

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/042 Cluster 2
Higher Education Institution:	Institut Teknologi Sepuluh Nopember
Location:	Surabaya, Indonesia
Study programme:	1. Bachelor of Business Management 2. Bachelor of Development Studies 3. Applied Bachelor of Business Statistics
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) in conjunction with § 9 (4) 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:

Condition (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 2015.¹
- 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 supplied by March 4, 2026.

Period of Accreditation: June 5, 2025 and finishing on 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.

¹ See ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

Assessment Report

Higher Education Institution:

Institut Teknologi Sepuluh Nopember, Indonesia

Bachelor programmes:

- 1 Bachelor of Business Management
- 2 Bachelor of Development Studies
- 3 Applied Bachelor of Business Statistics

Qualification awarded on completion:

- 1 Bachelor of Business Management; Sarjana Manajemen (S.M)
- 2 Bachelor of Development Studies; Sarjana Studi Pembangunan (S.SP)
- 3 Applied Bachelor of Business Statistics; Sarjana Terapan Statistika (S.Tr.Stat)

General information on the study programme

Brief description of the study programmes:

Bachelor of Business Management (BBMP):

This programme focuses on four main areas: operations management, marketing, human resource management, and financial management. Students gain practical entrepreneurship experience and can choose from four specialisation tracks. The study programme comprises 144 credits over eight semesters and prepares graduates for careers in management or as entrepreneurs.

Bachelor of Development Studies (BDSP):

This interdisciplinary programme aims to integrate various important approaches for holistic and sustainable development. It covers resource management, technology, and local knowledge while considering environmental aspects. The study consists of 144 credits, including compulsory and elective courses, internships, and a final project. It emphasises environmental development, globalisation, regional development, and maritime development.

Applied Bachelor of Business Statistics (ABBSP):

This programme in the field of Business Statistics offers practice-oriented education focusing on the application of statistics in industry, business, financial economics, and social sciences. It comprises 144 credits over 8 semesters and prepares students for careers as data analysts, quality controllers, or in other statistics-related fields. The curriculum covers four main areas: formal statistics, statistical modelling, industrial statistics, and economic statistics.

Type of all study programmes:

For all programmes: Bachelor programme

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

For all programmes: 4 years (230,4 ECTS credits/144 national credits)

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

BBMP: optional

BDSP: no

ABBSP: no

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

BBMP: 150 student intakes per year

BDSP: 127 student intakes per year

ABBSP: 125 student intakes per year

Programme cycle starts in:

For all programmes: August

Initial start of the programme:

BBMP: 2011

BDSP: 2019

ABBSP: 2017

Type of accreditation:

For all programmes: Initial accreditation

Procedure

A contract for the accreditation of Bachelor of Business Management, Bachelor of Development Studies, and the Applied Bachelor of Business Statistics was made between FIBAA and Institut Teknologi Sepuluh Nopember, Indonesia on May 10, 2023. On May 7, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Muhammad Ashfaq

IU International University of Applied Sciences, Germany

Professor of Business Administration & Academic Director International (Business Administration, Management, Finance & Accounting)

Prof. em. Dr. Horst Brezinski

TU Bergakademie Freiberg and Poznan University of Economics and Business

Professor for Development Economics

(Development Economics, European Integration and Development Policy, Economics, International Economic Theory and Policy, Comparative Economics, Engineering)

John Brüne

Georg-August-University Göttingen

Student: Applied Statistics (M.Sc.)

Completed: Dual-subject Bachelor's Degree (Political Science & Economics)

Prof. Dr. Horst Peters

Düsseldorf University of Applied Sciences

Professor of Business Administration

(Statistics, in particular Finance, Business Mathematics, Business Administration, Empirical Social Research, Capital Market Research)

Dr. Fosa Sarassina

Bisnis University Gadjja Mada

Lecturer (Management, Entrepreneurship)

Inna Sidorova

BGC Partners LP

Business Manager (Management, Accounting, Quality Assurance, Human Resource Management, Budgeting, Investment)

FIBAA project manager:

Dr. Marco Haid

² The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on February 12, 2025 to February 14, 2025 via the video conferencing tool *MS TEAMS*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 19, 2025. The statement on the report was given up on May 21, 2025. It has been considered the report at hand.

Summary

For Bachelor programmes

The Bachelor of Business Management, Bachelor of Development Studies, and the Applied Bachelor of Business Statistics offered by Institut Teknologi Sepuluh Nopember, Indonesia fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025 and finishing on June 4, 2030, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects³ (Study and exam regulations (chapter 3.2.2)). They recommend the accreditation 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 2015.⁴
 - 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.

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

- Student support by the faculty (see chapter 4.1.6)
- 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.

³ These aspects are asterisk criteria which means that they are essential for the study programme.

⁴ See ECTS User's Guide 2015 (pages 39-41) for an explanation of grade distribution tables.

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Information

Information on the Institution

Institut Teknologi Sepuluh Nopember (ITS) is a leading Indonesian university. Established in 1957 and officially inaugurated in 1960 by President Sukarno, ITS became a state university and later achieved PTN-BH status in 2014, granting it greater autonomy. Initially focused on science and technology, ITS has expanded into business, design, and social sciences.

Ranked among Indonesia's top universities, ITS holds global rankings in QS WUR (621-630) and THE WUR (1201-1500). It offers 44 undergraduate, eight vocational, 20 master's, 16 doctoral, and three professional programmes across multiple faculties. With 27,362 students, ITS attracts international students and has received "Excellent" national accreditation, alongside international recognitions from ASIIN, IABEE, and ABET.

ITS fosters innovation through research centres and partnerships, contributing to projects like the GESITS electric motorcycle, medical assistance robots, and LRT designs. Faculty members have received prestigious awards, and ITS collaborates with global institutions. It continues striving to be a world-class university supporting Indonesia's self-reliance and industry growth.

Statistical data

The three programmes consistently reflect on application rates, success rates, study averages, and dropout ratios, continually striving for improvement to enhance the quality of graduates. Reflecting on these indicators is crucial to ensure the further development and sustainability of the programmes.

BBMP

The Bachelor of Business Management Programme (**BBMP**) at ITS was established in 2012 and has been accredited as "B" (Good) by BAN-PT. Despite being relatively new, **BBMP** has gained strong public interest, which is reflected in a rising application rate and a competitive selection process. The programme maintains a high success rate.

BBMP has implemented policies to streamline the study process, including early research methodology courses and structured thesis preparation. The COVID-19 pandemic temporarily impacted dropout rates and study duration, but **BBMP** has adapted to ensure academic continuity.

In 2020, **BBMP** launched an International Undergraduate Programme (IUP), offering English-medium instruction and requiring international exposure through exchanges and double degrees. This has contributed to a growing international student population (7.25% in 2023).

BBMP continues to focus on quality improvement, industry collaboration, faculty development, research expansion, and global engagement. It aims to strengthen partnerships, enhance alumni networks, and increase international mobility to prepare students for global careers.

Table 1: Statistical Data – Bachelor of Business Management Programme

Statistical Data					
Study Programmes: Bachelor of Business Management Programme					
		1. Cohort 2019/2020	2. Cohort 2020/2021	3. Cohort 2021/2022	4. Cohort 2022/2023
# Study Places offered by HEI		120	130	130	150
# Applicants	Σ	1817	2718	2105	2842
	f	999	1495	1158	1563
	m	818	1223	947	1279
Application rate		1514,17%	2090,77%	1619,23%	1894,67%
# First-Year Students (accepted applicants)	Σ	115	105	115	149
	f	70	58	62	61
	m	45	47	53	88
Rate of female students		61%	55%	54%	41%
# Foreign Students	Σ	15	8	8	32
	f	5	3	2	6
	m	10	5	6	26
Rate of foreign students		13%	8%	7%	21%
Percentage of occupied study places		95,83%	80,77%	88,46%	99,33%
# Graduates	Σ	106	93	20	0
	f	67	51	17	0
	m	39	42	3	0
Success rate (students who finished their studies)		92,17%	88,57%	17,39%	0,00%
Dropout rate (students who dropped their studies)		7,83%	2,86%	9,57%	10,07%
Average duration of study (yang sudah graduated)		7,81	7,94	7,00	-

Average grade of final degree		3,43	3,39	3,45	-
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BDSP

The Bachelor of Development Studies Programme (**BDSP**) at ITS was established in 2019 and has been accredited as “B” (Good) by BAN-PT. The programme has been actively recruiting faculty members to ensure quality education.

The programme maintains an 88% success rate for students completing their degree within four years, with no recorded dropouts since its inception. GPA trends range from 3.38 to 3.89.

Table 2: Statistical Data – Bachelor of Development Studies Programme

Statistical Data					
Bachelor of Development Studies Programme (BDSP)					
		Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
# Study Places offered by HEI		73	131	125	132
# Applicants	Σ	1261	1029	752	881
	f	694	566	414	485
	m	567	463	338	396
Application rate		1:17	1:7	1:6	1:7
# First-Year Students (accepted applicants)	Σ	57	87	86	95
	f	29	50	50	52
	m	28	37	36	38
Rate of female students	m	50.88%	57.47%	58.14%	54.74%
Rate of male students	f	49.12%	42.53%	41.86%	40.00%
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		78.08%	66.41%	68.80%	71.97%
# Graduates	Σ	44	0	0	0
	f	27			
	m	17			

Success rate (<i>students who finished their studies</i>)		88%			
Dropout rate (<i>students who dropped their studies</i>)		0%			
Average duration of study		8			
Average grade of final degree		3.61			

ABBSP

The Applied Bachelor of Business Statistics Programme (**ABBSP**) at ITS is Indonesia's only applied undergraduate programme focused on the practical application of statistics in business. Growing interest in the programme is reflected in a rising application rate from 1:3 to 1:10 between 2021 and 2022, alongside a steady increase in first-year student enrolments from 2019 to 2022.

Table 3. Statistical Data – Applied Bachelor of Business Statistics Programme

Statistical Data					
Applied Bachelor of Business Statistics Programme (ABBSP)					
		Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
# Study Places offered by HEI		105	163	155	138
# Applicants	Σ	1228	1224	469	1320
	f	880	823	336	883
	m	348	401	133	437
Application rate		1169,52%	750,92%	302,58%	956,52%
# First-Year Students (<i>accepted applicants</i>)	Σ	74	119	123	148
	f	53	80	88	99
	m	21	39	35	49
Rate of female students		71,62%	67,23%	71,54%	66,89%
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		70,48%	73,01%	79,35%	107,25%
# Graduates	Σ	67			
	f	49			

	m	18			
Success rate (students who finished their studies)		90,54%			
Dropout rate (students who dropped their studies)		1,35%			
Average duration of study		8,09			
Average grade of final degree		3,38			

Appraisal

The panel members are satisfied with the statistical development across all three programmes. The data shows a clear focus on maintaining and improving academic quality. The strong application rates indicate good public interest.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The study programme objectives are developed following the INQF. All programmes are designed to accommodate INQF values by considering the study programme's competitive level. Furthermore, the curriculum of all study programmes is based on graduates' learning outcomes, which correspond to INQF level 6. Following the Minister of Education and Culture Regulation No. 3 of 2020, learning objectives include four elements: Attitude, General Skills, Specialised Skills, and Knowledge Mastery.

The Formulation of Learning Outcomes (LO) for all study programmes covers the four elements and takes consideration of the intended graduate profiles. Furthermore, in accordance with ITS Academic Regulation, ITS mandates that students complete the extracurricular credit (SKEM) as one of the graduation requirements.

BBMP

The Bachelor of Business Management Programme (**BBMP**) aligns with Indonesia's National Qualification Framework (INQF) Level 6, focusing on two key graduate profiles: "New Entrepreneurs" and "Professionals with Entrepreneurial Spirits." The curriculum is structured with 60% dedicated to managerial roles in international companies, offering specialisations in operations, finance, marketing, and human resources. Additionally, project-based courses such as New Venture Creation, Social Entrepreneurship, and Technopreneurship prepare students for entrepreneurial careers.

BBMP aims to produce graduates who are entrepreneurial, professional, ethical, and of high integrity, competent in business management and problem-solving, globally competitive and adaptable, capable of conducting practical research in business management. To meet the demands of an evolving global business landscape, **BBMP** integrates essential courses such as Data Science, Business Analytics, and Design Thinking, fostering analytical and critical thinking skills. The curriculum also includes foundational business courses covering economics, accounting, and management principles.

BBMP encourages active student participation in extracurricular activities to develop leadership and soft skills. Opportunities include SMEs Lab and Business Analytics & Strategy (BAS) Lab for practical business application.

BBMP ensures its curriculum remains relevant through systematic reviews and external feedback. The Advisory Board, comprising alumni, academics, industry professionals, and government representatives, plays a key role in refining the programme. Industry collaborations also provide insights to keep learning materials updated with cutting-edge business trends.

By integrating global perspectives, entrepreneurship, and industry relevance, **BBMP** ensures graduates are well-prepared for the dynamic business environment.

BDSP

The Bachelor of Development Studies Programme (**BDSP**) at ITS is designed to contribute to community development by integrating science and technology into economic and social progress. Aligned with ITS and F-CREABIZ's vision of becoming a world-class study programme, **BDSP** emphasises ethics, noble character, and sustainable development at both national and international levels.

The programme prepares graduates for careers as Development Practitioners, Researchers, and Entrepreneurs, equipping them with the ability to analyse and apply development theories, plan and implement community projects and CSR initiatives, assess the impact of development programmes, and formulate maritime-based strategies using information technology. To enhance employability, **BDSP** offers practical courses such as Social Mapping or Social Entrepreneurship, while research activities focus on areas like Maritime Development or Sustainable Environment.

Beyond academics, **BDSP** supports student growth through extracurricular activities such as the Development Resource Management and Community Empowerment Laboratory (MSDP2M) among others.

To maintain its relevance, **BDSP** continuously updates its curriculum based on industry trends, job market demands, and stakeholder input, with guidance from a Board of Advisors.

ABBSP

The rapid changes in economic and industrial landscapes present challenges for educational institutions like ITS, necessitating the creation of new study programmes that align with emerging job fields and expertise. In response, ITS has integrated Technical, Vocational, Education, and Training (TVET) into its Strategic Plan 2015-2040, emphasising the global impact and reputation of vocational programmes, including the Applied Bachelor's Degree Programme in Business Statistics (**ABBSP**).

ABBSP aims to produce professional talent specialising in statistical applications for business and industry, ensuring its curriculum, teaching strategies, and industry collaborations align with evolving workforce demands. As businesses increasingly rely on big data for decision-making, expertise in data processing and analysis has become crucial. **ABBSP** addresses this need by equipping graduates with statistical competencies tailored for business applications, covering production, marketing, and financial analytics.

Graduates of **ABBSP** are prepared for careers as Data Analysts, Data Scientists, Quality Control Specialists, Production Planners, Credit and Cost Analysts, Entrepreneurs, and Marketing Experts. They are trained to apply statistical methods to business problem-solving, enhance quality performance through data-driven decision-making, and evaluate and optimise operational procedures while effectively communicating insights. By fostering industry-ready professionals, **ABBSP** contributes to bridging the global demand for skilled data professionals and strengthening ITS's position in vocational education.

Appraisal:

The programmes' aims are clearly articulated and compellingly justified in relation to the intended student cohort, relevant professional field, and the societal context of the discipline. They encompass academic competence, strong employability prospects, and student personal development. The subject-specific and extra-curricular learning objectives and skills are consistent with the expected graduate level and the national qualifications 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)

As part of ITS's vision to become a world-class university, internationalisation is a key priority in both institutional development and study programme enhancement. To ensure a cohesive internationalisation strategy across all programmes, ITS has established the Directorate of Global Engagement, which oversees the implementation of international policies through International Liaison Officers. These officers facilitate and manage global initiatives, enriching students' educational experiences.

ITS has built strong global partnerships, currently collaborating with over 460 institutions from 56 countries. Its engagement in Erasmus Projects consortiums and collaborations with European universities demonstrates its commitment to international research and education. Programmes such as IMPAKT, Interweave, and Erasmus+ ICM support student, staff, and faculty mobility, fostering a globally connected academic environment.

Faculty members and staff are encouraged to leverage these partnerships to enhance collaborative opportunities with affiliated universities.

BBMP

BBMP is an actively internationalised study programme at ITS, earning third place in the Rector Awards 2023 for promoting global engagement. Its internationalisation strategy focuses on providing students with global learning experiences and fostering a diverse educational environment to enhance their employability. Since its 2011 inception, **BBMP** has established student exchanges with Saxion University of Applied Sciences in the Netherlands and study excursions to Malaysia, Singapore, and Thailand. Through its International Undergraduate Programme (IUP), **BBMP** continues to expand its global footprint.

BBMP has forged double degree partnerships with six universities, including the University of Queensland (Australia), VIVES University of Applied Sciences (Belgium), Rennes Business School (France), ESSCA Business School (France), Asia University (Taiwan), and Saxion University of Applied Sciences (Netherlands). Since 2021, more students have pursued double

degrees at these institutions. In 2023, 24 students enrolled in such programmes, with 11 at Rennes Business School, 11 at VIVES University, and two at the University of Queensland.

Beyond double degree programmes, **BBMP** offers non-degree international opportunities, including academic exchanges, short-term programmes, and international internships. It has expanded study abroad partnerships across ASEAN, Asia, Oceania, and Europe, working with institutions from Japan, India, Australia, the UK, Germany, Finland, Denmark, Poland, Russia, and Italy. In 2023, 31 students participated in exchange programmes with European universities.

BBMP integrates global perspectives into its curriculum, faculty development, practical experiences, and student skills to strengthen its international presence. **BBMP** regularly updates its curriculum to align with international standards. Lecture materials, exams, and case studies are in English, exposing students to global business challenges. Faculty members hold degrees from prestigious international universities, and **BBMP** features adjunct professors from Monash University Malaysia, Indian Institute of Management Udaipur, University of Szczecin (Poland), and Coventry University (UK).

The International Guest Lecture Series further enhances students' exposure to global academic perspectives. **BBMP** students engage in international internships with leading global corporations, such as Jaguar, Mercedes-Benz, and Unipart Logistics (UK). Courses like International Business, Supply Chain Management, International Finance, Business Communication, and Intercultural Communications equip students with a deep understanding of multinational business operations and global market strategies.

BBMP ensures its graduates are well-prepared for international careers through these initiatives, contributing to ITS's mission of being a globally competitive university.

BDSP

The **BDSP** integrates internationalisation into its study programme to equip students with the skills needed to analyse development issues in both national and global contexts. This is reflected in curriculum development, research, and collaborations that enhance students' ability to work in multicultural environments. The curriculum is benchmarked against international programmes, incorporating best practices from various countries, with courses such as Cross-Cultural Communication, Global Trade and Finance, and Issues on Technology Acceptance and Cultural Dimension providing global insights. Additionally, **BDSP** encourages faculty members to pursue PhDs abroad, ensuring they bring valuable international expertise back to the institution.

To further promote global exposure, **BDSP** actively engages in student and staff mobility programmes, allowing them to participate in international exchanges and collaborations. It also hosts guest lectures from distinguished international scholars, including experts from UNSW Australia, NTU Singapore, and Malaysian Institute of Industrial Technology, offering students diverse perspectives. Beyond academic exchanges, **BDSP** has established partnerships with universities across ASEAN, Asia, and Europe to support student mobility, scholarships, and research opportunities.

Collaborations with institutions such as IIT Bombay, University of Central Punjab, and Universiti Malaysia Terengganu facilitate conference participation and outbound student mobility, while faculty members contribute internationally through guest lectures at universities in the Philippines. By fostering international exposure, academic excellence, and global networking, **BDS**P enhances graduate employability and ensures its students and faculty remain competitive in the field of development studies and beyond.

ABBSP

ABBSP integrates international orientation into its curriculum by benchmarking against leading foreign universities, particularly in data science, machine learning, and artificial intelligence. Collaborations with institutions such as Universiti Teknologi Malaysia, Universiti Teknologi MARA, Universiti Teknologi PETRONAS, and Kumamoto University in Japan ensure that its programmes align with global academic standards. This international approach is further reinforced through guest lectures by international scholars, globally focused course content, and visits from overseas professors, fostering knowledge exchange and cross-cultural learning. Course materials are primarily presented in English to enhance global engagement.

Beyond curriculum development, **ABBSP** promotes international exposure through mobility programmes. The inbound initiative invites international lecturers and students, creating a diverse learning environment, while the outbound programme provides opportunities for students and faculty to gain international experience. Malaysian students have participated in collaborative teaching at **ABBSP**, while its students engage in exchange programmes with universities in ASEAN (Malaysia, Thailand), Asia (Taiwan, China, South Korea), and beyond (Australia, UK, Canada, Germany).

ABBSP faculty members actively contribute to international academia through joint publications, supervision, and roles in international conferences. Lecturers are encouraged to pursue PhDs abroad, and educational staff are sent overseas to gain insights into higher education governance in Malaysia and Thailand.

Additionally, **ABBSP** embeds international exposure into its curriculum through specialised modules on global trade dynamics and global capital markets. Students refine their analytical skills by engaging in international journal analysis and research projects. In computer science courses such as data exploration and database management, students work with international datasets, equipping them with the skills necessary to navigate the demands of the global professional landscape.

Appraisal:

The programme design appropriately considers the required international aspects, particularly concerning its graduates' employability, and while meeting quality requirements, could be further enhanced by increasing the number of international English-speaking faculty members. The panel members suggest ITS to offer more electives in **BBMP**, especially electives focused on sustainability and technology transformation. For **ABBSP** the panel suggests that the HEI should offer electives geared towards digitalisation and artificial intelligence. Furthermore, the panel also suggests to include more textbooks incorporating an international perspective.

		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

ITS is committed to enhancing the quality of education to meet international standards, in line with its vision, mission, and strategic direction documented in ITS Strategic Plan. The formulation of ITS Strategic Plan cannot be detached from the upper-level institutional strategic planning. Figure 1 illustrates the alignment of the ITS Strategic Plan with National Strategic Plan of The Republic of Indonesia and the Strategic plan of the Ministry of Education, Culture, Research, and Technology, supplemented by internal and external SWOT (strength, weakness, opportunity, threat) analysis.

As documented in ITS Strategic Plan, ITS has a vision “To become a world-class university that contributes to the nation self-reliance and becomes a reference in education, research, and community service also the development of innovation, especially those that support industry and marine”.

Positioning of the study programme on the educational market

BBMP

BBMP stands out as a distinguished academic programme that is recognised for its excellence in business management education. In 2019, it was ranked the fourth-best institution nationwide for study placement in Business Management and Social Sciences. Unlike other Bachelor of Management programmes, **BBMP** strongly emphasises quantitative skills alongside a solid theoretical foundation in business management. Courses such as Business Analytics, Data Analysis, and Quantitative Modelling for Business are key curriculum components, fostering a data-driven approach to decision-making.

Through team-based learning, laboratory exercises, and case studies, students gain practical expertise in strategic management, marketing, human resource management, and financial management. Additionally, **BBMP** integrates entrepreneurial capabilities into its curriculum with project-oriented courses such as Business Consulting Project, Design Thinking, New Venture Creation, and Social Entrepreneurship. A unique aspect of **BBMP** is its undergraduate thesis requirement, which offers three distinct pathways: Regular Thesis, Problem-Solving-Based Research, and Business Creation Thesis.

The business-based undergraduate thesis sets **BBMP** apart by guiding students through a structured three-stage process—ideation, immersion, and business report. In the ideation phase, students develop business ideas that address societal challenges, refining them into viable concepts. The immersion phase sharpens entrepreneurial skills such as market

strategy, operations, and financial planning, with mentorship from industry experts. Finally, students produce a business report and present their enterprise during an oral defence.

Between 2018 and 2023, 36 students have successfully completed this innovative thesis pathway, demonstrating **BBMP's** commitment to experiential learning and entrepreneurship.

BDSP

BDSP is Indonesia's first bachelor's degree programme in Development Studies, setting a benchmark for similar programmes across the country. It specialises in three key areas—Natural Resources Development, Human Resources Development, and Development Technology Management—providing graduates with a well-defined specialisation. As the first programme of its kind at a government-owned university, **BDSP** stands out for several reasons.

Nationally, **BDSP** has earned “Good” accreditation for its undergraduate programme. It also houses the Development Resource Management and Community Empowerment Lab (MSDP2M), which has significantly contributed to lecturer publications, with many being accepted in first-quartile Scopus-indexed journals. The programme maintains strong industry connections, allowing students to gain hands-on experience through internships with major organisations such as PT PERTAMINA, the Ministry of State Secretariat, and various local governments in East Java.

BDSP plays a critical role in bridging the demand for development experts at both national and global levels. Its faculty members are frequently invited as guest speakers at universities worldwide, participating in research collaborations, curriculum development, international seminars, and consultancy roles in development activities. Many lecturers are also actively involved in establishing higher education associations, including the Development Studies Association-Indonesia (DSA-Indonesia).

The programme has also been entrusted with managing the Independent Learning Programme - Merdeka Campus (MBKM), which enables students to gain real-world work experience and develop competencies aligned with their talents and career aspirations. While other universities offer related programmes—such as Urban and Regional Planning at ITS, Social Development and Public Welfare at Gadjah Mada University, and Economic Development at Airlangga University—BDSP stands out due to its multidisciplinary approach and ITS's strong global reputation in advancing humanities. The programme equips students with a diverse skill set to tackle complex development challenges.

BDSP's competitiveness is reflected in its high agility ratio, demonstrating strong demand among prospective students. In 2022, its selection ratios were 1:6 for the National Selection Based on Achievement, 1:8 for the National Selection Based on Test, and highly competitive figures for independent selection pathways, with the ITS Achievement Independent-Selection reaching 1:103. This solidifies BDSP's standing as a prestigious and sought-after programme.

ABBSP

The **ABBSP** ITS is the only applied undergraduate programme in Indonesia that emphasises the application of statistics in the business domain. Other applied undergraduate programmes

in statistics offered by the School of Statistics (STIS) focus on applying statistics in the governmental sector. The **ABBSP** connects statistical theory with real-world business needs, equipping graduates with the ability to deeply analyse data and make intelligent decisions in an increasingly competitive business environment.

ABBSP brings in practitioner-lecturers from various fields, including capital markets, industries, marketing, and appraisal, to support the teaching process. Additionally, located in Surabaya, the second-largest city in Indonesia and a major centre for trade and industry, **ABBSP** finds it easy to create opportunities for experts in the Department to collaborate closely with business practitioners. Their expertise benefits the department and enhances its meaningful societal impact.

Considering their geographical presence in East Java, Universitas Airlangga (UNAIR) and Universitas Brawijaya (UB) are also recognised as competitors. Supported by strong industry connections, practical training in data analysis tools, and an extensive alumni network, **ABBSP** graduates are poised to become leaders with statistical insights and a deep understanding of modern business dynamics.

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

BBMP

BBMP is dedicated to shaping future business leaders with business, management, and engineering expertise. Tracer data on graduate employability indicates that 53.34% of **BBMP** graduates secure positions in private corporations, 13.34% in non-profit organisations, and the rest in government and multilateral institutions. Among them, 66.07% are employed by national corporations, 16.07% by multinational companies, and 17.86% by local firms.

Graduates hold diverse roles, including digital marketing specialists, business analysts, data analysts, assistant managers, and managers in finance and marketing. Notably, 92.85% of alumni report that their studies align closely with their professional responsibilities. To further enhance employability, **BBMP** integrates career preparation into both curricular and extracurricular activities. The curriculum is continuously refined based on feedback from industry stakeholders, while the MBKM programme fosters independent learning through internships and project-based experiences.

BBMP has also built strong industry partnerships, supporting internships, guest lectures, and curriculum development. In early 2023, it formalised an MOU with ZOHO, a global technology leader, to enhance students' digital business skills. Additionally, **BBMP** provides international exposure through internships at companies like Mercedes-Benz and Jaguar Land Rover in the UK, reinforcing its commitment to global industry engagement.

BDSP

BDSP is dedicated to preparing future leaders in development sectors with expertise in technology, communities, management, and the environment. Its curriculum is tailored to market needs, ensuring graduates find opportunities across government agencies, private companies, NGOs, and entrepreneurial ventures. **BDSP** equips students to become

development practitioners, researchers, and entrepreneurs. Graduates can pursue roles such as development programme advocates, social workers, CSR analysts, technological and maritime-based development researchers, and social enterprise managers.

Tracer data indicates that 15.8% of **BDSP** graduates work in government agencies, 5.3% in state-owned enterprises, 63.2% in private corporations, and 10.5% in NGOs, while others continue to higher education. Alumni hold diverse roles, including community development officers, human resource development officers, CSR officers, researchers, and entrepreneurs in e-commerce and related fields. **BDSP's** strong focus on practical application ensures that graduates are well-prepared for dynamic career paths in development sectors.

ABBSP

The establishment of **ABBSP** is driven by the growing market demand for data analysis experts, as companies increasingly rely on data for decision-making, expansion strategies, and operational efficiency. The supply remains limited despite the rising need for professionals in data collection, processing, and analysis. According to the Higher Education Data Centre, Indonesia produces only 3,467 statistics graduates annually from 15 universities, excluding STIS, whose alumni are directly absorbed by the Central Statistics Agency (BPS).

ITS contributes the highest share at 16.4%, followed by UNDIP (12.3%) and UT (10.5%). **ABBSP's** curriculum is designed to equip graduates with strong analytical skills in business areas such as quality, productivity, marketing, and finance. As a result, 96.36% of **ABBSP** alumni secure positions across various industries in both public and private sectors. Employer feedback from tracer studies highlights that **ABBSP** graduates demonstrate commendable ethics, strong communication skills, teamwork, analytical expertise, and proficiency in information technology, making them highly competitive in the job market.

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

BBMP

BBMP aligns its vision with ITS, aiming to become an internationally reputable Business Management study programme that contributes to the nation's self-reliance by fostering industry innovators and future business leaders. To achieve this, **BBMP** has developed a strategic plan divided into three phases:

Following its establishment as an independent study programme in 2013, **BBMP** initially (2015-2017) focused on strengthening its internal capabilities by recruiting faculty members and establishing two laboratories. Subsequently, from 2018 to 2020, it secured research funding and initiated collaborations at various levels, notably establishing an Investment Gallery in 2019 in partnership with the Indonesia Stock Exchange and FAC Sekuritas, and launched its first Double Degree programme with the University of Queensland in 2018, followed by the International Undergraduate Programme (IUP) in 2020. By 2023, internationalisation efforts were intensified, expanding to six Double Degree programmes and bolstering international research collaborations, for instance, through the World Class Professor (WCP) programme, thereby laying the groundwork for full-scale internationalisation with well-established research and collaboration initiatives.

BBMP's strategic plan is closely aligned with ITS's 2021-2025 Strategic Plan, focusing on organisational transformation through modern infrastructure, national contributions by fostering student excellence and achieving world-class university status by enhancing curriculum, research impact, and global networking. The effectiveness of these strategies is evaluated quarterly through performance indicators that track progress across various initiatives.

BDSP

BDSP was established to meet the growing demand for development studies at the undergraduate level, which was previously only available at the master's and doctoral levels in Indonesia. It has quickly become one of the popular programmes at ITS, with over 50 students enrolling in recent years. **BDSP** also plays a key role in ITS's vision to become an Entrepreneurial University by 2030. Aligning with ITS's mission of contributing to national self-reliance, **BDSP** envisions itself as a world-class study programme supporting sustainable development.

To achieve this vision, **BDSP** has developed a long-term strategic plan divided into three phases: Following its independence in 2019 and accreditation in 2020, **BDSP** initially focused on internal strengthening, including faculty recruitment in social sciences and enhancing its MSDP2M lab, graduating its first cohort in 2023. Subsequently, between 2020 and 2022, the programme expanded research and collaborations, partnering with Village-Owned Enterprises and initiating international activities such as an annual conference, guest lectures, exchanges, and CSR projects with KOTRA. **BDSP** is now (2023-2025) advancing its international collaborations through global initiatives like United Nations projects and World Class Professor funding, whilst also enhancing its curriculum and contributing to national public policy.

Additionally, the programme received national accreditation with a "B" or "Good" rating in 2022, is applying for FIBAA international accreditation, and is preparing to establish a master's programme in Development Studies. As **BDSP** transitions from Stage II to Stage III, it is building on a solid foundation of research and collaboration to further its international presence and academic excellence, aligning its growth with ITS's broader strategic plan.

ABBSP

ABBSP adopts an adaptive curriculum that continuously evolves to align with industry trends and emerging technologies to support ITS's strategic plan of becoming an entrepreneurial university. This includes interdisciplinary courses integrating business statistics with economics, finance, and computer science, providing students with a comprehensive skill set. **ABBSP** also establishes strategic industry partnerships to offer internships, collaborative projects, and research opportunities.

Experiential learning is a key focus, with practical projects, real-world case studies, and simulations embedded in the curriculum. **ABBSP** faculty actively engage in the Matching Fund programme, conducting research based on industry needs. Additionally, **ABBSP** collaborates on industrial-based projects with the Centre for Research in Data Science (CeRDaS) at Universiti Teknologi PETRONAS, Malaysia. Courses such as Smart Technology Engineering,

Web Programming, and Data Exploration and Visualisation further support innovation by fostering the creation of commercially viable technologies, including websites and software.

Beyond the classroom, **ABBSP** partners with the student association HIMADATA-ITS to enhance entrepreneurial skills. The entrepreneurship division (KWU) organises various initiatives, including entrepreneurship seminars, business partnerships, training programmes, and a marketplace for student-run ventures. Activities like KWU Corner (offering printing services and stationery sales), entrepreneurship bazaars, and the KWU Bookstore and Merchandise further cultivate a dynamic entrepreneurial ecosystem.

By integrating these initiatives, **ABBSP** ensures that students gain theoretical and practical knowledge, fostering a strong entrepreneurial culture. Combining industry collaborations and student-driven programmes reinforces ITS's vision of becoming an entrepreneurial university.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals align with the HEI's mission and strategic planning.

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

2. Admission

Admission requirements (Asterisk Criterion)

For all programmes:

As a state university, ITS follows the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 for new student admissions. Undergraduate

admissions are conducted through three pathways: National Selection Based on Achievement (SNBP), National Selection Based on Tests (SNBT), and Independent Selection. The Ministry manages the first two, while the Independent Selection is organised by ITS, including the International Undergraduate Programme (IUP).

According to Article 19 of Ministerial Regulation No. 48 of 2020, at least 20% of new students must come from economically disadvantaged backgrounds or frontier, outermost, and disadvantaged areas distributed across all study programmes. Students from low-income families can apply for financial support online through the Kartu Indonesia Pintar Kuliah (KIP Kuliah) programme⁵.

Table 4: Admission requirement

Admission Pathways		Requirements	Intake Capacity
National Selection Based on Achievements (Seleksi Nasional Berdasarkan Prestasi – SNBP)		- Final-year students in secondary education 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 is 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 three years. - For the IUP program: prospective students should have good command and knowledge of English as shown by one of the following English language proficiency results: - TOEFL ITP ≥ 500, - TOEFL IBT ≥ 61, - TOEFL CBT ≥ 173, - IELTS ≥ 6, - TOEIC ≥ 575. - Duolingo English ≥ 95 - Register to the ITS Admission portal (http://www.its.ac.id/admission)	50%

Note: Prospective Students for Design Studies will have to submit their professional design portfolio.

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

⁵ <https://kip-kuliah.kemdikbud.go.id>

visit the Student Admission Office. The students can use telephone or e-mail for direct consultation, filing a complaint, and receiving constructional feedback.

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. High school students can sit in on various classes during this Open Day 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, as seen in the table below.

Table 5: Social Media Channels

Program	Social Media
BBMP	Instagram: https://www.instagram.com/mb.its YouTube: https://www.youtube.com/@mbits Website: https://www.its.ac.id/mb
BDSP	Instagram: https://www.instagram.com/studipembangunanits YouTube: https://www.youtube.com/@developmentstudiesits1345 Website: https://www.its.ac.id/sp
ABBSP	Instagram: https://www.instagram.com/dsb_its YouTube: https://www.youtube.com/@statistikabisnisits Website: https://www.its.ac.id/sb
Faculty of Creative Design and Digital Business	Instagram: https://www.instagram.com/its_creabiz YouTube: https://www.youtube.com/@its_creabiz Website: http://www.its.ac.id/creabiz
Faculty of Vocation	Instagram: https://www.instagram.com/vokasiits YouTube: http://www.youtube.com/@vokasiits4091 Website: http://its.ac.id/vocational
ITS Admission Office	Instagram: https://www.instagram.com/its_admission/ YouTube: https://www.youtube.com/user/itseurekatv Website: https://www.its.ac.id/admission/

Selection procedure

The admission of new students is governed by the guidelines set forth by the MoECRT. There are three pathways of the new student's 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, also known as Seleksi Nasional Penerimaan Mahasiswa Baru (SNPMB) under the Ministry. The Independent Selection is solely administered and organised by ITS.

Table 6: Procedure and Selection Criteria

Admission Pathways	Procedure and Selection Criteria
National Selection Based on Achievements	- 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

Admission Pathways	Procedure and Selection Criteria
(Seleksi Nasional Berdasarkan Prestasi – SNBP)	- 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 per cent) 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-based 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 - 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.

Admission Pathways	Procedure and Selection Criteria
	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.

Ensuring foreign language proficiency (Asterisk Criterion)

For all programmes:

The English language proficiency test is integrated into the admission process recruiting prospective students. 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. This decree outlines the required standard value of the English Foreign Language Test (EFL Test) for ITS undergraduate students.

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.

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

For all programmes:

As mandated by MoECRT number 48 of 2020, transparency and accountability are among the principles that are used to admit new students. With this spirit, the entire admission process is carried out by adhering to the principles of responsible transparency. Transparency begins with determining the acceptance capacity registration requirements, the prospective students who are accepted, and the announcement of acceptance. The transparency procedures are as follows:

- Determining 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 Admission⁶ and the ITS Admission website⁷.

- The requirements for prospective students to be able to take part in the selection are also announced openly through the two websites above. For National Selection Based on Test, the details of test material can be accessed online.
- The final process of determining the accepted prospective students 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 meeting minutes, signed by all parties present. The final results of acceptance and the minutes are then 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 online
- In accordance with Article 8, paragraph 3, the MoECRT regulation number 48 of 2020, selection participants can file objections up to 5 (five) working days after the announcement of the acceptance results.

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, or to whatever other helpdesk at the HEI, for clarification of specific questions, personal aptitude, career perspectives, etc. Personal dialogue between applicants and the HEI is provided during defined office hours, by telephone, and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted. The panel positively highlights the selection's effectiveness because the students' language command is excellent.

The admission requirements ensure that students can successfully complete the study programme.

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		

⁶ <https://snpmmb.bppp.kemdikbud.go.id>

⁷ <http://www.its.ac.id/admisi>

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

Logic and conceptual coherence (Asterisk Criterion)

BBMP

The Bachelor of Business Management (**BBMP**) curriculum is designed to develop entrepreneurs and professionals with strong business acumen. Around 60% of the curriculum focuses on preparing students for careers in business management, allowing them to specialise in operations, finance, marketing, or human resources, or follow a generalised management path. Project-based initiatives further equip students with entrepreneurial skills, and the curriculum undergoes continuous improvement through semester evaluations.

Modul No.	Title of Module	Credit Points per Semester								Workload		
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	Structured Assignment
1 st Semester		27,2								198,36	238,00	238,00
M1	Introduction to Business Management	4,80								35,00	42,00	42,00
M2	Microeconomics	4,80								35,00	42,00	42,00
M3	Introduction to Accounting	4,80								35,00	42,00	42,00
M4	English	3,20								23,34	28,00	28,00
M6	Civics	3,20								23,34	28,00	28,00
M7	Mathematics 1	3,20								23,34	28,00	28,00
M9	Religion	3,20								23,34	28,00	28,00
2 nd Semester			30,4							221,68	266,00	266,00
M5	Indonesian		3,20							23,34	28,00	28,00
M8	Pancasila		3,20							23,34	28,00	28,00
M10	Data Analysis		4,80							35,00	42,00	42,00
M11	Design Thinking for Innovation		4,80							35,00	42,00	42,00
M12	Financial Accounting		4,80							35,00	42,00	42,00

M13	Macroeconomy		4,80							35,00	42,00	42,00
M14	Quantitative Modeling for Business		4,80							35,00	42,00	42,00
3rd Semester				30,4						221,60	266,00	266,00
M15	Financial Management			4,80						35,00	42,00	42,00
M16	Statistics for Business			4,80						35,00	42,00	42,00
M17	Human Capital Management			4,80						35,00	42,00	42,00
M18	Marketing Management			4,80						35,00	42,00	42,00
M19	New Venture Creation			6,40						46,60	56,00	56,00
M20	Operations Management			4,80						35,00	42,00	42,00
4th Semester					30,4					221,60	266,00	266,00
M21	Business Communication				4,80					35,00	42,00	42,00
M22	Business Ethics and Corporate Social Responsibility				4,80					35,00	42,00	42,00
M23	Consumer Behavior				4,80					35,00	42,00	42,00
M24	Investment and Portfolio Management				4,80					35,00	42,00	42,00
M25	Organizational Design and Behavior				4,80					35,00	42,00	42,00
M26	Social Entrepreneurship				6,40					46,60	56,00	56,00
5th Semester						27,2				198,34	238,00	238,00
M27	Business Information System					4,80				35,00	42,00	42,00
M28	Business Research Method					4,80				35,00	42,00	42,00
M29	International Business					4,80				35,00	42,00	42,00
M30	Legal Aspects in Business					3,20				23,34	28,00	28,00
M 31	Managerial Accounting					4,80				35,00	42,00	42,00
M 32	Risk Management and Governance					4,80				35,00	42,00	42,00
6th Semester							32,0			233,3	280,0	280,0
M33	Business Valuation						4,80			35,00	42,00	42,00
M34	Integrated Marketing Communication (Elective)						4,80			35,00	42,00	42,00
M35	Practical Work						4,80			35,00	42,00	42,00
M36	Logistics and Supply Chain Management (Elective)						4,80			35,00	42,00	42,00
M37	Marketing Research (Elective)						4,80			35,00	42,00	42,00

M38	Seminar						4,80			35,00	42,00	42,00
M39	Strategic Marketing (Elective)						4,80			35,00	42,00	42,00
M41	Technopreneurship						3,20			23,34	28,00	28,00
M42	Project Management						4,80			35,00	42,00	42,00
7th Semester								28,8		210,0	252,0	252,0
M43	Brand Management (Elective)						4,80			35,00	42,00	42,00
M44	Business Consulting Project						4,80			35,00	42,00	42,00
M45	Business Process Management (Elective)						4,80			35,00	42,00	42,00
M46	Concept of Technology						4,80			35,00	42,00	42,00
M47	Contemporary Issues in Business and Management (Elective)						4,80			35,00	42,00	42,00
M48	Innovation Management and Product Development						4,80			35,00	42,00	42,00
M49	Intercultural Communication (Elective)						4,80			35,00	42,00	42,00
M50	Service Marketing (Elective)						4,80			35,00	42,00	42,00
M51	Strategic Marketing (Elective)						4,80			35,00	42,00	42,00
M52	Strategic Management						4,80			35,00	42,00	42,00
8th Semester									24,0	175,0	210,0	210,0
M53	Marketing for High-Tech Product								4,80	35,00	42,00	42,00
M54	Bank Management (Elective)								4,80	35,00	42,00	42,00
M55	Business Simulation (Elective)								4,80	35,00	42,00	42,00
M56	E-Business Modeling and Analysis (Elective)								4,80	35,00	42,00	42,00
M57	Entrepreneurial Leadership (Elective)								4,80	35,00	42,00	42,00
M58	Financial Project (Elective)								4,80	35,00	42,00	42,00
M59	International Financial Management (Elective)								4,80	35,00	42,00	42,00
M60	Islamic Finance (Elective)								4,80	35,00	42,00	42,00
M62	Multi Criteria Decision Making (Elective)								4,80	35,00	42,00	42,00
M63	New Venture Finance (Elective)								4,80	35,00	42,00	42,00
M64	Performance Appraisal and Compensation (Elective)								4,80	35,00	42,00	42,00
M65	Performance Management								4,80	35,00	42,00	42,00
M66	Personal Financial Management (Elective)								4,80	35,00	42,00	42,00
M67	Problem Solving in Business and Management (Elective)								4,80	46,60	56,00	56,00

M68	Strategic Human Capital Planning (Elective)								4,80	35,00	42,00	42,00
M69	Sustainable Development (Elective)								4,80	35,00	42,00	42,00
M70	Training and Development (Elective)								4,80	35,00	42,00	42,00
M71	Undergraduate Thesis								9,6	70,00	84,00	84,00
TOTAL									230,4	2337	2805	2805

BBMP's Learning Outcomes (LO) are aligned with the Indonesian National Qualifications Framework (INQF) Level 6, job market analysis, and the program's educational objectives. The curriculum is reviewed every five years through research and focus group discussions (FGDs) with an Advisory Board comprising alumni, industry professionals, academics, and government representatives.

Students must complete at least 144 credits over eight semesters, including 129 compulsory credits—covering general education, ITS-specific courses, and core **BBMP** courses—along with at least 12 elective credits and three enrichment credits outside **BBMP**. The curriculum is structured to build from foundational to advanced topics, ensuring alignment with graduate profiles and job market demands. Courses such as Introduction to Business Management in the first semester lay the groundwork for more advanced subjects like Functional Management in later semesters.

Table 7: Connection of Graduate profile, LO and Relevant Courses - BBMP

Graduate Profile	Expected Learning Outcomes (ELOs)	Relevant Courses
Executive Professional	a. Able to master theoretical concepts in the fields of management, financial management, operations management, human resource management, marketing management, entrepreneurship, and aspects of business internationalisation. b. Able to understand basic theories and principles, analytical applications, research, and publications in the field of business management. c. Able to understand the theory and basic principles of operational management and business analytics. d. Able to carry out analysis, problem solving and business decision making using data-based scientific methods and management principles. e. Able to understand the concept and theory of business responsibility towards social and environment.	a. Introduction to Business Management b. Operational Management c. Financial Management d. Human Resources Management e. Marketing Management f. Legal Aspect in Business g. Statistics for Business

Graduate Profile	Expected Learning Outcomes (ELOs)	Relevant Courses
Entrepreneur	a. Able to master theoretical concepts in the fields of management, financial management, operations management, human resource management, marketing management, entrepreneurship, and aspects of business internationalisation. b. Able to design a comprehensive business plan. c. Able to carry out analysis, problem solving and business decision making using data-based scientific methods and management principles. d. Able to understand the concept and theory of business responsibility towards social and environment.	a. Introduction to Business Management b. Design Thinking c. New Venture Creation d. Social Entrepreneurship e. Legal Aspect in Business
Business Consultant	a. Able to master theoretical concepts in the fields of management, financial management, operations management, human resource management, marketing management, entrepreneurship, and aspects of business internationalisation. b. Able to understand basic theories and principles, analytical applications, research, and publications in the field of business management. c. Able to carry out analysis, problem solving and business decision making using data-based scientific methods and management principles. d. Able to conduct research in the field of management properly and ethically. e. Able to understand the concept and theory of business responsibility towards social and environment.	a. Introduction to Business Management b. Design c. Business Consulting Project d. Business Communication

BDSP

The Bachelor of Development Studies Programme (**BDSP**) at ITS follows the Indonesian National Qualifications Framework (INQF) Level 6, requiring students to complete 144 credit hours (230.4 ECTS). The curriculum consists of national compulsory courses, including Pancasila, Citizenship, Bahasa Indonesia, and Religion, along with ITS-mandated courses such as Technopreneurship, Insights and Applications of Technology (IAT), and English. The core programme courses total 103 credits, while students choose 12 elective credits within four concentrations:

Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		
	1.	2.	3.	4.	5.	6.	7.	8.	Class Activity	Structured Assignment	Independent Learning Self-Study
1st Semester											
1. Islamic Religion Education	3,2								23,30	28,00	28,00
2. Protestant Christianity Education	3,2								23,30	28,00	28,00
3. Catholic Religious Education	3,2								23,30	28,00	28,00
4. Hindu Religious Education	3,2								23,30	28,00	28,00
5. Buddhism Religious Education	3,2								23,30	28,00	28,00
6. Confucian Religious Education	3,2								23,30	28,00	28,00
7. Civics Education	3,2								23,30	28,00	28,00
8. English	3,2								23,30	28,00	28,00
9. Introduction To Management	4,8								35,00	42,00	42,00
10. Microeconomics	4,8								35,00	42,00	42,00
11. Introduction To Development Studies	4,8								35,00	42,00	42,00
12. Mathematics 1	3,2								23,30	28,00	28,00
2nd Semester											
13. Pancasila		3,2							23,30	28,00	28,00
14. Indonesian language		3,2							23,30	28,00	28,00
15. Basic Statistics		4,8							35,00	42,00	42,00
16. Macroeconomics		4,8							35,00	42,00	42,00
17. Technology Ethics		4,8							35,00	42,00	42,00
18. Human and Living Space		4,8							35,00	42,00	42,00
19. Introduction To ICT		4,8							35,00	42,00	42,00
3rd Semester											
20. Development Infrastructure			4,8						35,00	42,00	42,00
21. Law and Public Policy			6,4						46,67	56,00	56,00
22. Sociology of Development			4,8						35,00	42,00	42,00
23. Gender And Development			4,8						35,00	42,00	42,00
24. Development Geography			4,8						35,00	42,00	42,00
25. English For Development Studies			6,4						46,67	56	56

4th Semester												
26. Development Of Appropriate Technology				4,8					35,00	42,00	42,00	
27. Social Mapping for Development				6,4					46,67	56,00	56,00	
28. Statistics II				6,4					46,67	56	56	
29. System Thinking and Decision-Making Processes				4,8					35,00	42,00	42,00	
30. Maritime Policy				6,4					46,67	56	56	
31. Corporate Social Responsibility				4,8					35,00	42,00	42,00	
5th Semester												
32. Insights and Applications of Technology (IAT)					4,8				35,00	42,00	42,00	
33. Sustainable Development Education					4,8				35,00	42,00	42,00	
34. Introduction To Environmental Impact Assessment					4,8				35,00	42,00	42,00	
35. Research Methodology					6,4				46,67	56,00	56,00	
36. Financial Management					4,8				35,00	42,00	42,00	
37. Human Resource Management and Leadership					6,4				46,67	56,00	56,00	
38. Human Resource Management and Leadership					6,4				46,67	56,00	56,00	
39. Tourism Destination Development					6,4				46,67	56,00	56,00	
40. Maritime Cultural Heritage Management					6,4				46,67	56	56	
41. Issues On Technology Acceptance And Cultural Dimension					4,8				35	42	42	
6th Semester												
42. Sustainable Society: Theory And Practice						4,8			35,00	42,00	42,00	
43. Community Involvement: Inter-Disciplinary Perspective						4,8			35,00	42,00	42,00	
44. Project Management						4,8			35,00	42,00	42,00	
45. Sociopreneurship						6,4			46,67	56,00	56,00	
46. Society And Environment						6,4			46,67	56,00	56,00	
47. Economic Sociology – A Case Study Approach						6,4			46,67	56,00	56,00	
48. Tourism And Environmental Management						6,4			46,67	56,00	56,00	
49. Maritime Technology Development						4,8			35,00	42,00	42,00	
50. Inter-cultural Communication						4,8			35,00	42,00	42,00	
7th Semester												
51. Tourism Management, Culture and Historical							4,8		35,00	42,00	42,00	

52. Local Community Development and Advocacy							4,8		35,00	42,00	42,00
53. Digital Entrepreneurship							6,4		46,67	56,00	56,00
54. Sociocultural Modelling							4,8		35,00	42,00	42,00
55. Integrated Practical Work In Community							4,8		35,00	42,00	42,00
56. Environmental Recovery							6,4		46,67	56,00	56,00
57. Globalisation, Social Justice and Social Development							6,4		46,67	56,00	56,00
58. Tourism And Cultural Identity							6,4		46,67	56,00	56,00
59. Innovation Management In the Maritime Industry							6,4		46,67	56	56
8th Semester											
60. Undergraduate Thesis								9,6	70,00	84,00	84,00
61. Technopreneurship								4,8	35	42	42
62. Colloquium								2,88			
63. Undergraduate Thesis								6,72			
	27	30	32	34	32	32	32	14	1714,84	2058,00	2058,00

Sustainable Environmental and Resource Development, Globalisation and Economic Development, Regional Potential Development and Tourism, and Maritime-oriented Development. Additional enrichment courses provide interdisciplinary learning opportunities, and students can transfer credits through MBKM Programmes. **BDSP's** curriculum is designed to align with its Graduate Profiles, developed through research and focus group discussions (FGDs) involving industry stakeholders.

The programme adheres to national standards set by MoECRT, ensuring relevance to job market demands. Curriculum revisions occur every five years, involving comprehensive assessments to align with industry trends while maintaining academic and regulatory standards. Detailed course classifications and their connection to Graduate Profiles and Learning Outcomes are outlined in the table below.

Table 8: Connection of Graduate profile, LO and Relevant Courses - BDSP

No	Graduate Profile	Expected Learning Outcome	Relevant Courses
1	Development Practitioners (Development Programme Advocates, Social Workers, Community	a. Able to understand, analyse and apply theory and issues of human and community development.	a. Introduction to Development Studies b. Resource Management c. Development Infrastructure d. Gender and Development

No	Graduate Profile	Expected Learning Outcome	Relevant Courses
	Empowerment Programme Planners, Implementers, and Assessors, and Corporate CSR Managers):	b. Able to plan and implement community development and corporate social responsibility programmes.	e. Sustainable Development Education f. Social and Regional Potential Mapping g. Community Involvement: Inter Disciplinary Perspectives h. Maritime Spatial Planning and Marine Development
2	Researchers (Surveyors, Development Researchers and Analysts, Technology Impact Researchers, Maritime-Minded Development Researchers)	a. Able to assess the impact of globalisation and development (Development Impact Assessment). b. Able to develop a Maritime-Based Development, and information technology capabilities that support national development.	a. Research Methodology b. Statistics I and II c. Systems Thinking and Decision Making d. Socio-cultural Modelling e. Environmental Impact Analysis f. Project Management g. Public policy
3	Entrepreneurship (Social Enterprise Manager, Sociopreneurs, E-Preneurship Actor):	Able to develop an entrepreneurial spirit that support community empowerment and national development.	a. Introduction to Management b. Financial Management c. Sociopreneurship d. Global Trade and Finance e. E-preneurship f. Technopreneurship

ABBSP

Programme Learning Outcomes (PLO) are a product of the graduate profile, the alignment of PLO with the graduate profile, and adherence to level 6 of the INQF for applied bachelor graduates⁸. The initial step in curriculum development is establishing the job market. Graduates from the **ABBSP** are skilled statistical experts who can transform data into actionable insights, forming the foundation for decision-making in various business domains, including Productivity, Quality, Marketing, and Finance.

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester	Workload
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⁸ Presidential Regulation 8/2012

		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
1st Semester											
M1	Compulsory Courses	27,2								226,7	272,0
UG191901	Islamic Studies	3,2								26,7	32,0
UG191902	Christian Studies										
UG191903	Catholic Studies										
UG191904	Hinduism Studies										
UG191905	Buddhism Studies										
UG191906	Khonghucu Studies										
VS191102	Computer Programming 1	3,2								26,7	32,0
VS191103	Introduction to Economic and Business	4,8								40,0	48,0
VW191901	Engineering Mathematics	4,8								40,0	48,0
VW191902	Applied Physics	4,8								40,0	48,0
VS191101	Applied Probabality	6,4								53,3	64,0
2st Semester											
M2	Compulsory Courses		30,4							253,3	304,0
UG191911	Pancasila		3,2							26,7	32,0
VS191204	Engineering Economics		3,2							26,7	32,0
VS191203	Computer Programming 2		3,2							26,7	32,0
VS191202	Vektor and Matrice		4,8							40,0	48,0
VS191205	Operation Research		4,8							40,0	48,0
VW191903	Applied Chemistry		4,8							40,0	48,0
VS191201	Introduction to Statistical Method		6,4							53,3	64,0
3st Semester											
M3	Compulsory Courses			32,0						266,7	320,0
UG191912	Indonesian Language			3,2						26,7	32,0
VS191303	Database Management			3,2						26,7	32,0
VS191302	Sampling Technique			4,8						40,0	48,0
VS191304	Financial Management			4,8						40,0	48,0
VS191305	Official Statistics			4,8						40,0	48,0
VS191306	Operation Management			4,8						40,0	48,0
VS191301	Experimental Design			6,4						53,3	64,0
4st Semester											
M4	Compulsory Courses				32,0					266,7	320,0
UG191913	Civic				3,2					26,7	32,0
VS191406	Productivity Measurement Technique				3,2					26,7	32,0

VS191403	Statistical Computing				3,2					26,7	32,0
VS191402	Nonparametric Statistics				4,8					40,0	48,0
VS191404	Financial Industry and Stock Market				4,8					40,0	48,0
VS191401	Regression Method				6,4					53,3	64,0
VS191405	Statistical Quality Control				6,4					53,3	64,0
5st Semester											
M5	Compulsory Courses					32,0				266,7	320,0
VS191503	Exploration and Data Visualization					3,2				26,7	32,0
VS191504	Appraisal Basics					3,2				26,7	32,0
VS191501	Forecasting Method					4,8				40,0	48,0
VS191502	Categorical Data Modelling					4,8				40,0	48,0
VS191506	Quality Management					4,8				40,0	48,0
VS191507	Supply Chain Management					4,8				40,0	48,0
VS191505	Social and Business Research Method					6,4				53,3	64,0
6st Semester											
M6	Compulsory Courses						22,4			186,7	224,0
VS191601	Internship						22,4			186,7	224,0
7st Semester											
M7	Compulsory Courses							28,8		240,0	288,0
VS191702	Unstructured Data Method							3,2		26,7	32,0
VS191703	Data Analysis 1							3,2		26,7	32,0
VS191704	Investment and Portfolio Management							3,2		26,7	32,0
UG191916	Technology Insight and Application							4,8		40,0	48,0
VS191701	Applied Multivariate Method							4,8		40,0	48,0
VS191705	Econometrics							4,8		40,0	48,0
VW191904	Smart Technology Application							4,8		40,0	48,0
8st Semester											
M8	Compulsory Courses								35,2	213,3	528
UG191914	English								3,2	26,7	32,0
UG191915	Technopreneurship								3,2	26,7	32,0
VS191802	Data Analysis 2								3,2	26,7	32,0
VS191803	Risk Management								3,2	26,7	32,0
VS191804	Safety and Environment Management								3,2	26,7	32,0
VS191801	Final Project								9,6	80,0	96,0
	English Proficiency (TOEFL)								3,2		90,7
	Student Extracurricular Activity Unit								3,2		90,7
	Paper Publication								3,2		90,7
C	Colloquium								0,96	8	9,6

BA	Bachelor's Thesis								9,6	80	96
Total		27	30	32	32	32	22	29	35	1 920	2 576
		Total Credit (ECTS):							240,0	240	322

Consequently, they are equipped to participate in production planning, quality assurance, logistics, marketing, and financial management. The table below shows the detailed PLO that consist of connection between graduate profile, LOs, and relevant courses.

Table 9: Connection of Graduate profile, LO and Relevant Courses - ABBSP

No	Graduate Profile	Expected Learning Outcome	Relevant Courses
1	Production Manager	• Able to apply operations management principles to optimize production processes, ensuring efficiency and effectiveness. Additionally, utilises knowledge from Operations Research to make data-driven decisions, optimize resources, and solve complex production problems. • Able to implement productivity measurement techniques to assess and improve the efficiency of production lines, minimizing waste and maximizing output. Also, applies Statistical Quality Control principles to monitor and maintain high product quality, reducing defects, and ensuring consistency. • Able to demonstrate expertise in Quality Management principles, ensuring that quality standards are integrated into every aspect of the production process. Moreover, can manage the supply chain effectively by applying Supply Chain Management concepts to ensure the smooth flow of materials and minimize disruptions. • Able to collaborate with cross-functional teams, including procurement, logistics, and quality assurance, to ensure seamless coordination across the supply chain.	- Operation research - Operation management - Productivity measurement technique - Statistical quality control - Quality management - Supply chain management
2	Business and Financial Planner	• Able to conduct comprehensive financial analysis, forecasting, and financial modelling using statistical and econometrics techniques.	- Introduction to economic and business - Engineering economics - Financial industry and stock market - Financial management

No	Graduate Profile	Expected Learning Outcome	Relevant Courses
		• Able to identify financial risks, develop strategies to mitigate them, and incorporate risk assessment into financial planning to ensure business sustainability. • Able to demonstrate expertise in developing investment strategies to optimize returns and achieve financial objectives. Also, proficient in evaluating various investment opportunities and providing informed recommendations. • Able to ensure accurate and timely financial reporting, adhering to regulatory and compliance standards. Additionally, possesses communication skills to effectively convey financial information to clients and stakeholders.	- Investment and portfolio management - Social and business research method - Forecasting method
3	Data Scientist	• Able to comprehend the principles of statistical and data mining techniques, with the capability to apply them appropriately in various contexts, specifically in a business context. • Able to exhibit an excellent problem-solving mindset, utilising data to effectively address business challenges and enhance operational processes. • Able to demonstrate programming proficiency and familiarity with statistical tools, enabling robust support for business operations through data-driven decision-making. • Able to effectively communicates complex technical findings to non-technical stakeholders, facilitating collaboration between data teams and business teams.	- Computer programming - Database management - Statistical computing - Data analysis - Unstructured data method

The Applied Bachelor of Business Statistics Programme (**ABBSP**) has established key guidelines to achieve its Programme Educational Objectives (PEO). The curriculum prioritizes practical components over theoretical content, ensuring students gain hands-on experience. A four-month internship worth 14 credits is mandatory in the sixth semester, with pre-internship guidance from industry professionals.

Additionally, students must obtain at least three competency certificates from options such as Microsoft Excel supported by ABBSP's collaboration with the Universal Human Resources Management Professional Certification Institute to maintain a Competency Testing Centre.

ABBSP ensures curriculum data, Learning Outcomes (LOs), and Study Lesson Plans are effectively represented and analysed. Student workload aligns with the credit system, and a package system prevents course retakes, instead offering remedial options. If students fail remediation and have a GPA below 1.80 or unresolved D/E grades, they are designated as "Not Progressing to the Next Semester" (TNS).

The curriculum structure consists of core competency courses (49%), supporting/applied competency courses (33%), and national + ITS elective courses (18%).

Rationale for degree and programme name (Asterisk Criterion)

All programmes

Graduates receive specific degrees based on their programmes:

BBMP students earn a Sarjana Manajemen (S.M.) (Bachelor of Business Management). **BDSP** students earn a Sarjana Studi Pembangunan (S.SP) (Bachelor of Development Studies). **ABBSP** students earn a Sarjana Terapan Statistika (S.Tr.Stat) (Applied Bachelor of Business Statistics).

BBMP

BBMP derives its nomenclature from the official decree issued by the ITS Rector and complies with the Indonesian National Qualifications Framework (INQF). The name "Business Management" reflects the programme's dual focus: "business", which emphasises entrepreneurship and develops graduates as "new entrepreneurs," and "management," which represents traditional management disciplines, shaping graduates into "professionals with entrepreneurial spirits." This unique positioning distinguishes **BBMP** from competitors by offering students two distinct career paths.

To ensure academic excellence, **BBMP** has benchmarked its curriculum against prestigious international programmes, including the B.A. in Economics and Business at Oxford Saïd Business School, the B.A. in Management at MIT Sloan, and similar programmes at Erasmus University, Warwick University, The London School of Economics and Political Science, Nanyang Technological University, Airlangga University, and Gadjah Mada University. These comparisons help maintain internationally competitive academic standards.

BDSP

The **BDSP** derives its name from the ITS Rector's Decree, namely the Decree on the Establishment of **BDSP**. The **BDSP** also established its name and curriculum following internationally renowned programme, such as the Bachelor of Development Studies at the University of Newcastle, Australia.

The nomenclature of the study programme aptly reflects its curriculum content, where students delve not only into development theories but also immerse themselves in practical development applications, deeply rooted in policy and regulation crafting, community empowerment, economic growth and activities, and resource management. The **BDSP** has also adhered to government standards and regulations to grant undergraduate degrees, in accordance with the INQF the Indonesian National Qualifications Framework.

Through the creation Studies Bachelor Programme, ITS offers a space for the creation of "social engineering" using a "multi-disciplinary" approach. It is anticipated that the creation of this curriculum will result in "intellectual output" that is more thorough and ideal for addressing the issues facing the country. **BDSP** serves as a means of providing clarification and guidance on the management of development to generate the prosperity that numerous communities require.

It is anticipated that the **BDSP** will be a catalyst for creativity, innovation, and alignment of science and technology with human interests and the demands of sustainable development.

ABBSP

The Business Statistics programme title was carefully chosen to reflect its purpose and distinguish it from other statistics or applied mathematics programmes. It emphasises the application of statistical principles in a business context, helping potential students understand its objectives and benefits. The distinct name sets it apart from similar fields, making it easily recognisable for those interested in the statistical intricacies of business. Additionally, the direct association of statistics with real-world business decision-making makes the programme appealing to prospective students.

Graduates with expertise in business-focused statistics have strong career prospects across industries, aligning with job market demands. Furthermore, the programme name complies with the Decision of The Director General of Vocational Education of The Ministry of Education, Culture, Research, and Technology Number 27/D/M/2022.

Integration of theory and practice (Asterisk Criterion)

BBMP

BBMP ensures a strong connection between theory and practice to align with evolving business trends. To maintain this balance, each course integrates at least 50% project-based and case-based learning. Case-Based Learning enhances analytical thinking by presenting real-world scenarios through narratives, images, and videos. Project-Based Learning challenges students to solve real problems, develop products, or create new businesses through courses like New Venture Creation, Social Entrepreneurship, and Business Consulting Project.

Laboratory-Based Learning fosters research skills through two dedicated labs: Entrepreneurship and Small Medium Enterprises (ESME), focusing on marketing, HR, and entrepreneurship, and Business Analytics and Strategy (BAS), emphasising operations and finance. Guest Lectures bring industry experts and academics into the classroom, with **BBMP** hosting 104 guest lectures since 2020. Company Visits provide hands-on exposure to business environments, offering students practical insights into their field.

Internships & Practical Work allow students to gain industry experience, apply theoretical knowledge, and reflect on their professional growth. **BBMP** faculty are actively encouraged to enhance their practical expertise by participating in workshops, earning certifications, collaborating with industries, and providing training and consultations. These initiatives ensure that both students and faculty stay aligned with real-world business practices, enhancing the overall learning experience.

BDSP

BDSP bridges theory and practice, ensuring students gain both conceptual knowledge and hands-on experience. This practical approach helps students understand diverse community

dynamics, explore innovative solutions, and apply academic concepts in real-world settings. To achieve this, **BDSP** employs several strategies: Case-Based Learning enhances analytical thinking and decision-making by using real-life examples, images, and videos. Students engage in online and field-based cases, assessed through presentations, discussions, and reports.

Internships in industries and government institutions provide students with practical work experience and the opportunity to apply theoretical knowledge in professional settings. Laboratory Experiments & Practicums focus on social research, encouraging students to solve community challenges through courses like Statistics II, Social Mapping, and Social Entrepreneurship.

Community Engagement involves fieldwork, research, and service programmes, allowing students to interact directly with communities, organise initiatives, and enhance social skills. Disaster Response Volunteering enables students to participate in disaster management efforts, collaborating with institutions and volunteers in real-time crises. Guest Lectures feature industry professionals and experts who offer practical insights through workshops, conferences, and lecture series.

Company and Institutional Visits provide firsthand exposure to government offices, businesses, and organisations, enriching students' understanding of their fields. Project-Based Learning requires students to complete real-world projects, such as developing businesses in the Digital Entrepreneurship course, where success is measured by actual revenue generated. BDSP faculty members also enhance their practical expertise through certifications, community collaborations, industry partnerships, and expert engagements.

These efforts ensure students develop hard skills, conceptual knowledge, soft skills, and critical thinking, preparing them for a seamless transition from university to professional careers.

ABBSP

ABBSP emphasises practical learning over theory, structuring its curriculum with 73% practical components and 27% theoretical instruction. Practical sessions are strategically integrated into courses, following theoretical instruction. At least 50% of evaluations involve case studies or project-based assessments. For example, in the Database Management course, students analyse query performance, while in Investment and Portfolio Management, they apply the Capital Asset Pricing Model to stock market indices.

In the 6th semester, students undertake a four-month internship (22.4 ECTS) guided by industry practitioners to ensure skill development. **ABBSP** also supports practical learning through the MBKM programme, allowing students to gain industry-relevant experience. Additionally, field trips to manufacturing and service industries offer firsthand exposure to real-world applications of classroom theories. ABBSP integrates practitioner lecturers into the teaching team to strengthen industry relevance, providing insights into real-world business applications.

Furthermore, faculty members hold competency certifications aligned with their teaching subjects. For instance, a lecturer with a Certified Risk Associate (CRA) credential teaches Risk Management, ensuring students receive instruction from qualified professionals.

Interdisciplinary thinking

For all programmes:

ITS promotes interdisciplinary learning through enrichment courses⁹ allowing students to earn 3-6 credits outside their study programme. Students can take courses from other disciplines, including the Community Enrichment Programme (KKN). Additionally, national and ITS-specific mandatory courses encourage collaboration among students from different study programmes, fostering cross-disciplinary teamwork. Extracurricular activities further enhance interdisciplinary experiences, with students receiving Student Extracurricular Activities Credits (SKEM) for their participation.

The MBKM programme, initiated by the Ministry, expands interdisciplinary opportunities across eight key areas, including student exchange, internships, teaching assistance, research, humanitarian projects, entrepreneurship, independent studies, and village development/thematic work lectures. Students can engage in these experiences for one semester, earning up to 20 credits. This programme enhances practical competencies, professional readiness, and holistic education, ensuring students develop skills that extend beyond their primary field of study.

BBMP

BBMP cultivates interdisciplinary thinking from the freshman year through project-based learning, particularly in the New Venture Creation (NVC) course. In this course, students develop innovative business concepts and create comprehensive business plans while collaborating with entrepreneurs and startup owners from various industries. Additionally, they form interdisciplinary teams with students from other academic programmes relevant to their business ideas.

For instance, students developing eco-friendly products are encouraged to partner with peers from Biology, Chemistry, or Environmental Engineering. This interdisciplinary approach extends beyond coursework into student activities and competitions, such as the ITS Youth Technopreneurship Challenge, Programme Kreativitas Mahasiswa Kewirausahaan (PKM-K), and Gemastik—a national competition in technology and business. Furthermore, government initiatives like MBKM provide autonomous study and internship opportunities, allowing **BBMP's** final-year students to refine their interdisciplinary skills through real-world projects and corporate experiences.

BDSP

BDSP is a multidisciplinary programme that nurtures interdisciplinary thinking through various academic and extracurricular initiatives. One key example is the Integrated Practical Work in Community, where students develop community development, entrepreneurship, social

⁹ as outlined in Academic Regulation 27 of 2020, Article 10

mapping, communication, and leadership skills, applying them directly to real-world community projects. Additionally, company visits enhance students' multidisciplinary perspectives—such as visits to the Indonesian Stock Exchange in the Financial Management Course, where students gain insights into both the legal and economic aspects of capital markets.

BDSP students actively participate in national and international competitions, including the Student Creativity Programme (PKM), business plan competitions, writing contests, and youth entrepreneur challenges. The HIMADEV student organisation further supports their growth by organising academic and non-academic activities, fostering intellectual and practical skills.

ABBSP

Interdisciplinary thinking, the ability to integrate knowledge from multiple fields to solve complex problems, is a core aspect of the Business Statistics Programme. Students apply statistical methods in diverse contexts, including Business Analytics, Quality and Productivity, social sciences, environment, health, and technology.

For example, in Market Analysis and Consumer Behavior, students use regression analysis to identify factors influencing sales and cluster analysis to segment markets. In Manufacturing Process Optimization, they apply design of experiments to enhance product quality and efficiency. In Finance and Economics, they collaborate with economics students to analyse financial market data, economic trends, and investment performance, using statistical methods to improve predictions and recommendations.

Beyond the classroom, interdisciplinary learning is reinforced through field trips to companies and government institutions. Students visit organisations like Otsuka to observe innovative industry practices and The Financial Services Authority (OJK) to understand regulatory frameworks and policy-industry dynamics.

Ethical aspects

ITS strongly emphasises ethics and integrity in both academic and non-academic aspects. Since its establishment, ITS has upheld ethical values as a fundamental principle, which is reflected in Article 4 of the ITS Statute. ITS aims to foster national unity, uphold academic ethics, and develop students who are proficient in science and technology and possess high moral standards, professionalism, and integrity.

Ethics, integrity, and social responsibility are embedded in ITS' core values (Article 5 of the ITS Statute), and the university mandates a code of ethics for lecturers, education staff, and students under Article 72. The Rector's Decree No. 19 of 2019 outlines this code's regulations and enforcement mechanisms, ensuring that ethical conduct remains a cornerstone of ITS' academic and professional environment.

BBMP

At **BBMP**, the ethical aspect is implemented in teaching, research, and community service. For instance, to ensure academic research ethics achievement, students with a bachelor's degree must pass the Turnitin plagiarism checking with a maximum of 25% similarity level.

Further, to prevent plagiarism during the thesis writing process, students must create research records (logbooks) under the monitoring of thesis advisors.

Further, several courses at the departmental level also uphold norms and ethics, particularly in Business Ethics and Corporate Social Responsibility, among other. For instance, in Business Communication, students learn how to navigate diverse communication channels while emphasising ethical communication practices, managing conflicts ethically, and fostering positive relationships with stakeholders.

Similarly, the Business Ethics and Corporate Social Responsibility course explores the ethical considerations and responsibilities businesses bear towards society and the environment. Students are also equipped with case-based studies from global business decision-making about ethical dilemmas and learn from the exposures.

BDSP

Several courses at the departmental level also uphold norms and ethics, particularly in Technology Ethics, Social Entrepreneurship, Corporate Social Responsibility, and Insights and Applications of Technology (IAT). Integrating ethics into the teaching and learning process is crucial for maintaining student discipline. There are ethical considerations for data collection in student final assignments. It is forbidden for students to fabricate or misrepresent data. Technology ethics courses are also offered to students to expand and strengthen their ethical understanding.

In addition, there are anti-plagiarism restrictions in the thesis writing requirements, and students are not permitted to advance if the plagiarism level exceeds 25%.

ABBSP

In ABBSP, ethics is an essential component of education, ensuring that students develop strong knowledge and skills and act with integrity and moral responsibility in their professional careers. Ethics is integrated into the curriculum through various approaches: Discussions and Case Studies: Students analyse real-world ethical dilemmas, particularly in their final projects, where ethical data collection is emphasised, prohibiting data fabrication and falsification.

Professional Code of Ethics: Courses introduce ethical guidelines relevant to business statistics. For instance, in database management, students learn the ethical principles of data usage and storage. Field Practices and Internships: Firsthand exposure to workplace ethics helps students understand and navigate ethical challenges under professional guidance. Seminars and Guest Lectures: ABBSP regularly invites industry experts to discuss ethical considerations.

In machine learning guest lectures, for example, students learn about policy adherence to prevent misuse of AI applications. Academic Guidance: Faculty advisors provide individual mentorship, helping students navigate ethical dilemmas in their studies and future careers. Through these initiatives, ABBSP ensures that ethics is not just a theoretical concept but a practical and integral part of students' learning experiences.

Methods and scientific practice (Asterisk Criterion)

BBMP

The **BBMP** curriculum is structured to prepare students for research-oriented work in Business Management by integrating scientific practice and academic rigor. The foundation is built on Data Science and Business Analytics, equipping students with essential data computation and analysis skills, followed by five core business management courses: Introduction to Business Management, Financial Management, Marketing Management, Operations Management, and Human Resources Management (HRM).

These courses use student-centred learning approaches to develop problem-solving, decision-making, and discipline-specific skills. To maintain a logical progression, prerequisites are enforced for advanced courses. For instance, Introduction to Business Management must be completed before enrolling in Design and Organisational Behaviour. In second and third-year laboratory-based practicum courses, students apply academic theories and concepts to real-world business cases.

Project-based courses such as Business Consulting Project, New Venture Creations, and Social Entrepreneurship enhance students' leadership, critical thinking, and collaboration skills. For graduation, students must complete a bachelor's thesis, beginning with Research Methodology to develop their thesis proposal. Depending on their chosen concentration, students also attend specialised seminars and elective courses - for example, HRM students take an HRM Seminar and select electives like Strategic HR Planning or Performance Appraisal.

Advanced courses require students to submit reports or mini-research papers, further sharpening their critical thinking, analytical abilities, and problem-solving skills in business management cases.

BDSP

BDSP students develop their academic abilities through foundational courses such as Mathematics, Statistics I & II, and Concept of Technology. Additionally, several courses incorporate team-based academic projects, including Sociopreneurship, Social Mapping, Regional Potential Development, Sustainable Community, Human and Living Space, Development and Community Advocacy, and Gender and Development. These projects enhance problem-solving, communication, teamwork, leadership, and critical thinking skills.

To ensure a structured learning progression, prerequisites are enforced. For example, Statistics II can only be taken after passing Statistics I with a minimum grade of C, and Macroeconomics requires prior completion of Microeconomics. These prerequisites help students build the necessary knowledge and skills before advancing to higher-level courses. For graduation, students must complete a bachelor's thesis, supported by courses like Research Methodology, where they develop and present a thesis proposal. Additionally, courses such as Global Trade and Finance require students to submit reports or mini papers, enhancing their critical thinking, analytical abilities, and capacity to address social and development issues.

ABBSP

The **ABBSP** employs multiple strategies to develop students' methodological competence and scholarly capabilities. The HIMADATA-ITS (Business Statistics Student Association) plays a key role by organising annual academic writing training and a monthly programme where students submit essays or infographics for competitions. From the first semester, students are required to write scientific reports or papers for all courses with practical components. Before enrolling in the Final Project course, students must attend orientation sessions on writing final project proposals, ensuring they are well-prepared for their research.

ABBSP provides access to libraries, statistical software, and e-journals to support research and learning. Seniors must publish their research in national or international journals or seminars as a graduation requirement. Courses like "Sampling Techniques" and "Business Social Research" equip students with skills in designing sampling methods, constructing questionnaires, and data collection. In contrast, data processing and analysis are integrated into most courses.

Students also undertake four-to-six-month internships, allowing them to apply theoretical knowledge to real-world problems and further develop their methodological expertise. ABBSP engages in annual discussions with alumni through focus group discussions (FGDs) to ensure the curriculum remains relevant and industry aligned. These sessions help update the curriculum based on industry advancements, ensuring graduates remain competitive in the professional world.

Examination and final thesis (Asterisk Criterion)

For all programmes:

ITS ensures a comprehensive student assessment system, requiring at least four types of assessments per semester, such as quizzes, exams, projects, or case studies. Each assessment measures specific course learning outcomes, with detailed weightings outlined in the semester learning plan for each course. A final thesis is a graduation requirement designed to enhance students' critical and systematic thinking in identifying, analysing, and solving problems within their fields.

This process fosters independent research skills and deepens students' understanding beyond classroom learning, with guidance from academic supervisors. To streamline the thesis process, ITS introduced the MyITS Thesis application in 2023. This platform facilitates topic selection, thesis registration, supervisor assignment, progress tracking, defence scheduling, evaluation, and feedback management, ensuring an efficient and equitable thesis management system.

BBMP

BBMP follows ITS Academic Regulation by implementing at least four assessments per semester, including quizzes, team-based projects, mid-term, and final exams. Non-conventional assessments, such as team-based and case study projects, use rubric-based evaluations to measure student learning outcomes, using all criteria available on the MyITS

Classroom LMS. A final thesis is required for graduation, with students choosing from three formats:

- Regular Thesis – Traditional business research applying theory with quantitative or qualitative methods.
- Problem-Solving Research – Focuses on solving real-world business problems, often linked to internships.
- Business Creation Thesis – Designed for students interested in entrepreneurship and business development.

Thesis guidance begins with a consultation between students and advisors once prerequisites are met. Beyond MyITS Thesis, **BBMP** has developed SI-SKRIPSI, a dedicated Thesis Information System that manages thesis guidance, grading, oral defence scheduling, and student registrations for proposal seminars. The final thesis examination is conducted orally by a panel of examiners, with assessment criteria weighted across key components, including research quality, methods, analysis, writing, and presentation skills.

BDSP

Learning evaluation in **BDSP** is carried out and focuses on four components. The first component is the cognitive component, which relies on quizzes, mid-semester and end-of-semester evaluations. The second component is the case method, namely evaluating certain cases. The third assessment component is to use team project evaluation. The fourth assessment component is effective, shown by student activity in class, attendance, and collection of individual assignments.

BDSP relies much on non-test evaluation to assess students' learning outcomes. In completing their study, students must carry out research on particular topics related to **BDSP's** research majors. They must craft a research proposal to be disseminated in seminar research proposal to ensure the quality before it can proceed to further research stages. Having completed the research activities, students must defend their research in Bachelor Thesis Defence Session.

ABBSP

Examinations and evaluations in **ABBSP** are structured to ensure students achieve their learning outcomes, with a minimum of four assessments per course. The Mid-term Examination (ETS) in Week 8 and the Final Examination (EAS) in Week 16 are scheduled collectively, while lecturers conduct two additional evaluations independently. The Course Cluster Coordinator reviews each ETS/EAS question paper to ensure alignment with learning outcomes. Assessments take both test-based and non-test forms, including:

- Quiz/Test – Evaluates cognitive abilities in a 100-150 minute format.
- Take-Home Test – Measures cognitive, skill-based, and affective aspects, requiring one day to one week.
- Assignment – Assesses written communication, cognitive, psychomotor, and affective skills, typically resulting in a report or paper.
- Presentation – Evaluates communication skills, both oral and written, alongside cognitive and psychomotor competencies.
- Soft Skills – Observes attributes such as oral communication, initiative, and adaptability throughout the semester.

In ABBSP, the Final Thesis is referred to as the Final Project, undertaken in Semester 8. The process follows several stages: Students propose a Final Project topic, either self-selected or based on faculty research. A faculty supervisor is assigned based on the research topic. Students undergo three to four weeks of supervision to develop their proposal. Registration for the proposal seminar requires a minimum of four guidance sessions. Students present their Final Project plan in an open seminar attended by faculty examiners and peers.

After feedback, students revise their proposal within one week before beginning research. Final project defence registration requires seven completed guidance sessions and supervisor approval. Before the defence, work must be validated by a faculty-appointed validator. The defence involves presenting research findings to a panel of supervisors and examiners, followed by a Q&A session. Students revise their project based on feedback until final approval for publication.

The Final Project results must be published in a journal or conference proceeding.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules 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. However, the panel members suggest that the HEI offers more electives, including content related to future employability, such as sustainability and artificial intelligence.

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

Theoretical questions are, where possible, explained by means of practical examples. The panel members positively highlight the utilisation of case studies and project-oriented learning. However, they note that in the areas of global trade and finance, some presentations and content may be outdated, and they recommend updating and implementing recent important content. Furthermore, the panel members suggest utilising the potential of alumni as guest lecturers to enhance practical insights and incorporating industry visits or excursions where applicable. Specifically, for **BDSP**, the panel members suggest addressing individuals at the World Bank to gain insights into current international discussions and topics.

There is evidence that the programme qualifies for interdisciplinary thinking. The panel members note that this could be further enhanced through an increased electives offer.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. The panel members suggest that adding business ethics would enhance the ethical perspective of the programme.

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

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

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 achieve the study programme's qualification objectives.

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

3.2 Structure

Projected study time	For all programmes: 4 years (8 semesters)
Number of credits (national credits and ECTS credits)	For all programmes: 144 national credits/230,4 ECTS credits
Workload per credit	For all programmes: 50 minutes in Class Activity, 60 minutes for structured assignment, 60 minutes for independent learning
Number of modules/courses	1 - 49 courses 2 - 46 courses 3 - 48 courses
Time required for processing the final thesis/project and awarded credits	For all programmes: 6 months
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	1 – 210 In class, 252 self-study, 252 structured assignment 2 – 214 in class, 257 self-study, 257 structured assignment 3 – 240 in class, 322 self-study, 322 structured assignment

Modular structure of the study programme (Asterisk Criterion)

For all programmes:

To earn a Bachelor or Applied Bachelor's degree at ITS, students must complete at least 144 credits (230.4 ECTS), maintain a minimum GPA of 2.00, and score at least 477 on an English proficiency test. Additionally, per ITS Rector Regulation No. 2 of 2021, students must complete Student Extracurricular Activities Units (SKEM) with a minimum grade of 2.1. The degree is typically completed in 3.5 to 4 years (seven to eight semesters).

Academic activities follow a fall and spring semester system, with each course spanning 16 weeks (seven sessions before the mid-term exam and seven before the final). A course coordinator prepares and updates the Semester Learning Plan (SLP), which details course objectives, content, teaching methods, assessments, and references. The SLP is presented to students at the start of the course and is regularly reviewed for consistency.

Study and exam regulations (Asterisk Criterion)

Academic regulations at ITS, including learning processes, examinations, grading, and student leave, are governed by Academic Regulation No. 32, Article 10 of 2019, with specific guidelines for vocational programmes outlined in Academic Regulation No. 13 of 2019. ITS follows a comprehensive educational approach based on nine key principles: interactivity, holism, integration, scientific rigour, contextuality, thematic structuring, effectiveness, collaboration, and student-centeredness.

At the start of each semester, students must re-enroll and create a study plan approved by an academic advisor. Failure to re-enroll results in ineligibility for academic activities, and absence for two consecutive semesters is considered voluntary withdrawal unless the Rector approves reactivation. With advisor approval, students may modify their study plans within the first three weeks or withdraw from courses by the tenth week. Learning plans, assessment criteria, and assignment schedules are provided at the semester's beginning, ensuring transparency.

Students must attend at least 90% of scheduled activities, with excessive absences leading to an automatic failing grade unless justified by official academic or medical reasons. ITS offers international programmes such as joint/double degrees and student exchanges in collaboration with global partners. Under the Ministry of Education's Emancipated Learning Programme (MBKM), students can earn credits through internships, research, humanitarian projects, entrepreneurial activities, and community service, with a maximum of 20 SKS (32 ECTS credits) transferrable.

Credit transfers follow standardised procedures outlined in the Academic Regulations on Student Credit Transfer. Examinations are conducted transparently, with students informed of learning and assessment plans at the start of each course. At least four evaluations contribute to final grades, which consider participation, assignments, and exams. Attendance of at least 80% is required to take exams. The Grade Point Average (GPA) reflects overall performance, and assessment results are accessible via the Academic Information System (AIS).

The Course Cluster Coordinator (RMK) ensures exams align with Course Learning Outcomes (CLO), and periodic evaluations improve teaching quality. Final grades and performance metrics are available on the ITS academic portal at the end of each semester.

Table 10: Grading Scale for Evaluating Student Learning Processes and Outcomes

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 /Fail

Feasibility of study workload (Asterisk Criterion)

For all programmes:

The study load at ITS is measured in semester credit units (SKS), with undergraduate students required to complete a minimum of 144 credits within a maximum of 14 semesters. This includes a 36-credit preparatory stage over two semesters and a 108-credit undergraduate stage over six semesters. The maximum number of credits a student can take per semester depends on their GPA: those with a GPA above 3.50 may take up to 24 credits (38.07 ECTS), while those below 2.5 are limited to 18 credits, as per ITS Study Regulation No. 32 of 2019.

Students manage their study plans through the academic management system (FRS), which requires approval from an academic advisor. The SKS system structures each 16-week semester with 14 weeks of coursework and two weeks for assessments. Each SKS (1.6 ECTS) includes 50 minutes of lectures, 60 minutes of structured assignments, and 60 minutes of self-learning per week.

Advisors oversee 20-30 students and provide regular guidance and motivation, ensuring students stay on track. The thesis supervisory process requires at least eight meetings before the proposal presentation and eight before the final defence, with supervisors mentoring up to eight students at a time. The Quality Assurance Office (QAO) conducts quality assurance at ITS, which collects student feedback through end-of-semester surveys evaluating teaching quality, course materials, facilities, and academic support.

Additionally, tracer studies help refine curricula and instructional materials based on real-world demands. Feedback mechanisms also ensure continuous improvement in thesis supervision and academic services.

BBMP

The students in the **BBMP** have workloads that are commensurate with their level of competence, as seen by the success rate of the **BBMP**, which ranges from 86.87% to 96.15%. The **BBMP** application rate has exhibited a consistent upward trend, although there has been a slight decrease by 2021 because of the pandemic crisis. The average duration of the study has a consistent pattern, remaining below 4 years and ranging from 3.8 years to 3.9 years.

Similarly, the GPA ranges from 3.39 to 3.53. This accomplishment signifies that the student's workload is suitable and not excessive.

BDSP

The students in the **BDSP** are assigned workloads corresponding to their level of competency, as evidenced by the success rate of the **BDSP**. The success rate is 88%. It implies that the **BDSP** places a high importance on assisting students in successfully finishing their education. The graduates' average grade is 3,61 out of 4. The **BDSP** application rate has fluctuated considerably over time despite the decrease in 2020 and 2021 due to the pandemic. This achievement indicates that the students' workload is appropriate and not excessive.

ABBSP

The **ABBSP** has implemented a comprehensive questionnaire to assess the workload experienced by students, encompassing various components. Of particular significance within the questionnaire is the scrutiny of workload consistency. As an essential aspect of academic evaluation, this scrutiny ensures that the assigned workload aligns with the established standards for a single credit hour. The results obtained from the survey conducted on ABBSP students' workload are noteworthy.

Equality of opportunity

ITS ensures equal opportunities for all university members through regulations, facilities, courses, and support systems. The affirmation policy allocates quotas for students from 3T (Furthest, Remote, and Disadvantaged) areas, ensuring fair access to education. Admissions are transparent and merit-based, without gender bias, as stated in the ITS Sustainability Report. Mentoring and support are provided through academic advisors who guide students in their academic journey.

Equal access to resources is ensured through disability-friendly infrastructure, such as wheelchair-accessible classrooms, pathways, and left-handed desks. Additionally, financial aid is available through scholarships like Bidikmisi and PPA, supporting underprivileged students, single parents, and international students from developing countries. Student accommodations include dormitories for those relocating to Surabaya, and lecturer salaries and incentives are performance-based, without gender or racial discrimination.

Language courses in Indonesian and English enhance communication skills, while Pancasila and Citizenship courses promote equality and unity. The assessment system is objective, with make-up exams available for students with valid reasons. The Directorate of Student Affairs offers financial aid to students at risk of dropping out, and funding assistance is available for international exchange and mobility programmes.

ITS is committed to non-discrimination based on gender, age, ethnicity, or religion. Students with disabilities receive equal acceptance, and since 2017, international students from Asia, Europe, Africa, and the Pacific have enrolled in the IUP programme, exemplifying diversity. ITS provides dedicated student organisations, academic supervisors, international dormitories, and free Bahasa Indonesia courses to support international students.

ITS is gradually enhancing disability-friendly facilities, including accessible pathways, Braille elevator buttons, and adapted toilets, ensuring inclusivity across all educational facilities.

Appraisal:

The programmes' structure supports the curriculum's smooth implementation and helps students reach the defined learning outcomes. The programme consists of modules and assigns credits per module based on the necessary student workload. Practical components are designed and integrated so that credits can be acquired. The module/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.

While the HEI 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. The experts saw that the HEI has formulated and published legally binding regulations for exams, which contain nearly all necessary rules and procedures and take into account national requirements. Therefore, the panel recommends the following **condition**:

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

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

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Logic and plausibility of the didactical concept (Asterisk Criterion)

For all programmes:

The educational framework at ITS is built on Outcome-Based Education (OBE), focusing on the essential skills and knowledge students must acquire by graduation. This cyclic process consists of four stages: Plan, Do, Check, and Act. In the Plan stage, learning outcomes are designed based on stakeholder feedback, tracer studies, and the skills outlined in Graduate Profiles, which emphasise entrepreneurship, critical thinking, communication, adaptability, teamwork, and innovation.

Course Learning Outcomes are aligned with ITS's broader vision and the objectives of each study programme. The Do stage covers the implementation of the curriculum through diverse teaching methods, including lectures, discussions, case studies, project-based learning, seminars, and fieldwork. Learning modes can be synchronous, asynchronous, or hybrid (blended learning). ITS also provides its Massive Open Online Course (MOOC) platform.

ITS has also developed an integrated platform for educational management. Within this system: MyITSAcademics helps plan curricula, align learning outcomes with assessments, and allows students to track their GPA and transcripts. MyITSClassroom is an LMS where students access learning materials, complete assignments, and receive real-time feedback. MyITSPresensi records attendance via manual input, codes, or QR scanning.

MyITS StudentConnect allows students to document non-academic activities such as extracurriculars, competitions, and MBKM programmes. SI Prestasi (ITS Achievement Information System) records verified student achievements. The Check stage involves assessment and evaluation, ensuring quality across ITS, faculties, and study programmes. Course assessments include assignments, quizzes, exams, case studies, and team-based projects, with at least 50% of grades based on participation in case-based discussions and team-based projects.

Evaluations are aligned with Learning Outcomes (LO) and Course Learning Outcomes (CLO), structured through the CPL-CPMK matrix, ensuring a clear link between course objectives and broader programme goals. Finally, the Act stage focuses on continuous improvement, using assessment results to refine the curriculum every five years. This includes Self-Assessment Reports (SAR), among others.

The comprehensive OBE framework ensures ITS maintains high academic standards and continually evolves to meet industry and societal needs.

BBMP

The didactical concept of **BBMP** is based on the Outcome-Based Education (OBE) framework, focusing on equipping students with key business management skills. The curriculum covers core disciplines such as operations, finance, human resources, marketing, and entrepreneurship, along with elective courses that allow students to tailor their studies to their interests and career aspirations.

BBMP employs a variety of pedagogical strategies to foster adaptability, critical thinking, leadership, and communication skills. These include lectures, case studies, project-based learning, and collaborative group work. Traditional lectures involve instructors delivering material using PowerPoint presentations and handouts, while discussion-based learning encourages student participation. Case studies derived from real-world business scenarios help students apply theoretical concepts, and group projects replicate teamwork and problem-solving in business settings.

Additionally, courses such as Design Thinking, New Venture Creation, Social Entrepreneurship, and Business Consulting Project emphasise project-based learning. Practical simulations, internships, and hands-on experiences further enhance students' ability to tackle real-world business challenges, ensuring they are well-prepared for their careers.

BDSP

The logic and plausibility of the educational concept explains teaching and learning methods. In teaching, **BDSP** implements several teaching methods, including but not limited to classical lectures, discussions, and seminars. Classical lecture-based teaching occurs when the lecturer explains in class, assisted by PPT and handout materials. The discussion method invites students to discuss specific topics, and the lecturer initiates, leads, and deepens the discussion.

Classical lecture-based teaching and discussion are prevalent instructional approaches in most courses. Seminars are teaching methods where lecturers encourage students to participate in seminars or workshops outside of class. The seminar-based teaching system is found in IAT and Technopreneurship. Further, the OBE in BDSP is embedded through case-based study and project-based learning. In case-based study, students learn to explore social phenomena and construct solutions to solve the case.

Several courses, such as Social Mapping, Public Policy, and Maritime Policy, emphasise the case study learning system. In project-based learning, students work in groups on projects with predetermined achievement targets. Courses such as Digital and Social Entrepreneurship require students to establish businesses and initiate start-ups.

ABBSP

The learning system at **ABBSP** is carefully structured to ensure the achievement of Learning Outcomes, with a focus on critical thinking and innovation. To enhance student engagement, class sizes are limited to 20-25 students, and web applications like share.its.ac.id provide interactive learning resources that are easily accessible online. **ABBSP** employs various learning methods to enrich students' educational experiences:

Interactive Lecture Method: A modified lecture approach incorporating question-and-answer sessions to actively engage students. **Problem-Based Learning & Inquiry:** Students work individually or in groups to solve real-world problems, conduct literature reviews, analyse solutions, and present findings. **Contextual Learning:** Learning takes place in real-world settings. For example, in Quality Management, students establish a mock company, create a product, and develop a quality manual based on ISO 9001:2015.

Research Learning: A research-based approach where students collect and analyse data directly, commonly used in Social Research Methods and Final Projects. **Laboratory-Based Learning:** Practical sessions designed to apply theoretical concepts, improve critical thinking, and develop data analysis and reporting skills. Through these diverse methods, **ABBSP** ensures a dynamic and hands-on learning experience that equips students with essential skills for academic and professional success.

Course materials (Asterisk Criterion)

At ITS, course materials are carefully designed to align with Course Learning Outcomes (CLOs) and contribute to the Programme Learning Outcomes (PLOs). This alignment is documented in MyITS Academics, while MyITS Classroom is the primary platform for organising and delivering course content. In MyITS Classroom, lecturers upload updated course materials, including textbooks, modules, case studies, journals, videos, and discussion platforms.

Students can conveniently access these materials and participate in interactive learning. The platform also supports assessment procedures, such as midterms, finals, and other evaluations. A key feature of MyITS Classroom is its asynchronous learning mode, allowing students to review lectures, pause and rewind videos, and revisit complex concepts at their own pace. This flexibility enhances self-directed learning and problem-solving skills.

To ensure seamless access to digital resources, ITS provides free Wi-Fi across campus, allowing students to stay connected and engaged in online learning from any location.

Guest lecturers

For all programmes:

Inviting guest lecturers, comprising practitioners, regulators, professionals, and academia from local or international backgrounds, is a crucial KPI for every study programme. The diverse backgrounds of guest lecturers contribute significantly to students' understanding, enriching the educational experience. They provide valuable insights and enhance students'

employability by offering profound perspectives on real-world applications within their respective industries.

BBMP

BBMP regularly organises a Guest Lecturer Series with famous worldwide academia and practitioners including from Malaysia, Australia, Japan, Taiwan, India, Netherlands, Belgium, Poland, Germany, France, United Kingdom, Finland, Denmark, and other countries. This series aims to offer students valuable insights into the practical applications of the theoretical information they acquire in the classroom. In addition, it is anticipated that students will gain a comprehensive understanding of the obstacles and possibilities in the realm of employment, as well as the specific abilities (both technical and interpersonal) that shape the world of work.

BBMP aims to establish partnerships with professional institutions and relevant industries to ensure the program's alignment with the job market demands. One approach is to actively participate in teaching and learning activities with professionals in the field, allowing students to directly observe and understand current trends and difficulties in the business world. Further, international lecturers are equipping students with global cases and problem-solving strategy from global business.

Since 2020, 91 guest lectures have been documented, with speakers from diverse national and international affiliations.

BDSP

BDSP invites practitioners, academics, regulators, and development organisations to give guest lectures regularly. In addition, there is a regular programme called DevTalk, in which policymakers, experts, and researchers in the field of development studies are invited to share scientific advancements and the most recent development practices. Since the inception of the Development Studies Programme, DevTalks have been conducted. The majority of the resource persons are coming from abroad, such as from Wageningen University and Research (the Netherlands), HTWG Konstanz University (Germany), Istanbul Aydin University (Turkey), HSE Russia, Nanyang Technological University (Singapore), Monash University Malaysia, Cebu Technological University (the Philippines), Malaysia Institute of Industrial Technology, and University of St. La Salle Bacolod (the Philippines).

BDSP conducted laboratory visit and sharing session from Cebu Technological University (the Philippines), Malaysia Institute of Industrial Technology (Malaysia), Singapore University of Social Science (Singapore), University of Kuala Lumpur (Malaysia), Singapore Institute of Technology (Singapore), Haute Ecole Galilee (Belgium), Bukidnon State University (the Philippines), University of Utah (United States), etc. In addition, **BDSP** hosts an annual global conference called the International Conference on Global Development (ICODEV).

This event provides a forum for scholars, professionals, and experts in the field of development studies to share their research findings and insights through paper presentations.

ABBSP

The Applied Bachelor's Programme in Business Statistics (**ABBSP**) at ITS regularly invites guest lecturers from universities, industries, research institutions, and community organisations to enrich students' theoretical and practical knowledge. These experts cover a wide range of topics, such as Statistics and Data Science, Machine Learning, Artificial Intelligence, Analytical Methods for Unstructured Data, Logistics and Supply Chain Management, and Econometrics.

Students gain valuable insights into industry trends, career prospects, and international learning environments by attending guest lectures. These sessions also help students identify potential final project topics while fostering collaboration between guest lecturers, students, and faculty. Guest lecturers often participate in workshops, seminars, conferences, and research projects, further enhancing academic and professional development.

Students and faculty members from **ABBSP** have collaborated with guest lecturers in prestigious international events, such as the International Conference on Soft Computing and Data Science, the International Workshop on Big Data Analytics, the International Conference on Engineering Technology, Advanced Science, and Industrial Applications, and the International Conference on Mathematics, Science, and Computer Science. These collaborations support both academic research and industry-relevant learning, strengthening **ABBSP's** global engagement.

Lecturing tutors

BBMP

In the **BBMP** programme, laboratory assistants play a crucial role in enhancing the learning experience by providing academic and personal support to students. These student assistants are carefully selected based on their strong academic background and deep understanding of business concepts. Their responsibilities go beyond simple support — they actively contribute to lectures, discussions, case studies, and practical applications.

During lectures, they assist instructors by engaging students in discussions and facilitating interactive learning. Beyond the classroom, they organise smaller group sessions, review workshops, and individualized tutoring to reinforce key concepts and provide supplementary learning materials.

In addition to academic support, student assistants serve as mentors and role models, encouraging students to explore topics further and fostering a collaborative learning environment. They also act as a bridge between students and lecturers, ensuring smooth communication and addressing students' concerns effectively. Before each semester begins, lecturers work closely with student assistants to integrate their support.

BDSP

Students are frequently recruited as research assistants in research, community services, and projects. They are recruited by the department and/or the lecturers. The students are recruited for research and community services funded by the department as research and/or community service assistance. Students are selected based on their competency for research and

community services funded by the ITS. Lecturers with national and international funding projects usually recruit the students as assistant, surveyor, and enumerator based on competitive selection.

In addition, the Development Studies Student Association (HIMADEV) facilitates and makes arrangements for peer tutoring services. The objective of peer tutors is to assist students in reviewing the materials taught in class, thereby increasing students' enthusiasm for learning. Several courses, such as Mathematics and Statistics, are frequently requested by students for peer-to-peer tutoring. Aside from this, there is an independent tutoring process in which junior students request tutoring assistance from senior students.

ABBSP

The **ABBSP** collaborates with the Business Statistics Student Association (HIMADATA-ITS) to organise several activities aimed at enhancing the competency of Business Statistics students at ITS, including Conducting Training: The department, in collaboration with HIMADATA-ITS, conducts training sessions, both internally and in partnership with external entities, to enhance students' soft skills. External training encompasses areas such as big data and data science, while internal training includes surveyor workshops to provide students with insights on conducting surveys to obtain up-to-date and valid data.

Intensive Courses: Tutors are appointed to provide intensive lectures and practice exercises in preparation for mid-term and final exams in courses such as industrial studies, finance, business, basic statistics, and programming.

In addition, teaching assistants are assigned to courses that involve practical components. Course coordinators with practical components designate teaching assistants to explain practical content, accompany students during practical sessions, assess practical report writing, and assist students in presenting their practicum findings. These collaborative efforts between the ABBSP and HIMADATA-ITS are instrumental in promoting the holistic development of students and providing additional support for their academic progress.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. While the panel members find the course materials to be sufficient, they recommend renewing any older or outdated content and encourage the reinforcement of digital access to these materials.

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

from culture and politics. The panel members note that the HEI should include alumni as guest lecturer.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

In line with the ITS vision of becoming a world-class university, internationalisation has emerged as a strategic direction for institutional development. ITS integrates internationalisation efforts with the curriculum of study programmes to cultivate a global mindset among students and faculty members. A specialised division within ITS is referred to as ITS Global Engagement. Its principal aim is to augment the participation and prominence of ITS at an international level.

In addition, the transparency of MOUs and MOEs at the institutional level and the existence of LO internationalisation at the study programme level facilitate the internalization process. For internationalisation allocations, a budgeting system is accessible and can be applied to both incoming and outgoing faculty and students. Under the ITS Global Engagement, ITS actively organises global initiatives, including the Global Learning Programme (GLP) among others.

It also offers outbound and inbound staff mobility for non-academic staff, Fun Bahasa Indonesia, and Cultural Course (FBICC), as well as ITS' Flagship Short Programme. In addition, ITS consistently fosters innovation by establishing the Community and Technological (CommTECH) camp, aimed at encouraging international students and foreigners to study at ITS. This programme has gained recognition for its active engagement of participants, facilitators, and the community, resulting in a more profound and influential experience for group members.

ITS provides tailored Short Programmes for international individuals that are interested in studying at ITS.

International contents and intercultural aspects (Asterisk Criterion)

BBMP

The **BBMP** programme fosters intercultural competencies and global skills through its Graduate Learning Outcomes, which emphasise the importance of lifelong learning, international competitiveness, and sustainability-focused, technology-driven entrepreneurship. These competencies are integrated at multiple levels within the study programme, ensuring that students are well-equipped to navigate global business environments.

At the curriculum level, the Graduate Profile explicitly states that students should be able to manage their own learning and compete internationally while applying information and communication technologies and considering sustainability and entrepreneurship. This vision shapes the course structure, academic resources, and class activities to promote intercultural competencies.

At the course level, specific subjects such as International Business, Strategic Management, Cross-Cultural Communication in Business, Marketing Management, Consumer Behaviour, and Supply Chain Management actively engage students with global perspectives. These courses ensure that students develop a deep understanding of international markets, diverse cultures, and cross-border business environments.

Regarding learning content and materials, **BBMP** integrates global case studies, assignments, and coursework that explore international business conditions. Students analyse real-world cases of multinational corporations, focusing on managerial, cultural, and economic challenges in different countries. Group projects and assignments encourage students to collaborate in diverse teams, mimicking multicultural workplaces and enhancing cross-cultural communication and problem-solving skills. Additionally, the programme uses global edition textbooks, ensuring that learning materials reflect international business standards.

Beyond coursework, **BBMP** enhances international exposure through academic activities such as the International Guest Lecture Series, seminars, and workshops featuring world-class professors and industry experts. These sessions provide students with first-hand insights into navigating multicultural corporate environments.

BDSP

The **BDSP** programme integrates an international focus and intercultural aspects, particularly in its advanced-level courses, broadening students' perspectives on global events and development best practices. Courses such as Global Trade and Finance explore international trade, import-export, and foreign investment, while others, like Gender and Development, Law and Public Policy, Geography of Development, and Education for Sustainable Development, compare policies and regulations across different countries. Additionally, DevTalks are regularly organised to provide insights into global development trends and best practices.

Many study materials are provided in English, and widely recognised books, such as Mankiw's works on micro and macroeconomics, serve as key references. Lecturers also incorporate international journals to enhance students' understanding of global developments. In Statistics II, students learn to use globally recognised statistical software, including Stata and Gretl, ensuring they develop internationally competitive skills. Furthermore, faculty and students can participate in mobility programmes, offering valuable international exposure.

The **BDSP** programme fosters intercultural interaction, as students come from diverse cultural backgrounds across Indonesia and engage in collaborative classroom activities with inbound students. At the same time, students are encouraged to pursue overseas mobility programmes. Notable international experiences include participation in the Istanbul Delight Virtual Programme (Turkey) among others.

Currently, one student is enrolled in an exchange programme at the University of Zagreb (Croatia) and another at Adam Mickiewicz University Poznan (Poland), further enhancing their global exposure.

ABBSP

The **ABBSP** programme integrates English-language textbooks as a core component of its learning resources, reinforcing a global perspective and enhancing students' proficiency in international academia. The curriculum includes modules on global trade and capital markets, providing students with a deep understanding of the interconnected nature of industries and economies worldwide.

Courses on social and business research methods require students to analyse international journals, developing their ability to synthesise information and contribute to global academic discourse. Computer science courses like data exploration, visualisation, and database management also encourage using international datasets in case studies, helping students apply theoretical knowledge to real-world global scenarios.

ABBSP also integrates globally recognised software such as R, Python, SPSS, Tableau, and PowerBI, ensuring students gain proficiency in industry-standard analytical and programming tools. This skill set prepares them for an increasingly interconnected professional landscape.

ABBSP regularly invites international guest lecturers to further enhance international exposure, providing students with diverse perspectives and insights from experts worldwide. This initiative enriches the academic environment and equips students with global competencies essential for their careers.

Internationality of the student body

BBMP

The **BBMP** programme at ITS is recognised for its strong internationalisation efforts, facilitated by initiatives such as ITS Global Engagement, the International Undergraduate Programme (IUP), **BBMP's** international studentship programmes, and government-backed schemes like IISMA and MBKM. In Fall 2023, **BBMP** successfully conducted 29 student exchanges, integrating international students into collaborative projects, cultural visits, and joint learning experiences with Indonesian peers and faculty.

The **BBMP** student body is diverse, with representation from Thailand, Malaysia, among others. Group projects in courses like New Venture Creation encourage cross-national collaboration, promoting cultural exchange and creative thinking. Additionally, case studies

and discussions emphasise international perspectives, further enriching students' understanding of global business dynamics.

Beyond inbound exchanges, **BBMP** students actively participate in outbound programmes, including international internships, short-term programmes, and student exchanges across ASEAN, Asia, Oceania, and Europe. These experiences enhance global knowledge sharing and foster a comprehensive understanding of international business management theories and practices, preparing students for a globalised professional landscape.

BDSP

The **BDSP** programme actively supports student internationalisation through initiatives like the Indonesian International Student Mobility Awards (IISMA) and collaborations with the Global Engagement Directorate. Additionally, **BDSP** welcomes inbound students from diverse backgrounds. These international students actively participate in group projects, fostering cross-cultural collaboration and knowledge exchange.

ABBSP

The **ABBSP** programme fosters an international and intercultural learning environment through various initiatives. Students actively participate in exchange programmes, short programmes, guest lectures, seminars, and the Indonesian International Student Mobility Awards (IISMA). IISMA, a government-funded scholarship, allows Indonesian students to study abroad for one semester at top universities worldwide, gaining academic and cultural experiences. Six students are set to join IISMA in Australia, Ireland, Germany, and Canada.

ABBSP also promotes inbound student mobility by hosting computer science courses attended by international students, encouraging cross-cultural academic exchange. Additionally, some faculty members supervise final projects at international universities, strengthening global academic ties. ITS further enhances international engagement through the Foreign Language Society (IFLS ITS), which includes divisions like ITS Debating Society, Japanese, providing students with diverse language and cultural learning opportunities.

Internationality of faculty

BBMP

Approximately 80% of **BBMP** lecturers have international academic experience, with degrees from prestigious institutions such as Universitat St. Gallen (Switzerland), Monash University (Taiwan), University of New South Wales (Australia), and Lund University (Sweden). Their global backgrounds enhance learning quality, promote intercultural dialogue, and provide students with a global outlook.

BBMP collaborates with international scholars through co-teaching and guest lectures. The programme also hosts an annual International Guest Lecture Series with experts. **BBMP** faculty actively engage in international academic activities, with 47 outbound initiatives from 2017 to 2023, including guest lectures, research collaborations, and conference participation. These efforts strengthen global partnerships and expand **BBMP's** international reach.

BBMP also collaborates with global corporations such as ZOHO (Texas, Austin) to support entrepreneurial activities. This partnership provides students with lectures from international trainers and industry experts, reinforcing **BBMP's** commitment to aligning its curriculum with global standards.

BDSP

The **BDSP** faculty brings extensive international academic and professional experience, enriching the learning process with diverse perspectives and up-to-date global insights. Their expertise helps students develop cultural acculturation skills and enhances discussions on global issues. Several faculty members hold degrees from renowned international institutions. Beyond academics, **BDSP** lecturers actively engage in international research and fellowships.

Faculty members also participate in global research collaborations and play key roles in international organisations.

ABBSP

As part of the internationalisation process, some ABBSP lecturers have degree abroad universities. It brings advantages for institutions and students, that lecturers could give new perspectives for teaching-learning process and culture. The following are some main internationalisation activities: Establishing collaboration with several universities abroad such as joint supervision.

Some lecturers possess professional experience at the international level as they obtained their master and doctoral degrees from universities abroad such as the United Kingdom, Netherlands, Japan, and Malaysia. **ABBSP** provides lecturers and academic staff opportunities to undergo outbound activities such as continuing their study abroad, short programme and training. The activities are aimed to give the lecturers teaching and learning experience and get best practices adaptable to the learning process at **ABBSP**.

Foreign language contents

For all programmes:

ITS recognises the importance of English proficiency in a globalised world by making English a compulsory course and requiring students to pass a proficiency exam (minimum score: 477) to graduate. This ensures that graduates are competitive in the global job market and prepared for diverse professional environments. As part of its internationalisation efforts, ITS mandates that all course syllabi be available in both Indonesian and English, especially after launching the International Undergraduate Programme (IUP) in 2019.

This policy promotes an inclusive, globally oriented-learning environment and helps students develop the linguistic and cultural skills necessary for success in an interconnected world.

BBMP

BBMP offers the Regular Programme and the International Undergraduate Programme (IUP). IUP students take 100% of their courses in English, with curriculum materials, textbooks, and case studies sourced from English-language resources. Admission to IUP requires a minimum IELTS score of 5.5 or TOEFL 500. Regular and IUP students engage in English-based learning through guest lectures, international visiting professors' classes, and case study discussions to support English proficiency.

BBMP also provides an IELTS Camp, led by an American native speaker, to help IUP students meet the IELTS 6.0–6.5 requirement for double-degree programmes. Additionally, BBMP offers a French course for students preparing for double-degree programmes in France. This initiative, in collaboration with IFI Campus France, helps students develop language skills and cultural understanding before their experience of studying abroad.

BDSP

The instruction language in the study programme is Bahasa Indonesia, yet most required study materials are typically English books, PPTs, journals, and study cases. In addition, the **BDSP** curriculum includes English language course and English courses specifically designed for development studies, commonly referred to as English for Development Studies.

ABBSP

In the **ABBSP**, although most of the class use Indonesian, the foreign language component envisioned by the study programme is integrated into the curriculum by literature in English. The reading list includes reference books and journals, primarily in English. Using English-language materials exposes students to academic content written in a foreign language, enhancing their language proficiency and comprehension skills.

Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. To further enhance the international content, the panel suggests exploring opportunities to get international faculty members for extended periods rather than for single lectures. This could also be beneficial for fostering research collaborations and enhancing internationalisation regarding publications and submissions to top-tier journals.

The international composition of the student body corresponds to the programmes' concept. The measures taken to promote internationality are goal oriented. Whilst the international composition of the student body meets quality requirements, the panel members have observed that some students may face challenges in following courses or effectively communicating with fellow students. The panel suggests reflecting on student selection processes regarding language proficiency.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal oriented.

Although the current international composition of the faculty is considered satisfactory, the panel members suggest enhancing the number of international faculty. This should also consider faculty members' available time commitment to ensure effective contribution.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

	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)

For all programmes:

Notably, communication skills, public speaking, teamwork, and conflict resolution are integral components of the desired Programme Learning Outcomes (PLO) in each course throughout the Study Programme. Furthermore, one form of effort in student development is the provision of knowledge, skills, and attitudes in student organisational management at both intra and inter-university levels, known as Student Management Skills Training (Latihan Keterampilan Manajemen Mahasiswa - LKMM).

ITS organised this training to enhance soft skills and managerial capabilities. LKMM comprises several levels, namely Pre-Basic Level, Basic Level, Intermediate Level, and Advanced Level. These training levels aim to progressively equip students with essential competencies in organisational management.

BBMP

BBMP integrates communication, public speaking, teamwork, and conflict resolution skills into its curriculum through various methods. Core courses such as Business Communication, Business Writing, Presentation Skills, and Communication Skills provide students with essential tools for effective communication, covering topics like message organisation, nonverbal communication, active listening, persuasive writing, and presentation techniques.

A case study approach places students in real-world business scenarios where they must analyse problems, negotiate with stakeholders, and present solutions. This hands-on method

enhances their communication abilities and allows them to receive feedback from lecturers and peers. Group projects and team presentations further develop students' leadership, teamwork, and communication skills by requiring them to collaborate, delegate tasks, engage in discussions, and present their findings. These experiences build confidence and strengthen interpersonal skills.

BBMP also emphasises multidisciplinary collaboration through entrepreneurial courses like New Venture Creation, where students work with peers from different disciplines to develop business ideas. This fosters cross-disciplinary knowledge and enhances problem-solving capabilities. To complement classroom learning, **BBMP** invites industry mentors and guest speakers—seasoned professionals who share their insights on public speaking, business communication, and leadership. These sessions, including pre-graduate mentoring programmes, inspire students and provide valuable real-world perspectives.

BDSP

BDSP's curriculum is designed to develop multidisciplinary competencies, including communication, critical and creative thinking, teamwork, conflict resolution, and leadership. To enhance communication and public speaking, students take English for Development Studies, which equips them with skills to engage with various stakeholders in development initiatives. For critical and creative thinking, courses such as Design Thinking and Systems Thinking in Decision Making teach students to apply structured, scientific approaches to problem-solving and decision-making.

Collaboration and conflict resolution skills are fostered through courses like Social Entrepreneurship and Online Entrepreneurship, where students work in teams to establish businesses and achieve profit goals. Social Mapping and Regional Potential also require students to engage with local communities to analyse economic opportunities and social capital.

Leadership development is emphasised through Integrated Practical Work in the Community, conducted via a Community Service Programme, where students collaborate to identify and address community challenges. Many courses also incorporate team projects and case studies, reinforcing leadership, teamwork, and conflict-resolution abilities.

ABBSP

Enhancing communication and public speaking skills occurs within the classroom environment as students engage in question-and-answer sessions with both lecturers and peers. Moreover, students further develop these capabilities through presentations in front of their peers, which fosters confidence in expressing ideas in public. Leadership and collaboration skills are honed when students work on group assignments, whether in class or during independent study at home.

These collaborative assignments are typically associated with practicum modules in the programme, such as the Applied Probability, Introduction to Statistical Methods, and Applied Multivariate Methods, among others. Conflict resolution skills are acquired as students participate in departmental association activities and in interactions with instructors. For instance, conflicts may arise between students and instructors regarding grades or course

material, requiring students to engage with the relevant instructor for clarification and resolution.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

To further enhance the development of these crucial skills, the panel members suggest considering the addition of elective modules specifically focused on conflict management and negotiation skills. This would provide students with more specialised and in-depth training in these increasingly important areas for professional success.

		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)

For all programmes:

ITS takes a holistic approach to developing students' employability skills through curricular and extracurricular activities. ITS integrates teaching and learning methods within the curriculum to develop essential soft skills. Communication is enhanced through presentations, analytical skills through case studies, and teamwork through group projects. Additionally, ITS mandates practical work for undergraduate students, requiring three to six months' internships (three credits) through independent programmes or the Kampus Merdeka (MBKM) initiative. MBKM offers diverse experiential learning opportunities, including student exchanges, research, entrepreneurship, and community service.

For applied undergraduate programmes, a four to six months' internship (14 credits) in the final semester enhances job readiness, often leading to direct recruitment opportunities based on student performance. Extracurricular activities are also integral to student development. Students must accumulate Student Extracurricular Activities Credits (SKEM) for graduation, reinforcing leadership, interpersonal skills, and civic responsibility.

ITS further supports students through its Career Centre, offering career counselling, job placement services, and skill development programmes. The annual ITS Career Expo connects students and alumni with employers, increasing job opportunities and enhancing graduate employability.

BBMP

BBMP graduates are entrepreneurial business leaders with business management expertise prepared for both employment and entrepreneurship. The curriculum integrates theoretical and practical courses alongside multidisciplinary competencies to enhance business acumen. **BBMP** offers entrepreneurial courses like Design Thinking, New Venture Creation, and Social Entrepreneurship, equipping students to launch ventures and support small and medium-sized enterprises (SMEs).

It also requires students to complete business consulting projects and international business courses to develop global competencies. Additionally, industry exposure is integrated into core courses such as Organisational Design or Accounting, with company visits to Pelindo, Business Indonesia, Semen Gresik, and the Indonesia Stock Exchange, allowing students to analyse real-world business operations.

BBMP aligns with the "Merdeka Belajar Kampus Merdeka" (MBKM) government programme, enabling students to take courses beyond BBMP and participate in Independent Study, Entrepreneurship, Community Service, Student Exchange, Internships, and Research. The curriculum also includes Practical Work (KP) and Community Outreach (KKN) to enhance real-world experience.

International apprenticeships further enrich students' exposure, with multinational corporations like Mercedes-Benz and Jaguar in the UK offering internships to **BBMP** students, preparing them for global career opportunities.

BDSP

To promote academic achievement among students and enhance their readiness for the workforce, **BDSP** consistently prioritizes acquiring skills and competencies that align with the desired attributes outlined in the graduate profile. According to the tracer study, the skills that students benefit most from when seeking employment are Cooperation, Ethics, expertise in the field (core competency), proficiency in a foreign language, use of information technology, communication skills, and self-development.

To adequately equip students for future roles as development practitioners, supplementary courses are offered, including Introduction to Development Studies, Social Mapping and Regional Potential, Law and Public Policy, Education and Sustainable Development, and Development Infrastructure. To acquire the necessary skills for a career as a researcher, students typically take a series of courses, including but not limited to Statistics I and II and Research Methodology.

In addition to this, students are mandated to compose a bachelor's thesis as a means of refining their skills and cultivating their aptitude for conducting research. To cultivate entrepreneurial skills, students are instructed in various academic disciplines, including Social Entrepreneurship, Online Entrepreneurship, Technopreneurship, Management, Micro and Macro Economics, as well as Global Trade and Finance courses.

ABBSP

ABBSP provides students with real-world business statistics applications through company visits, guest lectures, and hands-on industry exposure. Students have recently visited PT. Amerta Indah Otsuka (Otsuka) and Otoritas Jasa Keuangan (OJK), gaining practical insights into manufacturing and financial sectors. Additionally, guest lectures from alumni and industry professionals help expand students' networks and career opportunities.

ABBSP's curriculum aligns with the Indonesian National Qualifications Framework, preparing students for Data Analysis, Data Science, Business Intelligence careers, and more. The curriculum contains specialised courses, such as Data Scientist, Computer Programming, Computational Statistics, Data Analysis, and Forecasting Methods. Data Analyst: Statistical Methods, Experimental Design, Regression, Nonparametric Statistics, Categorical Data Modeling.

Business Intelligence Analyst: Sampling Techniques, Data Visualisation, Business Research Methods. Data Engineer: Database Management, Unstructured Data Methods. For industrial professions, courses include Operations Research, Supply Chain Management, Quality Control, and Productivity Measurement. Those pursuing finance and investment careers take courses in financial economics, stock markets, risk management, and econometrics. Entrepreneurial students receive Smart Technology Application, Technopreneurship, and Business Innovation training.

ABBSP also emphasises professional appraisal skills and includes Occupational Safety and Health training, ensuring graduates are equipped with technical expertise and essential workplace competencies for diverse career paths.

Appraisal:

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

The panel members acknowledge the programme's strong commitment to promoting employability through integrating theory and practice and developing multidisciplinary competences. The panel members suggest integrating topics such as Artificial Intelligence and Sustainability to strengthen this aspect further. Furthermore, the panel suggests exploring opportunities to enhance the programme's focus on internships, as these practical experiences are invaluable for improving graduate 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

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

For all programmes:

ITS's human resource development is guided by a well-defined roadmap that integrates quality management principles with a needs-based recruitment process, individual competency evaluations, performance assessments, and adherence to national regulations. ITS hires lecturers who meet stringent national criteria to ensure students achieve the intended learning outcomes¹⁰.

The recruitment and hiring procedures follow the guidelines set out in Law No. 12, 2012, on Higher Education and Law No. 14, 2005, on Teachers and Lecturers. The ITS faculty comprises full-time and part-time lecturers to balance academic rigour with professional expertise. Full-time faculty members who hold doctoral and master's degrees and part-time lecturers, including adjunct professors, visiting professors, and guest lecturers, collectively ensure that the institution meets academic and industry standards.

This comprehensive approach to human resource development supports ITS's commitment to delivering high-quality education and maintaining robust academic standards across its programmes.

Table 11: Structure of Lecturer Categories

Lecturers Category	BBMP	BDSP	ABBSP
Full-time lecturers	40	20	16
- Doctor	26	10	3
- Master	14	10	13
Part-time lecturers	6	1	2
- Adjunct Professors	4	-	-
- Practitioner lecturers	2	1	2

BBMP

The **BBMP** faculty comprises 40 full-time lecturers and four adjunct professors from various global institutions. Of these, 65% hold doctoral degrees, and 75% have an academic position of at least Lector. Additionally, **BBMP** benefits from 42 international visiting professors and 43 practitioner guest lecturers, ensuring diverse academic and industry expertise. The teaching staff specialises in key business domains, including marketing, finance, operations, and human resource management.

¹⁰ in accordance with Regulation of the Minister of Research, Technology, and Higher Education No.100 of 2016 and internal quality assurance standards.

Faculty members contribute to specialised courses in their respective fields. University-affiliated mathematics lecturers teach fundamental mathematics courses. The programme maintains a favourable faculty-to-student ratio of 1:25, meeting the required academic standards. Faculty members engage in professional development through seminars, external activities, and affiliations with professional organisations to enhance their teaching quality, ensuring students receive a well-rounded and industry-relevant education.

BDSP

BDSP employs 20 full-time lecturers, including three professors, two associate professors, 15 assistant professors/lecturers, and one practitioner lecturer. The programme has maintained an optimal faculty-student ratio of 1:11.4 over the past five years, ensuring a high-quality learning environment. The faculty possesses a strong academic background in development studies. The experienced faculty members contribute to BDSP's commitment to delivering a comprehensive education in development studies, combining theoretical knowledge with practical applications.

ABBSP

Lecturers in the study programme comprise full-time and permanent lecturers, practitioner lecturers from industry, and visiting lecturers. The full-time and permanent lecturers are mainly state employees, given that ITS is a state-owned university. The recruitment of civil servants is carried out centrally by The Ministry of Education, Culture, Research, and Technology and coordinated by The National Civil Service Agency (BKN).

In addition, ITS is also entitled to employ permanent faculty members since ITS is a Legal-Entity Higher Education Institution (PTN-BH) as stipulated in the Government Regulation No. 30 of 2014. Practitioner lecturers are recruited mainly based on specific requirements and expertise in business statistics-related fields. Additionally, the ratio between lecturers and students are 1:28¹¹.

ABBSP adjusts the courses assigned to each lecturer based on the postgraduate education qualifications and certifications held by each lecturer; for instance, a lecturer possessing a Certified of Risk Associate (CRA) competency certificate is designated to instruct courses on risk management, while another lecturer holding Professional Certificates in Data Science is assigned to teach courses on computer programming and database management.

This process ensures a precise alignment between the expertise and credentials of each lecturer and the specific courses they are tasked with teaching.

Academic qualification of faculty (Asterisk Criterion)

For all programmes:

There are two plans for recruiting lecturers, the government civil servants' scheme and the ITS employment scheme. The institution follows the guidelines outlined in Regulation of the

¹¹ which aligns PERMENRISTEK-DIKTI Number 2 Year 2016.

Minister of Education and Culture Number 7 of 2020 and Regulation of the Minister of Education and Culture Number 3 of 2020 when selecting and recruiting lecturers. These guidelines specifically address the qualifications of lecturers and the national requirements for higher education.

BBMP

The **BBMP** lecturer selection process follows strict institutional and government regulations, ensuring all permanent faculty members hold at least a master's degree in relevant fields such as business, management, economics, human resources, operations, finance, and marketing. BBMP collaborates with international universities to strengthen academic qualifications, employing adjunct professors from Coventry University, Monash University, Szczecin University, and the Indian Institute of Management Udaipur.

BBMP supports faculty development by providing financial assistance for skill enhancement and research grants. Faculty members are affiliated with prestigious professional organisations, including the Indonesian Management Forum (FMI), Academy of Management (AOM) among others. **BBMP** ensures continuous professional growth for example through doctoral studies or certifications. Currently, six lecturers are pursuing doctoral degrees. Data shows that 67.5% of BBMP lecturers hold professional educator certification, and 85% have industry credentials.

BBMP faculty are highly active in research, with seven members holding a Scopus H-index of 2 or higher. Between 2020 and 2023, **BBMP** lecturers published 246 scholarly articles in international journals, with over 50% appearing in high-impact research publications. This reflects **BBMP's** commitment to academic excellence and faculty development.

BDSP

The recruitment process for **BDSP** lecturers ensures alignment with the program's body of knowledge, requiring candidates to have strong academic qualifications in development studies, economics, sociology, law, philosophy, environmental studies, and education. Many faculty members further enhance their expertise by obtaining certifications in areas like Environmental Impact Assessment (EIA) and halal standards. Their academic credentials are detailed in their curriculum vitae.

Beyond teaching, **BDSP** lecturers actively contribute to research and scholarly publications, with articles appearing in prestigious Scopus-indexed journals such as PLOS ONE (ranked 17th) and Heliyon (ranked 18th). Their work is also published in high-impact journals, for example International Journal of Ethics and Systems (Q1) or Cogent Economics and Finance (Q2). Additionally, faculty members serve as reviewers for esteemed international journals, further solidifying their role in global academic discourse.

BDSP lecturers are also engaged in international research organisations, contributing to initiatives such as the Blue Economy Groundwork Analysis at the Conservation Strategy Fund (CSF), Scaling Up Nutrition (SUN) under the United Nations, and the Center of Excellence for Geographic Information Systems (CEGIS) in Bangladesh. They are affiliated with professional associations, including the Association Topographique Francais (ATF) in France, Université des Réseaux d'Expression Française (UREF), Association des Universités Partiellement ou

Entièrement de Langue Française (AUPELF), and the International Society for Multiple Criteria Decision Making (MCDM). Faculty members also participate in Competitive Intelligence Asia-Region Research and the Islamic Economics Community, reinforcing their commitment to academic excellence, research collaboration, and the advancement of knowledge in their respective fields.

ABBSP

ABBSP adheres to government and ITS regulations regarding academic staff qualifications, ensuring that all lecturers meet the minimum requirement of a master's degree in Statistics, Industrial Engineering, Informatics Engineering, or related fields. Faculty members are selected based on their expertise, aligning with business analytics and quality and productivity engineering courses. Additionally, lecturers must have publications in reputable journals.

The selection process for full-time lecturers involves multiple stages, including administrative selection, academic potential tests, assessments, interviews, and health and fitness evaluations. Upon acceptance, candidates must commit to pursuing a doctoral degree in alignment with their department. The recruitment process, managed by the Directorate of Human Resources, is open to all qualified applicants, while part-time lecturer recruitment follows similar academic and professional reputation criteria.

ABBSP faculty members have obtained various professional certifications, particularly in risk management, competence assessment, and occupational health and safety (K3). Many are also actively engaged in professional organisations such as the Indonesian Statistical Association (ISI) and the American Statistical Association (AMSTAT).

In recent years, scientific publications by **ABBSP** faculty have grown significantly, with 136 publications in various statistical applications over the past three years. These contributions are documented by the Institute for Innovation, Journal Development, Publishing, and Intellectual Property Rights.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

For all programmes:

All lecturers in the ITS department must undergo Basic Improvement Training in Instructional Techniques and Applied Approach training at the start of their tenure to develop essential pedagogical and didactic skills. Additionally, ITS provides continuous pedagogical training, covering case method instruction, blended learning, and English as a Medium of Instruction (EMI).

Lecturers with at least two years of experience who have completed Basic Skills Improvement training are eligible to apply for professional certification through the Ministry of Education. The high percentage of certified lecturers reflects their strong competence in teaching. ITS further reinforces this with an educational system based on the Outcome-Based Education (OBE) paradigm, integrating curriculum design and course administration to enhance learning outcomes.

The University also conducts regular revisions of didactical credentials and evaluates knowledge acquisition across all programmes. Assessment methods include measuring student satisfaction, analysing final learning achievements, and ensuring alignment between instructional material and learning strategies.

Before beginning their teaching careers, faculty members in BBMP, BDSP, and ABBSP hold certifications in fundamental instructional techniques (Pekerti) and/or the applied approach (AA). Additionally, as detailed in the table below, many lecturers have obtained the Ministry of Education's lecturer certification (Sertifikasi Dosen).

Table 12: Data of Pedagogical/Didactical qualification of faculty

Department	The Certificate of Basic skill Improvement Programme for Instructional Technique (PEKERTI) and/or The Certification of Applied Approach (AA)	The Certification of Lecturer (Sertifikasi Dosen) from the MoECRT
BDSP	All lecturers	14 out of 20 lecturers
BBMP	All lectures	27 out of 40 lecturers
ABBSP	All lecturers	10 out of 16 lecturers

Practical business experience of faculty

BBMP

Many business management programme lecturers have professional experience in business organisations. They stay updated on industry advancements through various roles, including supervisory positions and consulting projects. For instance, MB lecturer Arman H. Nasution serves on the supervisory board of a state-owned enterprise. In contrast, other lecturers participate in consulting projects such as the Product Development Project between ITS and Panasonic.

This industry experience enriches the learning process by bridging theory and practice. Lecturers integrate their professional insights into their teaching, as seen in Arman Hakim Nasution's case studies development based on his company commissioner experience. Additionally, courses like Financing Project and Financial Management utilise real-world data from consultancy work, enhancing the practical relevance of classroom instruction.

BDSP

Faculty members in the development studies programme bring diverse professional experiences from various sectors, including entrepreneurship, research consulting, private sector roles, international NGOs, donor agencies, and state-owned enterprises. Many also hold professional positions as consultants, advisors, and directors. The faculty members' extensive professional backgrounds significantly enhance the study programme by integrating practical experience into course materials and expanding professional networks.

ABBSP

ABBSP lecturers actively engage in professional activities and associations related to their expertise, such as business coaching, data analytics consulting, and statistics training. These experiences enhance their ability to integrate theory with practice in the classroom, providing students with real-world examples of statistical applications in business. Many lecturers also collaborate with government institutions and private companies as expert consultants. These diverse professional experiences enrich academic case studies and provide high-quality learning materials.

Internal cooperation (Asterisk Criterion)

For all programmes:

The Course Coordination Group is responsible for overseeing each course. Members of the Course Coordination Group are consistently engaged in the planning, administering, and evaluating courses. The Course Coordination Group conducts the course planning at the beginning of the semester to ensure that the lectures align with the outcomes. The planning process is a systematic approach in which lecturers propose course topics and learning materials.

Afterwards, the Course Coordination Group assesses the plan and carries out any necessary modifications. The revisions will be included in the course evaluation document, which will be signed by the coordinator of the Course Coordination Group and acknowledged by the laboratory head and study programme head. The faculty members, who are also members of the teaching team, will cooperate to determine the relative importance of different learning components for evaluation and teaching to supervise the learning process.

One effective approach to learning is to ensure that parallel classes conducted within the department are evaluated using the same criteria. The Course Coordination Group will conduct a semester-end evaluation, during which they will analyse the academic performance and review the input received from students in the system. Furthermore, internal collaboration exists in the teaching process of compulsory courses at the institutional and faculty levels and enrichment courses involving instructors from diverse academic disciplines.

Students support by the faculty (Asterisk Criterion)

For all programmes:

ITS provides a structured academic supervision system to guide students' academic and career journeys. Academic advisors, appointed by the Head of the Study Programme assist students in course selection and career planning through mandatory advising sessions held twice per semester. These sessions help students monitor their progress and address potential challenges, reducing the likelihood of course withdrawals. The MyITS Academic Information System supports the process, which provides online access to academic resources.

Additionally, students benefit from co-working spaces and a well-equipped library with international book and journal subscriptions. Each department has designated liaison officers for international initiatives to facilitate global engagement opportunities. Furthermore, liaison officers for the MBKM programme assist students in participating in government-sponsored

academic and professional experiences. ITS also prioritizes student well-being by offering healthcare services through the Student Health Care Center.

The University provides various amenities, including dormitories, sports facilities (football, basketball, tennis, badminton, and a gym), a cafeteria, and a mosque. To foster entrepreneurship and leadership skills, ITS supports initiatives such as the Business & Entrepreneurship programme, Creative Co-Working Space, Student Activity Units, Student Associations, Student Councils, and the Student Community Center. These resources collectively enrich students' academic, professional, and personal development experience.

Student support in distance learning

For all programmes:

ITS, particularly in programmes like **BBMP**, **BDSP**, and **ABBSP**, does not offer a dedicated distance learning programme but has integrated a robust Learning Management System (LMS) through MyITS Classroom, based on the Moodle platform. During the Covid-19 pandemic, these programmes fully transitioned to online learning via MyITS Classroom. Before and after the pandemic, ITS has implemented a blended learning approach, combining in-person instruction with online course delivery in synchronous and asynchronous modes.

MyITS Classroom serves as a medium for distribution of course material and facilitates assessments such as midterms, finals, and other examinations. The platform hosts a variety of resources, including soft copy textbooks, modules, case studies, journals, videos, and discussion forums, ensuring alignment with course learning outcomes and overall programme objectives, as documented in MyITS Academics.

Additionally, MyITS Classroom supports independent learning by allowing students to access materials asynchronously, enabling flexible engagement with content at their own pace.

Appraisal:

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

The academic qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures are being implemented to further qualify faculty members. To further enhance the academic perspective and skills of the faculty, the panel members suggest exploring opportunities for increased collaboration and engagement with international faculty members, including guest lecturers. This could bring diverse academic viewpoints, expertise and perspective to the faculty.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. To further strengthen the pedagogical and didactical qualifications of the faculty, the panel members note that the HEI should focus on offering training opportunities for methodology skills. This could be achieved through workshops on relevant topics and exam preparation techniques. Furthermore, the panel suggests the implementation of coaching sessions to support faculty development.

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

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. To further enhance internal cooperation and ensure a smooth learning and teaching experience, the panel members suggest nominating course coordinators which could play a key role in facilitating communication and alignment between modules.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel positively highlights the excellent level of student support provided by the faculty, including additional advice from lecturers, frequent support sessions, and structured assignments. This proactive and comprehensive approach ensures students receive ample guidance and contributes significantly to their positive learning experience.

	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

Programme Director

The department is responsible for managing the study programme both academically and organisationally¹². Organisationally, the programme management oversees higher education tridharma activities, ensuring quality assurance across various education levels. It also plans and coordinates education and research collaborations, integrates study programme activities, and maintains a solid management system aligned with the strategic plan. Additionally, the department manages laboratories, workshops, and student activities.

Academically, the programme management focuses on organising and implementing the learning process, curriculum development, and quality assurance. Academic support is provided by Heads of Laboratories, who facilitate tridharma activities, including learning, research, and community service. Administrative management is handled by executives who oversee education organisation, quality control, cooperation development, and resource management, including finance, personnel, and infrastructure. This structured approach ensures the study programme's smooth operation and continuous development.

Process organisation and administrative support for students and faculty

For all programmes:

Teachers and students are actively involved in decision-making processes relevant to their studying process, ensuring a collaborative and inclusive approach. This process is transparent in Single Sign On system (SSOs), such myITS Student Connect (Student applications related to student portfolios, extracurricular, and student portfolio verification. The portfolio includes competition activities, student exchanges, and entrepreneurship); myITS Thesis (administration management application and final assignment guidance (bachelor thesis, thesis and dissertation));

SI Akademik (a platform that contains academic information including student transcripts and the submission of academic related letter which can be accessed by all ITS academic staffs); myITS Classroom; and myITS Presensi (media for recording attendance for students by entering the attendance code or scanning the QR Code). Students and lecturers and/ or administrative staffs can monitor, administer, and evaluate student academic performance; students' activities; as well as govern necessary documents¹³.

ITS offers comprehensive assistance in human resources, financial backing, infrastructure, and management access to enhance the capabilities of department managers and administrative staff. ITS offers various services to assist with administrative requirements by integrating different systems. Annually, ITS offers training programmes to enhance the proficiency of its teaching staff, including enhancing their ability to utilise cutting-edge software, OSHA (Occupational Safety Health and Environment), and improving their administrative skills.

¹² as outlined in Rector's Regulations No. 24 and No. 25 of 2019.

¹³ All included in the system <https://portal.its.ac.id/>.

BBMP

The **BBMP** ensures high-quality administrative support for both faculty and students through a well-structured organisational framework. The Head of the Department is assisted by key personnel, including the Deputy Head, Laboratory Heads, Student Advisor Coordinator, International Relations Coordinator, Internship and Thesis Coordinator, and the Head of the administrative sub-section. This structure fosters efficient operations and supports the achievement of learning objectives.

Administrative staff efficiently manage study programme operations, ensuring transparency and effective decision-making. BBMP provides a dedicated Telegram Channel, MB-ITS Akademik, to keep students informed for academic updates. Communication channels such as face-to-face meetings, WhatsApp, and Telegram enhance responsiveness and problem-solving, creating a supportive academic environment where administrative staff serve as dedicated service providers rather than just facilitators.

BDSP

The Bachelor of Development Studies is managed by the Head of Department, the Department Secretary, a sub-division head, and three educational staff members responsible for overseeing general administration, academic administration, and financial matters. In addition, the Development Studies department possesses two laboratories overseen by the laboratory director. The administrative staff fulfils both the academic requirements of students and the demands of lecturers, including tasks related to promotions, aiding in preparation and teaching, conducting research and community services, and other related activities.

To streamline academic administration, the department has designated administrative personnel who work under the supervision of the head of the administration sub-division. These staff members are responsible for delivering academic administration services to the students. Diverse contact channels, including in-person consultations, WhatsApp, and social media, are accessible.

ABBSP

The Faculty of Vocational Studies is led by the Dean, supported by a Vice Dean, six Heads of Departments, a Quality Assurance Unit (SPM), and administrative units. The Dean and Vice Dean establish and implement academic and non-academic policies, which are further delegated to department heads, study programme heads, and administrative divisions, including Academics, Student Affairs, Finance & Human Resources, and General Affairs.

At **ABBSP**, seven administrative staff members handle academic administration, general affairs, finance, IT, and operational support. Administrative services are accessible via email, WhatsApp, and face-to-face interactions. ITS also invests in continuous professional development for its staff, offering financial aid for further studies and organising training on digital tools, quality assurance, and occupational safety.

ITS has fully digitalised its service processes through my.its.ac.id, covering academic and student affairs, research, and correspondence. **ABBSP** offers additional student support

through DSBcare. Quality assurance is maintained by the Programme Coordinator and the Quality Assurance Unit, ensuring transparency and continuous improvement based on evaluations and self-assessment reports.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. To further clarify the Programme Director's role and integration within the programme structure, the panel members suggest including the Programme Director's position within the programme's organigram. This visual representation would enhance understanding of the programme's leadership and organisational flow.

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. 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

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

BBMP

ITS serves as a university hub for eastern Indonesia, with **BBMP** actively collaborating with business management programmes nationwide, including STIKOM Bali, UNAIR, Universitas Ciputra, SMB ITB Bandung, and Universitas Brawijaya. Internationally, BBMP is one of the leading academic programmes at ITS in fostering global partnerships, with collaborations spanning 18 foreign universities for double-degree and non-degree programmes as of 2023.

These partnerships go beyond academic exchanges and include guest lectures, scholar visits, internships, collaborative research, and joint publications. Professors from partner institutions contribute to **BBMP's** curriculum, ensuring high-quality education. To sustain these collaborations, **BBMP** delegations visit partner universities annually to strengthen ties, deliver

lectures, and engage in research. Ultimately, these partnerships enhance the academic experience, supporting education, research, and community service initiatives.

BDSP

The department actively collaborates with international institutions to enhance student and faculty development, supporting mobility programmes with Bukidnon State University (Philippines), Walailak University (Thailand), and Tarlac Agricultural University (Philippines). These partnerships offer faculty exchange and virtual study opportunities, strengthening global engagement.

The department also fosters international academic cooperation through conferences such as ICODEV, partnering with institutions like Nanyang Technology University (Singapore), UNSW Canberra (Australia), Shibaura Institute of Technology (Japan), University of Manchester (UK), and the International Institute of Social Studies (Netherlands). Guest lectures, seminars, and collaborations with industry partners like Semen Indonesia further enrich the learning experience.

Additionally, **BDSP's** internationalisation efforts include cultural exchange initiatives, peer learning visits, and strategic partnerships with universities across Europe, Malaysia, and Singapore. These collaborations facilitate joint research, funding opportunities, and global knowledge sharing. Faculty members also engage in international research, such as Mrs. Yuni Setyaningsih's work with Charles Darwin University and the University of Mataram under Australia's DFAT programme. The department expands its global reach through these networks and enhances academic excellence.

ABBSP

ITS's goal of becoming a world-class university is reflected in its strong international partnerships. **ABBSP**, under the Faculty of Vocational Studies, has established various collaborations to enhance education and research for lecturers and students. These efforts are categorised into outbound, inbound, and mixed collaborations. Outbound collaborations involve student exchanges, research cooperation, and staff mobility.

In 2022, **ABBSP** sent students abroad for exchange programmes, and two lecturers delivered lectures at Universiti Teknologi Mara, Malaysia. Additionally, **ABBSP** students received the Indonesian International Student Mobility Award (IISMA) 2023, allowing them to study at La Trobe University (Australia) and International University (Germany). Staff members also participated in international mobility programmes at institutions like Mahidol University, Thailand.

Inbound collaborations bring guest lecturers and international students to ABBSP. In 2023, students from Universiti Teknologi Mara attended a short course on Interactive Data Visualisation, while a lecturer from Ulsan National Institute of Science and Technology (South Korea) delivered a session on Statistical Forecasting Methods. Mixed collaborations involve reciprocal visits for research projects, including partnerships with organisations like BPS (Central Agency on Statistics).

These partnerships enhance students' academic and research skills, soft skills, and networking abilities. Such collaborations are vital in preparing students for international career opportunities in an increasingly globalised world.

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

BBMP

BBMP actively collaborates with business enterprises and academic institutions, both nationally and internationally. These partnerships include small and medium-sized enterprises (SMEs) and multinational corporations (MNEs). SMEs participate in BBMP's project-based learning initiatives, such as Design Thinking, Social Entrepreneurship, and Business Consulting Projects, providing students with hands-on experience in competitive business environments.

MNEs and national enterprises expose students to real-world case studies and decision-making processes. Additionally, **BBMP** has partnered with ZOHO Global, an India-based corporation, to support student entrepreneurship in product development and with IEEE to co-host a joint conference. These industry partnerships are bidirectional, fostering mutual learning and community service. For example, the Womenpreneurs Empowerment initiative, in collaboration with Monash University Malaysia and local businesses, supports female entrepreneurs in Indonesia.

Another project, building your own Business Apps with a Low Code (July–August 2023), worked with ZOHO and SMEs to help businesses transition to digitalised processes. BBMP also engages in practitioner-led teaching initiatives like Praktisi Mengajar. Overall, these collaborations provide students with practical exposure and industry-relevant educational content.

BDSP

BDSP maintains strategic partnerships with corporations, associations, government agencies, and NGOs to enhance student learning and professional development. One notable collaboration is with Kotra, an international agency focused on trade and investment, through which ITS participated in e-book writing training and acquired an e-book programme license. **BDSP** also works with village-owned enterprises (BUMDES) in Mojokerto and Batu to support local economic initiatives.

Corporate partnerships provide students with hands-on work experience through internships at companies like PT PERTAMINA Geothermal Energy, PT Bogasari Tbk, PT Smelting (part of PT Freeport Indonesia), and the Surabaya City Regional Government. Many students intern in corporate social responsibility (CSR) or community development departments. **BDSP** also fosters international exchange and internship programmes. Inbound exchange students come from universities such as Tarlac Agricultural University, Asia University, ESME Engineering School, and Anadolu University.

Inbound interns have come from Tarlac Agricultural University and the University of Kuala Lumpur. **BDSP** also runs the annual Virtual Asia Exploration course in collaboration with Shibaura Institute of Technology, Cebu Technological University, University Malaysia Perlis, University Malaysia Terengganu, and King Mongkut's University, attracting students from Japan, Malaysia, Brunei, Pakistan, Bangladesh, the Philippines, and Vietnam.

Outbound programmes send students to universities such as Chung-Ang University, Zagreb University, Adam Mickiewicz University, and Tarlac Agricultural University. **BDSP** participates in outbound summer school at Istanbul Aydin University and outbound internships at Shibaura Institute of Technology. These collaborations enhance global exposure and professional opportunities for students.

ABBSP

ABBSP maintains a strategic partnership with the Indonesian Society of Appraisers (MAPPI) and is working toward collaborations with the Indonesia Market Research Association (PERPI) and Indonesia Indicator. These partnerships enhance the study programme by providing students with real-world marketing and appraisal data, research opportunities with industry experts, and access to workshops and guest lectures.

The MAPPI partnership has benefited students by exposing them to real-world appraisal data, industry seminars, and hands-on research experience, improving their analytical skills and industry readiness. As **ABBSP** formalizes agreements with PERPI and Indonesia Indicator, students will gain access to advanced market research data and additional industry-focused learning experiences.

These collaborations help bridge the gap between theory and practice, align the curriculum with industry demands, and improve student employability in appraisal and market research. By expanding these partnerships, **ABBSP** aims to enhance the practical relevance of its education further and better prepare students for careers in appraisal and market research statistics.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. In case that other academic institutions or organisations conduct parts of the study programmes, the HEI ensures that the quality standards are met. Overall, the panel members find much to commend within the programmes and recognise the HEI is embarking on a positive trajectory. To build upon this solid foundation, the panel members suggest focusing on (1) incorporating guest lecturers, (2) expanding internship opportunities, (3) establishing study exchange programmes, and finally (4) pursuing double degree options.

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

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

	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

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

BBMP

BBMP's lecture hall is a two-story building with seven classrooms on the first floor and one on the second, accommodating 30 to 60 students each. The classrooms incorporate smart classroom technology, including Smart Boards and Video Conferencing Cameras, enabling hybrid learning. **BBMP** also features specialised facilities, such as a research lab with computers, discussion rooms, student organisation rooms, and an Indonesian Stock Exchange room for skill development.

The MB Plaza serves as a space for business exhibitions and meetings, while a Business Lounge and designated meeting rooms encourage collaboration. The infrastructure is inclusive, with left-handed seating, accessible restrooms, and free wireless LAN for students. **BBMP** provides four meeting rooms for private discussions and open space rooms for group activities to foster academic engagement. These facilities align with the institution's 2045 strategic plan to evolve into an entrepreneurial university.

BDSP

BDSP strives to provide the appropriate infrastructure and facilities to assist the learning and teaching process. Two of the eight classrooms are smart classrooms that facilitate hybrid learning. Each classroom has standard access to computers, projectors, microphones,

whiteboards, and auxiliary equipment. There are three restrooms, one of which is reserved for faculty and staff. There are two prayer rooms, one reading room, one room devoted to the management of Social and Humanities Journal, and one laboratory.

Numerous computers in the laboratory contain learning support software and applications, such as Stata, EViews, and others. In addition, each lecturer has a workstation or desk. Two meeting rooms are typically used for bachelor thesis defences. **BDSP** also offers internet connectivity that can be accessed using an identification (ID) credential.

ABBSP

The **ABBSP** building spans 1,812.505 square meters and includes lecture halls, classrooms, academic rooms, reading rooms, IT labs, canteens, prayer rooms, and parking areas. **ABBSP** continuously upgrades its infrastructure, adding two IT labs and expanding computer resources to support academic activities. Some general courses, like Religion, are conducted at the university level to reduce classroom congestion. **ABBSP** has 10 lecture rooms, each accommodating 30 to 60 students, and a lecture hall for larger events with a capacity of 200 people.

The facilities are designed to be accessible to students with disabilities. The department provides three computer labs equipped with 105 computers featuring high-end software such as SPSS, Minitab, Eviews, Anaconda Python, R, Tableau, and Power BI for business analytics and statistics. High-speed internet is available for students, with an IT unit ensuring smooth connectivity.

Facility quality is assessed every semester through surveys and evaluations, aligning with ISO 9001 standards. **ABBSP** continuously monitors and improves infrastructure based on feedback to enhance the learning experience.

Access to literature (Asterisk Criterion)

ITS students have access to the central library, which operates from 7:30 AM to 7 PM and provides various literature, journals, and digital media. The Online Library Service¹⁴ offers features such as Ask a Librarian, Off Campus Access, Online Book Ordering, and online renewal. The library subscribes to prestigious journal publishers, including ScienceDirect, IEEE, ASCE, ASME Digital Collection, WILEY, SpringerLink, Emerald Insight, Nature, and Taylor & Francis.

The ITS provides comprehensive digital resources for learning and research, including on-campus access to electronic journals (with ScienceDirect accessible off-campus via VPN), a library of e-books from reputable publishers, and a repository of dissertations at all academic levels (bachelor's, master's, and doctoral). Beyond course materials, the library subscribes to major academic journal publishers such as ScienceDirect, IEEE, and Emerald Insight. Furthermore, ITS departments benefit from advanced computing systems and database software, including Microsoft Office 365, Adobe, MATLAB, Minitab, and Statista, alongside

¹⁴ <https://www.its.ac.id/perpustakaan>

computers equipped for graphic design. To support diverse learning styles, ITS also offers study spaces and coworking areas.

Appraisal:

Since an online conference was conducted, the panel could not visit the University on-site. Therefore, the panel was provided with descriptions of the University's premises and facilities, and their assessment was based on this evidence. According to that information, the provided teaching rooms and the learning facilities' equipment seem to align with the study programmes' needs.

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

The opening hours of the library take students' needs sufficiently into account. 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. While the panel members acknowledge that the library's opening hours adequately consider student needs and that access to literature, journals, and digital media is ensured, they suggest increasing the number of resources available, particularly focusing on expanding the collection of textbook literature. Furthermore, the panel members suggest that the HEI should prioritise the maintenance of up-to-date literature.

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

4.4 Additional services

Career counselling and placement service

The Career and Entrepreneurship Centre (PK2) ITS is crucial in supporting student career development through various services, including career consultation, entrepreneurship guidance, job fairs, and career preparation. To enhance job placement opportunities, PK2 ITS organises several key programmes. Career Counselling (CC) is available online via the ITS website and offline through monthly sessions, with support from an intern psychologist and a psychology lecturer.

The ITS Career Fair, held annually one week after graduation, connects 30-40 companies with job seekers. The ITS Career Center also familiarises students with diverse professional fields like banking, education, and other industries. Career Preparation (CP) sessions take place one week before and after graduation to further prepare students, offering guidance on CV writing, cover letters, interviews, and assessment tests. The Campus Recruitment (CR) programme, held monthly, allows companies to recruit students directly.

Moreover, students gain insights into job prospects through Open Talk sessions with alumni and industry professionals, while career opportunities are regularly shared via WhatsApp groups, social media, and department-level platforms. These initiatives ensure that ITS students are well-equipped for their future careers.

Alumni activities

For all programmes:

ITS recognises the importance of alumni's role in education, research, and community service. Following 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 to 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.

BBMP

Alumni play a pivotal role in the **BBMP** community, especially in enhancing the program's curriculum. The **BBMP** alumni association called IKAMB are instrumental for networking, career advancement, and supporting former students who majored in business management. These organisations actively collaborate with the department on curriculum development and industry relationships. They also contribute by giving guest lectures, sharing professional expertise with current students, and offering a business mentorship programme.

This programme allows experienced alumni to guide current students in their academic, professional, and entrepreneurial paths. An annual event, the MB Gathering, is organised to facilitate interactions between students and alumni. This event, attended by lecturers and active students, also serves as a platform for discussing alumni engagement, collaboration, and informal sharing sessions on the competencies required by the workforce and the advancement of business entrepreneurship.

BDSP

The **BDSP** held its first graduation ceremony in 2023 and has since established an alumni association (IKASP) to strengthen connections between graduates, professors, and students.

Alumni and external stakeholders actively provide feedback on graduate competencies in general knowledge, social mapping, public policy, development planning, communication skills, teamwork, work motivation, and work ethics. This input helps assess graduate readiness for the job market.

IKASP fosters networking and engagement through events where distinguished alumni share their experiences during graduation briefings and guest lectures. Graduates specialising in professional fields like interpretation are invited to provide insights and industry expertise. Additionally, alumni play a crucial role in supporting **BDSP** through financial contributions, helping fund essential facilities like class chairs and prayer spaces. These efforts ensure long-term collaboration between **BDSP** and its graduates, enriching current students' academic and professional growth.

ABBSP

External stakeholders, including alumni and graduate students, are crucial in providing inputs and recommendations. The university utilises alumni insights and suggestions to track graduates' progress effectively. To facilitate this feedback process, the university maintains an alumni association known as IKA ITS, which supports the collection of valuable feedback. Furthermore, **AABSP** also has its dedicated alumni association called IKA DSB, which is focused on contributing to the study programmes by providing various resources, donations to support students' activities, and other relevant initiatives.

The information gathered from these stakeholders' aids in assessing the satisfaction levels regarding the competency of graduates in the workforce. IKA DSB extends its support to students in multiple ways. Firstly, it offers financial assistance through scholarships for deserving students. Additionally, it provides non-financial support, including guest lectures and offering internship opportunities at businesses or institutions where the alumni are employed. This comprehensive support system enhances the students' overall educational experience and professional development at **AABSP**.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates individually. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students can access the HEI-wide corporate network within a career and placement centre. The HEI brings its graduates in contact with representatives from business enterprises.

An alumni organisation has been set up to develop an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					

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

4.5 Financing of the study programme (Asterisk Criterion)

ITS legal status is as State HEI of Incorporated Legal Entity (PTN-BH); ITS follows the financial management regulation in accordance with Government Regulation No.8 of 2020. A variety of funding sources supports ITS. The primary funding source is public funds, which institutions obtain in exchange for academic services rendered, such as tuition fees and business revenue 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 enhance its research and teaching infrastructure further and offer a diverse range of scholarships to undergraduate and postgraduate students.

The financial report of ITS is accessible to the public at ITS Financial Report. The report has shown that ITS revenue has surpassed 840 billion rupiah. The number indicates that ITS is among the academics leading institutions in Indonesia.

Appraisal:

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

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

5. Quality assurance and documentation

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

The Ministry of Research and Higher Education (MoRHE) of the Republic of Indonesia oversees two distinct quality assurance systems: the External Quality Assurance System (EQAS) and the Internal Quality Assurance System (IQAS). EQAS and IQAS play vital roles in promoting quality and excellence in higher education. While EQAS focuses on external validation and accreditation, IQAS emphasises internal monitoring, evaluation, and improvement processes to ensure high standards of education and services provided by HEIs.

Together, these systems contribute to the overall enhancement of the higher education landscape and the quality of education offered to students.

Indonesia's Education Quality Assurance System (EQAS) operates under MoRHE Regulation No. 5 of 2020 and plays a key role in higher education quality assurance through accreditation. This process follows independence, accuracy, objectivity, transparency, and accountability principles. National EQAS assessments are carried out by the National Accreditation for Higher Education Boards (BAN-PT) or the Independent Accreditation Institute (LAM), depending on the discipline.

Currently, **BBMP**, **BDSP**, and **ABBSP** are accredited by BAN-PT¹⁵, but starting in 2024, BBMP will transition to accreditation by the Independent Accreditation Institute for Economics, Business Management, and Accounting (LAMEMBA)¹⁶. The Ministry of Research and Higher Education (MoRHE) also encourages study programmes to pursue international accreditation to enhance Indonesia's higher education institutions to a world-class level.

The Internal Quality Assurance System (IQAS) at ITS serves multiple purposes, including ensuring compliance with MoRHE No. 62 of 2016, maintaining educational standards, and striving for at least 60% of study programmes to achieve "Excellent" accreditation. IQAS is regulated under Rector Regulation No. 15 of 2017, coordinated by the Quality Assurance (QA) Office, which reports to the Rector and oversees both academic quality (education, research, and community service) and non-academic quality (student affairs, human resources, and infrastructure).

The IQAS cycle (SIECI cycle) consists of Setting (S), Implementation (I), Evaluation (E), Control (C), and Improvement (I). Evaluation occurs through Internal Quality Audits (IQA), which involve document audits and relevance assessments. Quality assurance is conducted across all institutional levels, from the university to individual lecturers. The QA Office monitors nine key accreditation criteria, including governance, student success, human resources, and research outcomes, with study programmes submitting reports online¹⁷.

Stakeholder involvement is central to quality assurance. Faculty members provide feedback through teaching evaluations and departmental meetings, helping to refine teaching

¹⁵ www.banpt.or.id

¹⁶ www.lamemba.or.id

¹⁷ www.spmi.its.ac.id

methodologies and research strategies. Students contribute through course evaluations in myITS Academic, student association meetings, and direct engagement with instructors. External stakeholders, including graduates and industry representatives, provide insights through Tracer Studies, Guest Lectures, and Advisory Board meetings, ensuring academic programmes align with industry trends and workforce needs.

Through this collaborative and continuous improvement approach, ITS maintains high educational standards, strengthens industry-academia connections, and enhances the overall learning experience for students.

5.2 Instruments of quality assurance

Evaluation by Students

Students evaluate courses and lecturers online using the CAI, LAI, and LLI (average of CAI & LAI) questionnaires via the Academic Information System. The main evaluation methods by BBMP, BDSP, and ABBSP students are carried out by assessing teaching process and learning from each course at the end of semester. The evaluation results are discussed in an internal meeting before the next semester begins and serve as feedback to improve course and lecturer's performance, as well as improvement for study programmes, faculties, ITS and all related units.

Aside from Academic Information System, Lecturers can also access quantitative and qualitative feedback from students through MyITS Dosen application. The study programmes will take measures for Such measures may include, but are 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.

Exam questions also undergo peer review to ensure learning objectives are met.

BBMP

Aside from assessing CAI, and LAI, upon completing their thesis and before graduating, students are given the chance to assess the performance of their thesis supervisor and, if relevant, their co-supervisor. The objective of the survey was to identify students' perspectives regarding their experience during the thesis process, generating feedback for future enhancements. The students' contribution to the success of the study programme is also evident via the representation of students in the study program's Board Advisor, which comprises individuals from diverse backgrounds.

BoA members consist of internal parties, such as leaders and lecturers, and external parties, such as students, alumni, and industry practitioners. So, students also have the opportunity to provide input and contribute to improving the study programme.

BDSP

Evaluation by students in BDSP is crucial to maintaining the quality of teaching process and outcomes. The evaluation by students consists of the LLI, CAI, LAI assessment, academic counselling and thesis supervisory evaluation. Academic counselling aims to ensure that students enrol in courses, participate in programmes such as MBKM, research and community services, and ensure students' mental and physical readiness before starting study activities.

On the other hand, thesis supervision aims to ensure that students graduate on time and maintain the quality of students' thesis. The students fill out the student learning experience survey before the graduation ceremony. This survey aims to assess students' opinions of the study programme quality in terms of various services, learning and course systems, learning facilities and infrastructures and other programmes related to career and personal development and other services.

ABBSP

The evaluation results for LLI, CAI, and LAI over the past three years show an upward trend year by year, which can be found in the SI Akademik ITS.

Evaluation by faculty

The Internal Quality Assurance System (IQAS) at ITS is structured across five levels: institution, faculty, department, course cluster, and individual lecturers. Evaluations begin at the lecturer level and progress upward, ensuring a comprehensive assessment. Lecturers participate in regular evaluation meetings at different levels, contributing feedback for academic, research, and community service improvements.

Quality Assurance (QA) is coordinated through the Faculty Advisory Committee (KPF) and departmental QA teams at the faculty level, overseeing student progress, study limits, and graduation processes. ITS evaluates study programmes based on three key aspects: Faculty performance (assessed every July and January), teaching process evaluation by the ITS Quality Assurance Office and study programme organisational performance, with annual internal quality audits (September–October).

Results from these assessments are announced during the Dies Natalis event in November and made available through myITSPortal. These insights drive strategic improvements in academic programmes and institutional support. In 2022, **BBMP** and **BDSP** were recognised as the Best Bachelor Programmes for IQAS Implementation in non-internationally accredited categories. Faculty and staff satisfaction surveys are conducted annually via myITSSurvey, evaluating opportunities for professional development, institutional support, and overall satisfaction, ensuring continuous improvement of the academic environment.

External evaluation by alumni, employers and third parties

For all programmes:

ITS conducts Tracer Studies as part of its quality assurance efforts, in accordance with the Rector Decree. These studies, also known as alumni surveys, assess the quality of education

by tracking graduates' experiences, employment, and achievements. Each department also conducts its own field-specific tracer studies, gathering insights from alumni and their employers through surveys and discussions. The Tracer Study collects data on various aspects, including educational background, experiences (lectures, research, practicums, workshops), skills, career progression, and achievements.

The feedback helps ITS enhance its learning process and better prepare students for employment and societal roles. Apart from alumni input, the study also gathers feedback on institutional elements, such as curriculum, learning conditions, and teaching methods, to strengthen graduates' character and competencies. **BBMP** and **ABBSP** conduct tracer studies regularly, while **BDSP** initiated its first study in 2023 following the graduation of its first batch. Additionally, a User Satisfaction Survey is conducted to measure employer satisfaction with alumni performance in the workplace.

BBMP

ITS encourages students to apply their knowledge through internships or practical work ("kerja praktik") in real-world organisations, helping them prepare for future employment. During these internships, students receive supervision and evaluation from practitioners or third-party mentors, who assess their performance. Evaluation results indicate outstanding outcomes, with most students receiving an 'A' grade or scores above 85 for their practical work.

For **BBMP** students studying abroad, their academic progress is jointly evaluated by **BBMP** and partner universities through coordinated meetings.

BDSP

External parties play a vital role in curriculum design and development, particularly in defining learning outcomes, content, and structure. Since **BDSP** did not have alumni until 2022, third-party evaluations were initially based on internship and practical work assessments conducted by employers and industry partners. In 2022, **BDSP** introduced its first third-party evaluation, assessing student performance, cognitive abilities, work practices, and industry satisfaction with **BDSP** interns.

The feedback provided valuable insights into essential industry skills and learning competencies needed for **BDSP** students.

ABBSP

ABBSP conducts external evaluations through surveys and discussion forums to assess academic performance, administrative services, and curriculum relevance. Alumni surveys evaluate department management, covering academic experiences, administrative services, information provision, and counselling support. Meanwhile, user surveys assess the performance of interns and graduates. Internship evaluations focus on attendance, adherence to safety procedures, teamwork, problem-solving skills, and ICT proficiency, while graduate assessments measure ethics, expertise, language skills, teamwork, and self-development.

5.3 Programme documentation

Programme description (Asterisk Criterion)

The programme description and documentation are accessible at its.ac.id. The study programme's content, curriculum and examination scheme have been suitably documented and published the page of individual study programmes. The detailed curriculum, courses, and syllabus documentation is constantly updated and easily accessible for interested parties in print and digital form. For instance, the printed version of BBMP syllabi can be easily downloaded¹⁸.

Public admission is available at its.ac.id/admission/en/home/. Information regarding academic activities for internal parties such as lectures, students, staffs, and registered guest are readily accessed through the MyITS Portal (portal.its.ac.id). MyITS Portal features multiple services, including myITS Classroom, myITS Academics, myITS Human Capital, myITS StudentConnect, and others.

Online course materials, assignments, grading, and attendance are in myITS Classroom. The Course Learning Design is downloadable and includes course descriptions, learning objectives, primary library materials, supplementary materials, and weekly assessment criteria for a semester of lectures. Course learning plans are updated and available online and in print each semester. Students can use multiple test schemes in MyITSClassroom.

Course portfolios include lecture agreements and assessment plans. Lecturers must upload these portfolios to the Academic Management Information System (SIM)¹⁹ to complete a Self-Assessment Report (SAR). Lecturers must submit this report every semester before entering grades into myITS Academic. The final grades in myITS Academic are visible to students. Students can view course assignments and exam grades in myITS Classroom before final grades is recorded in myITS Academic. If their scores don't meet standards, students can request exam remediation.

Information on Activities during Academic Years

Each study programme shares information on activities during academic year for public on its website and social media accounts, which share department and programmes' information, and more. The website contains faculty and programme profiles, programme study manuals, curriculum structure and contents, research and community services, and more.

Study programmes post about student and programme activities, events, and partnerships on social media. The administrators of these online platforms regularly update academic guidelines, graduation briefings, and other relevant information.

Appraisal:

¹⁸ www.its.ac.id/mb/academics/study-programmes/undergraduate-program/

¹⁹ www.portal.its.ac.id

A quality assurance and development procedure has been set up, which systematically and continuously monitors and develops the programme's quality with respect to its contents, processes, and outcomes. It considers the evaluation results and the analysis of 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.

The students' evaluation is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. However, the panel members note that the response rate is relatively low in some courses, and the HEI should, therefore, promote participation.

Quality control by the faculty is carried out regularly following a prescribed procedure; the outcomes are communicated, and input is provided for the quality development process.

An external evaluation is carried out regularly and follows a prescribed procedure; the outcomes are communicated, and input is provided for the quality development process. However, the panel members note the need to formalise the evaluation process, and whilst suggestions from Counsel should be considered, it's crucial that the evaluation is not only formalised but also clearly described.

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

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

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

Quality profile

HEI: Institut Teknologi Sepuluh Nopember

Bachelor / Master programme:

- Undergraduate Programme of Business Management
- Undergraduate Programme of Development Studies
- Applied Undergraduate Programme of Business Statistics

		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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
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		