inside BVCD and beyond.

Similarly, ITS offers career coaching and entrepreneurship services through its Entrepreneurship UKM. This programme consists of two key activities: the Dr. Student Cooperative Angka (KOPMA¹⁵) and the Technopreneurship Development Center (TDC). Multiple students from the Visual Communication Design Department are actively engaged with the UKM. In addition, ITS operates as a company incubator that is overseen by experienced business professionals and lecturers at ITS who have expertise in the areas of business and entrepreneurship. Student Affairs Consultation Team (TKK) Coordinator oversees the management of student activities and facilitates welfare services such as guidance and counselling. In addition, scholarships are typically offered and published on a regular basis.

¹⁴ HIMA focuses on academic and extracurricular activities within specific departments.

¹⁵ KOPMA (Koperasi Mahasiswa) is a student cooperative organization within universities that provides practical business experience and entrepreneurial education to students.

Additionally, the health sector offers services through the Medical Center-ITS health service centre, catering to both the ITS academic community and the general public. Students can gain access to ITS Medical Center services by simply presenting their Student Identity Card. Aside from enabling sporting activities, students can also utilise amenities such as a futsal field, football stadium, jogging track, badminton and tennis courts, basketball court, and climbing wall.

Bachelor of Industrial Design

The BOID mandates that students engage in a minimum of ten guidance sessions with their assigned supervisors during the final assignment period. These guidance sessions serve as a form of support from faculty members to students, aimed at ensuring the smooth progress and enhancing the quality of their final assignments. In some cases, students are involved in faculty research, where they can develop critical thinking, teamwork and collaboration, problem-solving, and analytical skills.

ITS also facilitates students to evaluate faculty members from their respective courses each semester through the LAI. The assessments are conducted anonymously, allowing students to express their genuine opinions about faculty members' performance without any apprehension. The assessment comprises questions that students respond to using a Likert scale, and they also have the opportunity to provide feedback or comments on each faculty member from the courses they have taken.

Moreover, the BOID facilitates student social interaction through student associations, allowing students to organise and participate in extracurricular activities. In addition to joining Student Activity Units (UKM), students can choose from BOID-specific extracurricular communities that align with the programme's objectives and interests. These communities, such as Lasting (for footwear design enthusiasts), "Kucing Jalan" or Catwalk (for fashion enthusiasts), Craft (for handcrafted activities), "Motosykleta" (for customising motorbikes), and "Nyeketsek" (for car styling enthusiasts), enhance personal skills and foster a collaborative learning environment.

Bachelor of Interior Design

The BID divides the academic counselling group into several groups and assigns one guardian lecturer as the academic counsellor for the group. The following are the duties and responsibilities of the guardian lecturer:

1. Provide explanations to students about the education system and academic administration of the Institute and Faculty.
2. Provide exceptional guidance to students in determining study plans at the start of study, filling out and validating KRS¹⁶ at the beginning of the semester.
3. Provide time at least three times in one semester, namely at the beginning of the semester, mid-semester, and before the final semester exam.
4. Evaluate student learning and report it regularly to both departments at the end of each semester to be forwarded to the dean.
5. Provide explanations and advice to students who experience difficulties in the learning process.

The guardian lecturer is a counsellor during the student's study period from acceptance until graduation.

¹⁶ KRS, or Kartu Rencana Studi, is a Study Plan Card that students fill out at the beginning of each semester to list the courses they plan to take.

Bachelor of Visual Communication Design

The BVCD offers academic counselling in terms of in guiding and advising students throughout their academic career. Lecturers of BVCD serve as academic advisors and are allocated to each student to address both academic and non-academic issues. BVCD provides its students with student services, student communities under the guidance. These services aim to support the development of critical thinking, interests, and talents, fostering a passion for academic learning. Additionally, they also focus on enhancing non-academic soft skills such as managerial, organisational, and entrepreneurial abilities.

In order to enhance student engagement, particularly in the area of critical thinking, there are LKMM-TD activities (Basic Level Student Management Ability Training). These activities aim to equip entry-level students with the necessary knowledge and managerial abilities to effectively manage different student organisations.

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. However, the experts suggested that reducing the student-teacher ratio would enhance the learning experience of the students. Therefore, the panel **recommends** creating smaller class sizes.

The academic qualification of the faculty corresponds to the requirements and objectives of all three of the study programmes. ITS 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. Additionally, the faculty's outstanding academic qualification is underlined by scientific publications: BOID had 145 publications to reputable journals over the past three years with a scholarly impact evident by a ratio of 0.5 international publications per lecturer in Scopus-indexed journals. Additionally, the lecturers' scientific achievements of BID are impressive, with a total of 653 citations available on Google Scholar. Since 2014, lecturers of BVCD have published ninety-nine articles across various journals, with most appearing in accredited national research journals.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the three study programmes. ITS verifies the qualifications of the faculty members by means of established procedures. The Institute ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Each semester, periodic workshops are held to improve the quality of instruction, covering topics such as digital and remote education, as well as various pedagogical methods. Nearly all lecturers of all three programmes are certified educators and accomplished the Basic Skills Improvement Programme Certificate in Learning Techniques (PEKERTI) training from the Ministry of Education, Culture, Research, and Technology in Indonesia. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty does not only correspond to the requirement of the programmes to integrate theory and practice. Additionally, faculty members have above-average business experience and use them in their teaching activities. Lecturers at BOID have extensive business experience in design consultancy, healthcare, jewellery, product prototyping, apparel-related businesses, and design studios, and they frequently collaborate with industry partners through joint research and community service initiatives. Lecturers in BID have professional backgrounds in interior design, hold expertise certificates, join professional associations like HDII and IAI, and collaborate with the private sector and

government projects, ensuring they deliver relevant and current interior design education. Lecturers at BVCD come from diverse academic and professional backgrounds in design, actively participate in associations like ADGI and AINAKI, and apply their expertise through community service, conferences, joint research, and industry partnerships to enhance students' learning.

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. Even though there is already a lot of cooperation, the students of the three study programmes voiced the wish to have more interaction with students of other programmes, for example in the form of courses, which are conducted together. Therefore, the panel **recommends** creating and implementing courses for students in different programmes.

The panel applauds ITS for their committed student support, which is firstly an integral part of the services provided by the faculty. Secondly, it is offered on a regular basis and serves to help students study successfully. Thirdly, the faculty members are available for the students outside the specified office hours as well. Finally, the experts were convinced in the course of the on-site visitation, that the students are “fully content” with the support they receive.

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

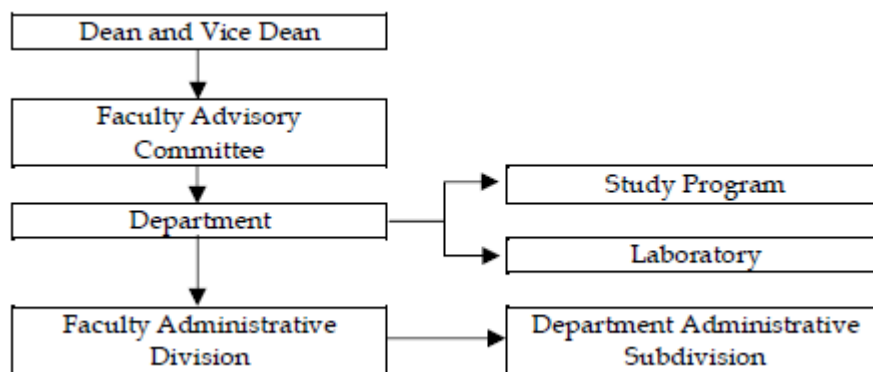
4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

All programmes:

The Design Programmes at ITS is under the Faculty of Creative Design and Digital Business/CREABIZ (Fakultas Desain Kreatif dan Bisnis Digital/FDKBD). Under Rector's Decision, the Design Programmes falls under the organisational structure of the faculty, including the Dean and Vice Dean of the Faculty. The organisational structure is as follows.

Figure 12: The Structure of a Faculty in ITS



The human resource development of the faculty adheres to the predetermined plan, as well as other components of quality management, at the ITS. The road map incorporates a recruitment procedure that takes into account needs analysis, individual competencies, work history, performance assessments, and internal and national legislation. The professors at the design programmes are comprised of full-time faculty members, including permanent Civil Servant academics, permanent non-Civil Servant lecturers, and guest lecturers.

The faculty possesses a team of skilled human resources, namely consisting of experienced lecturers and teaching staff who specialise in their respective professions. Presently, there are several lecturers who are engaged in pursuing advanced studies in the Doctoral programme, and additional lecturers will join them in the near future. In order to bolster the growing workforce, many initiatives have been put into action, such as the Doctoral Study Bridging Camp and a range of training programmes, including competency certification. The optimisation of service quality management in the academic field is expected to be achieved by the enhancement of human resources' capabilities and expertise.

Based on ITS Rector Regulation Number 25 of 2019, each study programme is led by the head of the study programme. He/she collaborates with laboratory heads who are responsible for carrying out the Tri Dharma activities in support of the programme's responsibilities within the BOID. The programme head is assisted by a secretary who reports to the dean, where the programme is responsible for managing and organising the Tri Dharma activities in higher education and ensuring quality. The head of the study programme ensures that the study programme carries out the following functions.

1. Manage and organise higher education tri dharma activities and quality assurance at several levels of education in a cluster of science and technology disciplines for types of academic education, academic and professional education, or vocational education;
2. Planning and managing higher education tri dharma and cooperation in some and one branch of science and technology;
3. Coordinating and integrating study programme activities related to the implementation of higher education tri-dharma;
4. Implementation of a higher education management system, quality assurance and control programme and achievement of Departmental performance following the strategic plan;
5. Management and empowerment of laboratories, studios and workshops, and;
6. Management of student activities.

These are the tasks of the programme directors:

- a. ITS programme directors engage in discussions with Unit and Faculty's Dean to establish performance targets for each respective Unit and Faculty.
- b. Faculty programme directors engage in discussions with study programme's directors to secure consensus on the study programme's performance objectives.
- c. The study programme's programme director determines the resources (human, financial, and material) required for the programme and allocate them effectively. This includes identifying the skills and expertise needed for various tasks and ensuring that resources are utilised efficiently.
- d. The study programme's programme director convenes meetings with the Heads of Laboratories, Head of Academic Clusters, lecturers and staff to discuss the Department's performance objectives.
- e. Monitoring and Evaluation to measure the progress and success of the programme. Regularly monitor these metrics and conduct evaluations to identify areas for improvement and make necessary adjustments to the programme plan.

The Programme Director is elected every 4 years by all faculty members and staff. Several initiatives by the Programme Director and management to enhance the quality of education include continuing curriculum development by strengthening relationships with alumni and associations affiliated with the advisory board, engaging in weekly meetings involving faculty members and staff, and many more.

4.2.2 Process organisation and administrative support for students and faculty

All study programmes

The provision and management of higher education, as part of the administrative implementation within the respective programmes at the ITS, are carried out by the Programme's Administrative Subdivision. Led by a head of the Administrative Subdivision, the Administrative Subdivision of the Programme coordinates with the Programme Head and is accountable to the Faculty Administrative Subdivision Head in performing its duties. This is governed by ITS Rector's Regulation Number 25 of 2019 regarding the Organisation and Work Procedures of the Faculties within ITS. Administrative support provided by the management to students includes providing student schedules and academic calendars, internship needs, support for student association needs, room rental, final assignment guidance arrangements, student guardianship, competition administration assistance, providing access to information and regulations at ITS, and information final project's guide.

The respective administrative support staff of each study programme is listed below:

	BOID	BID	BVCD
Total number of supporting administrative staff	12 administrative personnel: - Head of the administrative subdivision 1	14 administrative personnel: - Head of the administrative subdivision 1	- Head of the administrative subdivision 1 - Academic administration 1

	- Academic administration 1 - Financial administration 1 - Student and alumnus administration 1 - Correspondence administration 1 - Library administration 1* - Facilities and infrastructure administration 1** - Laboratory Technician 1 - Building Technician 1 - Parking attendant 1	- Academic administration 1 - Financial administration 1 - Student and alumnus administration 1 - Correspondence administration 1 - Library administration 1* - Facilities and infrastructure administration 1** - office boy 1 - Building Technician 1 - Laboratory Technician 1 - Janitor 2 - Gardener 2 - Parking attendant 1	- Financial administration 1 - Student and alumnus administration 1 - Library administration 10* - Facilities and infrastructure administration 1** - IT Installation Manager 1 - Building Technician 1 - Office boy (general working) 2 - Parking attendant 1
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Remark*: staff in the center library = 29; ** staff in the center Bureau = 116

Bachelor of Industrial Design

The BOID has twelve administrative personnel, including the head of the Administrative Subdivision, academic administration, financial administration, student and alums administration, correspondence administration, library administration, as well as facilities and infrastructure administration. The academic administration staff assists students and faculty members with academic administrative tasks such as class schedules, classroom assignments, faculty assignments, academic advising, internship and final project proposal submissions, schedule preparation, final session oversight, and Joint Curriculum Evaluation, among other responsibilities. Academic administration also handles information dissemination to students and prospective students, as well as scholarship application and disbursement.

The administrative staff can be found in Room 207 of the BOID Programme building during working hours, which are from Monday to Friday, 07:30 AM to 04:00 PM.

Faculty management meetings are held weekly to address various administrative matters, including faculty briefings, assignment discussions, final project supervision, assessment, and other pertinent issues, attended by all faculty members and staff. Decision-making processes, authority, and responsibilities are typically based on consensus and documented in meeting minutes.

Faculty and students are involved in decision-making processes that affect their interests, such as discussions on internships, final projects, or student association activities. Electronic support services complement face-to-face counselling, with additional support provided by ITS during the pandemic, including mobile data assistance for faculty and staff.

Bachelor of Interior Design

In the BID, seven administrative personnel play a role in general administration, academic administration, finance, and facilities and infrastructure. Face-to-face administration services can be done during working hours, namely Monday – Friday at 07.30 - 16.30, while online services can be done through service desks and academic information management system. If there is a need for urgent, fast, micro-decisions or frequent decisions, every BID stakeholder can use online communication media, such as WhatsApp groups between students, lecturers, and department members (Head of Department, Department Secretary, TKK). Students can contact their respective lecturers if they need a discussion with the lecturer regarding various academic problems and lecture activities. The Student Association will also prepare communication channels for decisions on student activities. Then, the Student Association will submit the final decision to the Department. To maintain teaching and learning activities, lecturers have communication channels between fellow lecturers and the Department. This communication is supported and facilitated by ITS. The support includes credit assistance for lecturers and teaching staff during the pandemic. The BID Department provides offline and online meeting facilities for students and lecturers.

Bachelor of Visual Communication Design

The BVCD Department ensures that administrative support for faculty members and students adheres to the by ITS established quality standards. The administrative staff in the BVCD programme offers assistance to students in meeting their academic and non-academic needs. Academic needs refer to specific requirements linked to exams, credits conversion, guest lectures, and other aspects that contribute to the academic well-being of students. On the other hand, non-academic needs involve events organised for students and faculty staff, as well as programmes that facilitate mobility. The administrative personnel is located in Room 206 of the BVCD Programme facility during working hours, which are Monday through Friday, from 07:30 AM to 04:00 PM.

Appraisal:

The panel applauds the programme management of all three programmes, because the programme directors not only coordinate the activities of everyone involved in the programmes and ensures that the programmes run smoothly. Additionally, the panel found proof that the programme directors successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of each study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI 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

Bachelor of Industrial Design

The BOID collaborates with various other HEIs through research and educational activities such as student inbound programmes, guest lectures, and student exchanges in the field of Industrial Design. To date, there are 64 academic collaborations categorised into three categories: two international collaborations, 46 national-level collaborations, and 16 local-level collaborations. Global partnerships are established with Sheffield Hallam University in the UK and ABLE Lab, SOAD KMUTT in Thailand. Additionally, there are 38 research collaborations divided into three categories: 3 international collaborations, 26 national-level collaborations, and 9 local-level collaborations. Research collaborations are carried out with Sheffield Hallam University in the United Kingdom, Universidade Federal de Sao Paulo in Brazil, Universidade Anhembi in Brazil, and Humanos 3D/Enable Medellin in Colombia (BOID 4.3.1).

Bachelor of Interior Design

The BID has collaborated with several universities, government agencies, and networks engaged in interior design, such as professional associations. Since 2014, there have been 37 academic collaborations categorised into three categories: twelve international-level collaborations with HEI, three national-level collaborations with HEI, and 27 collaborations with private and state-owned companies (BID 4.3.1). There are two international collaborations with UCSI Malaysia and Shibaura Institute of Technology Japan. The BID's faculties are also member of HDII East Java, therefore several HDII activities are also followed by the BID programme. Many national-level collaborations have been carried out with local government, state-owned company, universities, and private industries. International research through SATU (Asian level) has been carried out and resulted in joint publications at the SCOPUS level.

From the collaboration above, several various activities can introduce students to a new environment or network that supports achieving the study programme objectives described in Section 1. Apart from the academic side, the cooperation agreement with HDII also widens the network with the industry in the field of interior design that partners with HDII. From this network, students get support through factory visits with Sun Power, gallery visit, and access to a catalogue of sample materials.

Interior Science Laboratory at BID has been developing Virtual Reality and Augmented Reality with state-owned company and private companies in Indonesia, while the Aesthetic Laboratory has been developing HETI (Higher Education for Technology and Innovation) research with the ADB Loan. BID Programme also a member of the Indonesian Interior Design Study Programme Association (APSDI), so that scientific activities and communication forums in the field of interior design can be carried out on a national scale.

Bachelor of Visual Communication Design

BVCD's collaboration with other institutions and academic networks is centred on attaining the desired characteristics and qualifications of the graduates. Overall, BVCD collaborations have been effectively implemented over the past three years, namely 38 collaborations, consisting of 15 international collaborations, nine national collaborations, and twelve regional collaborations. The partnership is substantiated by assignment letters, decision letters, reports,

and outputs derived from the collaboration, as well as invites from relevant agencies. The advantages of collaboration are diverse and include facilitating student participation in exchange activities and short programmes at collaborative partners; fostering research collaboration; conducting webinars (web seminars); promoting internship collaboration; updating professional skills through partnerships with organisations and associations; and fostering cooperation with industrial and local government entities. Every type of collaboration indirectly engages students, thereby expanding their understanding of scientific disciplines, which is subsequently incorporated into course materials and beyond. BVCD and Universiti Tunku Abdul Rahman, Malaysia (UTAR) have partnered to arrange student outbound programmes through Zoom meetings, during the COVID-19 pandemic. UCSI Malaysia has been invited by BVCD to conduct a studium generale in celebration of BVCD's fifth anniversary in 2022. The studium generale highlighted the topic of Digital Society, where students from UTAR and BVCD ITS took part in virtual workshops to share and discuss their effort and struggle to learn about creative digital media, especially during the pandemic. Thus, this activity greatly impacted students who partake in courses such as Promotional Design, Advertising and Videography. The objective of this activity is to enhance students' abilities in order to expand the global presence and exchange cultural insights. Encouraging student mobility is also promoted to offer chances for pursuing higher education in foreign countries. The institution has been actively engaged in various collaborative activities and international events, fostering partnerships with esteemed organisations. Notably, UCSI University and De Institute of Creative Arts and Design collaborated on an ongoing joint International Seminar since December. Additionally, UTAR Malaysia and DKV ITS conducted a Study Tour and Workshop Session on the Digital Era from 2020 to 2021. Collaboration significantly influences BVCD in creating the required atmosphere to attain the graduate profile.

4.3.2 Cooperation with business enterprises and other organisations

Bachelor of Industrial Design

The BOID engages in collaborations with industrial partners, local governments, state-owned enterprises (BUMN), and other relevant organisations in the field of Industrial Design, both nationally and internationally. These collaborations are aimed at enriching the learning experience and fostering expertise among students. Some national collaborations include partnerships with the Ministry of Industry of the Republic of Indonesia for community service projects like Design Lab BCIC 2017 and Creative Camp & Design Lab 2016. In 2018, collaborations with the Bank Indonesia focused on the Development of Derivative Product Designs for Batik and Support for Batik SMEs in the Dolly-Jarak Area have been instrumental. Moreover, research collaborations with BPPU ITS – PT INKA Persero (Indonesian State-Owned Rolling Stock Manufacturer) on the Design, Construction, and Prototyping of the Indonesian Light Rail Transit (LRT), as well as with Sumberglagah Mojokerto Hospital in Medical Equipment Design, have contributed significantly to the programme's academic and practical endeavours. These collaborations serve as valuable opportunities for students to apply their knowledge and skills in real-world settings, enhancing their LOs and preparing them for future careers.

In 2022, the Integrated Digital Design Lab of the BOID Programme collaborated with the Indonesian 3D Printer Association and prosthetic workshops to implement the "Thousand Prosthetic Hands" movement aimed at creating a disability-friendly ecosystem through community service. It involves the development of prosthetic hands using 3D printing technology to aid individuals with disabilities. The project addresses the needs of over one billion people globally who experience disabilities, aiming to provide sustainable solutions and

promote economic empowerment through local workshops and training programmes. This community service initiative directly benefits the learning experiences of the BOID students, as the integration of these collaborations can be implemented into the curriculum such as additive manufacturing and medical device design. Many students have even chosen to incorporate these projects into their final assignments. Collaboration with various industrial, governmental, and organisational partners not only enriches students' learning experiences but also contributes to the development of their qualifications, skills, and the quality of their final assignments.

Bachelor of Interior Design

The BID collaborates with industry partners, city governments, state-owned enterprises (SOEs), and other organisations in the field of Interior Design, both at national and global levels. Within the framework of cooperation with PT.PLN (Perusahaan Listrik Negara) attached to the Memorandum of Understanding with PLN, BID has implemented the "PLN-PT Synergy Cooperation" programme, encompassing human resource empowerment, research, and electricity development. This is concretely evidenced in the collaboration for the construction of the PLTU Electricity Education Building in Tanjung Jati, Jepara. This project involves the active participation of students to create engaging interactions between visitors and exhibitions. The utilisation of augmented reality technology, for example, can present additional information interactively, enhancing visitors' understanding of electrical processes and coal-fired power plants holistically. Another aspect of the cooperation programme is to facilitate final-year students who meet the requirements to participate in certified internships organised by PLN. Focusing on developing qualifications and skills, this collaboration makes a positive contribution in shaping graduates who are prepared and relevant to the demands of today's job market.

Bachelor of Visual Communication Design

The BVCD at ITS engages in collaborations with industry partners, companies, municipal governments, city governments, state-owned enterprises and state-owned companies (BUMN), and other organisations in the domain of industry design, both nationally and internationally. The objective of one of the projects is to create package designs for the 1000 OPOP (One Pesantren One Product) initiative in East Java, as part of the Student Scientific Work Week. The development of 1000 package designs should provide a concrete influence on society through because they are specifically customised for Islamic boarding school MSMEs in East Java. This concept entails the active involvement of students in developing captivating encounters between government officials, academics, and business professionals. Another facet of the cooperation programme aims to enable BVCD students who fulfil the criteria to engage in tangible design projects that contribute to the community. This collaboration prioritises the cultivation of qualifications and abilities, resulting in the creation of graduates who are well-prepared and highly applicable to the current work market.

Appraisal:

All three programmes presented plausible their cooperations with other HEIs, academic institutions and networks. They were all relevant for the content and the graduate profiles of each programme. The agreements forming the basis of the cooperation are documented. The cooperations are actively pursued and they have 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. The panel applauds the three programmes for their

cooperations with business enterprises and governmental organisations. ITS presented plausibly, that cooperation with business enterprises and other organisations is actively promoted. The cooperations have a formative impact on the contents of all three study programmes and on the profiles of the graduates. The panel saw that many students have even chosen to incorporate these projects into their final assignments. The practical learnings, which the students gain in the course of the cooperation projects significantly 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)		X			

4.4 Facilities and equipment

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

Bachelor of Industrial Design

The BOID is placed in Building R on the ITS Sukolilo campus in Surabaya, occupying 2,000 square meters and comprising twelve regular classrooms. Each classroom is equipped with essential teaching amenities, including whiteboards, LCD screens, CCTV cameras, two air conditioning units, LED lights, and a First Aid Kit (P3K), ensuring a conducive learning environment. In addition to the classrooms, there are four laboratories that serve as venues for practical work, research, discussions, lectures, and community engagement activities conducted by students and faculty members.

The first laboratory, known as the Human-Centred Design Laboratory in Room 210, is equipped with an anthropometric chair, vernier caliper, electric tachometer, environmental thermometer, sound level meter, digital anemometer, magnetic ritman exercise bike, and 2 pc units (Core i5 Nvidia PCs and two units of Core2 Duo E7400 PCs).

The second laboratory, the Protomodel Laboratory in Room 100, is furnished with equipment such as the air start/pressure unit, dutring wood machine, mobile lab met system solar power panel-polycrystalline, mobile disc and belt sanding machine, belt and disc sander 4x6, airless spray painting unit, air compressors, heavy-duty crushers, scroll locks, circular saws, cnc machines, speed detectors, watt meters, propeller dynamometers, thicknessing planers, movable dust collectors, plasma electric welding machines (one unit each), and nine sets of CNC Machines.

The third laboratory, the Strategic Design Management Laboratory, features equipment such as leather skiving machines, leather sewing machines, leather punches, hydraulic ironing embossing presses, sharp air purifiers, wacom digitizer, 3d Print filament, 3d print resin Asus

B85M Gamers Core i5 4460 PCs, Core i5 Nvidia PCs, LCD TVs, Video Cameras, and more (1 unit each), and two units of 2.9 GHz LGA P4 CPUs and six units of Apple iMacs).

The fourth laboratory, the Integrated Digital Design Laboratory, is equipped with various items including an Anycubic Photon 3D Printer, Wanhao D6 3D Printer, DJI Phantom 4 Drone, Rode Videomic Pro RY, Panasonic Lumix DMC-GX8 Kit Video Camera, Nikon D70 and FM10 Cameras, Fotomate TH660 Camera Tripod, Sunpro 935 Lighting Stand Tripod, and other related equipment.

The administrative room has air conditioning, desks, and chairs, filing cabinets, and wall clocks. Meanwhile, faculty members occupying laboratory offices are provided with desks and chairs, bookshelves, air conditioning, electrical outlets, and telephones. The building also offers computer facilities, with computers available in shared computer rooms, administrative offices, laboratories, and the library. Each computer is equipped with internet connectivity. Wi-Fi (hotspot) coverage is provided throughout the building, accessible to students, faculty members, and staff free of charge 24 hours a day, accessible via the myITS Portal login system.

Aside from the given course materials, students are provided with Reading Room in the BOLD department where student can explore literatures, including previous final assignment book from graduates.

Bachelor of Interior Design

The building of the BID is a four-story structure with a total floor area of 3706.5 m². This building accommodates three functions, namely management, learning, and student affairs. Facilities available to fulfil the management function include administrative offices and programme director's rooms equipped with meeting facilities.

The facilities provided for the learning function include classrooms, studios, and workshops tailored to the needs of the educational activities. The studio classrooms are equipped with tables and chairs suitable for drawing activities, while theoretical classrooms are equipped with easily movable tables and chairs for discussion sessions. All these spaces are also equipped with hybrid learning tools. In addition to learning spaces, the Bachelor of Interior Design Programme also houses workshops equipped with CNC machines, cutting machines, 3D printers, and more. Facilities catering to student affairs include multifunctional corridors and assembly rooms suitable for extracurricular activities.

Beyond the physical amenities, internet access is available throughout the building on all floors, accessible by logging in using student or staff IDs. Students can also access the internet outside working hours. The management of the BID periodically conducts maintenance and procurement activities to meet the needs of facilities and infrastructure in the building area.

Bachelor of Visual Communication Design

The BVCD department's building or service area has classrooms, lecture halls, computer practicum rooms, practicum rooms for photography and videography, prayer rooms, student activity halls, student association rooms, reading rooms, car parking areas, futsal fields, and restrooms. All of these facilities have shared resources with the Product Design department, and maintenance is a collaborative effort between the two departments, overseen by the FCDDDB. Starting in mid-2023, the visual communication design department is constructing a new building, which is expected to be finished by early 2024. The purpose of this construction project is to alleviate the congestion in the service area of the visual communication design department. By 2023, the new building will accommodate 160 students who will be engaged in academic activities.

The academic rooms are open from 07.00 am to 17.00 pm on weekdays. The BVCD Programme has one room, R307, with a capacity of 100 people, which is used for joint lectures or seminars. Additionally, the programme also facilitates practical learning opportunities. The two rooms that are utilised are: The computer room, designated as R308, has a capacity of 30 individuals and is furnished with 30 advanced computer units. These computers are specifically designed for intensive computational tasks, such as creating 3D animations, rendering animated videos, editing cinematography, utilising ray tracing for digital game environments, and producing high-resolution videos. The computer room, designated as R308, serves as a space for conducting courses, research, and learning activities specifically focused on animation, digital games, videography, digital illustration, and other disciplines that necessitate computational assistance. The computer devices are equipped with various software applications such as 3D blender, unreal engine, Unity 3D, Adobe Illustrator, Adobe After Effects, Adobe Premier, and others. In addition to the computer equipment, there is also a high-resolution projector and a 55-inch LED display to facilitate presentations and enhance the learning experience.

The room designated for videography and photography, known as R309, is furnished with an array of photography equipment, including digital cameras, a variety of studio lights, green screen backgrounds or photo screens, studio lighting layout equipment, props to facilitate photography, and other supplementary videography equipment. Students have the opportunity to access the photography room on a rotating basis according to a predetermined schedule, ensuring that each student can fully utilise the available equipment.

All department facilities are universally accessible to students, including rooms and equipment. In addition, reliable internet access is provided, along with support for the My ITS application. This application allows students to access academic, administrative, research, licensing, and other information-related services. The goal is to enhance the quality of service provided by each department, extending the services of the ITS campus. Each classroom in the BVCD Programme is equipped with facilities to facilitate presentations and discussions. These include 40 pairs of desks and chairs, 55 inches LED monitors, an integrated sound system, a high-resolution multimedia projector, a digital whiteboard, efficient room temperature control, and fast internet access. Every classroom in the BVCD is equipped with a teleconference camera to facilitate distant learning. This camera allows teleconference partners to view visualisations of the classroom. BVCD has two available internet channels at each access point: 2G with a maximum speed of 100MB, and 5G with a speed range of 200-300MB. Each room in the BVCD building is equipped with at least one access point and one LAN network cable, both of which can support speeds of up to 1GB.

4.4.2 Access to literature (Asterisk Criterion)

For all three programmes

The ITS library operates from 07:30 to 19:00 WIB from Monday to Thursday and opens again at 08:30 to 11:30 WIB on Fridays before reopening from 13:00 to 19:00 WIB. ITS Library offers a wide range of literature collections, including books, magazines, audiovisual materials, student thesis repositories, and journals in print and electronic formats. In addition, ITS Library subscribes to online journals such as IEEE, ASCE, ScienceDirect, SpringerLink, Wiley, Emerald Insight, ASME, Taylor & Francis, and Nature, which are accessible to students. The ITS Library also provides literature on Industrial Design that can be accessed directly or through the internet.

Literature can be borrowed from ITS Library either directly at the library building or through the E-Resource Delivery service for e-journals or e-books. The library staff present during working hours are responsible for managing, developing, providing library services, and coordinating the management of reading rooms within ITS, including the Industrial Design Programme at ITS. Comprehensive information regarding the library's collection, facilities, and services can be accessed at [here](#).

ITS also has the ITS Global Language Center (UPBG) programme to support students' language proficiency based on Rector's Regulation Number 32 of 2019, Article 7, where proficiency in one foreign language is a graduation requirement for students. UPBG ITS offers language courses to ITS students, especially those who still need to meet the minimum score requirement. The available languages include English, Japanese, German, French, Mandarin, and Arabic. The available course programmes include advanced classes, academic writing, IELTS preparation, TOEFL preparation, and TOEIC preparation, as well as tailor-made special programmes.

Bachelor of Industrial Design

The BOID operates a reading room located on the first floor. This facility houses a comprehensive collection of national and international journals, including IEEE publications, seminar proceedings, and documentation of student final theses. Additionally, it contains a diverse array of design-related books in English and Indonesian, as well as instructional materials. A title and abstract search mechanism is available online to facilitate access. The reading room is open from 07:30 to 16:30 every Monday to Friday and is accessible to all students.

Furthermore, the BOID Laboratories maintain collections of books and materials specific to each laboratory domain, which are essential for the progression of student projects.

The Design Gallery is open from 08:00 to 16:00 every Monday to Friday. It showcases final theses projects completed by graduates, featuring displays alongside models or prototypes of products selected for exhibition. The exhibited works are regenerated annually with the latest students' graduate projects.

In addition to these core materials, the programme also integrates resources from journals such as Scopus, ScienceDirect, Emerald Insight, SpringerLink, IEEE, Taylor & Francis, IDEA Journal and affiliated journals like JDI Journal.

Bachelor of Interior Design

The BID program offered an archiving room that function as a library for storing final project reports, internship reports, design-related books, and samples of assignments such as project portfolios, prototypes and maquettes. The room is approximately 60 square meters and is accessible during working hours, Monday to Friday, from 08:00 to 16:00. Students are permitted to access the archived materials and use the room for study purposes; however, borrowing or removing any items from the room is not allowed. As additional literatures, the BID Laboratories maintain collections of books and materials specific to each laboratory domain, which are essential for the advancement of learning materials, research, and community service projects.

Bachelor of Visual Communication Design

BVCD offers a reading area measuring 70 square meters, accommodating up to 20 people, and is accessible to the general public. The reading area is equipped with guest lockers, computers for accessing the book collection, and internet connectivity. The reading room is

overseen by a single staff person who possesses specialist knowledge in librarianship and is proficient in efficiently managing the library material management system, ensuring everything is organised and easily accessible. The primary assortment in the BVCD reading room consists of the portfolio collection, which comprises various final project works and prototype assignments. These selected works are obligatory additions to the BVCD reading room's collection.

The space is furnished with sufficient air conditioning and lighting amenities, consisting of twelve 36-watt lights strategically positioned to ensure a comfortable environment for guests accessing the reading room collection. The BVCD reading room is conveniently located on the first level, ensuring effortless access. In addition, the reading room serves as a suitable location for students to engage in reading and research, accessing a wide range of library resources that are specifically designed to enhance their academic studies. The reading room undergoes daily cleaning to enable a comfortable environment for studying and reading on the premises.

Appraisal:

All three programmes require a high number of special tools and equipment in order to be able to effectively teach the students. The round tour through the facilities showed the experts convincingly, that the quantity and quality of the facilities are adequate for teaching the three programmes. The teaching rooms meet the standards required for each of the three programmes. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Even though the rooms are properly equipped for most of the disabled students, there were no elevators in the buildings of the three programmes. Indonesian government regulations only require a lift if the building has more than four floors. This is a recommendation in chapter 3.2.4. The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

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

4.5 Additional services

4.5.1 Career counselling and placement service

All three programmes

The ITS Career Centre is a career consultancy service available to students and alums at ITS. Career consultancy aims to assist in preparing for careers as early as possible and guide the career development of students or alums already working. The ITS Career Centre is in the SAC Building, ITS Sukolilo Campus, Surabaya, and offers weekly counselling services from Monday to Friday, from 09:00 to 16:00 WIB.

In addition to career counselling services, students, and alums of the three Programmes can utilise various services provided by the ITS Career Centre. Students and alums can register for membership on the Kinobi career platform, which offers services such as CV ATS Maker, job portals, scholarships, and entrepreneurship opportunities. The ITS Career Center also provides a variety of skill training programmes to support career development. The ITS Career Fair is a regular event held twice a year, inviting industries to set up booths, conduct industry presentations, and advertise job vacancies. The BKI event, held after graduation in March and September, aims to welcome fresh graduates from ITS. Designed accordingly, BKI is expected to meet the community's and companies' needs in acquiring skilled, competitive, and high-quality human resources.

ITS has a Subdirectorate for Entrepreneurship and Career Development (PK2), which provides services related to entrepreneurship and career counselling. PK2 plays a crucial role for both the institutional and individual aspects of ITS, benefiting both students and graduates. Alumni tracking and industrial collaboration data can be utilised to gauge user satisfaction and contribute to institutional accreditation. Similarly, psychology services are highly beneficial in assessing the initial circumstances of ITS students, enabling the development of tailored educational approaches during their time at ITS. In addition, psychological and career advising significantly assists students in formulating the desired professional trajectory following their graduation from ITS. The subdirectorate provides job information to graduates through the ITS programme Job Fair, alum association community, and advisory board.

PK2 ITS also assesses the impact of its services on the number of ITS students who receive assistance in the form of psychiatric consultations and career coaching. Additionally, PK2 facilitates access to information on employment options through both online platforms and the ITS career fair. PK2's partnership with the industry, particularly in the ITS career expo, was also well-received.

The quality of information and communication systems for industrial collaboration applications, service information, graduate tracking and the implementation of the ITS career fair is under development. In addition, other development programmes include improving the quality and system of practical work (internships), guest lectures and their derivatives. Various psychological services also continue to be improved based on the results of needs surveys for both students and prospective graduates. PK2 ITS is currently joining and collaborating with ICCN (Indonesia Career Centre Network), an organisation that accommodates career centres in universities in Indonesia. Through this collaboration, PK2 has learned and shared a lot with various career development centres at various universities in Indonesia. The mission of PK2 is as follows:

- Implementing programmes to enhance the proficiency of future graduates in alignment with the requirements of the global job market.
- Assist in developing and executing educational initiatives using feedback from alumni and graduate users.
- Facilitating service initiatives for students to actively pursue employment opportunities.
- Creating specialised services for the workforce to get competence information for each academic programme and facilitating the recruitment process for potential job seekers based on the necessary skills and qualifications.
- Implementing service initiatives and fostering student entrepreneurship to enhance proficiency.

Dunia Pasca Kampus (DPK ITS) is a programme at Institut Teknologi Sepuluh Nopember (ITS) that prepares students for life after graduation. It offers seminars, mentorship, and discussions to help students understand career paths, job market challenges, and essential life skills. The goal is to equip students with the mindset and tools needed to succeed beyond university.¹⁷

Bachelor of Industrial Design

In the BOID, the role of academic advisors extends to career counselling, where students are guided by faculty members with industry experience. This guidance begins from their internship selection, leveraging the advisor's network, and continues through to their final assignments. Notably, many students secure permanent employment with their internship companies, demonstrating the effectiveness and continuity of this mentorship. During the "Bright Future Ahead" (BFA) final thesis exhibition, regularly held in public spaces, students showcase their work while alumni from various companies are invited as speakers to share insights on working life, experiences, tips, and tricks, potentially opening doors for student recruitment.

A forum with alumni for sharing about Internships also involving ADPII and regularly conducted every year. This activity can provide students with an overview of the job market and what needs to be prepared.

The BOID has a WhatsApp group currently consisting of approximately 321 members, representing various cohorts, each having their own subgroup. In this group, both lecturers and alumni working in companies or as employers rapidly exchange information about career opportunities, where these vacancies are often not yet posted on job search portals.

Bachelor of Interior Design

BID provides career consultation for every student through each guardian lecturer or intern advisor. Students can freely schedule an appointment to consult about it with them via WhatsApp or direct appointment. It helps them to access the student advisor or intern advisor easily and comfortably.

BID lecturers and, specifically, BID intern student advisors have a competent background and networking with professional fields and Interior Industries. Those student advisor networks can give precise and reliable recommendations for every student for their career path or even their internship programme within their academic study. For example, one BID intern student advisor who was a former Head of East Java HDII (Indonesia Interior Designer Association) and now is a Head of Research and Potential in the Department of Tourism and Culture East Java Indonesia, has a reliable network and updated information about the career path for student recommendations.

The intern or job experiences sharing session with the students is held annually at the Alumni Gathering. The sharing session also involves HMDI (BID Student Association) and senior students who recently had their internship programme to share their experiences and company review for the juniors for preparing their next internship programme.

Bachelor of Visual Communication Design

BVCD provides information to students to receive career counselling from ITS through PK2 (Pengembangan Kewirausahaan dan Karir/ Entrepreneurship and Career Development) through events such as career fair ITS. In the study programme level the career counselling is being done through introducing and informing students about internship and partnerships where

¹⁷ See <https://www.its.ac.id/news/2019/10/20/bimits-bekali-mahasiswa-wawasan-dunia-pasca-kampus/>, last accessed on May 16, 2025.

they could apply for their internship and through that experience have an opportunity to work in their respective internship companies after graduations. There have been cases for students who have graduated to directly be offered a job at their internship companies. Thus, the suggestion and information through the Department as internship programs could be used as possible future job opportunities. Also, there are graduates who have interest in entrepreneurship and want to start their own business in the creative industry can participate in the Innovative Business Incubators and Services (ILBI) and Science Technopark (STP) where they are given room to develop and test their business ideas through research grants provided by the institution.

4.5.2 Alumni Activities

All three programmes

ITS recognises the importance of the role of alumni in education, research, and community service. In accordance with the ITS Organisation and Governance, alumni relations are the responsibility of the Vice Rector IV, who oversees research, innovation, cooperation, and alumni. In addition, according the ITS Statute, alumni have representation as members of the ITS Board of Trustees. Through the ITS Alumni Association (IKA-ITS), ITS alumni play an active role in providing inputs to ITS, giving lectures, bridging the gap between industry and campus cooperation, helping students prepare to enter the workforce, providing opportunities for internships, mentoring prospective entrepreneurs, internationalisation, raising endowment funds, and providing scholarships.

Bachelor of Industrial Design

The BOID maintains a strong connection with its alumni association. Alumni organise and participate in diverse activities, including forums with the Advisory Board to initiate the formulation and evaluation of the curriculum, guest lectures or talk shows featuring alumni, facilitating training and internship opportunities, the student final assignment exhibition "Bright Future Ahead" (BFA) held by the Student Association of the BOID to prepare graduating students for the professional world, and many more.

The alumni association frequently holds gatherings to maintain communication among alumni and with the department. Its goals include gathering and channelling feedback from alumni. The roles and functions of alumni in these activities are: 1) Serving as benchmarks for employers seeking to hire graduates, 2) Enhancing the reputation of their alma mater in society, 3) Facilitating job opportunities for recent graduates and younger peers, 4) Contributing resources for the advancement of their alma mater, including fundraising efforts, and 5) Providing feedback, advice, thoughts, and new ideas to support the development of their alma mater.

Additionally, alumni of the BOID are also connected through a WhatsApp group, where discussions about current topics in the field of industrial design and job vacancy information are discussed and shared.

In addition to connecting with the alumni association, graduates of the BOID can join the Indonesian Industrial Product Designers Alliance (ADPII). ADPII frequently organises forums and congresses, mainly discussing the industrial design profession, where alumni actively contribute and participate.

Bachelor of Interior Design

Alumni of the BID engage in an annual routine activity known as "Kedai Kopi". This gathering provides a platform for alumni to strengthen their professional network and engage in sharing sessions regarding the development of interior design profession. Furthermore, Kedai Kopi

facilitates convenient access for alumni to obtain information about job recruitment and internship opportunities. Every five years, alumni also play a crucial role in curriculum evaluation. They are invited to participate in forum group discussions that delve into the competencies demonstrated by alumni in their professional endeavours. This process ensures a cyclical and constructive feedback loop between the programme and its graduates, contributing to ongoing improvements in the curriculum and aligning it with the evolving needs of the interior design industry.

Bachelor of Visual Communication Design

BVCD established an alumni association specifically for the class of BVCD in 2022. Prior to the establishment of this alumni group, alumni from the BVCD frequently engaged in discussions with professors to offer opinion and comments regarding the curriculum, promotions, job vacancy information, as well as On Job Training and internship opportunities. Alumni feedback and recommendations are utilised to oversee the advancement of former students. The input encompasses a range of competencies such as general knowledge, proficiency in information technology, familiarity with work systems in design and industrial fields, effective communication skills, ability to work collaboratively in a team, strong work drive, and adherence to ethical work practices. Alumni of BVCD contribute to the programme by offering guest lectures and facilitating internship opportunities in their own workplaces and the business community. User input is utilised to assess their contentment with the proficiencies of graduates in the professional realm.

Alumni are engaged in various events aimed at fostering friendships. For instance, after the graduation briefing, BVCD will extend invitations to inspirational alumni. This programme entails a sharing session for graduates to discuss their acquired knowledge, accomplishments, and experiences. This event aims to facilitate the acquisition of knowledge and insights by students from their alumni. Long-term networking will be established between study programmes and alumni.

Appraisal:

The panel applauds ITS for having such good career counselling and placement services for the students and graduates, which promote their employability. The HEI provides sufficient resources. Career counselling is also offered on an individual basis. These activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to ITS-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events. The different study programmes have been set up alumni organisations 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)

ITS legal status is as PTN-BH, ITS follows the financial management regulation accordance with Government Regulation No. 8 of 2020. ITS is supported by a variety of funding sources. The primary source of funding is public funds, which institutions obtain in exchange for academic services rendered, such as tuition fees and business revenue that is directly associated with academic operations. This source provides 60% of the entire income for ITS. The government provides ITS with a 30% second source of revenue, the majority of which is used to finance civil servant-status ITS employees. 10% of ITS's revenue is derived from grants and other sources of income. ITS revenue continues to increase in tandem with the enrolment of new students and increment of the profits generated by the institution's businesses. The consistent growth of ITS's revenue enables the organisation to further enhance its research and teaching infrastructure, as well as offer a diverse range of scholarships to undergraduate and postgraduate students. The financial report of ITS is accessible to the public.¹⁸ The report has shown that ITS revenues have surpassed 840 billion rupiah. The number has indicated that ITS is among the academics leading institutions in Indonesia. To ensure that every student enrolled can complete the programme and graduate from ITS, students can apply for tuition fee reduction programmes offered by ITS through the available scholarships.

ITS as a state university is financed primarily by two sources: (a) state budget revenue (APBN) and (b) Non-Tax state revenue (Non-PNBP). The APBN funds are mainly allocated for staff salaries and some research grants. Non-PNBP funds include numerous kinds of finances, such as Tuition Fees, Non-Government Grants, Humanitarian Funds, and sponsorship funds. These funds are administered in accordance with Chancellor's Regulation Number 42 of 2022 and ITS Cost Standards.

Appraisal:

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

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

¹⁸ at <https://www.its.ac.id/ppid/wp-content/uploads/sites/68/2023/08/LK-Audited-2022-Final.pdf>, last accessed on May 8, 2025.

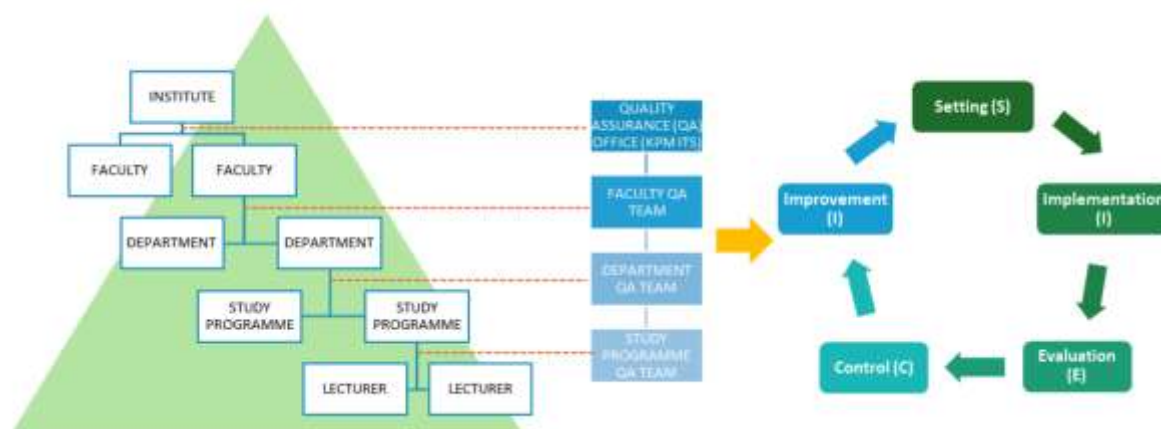
5. Quality assurance and documentation

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

ITS uses both internal and external mechanisms to provide academic quality assurance. These systems involve the participation of staff, students, stakeholders, and alumni, and are designed to fulfil the societal, industrial, and professional needs. The Design Programmes are evaluated periodically through two systems: the External Quality Assurance System (EQAS) conducted by NAHEB every five years, and the IQAS carried out annually by the QAO. EQAS adheres to MoRTHE Regulation No. 32 of 2016, which places importance on the principles of independence, correctness, objectivity, transparency, and accountability. In addition, ITS carries out internal evaluations on a yearly basis. IQAS aims to implement government regulations, ensure education quality, prepare study programmes for accreditation, and evaluate programme strengths and weaknesses. Coordination among QAO, faculty, and department-level quality assurance units ensures continuous improvement. The audit of academic quality is published each year using the IQAS application accessed through the Integrated Information System of ITS on IQAS application.¹⁹

IQAS audits the study programme is compiled based on the HEQAS, compiled with the existing NAHEB Standards for Bachelor Programme, and Institution Quality Standards (IQS). The IQAS of Bachelor Programme form consists of 9 (nine) Standards Criteria, namely: 1. Vision, Mission, Goals and Strategies 2. Governance and Cooperation; 3. Students; 4. Human Resources; 5. Finance, Facilities and Infrastructure; 6. Education; 7. Research; 8. Community Service; and 9. Outputs and Outcomes: Results of Education, Research, and Community Service. Coordination between QAO, faculty, and department-level quality assurance units ensures continuous monitoring and improvement of learning activities. This internal quality assurance structure is illustrated in the following figure.

Figure 13: Quality Assurance Framework in ITS



IQAS is systematically implemented across hierarchical levels at ITS, spanning from the institute, faculty, department, study programme, to individual lecturers/courses. This system operates within the IQAS cycle, as depicted in Figure 2, from setting (S), implementation (I), evaluation (E), control (C), and improvement (I) of HES set by ITS, also known as the SIECI cycle of standard. In Setting (S), the standards used in IQAS ITS are addressed. In

¹⁹ The IQAS report can be seen at <https://www.its.ac.id/kpm/iqas/>, last accessed on May 8, 2025.

Implementation (I), the standard implementation is carried out by bachelor and applied bachelor programmes. Evaluation (E) is carried out via an Internal Quality Audit (IQA) through two stages. The first stage is an audit of documents which have been uploaded in IQAS application. The second stage is assessing relevance between SWOT analysis and the development programme of study programme. Evaluation (E) is carried out on the basis of findings by auditors. Stage Control (C) is carried out after conducting an evaluation of the achievement/un-attainment/deviation of the predetermined standards. Furthermore, stage Improvement (I) will be carried out after the evaluation stage.

The IQAS of BOID, BID and BVCS are designed to monitor content, processes, and outcomes. The supporting documents can be accessed in Appendix. Quality management instruments. IQAS incorporates the following assessment tools as follows:

Performance Measurement System (PMS)

ITS Performance Measurement System (PMS) represents a dashboard that tracks ITS's progress in achieving its objectives through performance indicators, using the system called "Kinerja". The PMS system assesses realised versus targeted performance of academic and non-academic programme content, processes, and outcomes. The target for each KPI is established using a top-down approach, originating from the Ministry of Research, Technology and Higher Education, and subsequently cascading through the hierarchy to the Institute Level, Faculty Level, Department level, and ultimately the Laboratory Level.

Self-Assessment Report (SAR)

The SAR aims to assess the output of the learning process of each course. SAR fundamentally establishes the benchmark for the average student achievements to the targets determined at the beginning of the semester. These SAR targets are initially determined at the Institute Level (SAR1), then successively cascaded down to the Faculty Level (SAR2), further to the Department Level (SAR3), and continue to the Course Group Level (SAR4), culminating in the Individual Course Level (SAR5). These targets are inputted through SAR system. SAR is carried out systematically and periodically by the Institute, Faculty, Department, course cluster/ Laboratory Chief, and lecturers.

Course Assessment Index (CAI) and Lecturer Assessment Index (LAI)

CAI and LAI aim to assess the process of teaching and learning for each course each semester. The purpose of the CAI is to verify the alignment of the learning process with the intended plan, while LAI focuses to assess whether the lecturer has implemented all essential strategies to enrich the learning experience. The evaluation is presented in a Likert scale questionnaire ranging from 1 to 4, take two forms: the CAI and the LAI (AP 5.2b). Upon the conclusion of each semester, students will be required to complete the CAI and LAI questionnaires through CAI and LAI system called SIAKad.

Student Attendance and Lecturer Attendance

Attendance of students and lecturers is crucial for covering planned course content in weekly sessions through attendance system (called My ITS Presensi) which allows lecturers and students to track attendance. Quarterly monitoring data are shared with lecturers and students. The attendance rate of each semester is linked to PMS and affects lecturer performance incentives. For students, attendance rates below 80% will be flagged by the system and will render them ineligible to participate in the final exam.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

The main method of evaluation by students of BOID, BID and BVCD are carried out through LLI (average of CAI & LAI), CAI, and LAI survey aiming to assess the process of teaching and learning for each course at the end of semester. The results of the evaluation delivered by the QAO to BOID, BID and BVCD at an internal meeting before the next semester begins. The study programmes will take measures to improve the course and lecturer's performance. Such measures may include, but not limited to, revising the learning plan system or course contents, assigning the team lecturer to enrol in pedagogic/andragogic workshop certification professional programme, and/or the seminar/workshop that are related to the subject matter. The CAI and LAI, each comprising ten questions, assess various aspects such as satisfaction with learning plans, teaching methods, and instructor effectiveness. Students complete these assessments at the semester's end, with results accessible to instructors via My ITS Academic, aiding in communication and instructional enhancement. Student satisfaction is a key internal quality assurance measure, reflected in LAI, guiding course improvements. Faculty members oversee academic counselling and final project supervision to ensure timely graduation with quality outcomes. Survey outcomes inform programme and faculty-level operational plans, fostering continuous improvement through discussions in departmental coordination meetings. The institution employs an Information System called My ITS Academic, providing students with access to various educational materials such as curriculum documents, LOs, CLOs, Assessment and Evaluation Plans, and Learning Plans as the implementation of quality assurance through student.

5.2.2 Evaluation by faculty

To enhance institutional quality, ITS use the SAR as a tool for evaluation and control within the learning process. The assessment processes are conducted systematically at the beginning and the end of the semester, under the monitoring of the ITS QAO. The SAR implementation at the institution follows a hierarchical structure, denoted as SAR 1, SAR 2, SAR 3, SAR 4, and SAR 5. The institution sets targets for the educational implementation index (SAR 1) each semester based on previous term performance data, which are then cascaded down to faculties and departments for further refinement. Faculty and departmental target scores are established based on principles of diminishing returns and quality improvement discussions. Furthermore, lecturer feedback, both quantitative and qualitative, is solicited through the SI-Akad platform. Quantitative feedback is collected using Likert scale responses addressing various aspects of teaching and learning, while qualitative feedback allows instructors to detail teaching improvements and suggestions.

Questionnaire results are obtained through SI Akad after final grades submission, facilitating the identification of existing issues and informing decision-making processes for improvement initiatives. These results contribute to a cumulative improvement strategy, emphasising long-term growth rather than immediate fixes. Additionally, the institution conducts annual audits through its Internal Key Performance Measures mechanism to evaluate learning processes and provide recommendations for enhancement, which are communicated during regular coordination meetings at the departmental level.

The institution implements IQAS that encompass five levels of quality control. At the faculty level, a Self-Evaluation Report (SER) Preparation Team is established, comprising lecturers and staff from relevant study programmes. This team employs the Plan-Do-Check-Action

(PDCA) method to prepare study programme evaluations, aiming for continuous improvement and sustainable growth. The Planning Stage is based on an understanding of the ongoing situation based on data and information. The Information System service at ITS which can access data, including: Academic Information Systems, Personnel, Finance, e-Letter/e-Office, Scheduling, Remuneration; Research (SIMPEL), Student Affairs (Achievement, SEA/Student Extracurricular Activities Credits, SKPI, My ITS Guardian), e-Learning (SHARE ITS), Tracer study, E-Jurnal (POMITS), Digital library, Web Personal (<http://resits.its.ac.id/>) and IQAS. Utilising data from internal and external sources, including ITS's information system and external databases like SINTA, Google Scholar, Scopus, and HED (Higher Education Database), forms the basis for performance indicator determination and evaluation. Performance evaluations are conducted every semester, utilising integrated information systems, with incentives provided for individuals surpassing targets and coaching offered for those falling below expectations.

5.2.3 External evaluation by alumni, employers and third parties

External stakeholders play an important role in quality assurance and quality development, especially within the cycle of controlling (C), implementation (I), and improvement (I). They are crucial in curriculum design, particularly in identifying LOs, content, and curriculum structure. The external parties involved include: (1) alums; (2) graduates' employers; and (3) Programme Study Associations/Professional Associations. All three programmes conduct Focus Group Discussion (FGD): These are meetings that invite alums, graduates' employers, and professional associations to engage with the Department in discussing current trends and phenomena in the job market. This information is then translated into curriculum content, frameworks, and LOs.

The BOID Tracer Study is conducted by alumni and graduates' employers by filling out e-questionnaires on the Department's website. This survey provides essential information regarding employment and additional skills required. The Department then analyses the survey results using the Internal QAO and NAHEB measurement instruments.

The BID conducts additionally a graduate User Survey to gather feedback from programme alumni regarding their educational experience and its relevance to their professional pursuits. The BVCD has additionally, an external evaluation is carried out through the 'Alumni Association', which is an organisation that collects and channels the aspirations of alumni. The forum aims to establish good communication with institutions and fellow alumni. The results of activities at the forum can expand institutional networks, job information and provide a lot of input for the progress of study programmes which are then followed up by improving the learning process and improving the academic atmosphere.

External evaluation by alumni, employers and third parties at BVCD are:

1. Customer satisfaction index (CSI) is a quantitative analysis in the form of the percentage of satisfaction customers in a customer satisfaction survey at BVCD. CSI is needed to determine the overall level of satisfaction of students, graduates and student parents with the services provided by BVCD.
2. The User Satisfaction Index (tracer study) is a metric used to gauge the level of satisfaction among users of a product, service, or experience. It typically involves collecting feedback from users through surveys, interviews, or other means, and then aggregating the responses to calculate an overall satisfaction score

By engaging with external stakeholders, educational institutions foster collaboration between academia and industry, ultimately enhancing the quality and relevance of their programmes.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Bachelor of Industrial Design

General information about study plans, admission requirements, department profiles, curriculum, student activities, and available facilities can be accessed through various official websites and online platforms, such as:

- <https://www.its.ac.id/admission/>,
- the <https://www.its.ac.id/despro/>.

Moreover, internal information related to student data, class schedules, monitoring of the learning process between students and instructors, study plans, and satisfaction surveys can be accessed through Academic Information System (SI AKad). Internal information about lesson plans, course materials, assignment explanations, and exams can be accessed through MyITSClassroom.

<u>Bachelor of Industrial Design</u>	English	Bahasa
The study program me's content	https://www.its.ac.id/despro/study-program/	https://www.its.ac.id/despro/id/akademik/program-studi/
Curriculum	https://www.its.ac.id/despro/academic/curriculum/	https://www.its.ac.id/despro/id/akademik/kurikulum-2/
course plans	https://www.its.ac.id/despro/academic/course-syllabus/	https://www.its.ac.id/despro/id/akademik/silabus-mata-kuliah/
examination scheme	https://www.its.ac.id/despro/academic/examination-scheme/	https://www.its.ac.id/despro/id/akademik/skema-ujian/
exam regulations	https://www.its.ac.id/despro/academic/examination-regulation/	https://www.its.ac.id/despro/id/akademik/peraturan-ujian/

Bachelor of Interior Design

The programme description and documentation are divided into two purposes, general public and internal parties, as follows:

1. The main website of the BID for general public can be accessed through <https://www.its.ac.id/interior>. This website contains the information of faculty and programme profile, programme study manual, curriculum structure and contents, details of research and community services, profiles lecturers and staffs, publication of research, facilities, events etc.
2. Internal parties can gain the information related to the BID Programme academic activities through myITS Portal. MyITS Portal contains multiple services supporting academic activities of the students, lecturers, and staffs. MyITS Portal services

including myITS Classroom, myITS Academics, SI Akademik, myITS Human Capital, SI Kepegawaian, myITS StudentConnect, etc.

<u>Bachelor of Interior Design</u>	English	Bahasa
The study programme's content	https://www.its.ac.id/interior/academic/study-program/degree-program/	https://www.its.ac.id/interior/id/akademik/program-studi/sarjana/
Curriculum	https://www.its.ac.id/interior/academic/curriculum/	https://www.its.ac.id/interior/id/akademik/kurikulum-2/
course plans	https://www.its.ac.id/interior/current-student/course-syllabus/	https://www.its.ac.id/interior/id/silabus-mata-kuliah/
examination scheme	https://www.its.ac.id/interior/academic/information-and-rule/	https://www.its.ac.id/interior/id/akademik/peraturan-dan-informasi/
exam regulations	https://www.its.ac.id/interior/academic/information-and-rule/	https://www.its.ac.id/interior/id/akademik/peraturan-dan-informasi/

Bachelor of Visual Communication Design

Information about documents and data can be accessed through two accesses, namely, information for the general public and for internal interests as follows:

1. The main website about BVCD profile, is accessible at <https://www.its.ac.id/dkv>. This website offers comprehensive information about faculty staff, study programme profiles, academic guidance, curriculum structure, research and community services data, lecturer and staff profile, research publications, facilities, and events.
2. Internal information, nameless, about academic activities in the BVCD Programme is accessible through the myITS portal, which provides a variety of services to support students, lecturers and staff, which are included in myITS Classroom, myITS Academics, SI Akademik, myITS Human Capital, SI Kepegawaian, MyITS StudentConnect, and others.

<u>Bachelor of Visual Communication Design</u>	English	Bahasa
The study programme's content	https://www.its.ac.id/dkv/academic/study-program/	https://www.its.ac.id/dkv/id/akademik/program-studi/
Curriculum	https://www.its.ac.id/dkv/academic/curriculum/#1706259229951-9bf40f16-7c55	https://www.its.ac.id/dkv/id/akademik/kurikulum-prodi-desain-komunikasi-visual/#1706580056371-45428941-b6fe

course plans	https://www.its.ac.id/dkv/student/academic-guide/	https://www.its.ac.id/dkv/student/academic-guide/
examination scheme	https://www.its.ac.id/dkv/student/academic-guide/ page 11-12	https://www.its.ac.id/dkv/student/academic-guide/
exam regulations	https://www.its.ac.id/dkv/student/academic-guide/#1745551736057-cf568580-25f8	https://www.its.ac.id/dkv/student/academic-guide/#1745551736057-cf568580-25f8

5.3.2 Information on activities during the academic year

Bachelor of Industrial Design

All information related to the implementation of activities during the academic year can be accessed through <https://www.its.ac.id/study-at-its/faculties-and-departments/faculty-of-creative-design-and-digital-business/> and <https://www.its.ac.id/despro/>. Additionally, the Department of Industrial Design also maintains several social media platforms, as follows:

1. Official Department Instagram <https://www.instagram.com/despro/its/>
2. Department Youtube Channel <https://www.youtube.com/@desproits8415>
3. Annual Department IQAS report can be accessed through <https://www.its.ac.id/kpm/iqas/>

Bachelor of Interior Design

All information regarding the activities during the academic year can be accessed on the web; moreover, the BID has several official channel including student associations as follows:

1. Official Instagram of the BID Programme: https://www.instagram.com/interior_its/ & <https://www.instagram.com/interiordesignits/>
2. Youtube channel <https://www.youtube.com/@DesainInteriorITS>
3. Line Official (link), as well as in some printed materials e.g. in the Academic Manual.
4. Annual Department IQAS report can be accessed through <http://spmi.its.ac.id/index.php/>

Bachelor of Visual Communication Design

BVCD also maintains several social media platforms, as follows:

1. Official Department Instagram <https://www.instagram.com/dkvITS>
2. Department Youtube Channel <https://www.youtube.com/@dkvitshebat>
3. Annual Department IQAS report can be accessed through <http://spmi.its.ac.id/index.php/>

Appraisal:

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

clearly defined. 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. The study programmes' content, curriculum and examination scheme have been suitably documented and published. The panel **suggest** naming the courses consistent with the other programmes, so that the same course has the same name in all three programmes. The three study programmes regularly publish current news and information about each study programme.

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

Quality profile

HEI: ITS, Surabaya, Indonesia

Bachelor programmes:

Undergraduate Programme of Industrial Design

Undergraduate Programme of Interior Design

Undergraduate Programme of Visual Communication Design

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X			
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study 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)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			x		

		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)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		