

Decision of the FIBAA Accreditation and Certification Committee



22nd Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	23/104 Cl. 3
Higher Education Institution:	Universitas Sebelas Maret
Location:	Surakarta, Indonesia
Study programme:	1. Bachelor of Art Education (AE) 2. Bachelor of Visual Communication Design (VCD) 3. Bachelor of Interior Design (ID) 4. Bachelor of Fashion Design (FD)
Type of accreditation:	initial accreditation

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

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

Conditions:

For all programmes

- **Condition 1** (see chapter 3.1.7): The University adjusts the allocation of credits to correspond to the actual workload of the final thesis, either by increasing the number of credits awarded or by reducing the workload requirements.
- **Condition 2** (see chapter 3.2.2): The University needs to ensure that all students receive, upon graduation, a complete Diploma Supplement prepared in line with the European model of the Diploma Supplement. This includes, among other documents, the degree certificate, transcript of records, an ECTS Grading Table, and a Grade Distribution Table. The issuance of these documents must be regulated in a binding institutional document.
- **Condition 3** (see chapter 3.4.1): The University enhances the international related activities and contents in the curriculum.
- **Condition 4** (see chapter 4.4.1): The University increases the size of the studios, updates the equipment, and provides adequate design studio spaces for students to work independently and collaboratively. These spaces should, where possible, provide natural light, sufficient ventilation, and wheelchair accessibility.
- **Condition 5** (see chapter 5.1): The University systematically uses the results of student surveys for the continuous improvement and further development of the study programmes.

And additionally for the **Bachelor of Art Education (AE)**:

- **Condition 6** (see chapter 3.1.3): The University introduces a course that combines art practice, art history, philosophy of art, art education and didactics in an integrated manner.

And additionally for the **Bachelor of Visual Communication Design (VCD)**, **Bachelor of Interior Design** and **Bachelor of Fashion Design**:

- **Condition 6** (see chapter 4.4): The University must improve the technical equipment by providing software licences that students can use on their personal devices and/or by upgrading the available campus hardware and software infrastructure.

➤ Proof of meeting these conditions is requested until March 18, 2027.

Period of Accreditation: June 19, 2026 until June 18, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Sebelas Maret, Indonesia

Bachelor programmes:

- 1) Bachelor of Art Education (AE)
- 2) Bachelor of Visual Communication Design (VCD)
- 3) Bachelor of Interior Design (ID)
- 4) Bachelor of Fashion Design (FD)

Qualification awarded on completion:

- 1) Bachelor of Art Education, Bachelor of Education (S.Pd.)
- 2) Bachelor of Visual Communication Design, Bachelor of Design (S.Ds.)
- 3) Bachelor of Interior Design, Bachelor of Design (S.Ds.)
- 4) Bachelor of Fashion Design, Bachelor of Design (S.Ds.)

General information on the study programme

Brief description of the study programme:

1) Bachelor of Art Education (AE)

The Bachelor of Art Education (AE) is a four-year Bachelor programme that educates graduates in art education, art studies, and art creation. The programme combines pedagogical, artistic, and creative competencies through theoretical and practical learning, including studio-based activities, microteaching, internships, Merdeka Belajar Kampus Merdeka (MBKM) activities, exhibitions, community service, and research. Graduates are prepared for careers as art educators, artists, designers, entrepreneurs, and creative industry practitioners.

2) Bachelor of Visual Communication Design (VCD)

The Bachelor of Visual Communication Design (VCD) is a four-year Bachelor programme that educates graduates in graphic design, multimedia, communication design, and creative industries. The curriculum combines theoretical and practical learning through studio practice, project-based learning, internships, MBKM activities, exhibitions, workshops, and research. Graduates are prepared for careers in graphic design, multimedia, animation, event organisation, and other creative industry sectors.

3) Bachelor of Interior Design (ID)

The Bachelor of Interior Design (ID) is a four-year Bachelor programme that educates graduates in interior, furniture, and product design, with a focus on sustainability and cultural aspects. The curriculum integrates theoretical and practical learning through studio-based design courses, workshops, internships, MBKM activities, exhibitions, community projects, and research. Graduates are prepared for careers in interior design, consultancy, furniture and product design, and related creative industries.

4) Bachelor of Fashion Design (FD)

The Bachelor of Fashion Design (FD) is a four-year Bachelor programme that educates graduates in fashion design, textile design, entrepreneurship, and creative industries. The programme combines theoretical and practical learning through studio practice, textile processing, internships, MBKM activities, exhibitions, industry collaboration, and research. Graduates are prepared for careers in fashion and textile design, entrepreneurship, and other fashion-related professional fields.

Type of study programme:

Bachelor programme

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

- 1) Bachelor of Art Education (AE): 4 years / 147 SKS (202.5 ECTS)
- 2) Bachelor of Visual Communication Design (VCD): 4 years / 144 SKS (216 ECTS)
- 3) Bachelor of Interior Design (ID): 4 years / 144 SKS (216 ECTS)
- 4) Bachelor of Fashion Design (FD): 4 years / 144 SKS (216 ECTS)

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance with blended learning elements.

Double/Joint Degree programme:

no

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

- 1) Bachelor of Art Education (AE): 3 classes with 80 students per intake
- 2) Bachelor of Visual Communication Design (VCD): 4 classes with 150 students per intake
- 3) Bachelor of Interior Design (ID): 2-4 classes (Theory class: 20-30 students
Practice class: 15-20 students) with 80 per intake
- 4) Bachelor of Fashion Design (FD): 2-6 classes (Theory class: 30-35 students, Practical class
10-20 students) with 60 students per intake

Programme cycle starts in:

other start date: February and August each year

Initial start of the programme:

- 1) Bachelor of Art Education (AE): 1984
- 2) Bachelor of Visual Communication Design (VCD): 2002
- 3) Bachelor of Interior Design (ID): 1982
- 4) Bachelor of Fashion Design (FD): 1978 (originally: Bachelor of Textile Craft (until 2025))

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Art Education (AE), Bachelor of Visual Communication Design (VCD), Bachelor of Interior Design (ID) and Bachelor of Fashion Design (FD) was made between FIBAA and Universitas Sebelas Maret on November 21, 2023. On May 27, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Dr. Claire Barber

University of Huddersfield

Senior Lecturer in Textiles and Director of Graduate Education

(Textiles, Textile Crafts, and Textile Art)

Prof. Dr. Christina Eviutami Mediastika

Universitas Ciputra Surabaya, Indonesia

Professor of Architecture

(Design, Architecture, Built Environment, Engineering, Digital Teaching, Blended Learning, and Artificial Intelligence for Research)

Country expertise

Prof. Dr. Marc Fritzsche

Rhineland-Palatinate Technical University

Professor of Art Education

Prof. Dr. Andreas Ken Lanig

Diploma University

Professor of Communication Design and Virtual Teaching

Prof. Javier Martín

Berlin International University of Applied Sciences

Professor for Construction and Interior Design, Dean Faculty of Architecture and Design, Architect

Dipl. Des (FH), M. Des Julita Oetojo

University of Bonn Germany, Department of Asian and Islamic Art History

Former Vice President – Fashion Business Operations, Cipta Busana Jaya, Jakarta, PhD Candidate

Professional expertise

Isabelle Schneider

University of Hamburg

Student: M.A. Art History

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Eva Seidel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on January, 28-29, 2026 at the Universitas Sebelas Maret's premises in Surakarta, Indonesia. At the end of the on-site visit, 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 June 3, 2026. The statement on the report was given up on June 10, 2026. It has been taken into account in the report at hand.

Summary

The Bachelor of Art Education, Bachelor of Visual Communication Design, Bachelor of Interior Design and Bachelor of Fashion Design offered by Universitas Sebelas Maret (UNS) fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19, 2026 and finishing on June 18, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²:

- Examination and final thesis,
- Study and exam regulations,
- International contents and intercultural aspects,
- Quantity, quality, media and IT equipment of teaching and group rooms and
- Quality assurance and quality development with respect to contents, processes and outcomes

They recommend the accreditation on condition of meeting the following requirements:

For all programmes

- **Condition 1** (see chapter 3.1.7): The University adjusts the allocation of credits to correspond to the actual workload of the final thesis, either by increasing the number of credits awarded or by reducing the workload requirements.
- **Condition 2** (see chapter 3.2.2): The University needs to ensure that all students receive, upon graduation, a complete Diploma Supplement prepared in line with the European model of the Diploma Supplement. This includes, among other documents, the degree certificate, transcript of records, an ECTS Grading Table, and a Grade Distribution Table. The issuance of these documents must be regulated in a binding institutional document.
- **Condition 3** (see chapter 3.4.1): The University enhances the international related activities and contents in the curriculum.
- **Condition 4** (see chapter 4.4.1): The University increases the size of the studios, updates the equipment, and provides adequate design studio spaces for students to work independently and collaboratively. These spaces should, where possible, provide natural light, sufficient ventilation, and wheelchair accessibility.
- **Condition 5** (see chapter 5.1): The University systematically uses the results of student surveys for the continuous improvement and further development of the study programmes.

And additionally for the **Bachelor of Art Education (AE)**:

- **Condition 6** (see chapter 3.1.3): The University introduces a course that combines art practice, art history, philosophy of art, art education and didactics in an integrated manner.

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

And additionally for the **Bachelor of Visual Communication Design (VCD)**, **Bachelor of Interior Design** and **Bachelor of Fashion Design**:

- **Condition 6** (see chapter 4.4): The University must improve the technical equipment by providing software licences that students can use on their personal devices and/or by upgrading the available campus hardware and software infrastructure.

Proof of meeting these conditions is to be submitted by March 18, 2027.

Furthermore, the quality requirement for **all study programmes** that has not been fulfilled –

- Interdisciplinary thinking (see chapter 3.1),
- Equality of opportunity (see chapter 3.2),
- Guest lecturers (see chapter 3.3),
- Internationality of the student body (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Evaluation by students (see chapter 5.2),
- External evaluation by alumni, employers and third parties (see chapter 5.2)

and additionally for the **Bachelor of Art Education**:

- Interdisciplinary thinking (See chapter 3.1),
- Internationality of faculty (see chapter 3.4)

And additionally for the **Bachelor of Visual Communication Design** and the **Bachelor of Fashion Design**:

- Interdisciplinary thinking (See chapter 3.1)

– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed and **recommend**:

- Providing evidence for interdisciplinary thinking (see chapter 3.1).
- Harmonising the distribution of credits per semester across all study programmes (see chapter 3.2).
- Diversifying the learning outcomes in the course descriptions by following Bloom's taxonomy and ensuring a closer alignment between learning outcomes and course content (see chapter 3.3).
- Ensuring full physical accessibility throughout all campus facilities used by students (see chapter 3.2).
- Updating the reading lists for each course (see chapter 3.3).
- Structurally integrating the presence of guest lecturers (see chapter 3.3).
- Enhancing the efforts to attract more international students (see chapter 3.4).
- Increasing the number of courses taught in English, as well as the number of course activities conducted in English. The University should also consider requiring a higher minimum score than 60 in the final English test (EAP) (see chapter 3.4).
- Strengthening the active involvement of the programme directors in the coordination and management of the study programmes (see chapter 4.2).
- Expanding collaborations with institutions in other regions to strengthen the international profile of the study programmes (see chapter 4.3).

- Increasing the number of public and informal student working and meeting spaces on campus (see chapter 4.4).
- Communicating the evaluation outcomes to all participants in a formalised process (see chapter 5.2).
- Conducting an alumni evaluation, employer evaluation and third-party evaluation (see chapter 5.2).

And additionally for the **Bachelor of Art Education** the panel **recommends**:

- Introducing at least one profile-specific elective module for each profile (Art Educator and Worker in Creative Industries) (see chapter 1.1.).
- Integrating international art education concepts, particularly from English-speaking countries, more systematically into the curriculum (see chapter 1.2).
- Strengthening the focus on research and academic writing related to themes of art education within the final thesis in order to further support the profile of the art educator (see chapter 3.1).
- Revising the dress code regulation so that wearing skirts may be recommended but not enforced through formal warnings or sanctions (see chapter 3.2).
- Increasing the number of international faculty members, collaborations with international researchers, as well as international contacts and experiences for faculty members (see chapter 3.4).
- Appointing lecturers with practical school-based art education experience (see chapter 4.1).

And additionally, for the **Bachelor of Visual Communication Design** the panel recommends:

- Further strengthening the studio-based learning approach by reducing the number of individual courses and introducing at least one larger integrated studio design course per semester from the second year onwards (see chapter 3.2).
- Appointing a professor to the VCD programme (see chapter 4.1).

And additionally, for the **Bachelor of Interior Design** the panel recommends:

- Further strengthening the studio-based learning approach by reducing the number of individual courses and introducing at least one larger integrated studio design course per semester from the second year onwards (see chapter 3.2).

And additionally, for the **Bachelor of Fashion Design** the panel recommends:

- Further marking and promoting the programme in order to communicate the specialisation on local techniques (see chapter 1.2).
- Placing a stronger emphasis on practical skills in the first year of study in order to support earlier professional skills development (see chapter 3.1).
- Further strengthening the studio-based learning approach by reducing the number of individual courses and introducing at least one larger integrated studio design course per semester from the second year onwards (see chapter 3.2).

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

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

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Information

Information on the Institution

Universitas Sebelas Maret (UNS) was established on 11 March 1976 under Presidential Decree No. 10 of 1976. The university is located at Jalan Ir. Sutami 36 Kentingan, Jebres, Surakarta, Central Java, Indonesia. Its vision is to become a centre for the development of science, technology and art at the international level based on the noble values of national culture. Its mission is: (1) to provide education and teaching that supports lecturer development and student independence in acquiring knowledge, skills and attitudes; (2) to conduct research in the fields of science, technology and art; and (3) to carry out community service activities oriented towards community empowerment.

Under Government Regulation of the Republic of Indonesia No. 56 of 2020 dated 6 October 2020, UNS holds the status of a State University with Legal Entity (PTN-BH). The university is accredited "A" (very good) by the National Accreditation Board for Higher Education (BAN-PT) based on Decree No. 142/SK/BAN-PT/Akred/PT/VII/2018 dated 17 July 2018.

UNS comprises 11 faculties, one Vocational School and one Postgraduate School, offering 20 doctoral programmes, 46 master's programmes, 14 specialist doctor education programmes, four professional programmes, 66 undergraduate programmes and 26 vocational programmes. As of 26 October 2020, the university had 43,439 active students across all educational levels.

Further development of the programmes

Table 1 Statistical data Bachelor of Art Education

		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places offered by HEI		80	80	80	80	80	80
# Applicants	Σ	477	289	236	194	176	254
	f	287	188	142	117	115	165
	m	190	101	94	77	61	89
Application rate		596,25%	261,25%	295%	242,5%	220%	317,5%
# First-Year Students (accepted applicants)	Σ	81	75	79	70	57	64
	f	47	56	40	41	44	47
	m	34	19	39	29	13	17
Rate of female students		58,02 %	74,66 %	50,63 %	58,57 %	77,19 %	73, 43 %
# Foreign Students	Σ	0	0	0	0	0	0
	f						
	m						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		101,25%	93,75%	98,75%	87,5%	71,25%	80%
# Graduates	Σ	51	51	28	56	62	78
	f	23	25	11	40	35	53
	m	28	26	17	16	27	25

	1. Cohort (2018)	2. Cohort (2019)	3. Cohort (2020)	4. Cohort (2021)	5. Cohort (2022)	6. Cohort (2023)
Success rate (students who finished their studies)	51, 96%	68 %	35, 44%	80 %	-	-
Dropout rate (students who dropped their studies)	48, 04 %	32 %	64, 56 %	20 %	-	-
Average duration of study	4 years 7 months	4 years 7 months	4 year 6 months	4 years 5 months	4 years 5 months	4 years 5 months
Average grade of final degree	3,32	3,34	3,36	3,46	3,48	3,57

Table 2: Statistical data Bachelor of Visual Communication Design

		2021/2022	2022/2023	2023/2024	2024/2025*
# Study Places offered by HEI		100	150	150	150
# Applicants	Σ	1780	1664	1866	1590
	f	860	685		
	m	920	979		
Application rate		1780.00%	1109.33%	1244.00%	1060.00%
# First-Year Students (accepted applicants)	Σ	104	164	155	158
	f	60	109	93	104
	m	44	55	62	54
Rate of female students		57.69%	66.46%	60.00%	65.82%
# 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		104.00%	109.33%	103.33%	105.33%
# Graduates	Σ	61	59	51	30
	f	38	40	37	24
	m	23	19	14	6
Success rate (students who finished their studies)		58.65%	35.98%	32.90%	18.99%
Dropout rate (students who dropped their studies)		41.35%	64.02%	67.10%	81.01%
Average duration of study		4 years 2 months	3 years 11 months	3 years 10 months	3 years 8 months
Average grade of final degree		3.7	3.81	3.88	3.83

Table 3 Statistical data Bachelor of Interior Design

		2021/2022	2022/2023	2023/2024	2024/2025*
# Study Places offered by HEI		60	80	80	80
# Applicants	Σ	939	647	729	539
	f	532	410		
	m	407	237		
Application rate		1565,00%	808,75%	911,25%	673,75%
# First-Year Students (accepted applicants)	Σ	63	88	78	83
	f	39	62	50	54
	m	24	26	28	29
Rate of female students					
		61,90%	70,45%	64,10%	65,06%
# Foreign Students	Σ	0	0	0	1
	f	0	0	0	0
	m	0	0	0	1
Rate of foreign students		0	0	0	1%
Percentage of occupied study places		105,00%	110,00%	97,50%	103,75%
# Graduates	Σ	51	41	59	16
	f	42	32	42	14
	m	9	9	17	2
Success rate (students who finished their studies)		80,9%	46,59%	75,64%	19,27%
Dropout rate (students who dropped their studies)		19,1%	53,41%	24,36%	80,73%
Average duration of study		4 years 4 months	4 years 3 months	4 years 6 months	3 years 10 months
Average grade of final degree		3,55	3,67	3,6	3,67

Table 4: Statistical data Bachelor of Fashion Design

		2021/2022	2022/2023	2023/2024	2024/2025
# Study Places offered by HEI		75	60	60	60
# Applicants	Σ	179	169	119	125
	f	154	152		
	m	25	17		
Application rate		238,67%	281,67%	198,33%	208,33%
# First-Year Students (accepted applicants)	Σ	65	48	40	42
	f	61	42	36	38
	m	4	6	4	4
Rate of female students		94%	88%	90%	90%
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		86,67%	80,00%	66,67%	
# Graduates	Σ	47	0	0	0
	f	45	0	0	0
	m	2	0	0	0
Success rate (students who finished their studies)		72.3%	N/A	N/A	N/A
Dropout rate (students who dropped their studies)					
Average duration of study		4 years 2 months			
Average grade of final degree		3,4			

Appraisal

The drop-out rates presented cover cohorts from 2018/2019 to 2021/2022 and 2021/2022 to 2024/2025. While the drop-out rate for the 2018/2019 to 2021/2022 cohorts can be confirmed, the rates for the 2022/2023 to 2024/2025 cohorts cannot yet be validated, as students in both study programmes are permitted up to seven years to complete their undergraduate degree. Consequently, the success rates, the drop-out rates and the average grade of final degree for these later cohorts remain subject to change.

The data shows fluctuations in applicant numbers, particularly in the AE programme, which experienced a decline in 2019 followed by an increase in 2023. According to the information provided, possible reasons include university policies limiting class sizes to 80–100 students, increased national competition from comparable programmes, and reduced employment opportunities in secondary education.

Several factors may have influenced the decrease in applicant numbers, including: (1) university policy to reduce the proportion of undergraduate students by limiting class sizes to 80–100 students; (2) national competition from related study programmes; and (3) reduced employment opportunities in high schools or equivalent institutions.

In response, the programme has undertaken several measures, including: (1) expanding promotional activities through counselling, leaflets, website information, alumni collaboration and coordination with partner schools; (2) increasing art-related activities involving high school students; and (3) conducting virtual promotion through social media channels, including the programme's YouTube channel, student podcasts and Instagram.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

For all study programmes

The intended learning outcomes are based on Regulation of the Minister of Education and Culture No. 3 of 2020 concerning the National Standards for Higher Education (SN Dikti). Graduate competencies refer to the Indonesian National Qualifications Framework (KKNI) Level 6 and include attitudes, knowledge, general skills and specific skills.

Bachelor of Art Education (AE)

The vision and objectives of the Art Education study programme are based on the Decree of the Dean of the Faculty of Teacher Training and Education (FKIP) No. 023/UN27.02/HK/2016 and were ratified through Dean's Decree No. 12232.1/UN27.02/HK.04/2020 on 28 December 2020. The programme's scientific vision is to develop fine arts education based on experiential learning theory and humanistic education theory, with the aim of achieving international competitiveness while upholding the noble values of national culture. The target year for achieving this vision is 2030, supported by qualified human resources and adequate facilities and infrastructure.

The programme positions itself as a centre for the development of science and art education, learning technologies relevant to educational contexts, and creativity in fine arts as a contribution to social and national development. It also aims to strengthen international engagement through "Education through Art" while maintaining national cultural values, including hard work, discipline and cooperation, as part of graduate character development.

The objectives of the AE study programme are to:

1. Produce graduates in fine arts education who are professional, creative, culturally grounded and skilled in fine arts.
2. Produce innovative work in the field of fine arts education.
3. Provide policy alternatives and problem-solving approaches in fine arts education for society.
4. Expand networks to strengthen the programme's position in education, arts and culture.

The graduate profile of the programme includes:

- **Art Educators:** graduates with competencies in fine arts education, educational technology, leadership, English language skills and the values of Pancasila, with opportunities for further professional or postgraduate education.
- **Practitioners of Art and the Creative Industry:** graduates able to work individually or in teams in fields such as painting, sculpture, graphic design, textile design, leather, wood, metal and ceramic crafts.

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design bachelor's programme aligns its development objectives with the vision, mission and goals of the Faculty of Fine Arts and Design at Universitas Sebelas Maret. The curriculum is designed to produce graduates who are creative, professional, innovative, adaptive and productive in the fields of fine arts and design.

Graduates are expected to:

- produce scientific works and innovations suitable for publication at national and international levels.
- apply science and technology in fine arts and design to address community challenges; and
- establish collaborations at national and international levels that support the programme's international reputation.

The curriculum defines learning outcomes covering attitudes, general skills, knowledge and specialised competencies in Visual Communication Design. Graduates are prepared for professional careers in various industry sectors.

The graduate profiles include:

- **Researcher, Designer, Design Curator, Organiser, Art/Creative Director:** graduates able to apply theoretical and practical knowledge through research and communicate results creatively to relevant audiences and markets.
- **Specialists (Designer, Illustrator, Animator, Videographer, Photographer, etc.):** graduates capable of applying VCD principles in technical and media-related fields in line with technological developments.
- **Design Educators:** graduates able to transfer knowledge through formal, informal and non-formal education.
- **Entrepreneurs/Public Service Professionals:** graduates able to work independently in design and creative industries.
- **Leaders/Managers:** graduates with leadership and managerial competencies in design and creative industries.

To respond to industry developments, the programme continuously updates the curriculum through the integration of emerging technologies, industry practices, sustainability approaches, collaboration with professionals, internship opportunities and updated teaching methods.

Bachelor of Interior Design (ID)

The Interior Design Study Programme aligns its objectives with the goals of the University and faculty. Its main objectives are:

1. Producing creative, innovative, adaptive and productive graduates.
2. Producing scientific and design work with international visibility.
3. Addressing societal challenges through art, culture and technology.
4. Strengthening international partnerships and reputation.

The programme monitors labour market developments and alumni outcomes through surveys and stakeholder feedback, which are used for curriculum development.

The graduate profiles include:

- **Professional:** graduates qualified to manage interior projects as designers, budget estimators or managers in architecture firms, furniture companies, retail brands and the hospitality sector.
- **Academic:** graduates prepared for roles as lecturers or researchers in arts, design and culture.
- **Entrepreneur:** graduates prepared to establish businesses such as design consultancies, interior contracting services or furniture and craft enterprises.

Bachelor of Fashion Design (FD)

The programme positions itself as a laboratory for aesthetic, technical and experimental exploration in fashion, integrating science, art and technology in fashion creation. It also aims

to develop research and theoretical studies on Nusantara textile-based fashion with a focus on sustainability and cultural foundations.

The previous scientific vision of the Craft Arts/Textile programme focused on becoming a centre for the creation and study of textile crafts, contributing to the preservation, revitalisation and contemporary development of traditional Indonesian textiles. Its missions included:

1. Providing education to develop reasoning skills and creativity in arts and textiles.
2. Conducting interdisciplinary research based on national cultural values.
3. Organising community service activities aimed at empowering independent communities.

The objectives included producing graduates with professional competencies in arts and textiles, generating scientific works and innovations published nationally and internationally, and contributing to societal problem-solving through science and technology applications.

Graduate profiles include:

- **Textile Craft Researcher:** graduates able to conduct research and communicate findings according to academic standards.
- **Textile Craft Practitioner:** graduates able to apply textile craft principles in specialised technical fields.
- **Entrepreneur in Textile Crafts:** graduates able to develop creative products, market them and manage production systems.

The academic rationale for renaming the programme to Fashion Design is based on:

1. The growth of the fashion and textile creative industry and increasing student interest.
2. Changes in the role of higher education alongside alternative research and creative networks.
3. Developments in science, technology and theoretical discourse in art and design, including cultural and visual studies.

The vision of the Fashion Design Study Programme is to develop fashion design knowledge that is adaptive, environmentally aware and rooted in national culture.

Its missions are:

1. Providing education that develops reasoning and creativity in fashion design.
2. Conducting interdisciplinary research based on ecological values and national cultural wisdom.
3. Carrying out research-based community service activities.
4. Establishing national and international cooperation.

The objectives are:

1. Producing adaptive, creative, innovative and productive fashion design graduates.
2. Producing scientific works and innovations published nationally and internationally.
3. Contributing to societal problem-solving through science, technology, art and design.
4. Strengthening national and international cooperation to support international reputation.

The programme's strategies include improving lecturer qualifications, strengthening research and publication activities, enhancing community service through stakeholder collaboration, and increasing local, national and international cooperation in education, research and community service.

Appraisal:

The qualification objectives of all study programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

The **Art Education** programme has two profiles (Art Educator and Worker in Creative Industries); however, the current course contents do not sufficiently reflect the differences between the intended qualifications. While the panel is aware that it is common national practice to combine different profiles within a single study programme, the curriculum should nevertheless provide clearer opportunities for profile-specific specialization. Therefore, the panel **recommends** introducing at least one profile-specific elective module for each profile (Art Educator and Worker in Creative Industries).

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

1.2 International orientation of the study programme design (Asterisk Criterion)

Bachelor of Art Education (AE)

The development of the Art Education programme is oriented towards international standards with defined targets and strategies in five areas: (1) education and teaching, (2) research and scientific publication, (3) community service, (4) student and alumni affairs, and (5) cooperation and institutional development. AE received “Excellent” accreditation from the Independent Accreditation Institution for Education under Decision No. 881/SK/LAMDIK/Ak/S/VII/2024. The programme also follows the FKIP UNS Quality Management System ISO 9001:2008 procedures.

Courses including Instructional English prepare students for international work environments. Tracer study data indicates that graduates are employed in international-oriented professions such as illustrator and pattern designer. AE also organises international activities, including the annual “Art Educare” programme since 2010, as well as international teaching activities and seminars involving lecturers abroad.

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design Study Programme supports the University's strategy to strengthen its status as a Legal Entity University (PTNBH) and enhance its international reputation. The programme continuously adapts its curriculum, learning systems, partnerships and international activities to support global engagement.

VCD received “A+” (Superior) accreditation from BAN-PT in 2022 under Decree No. 5244/SK/BAN-PT/Ak-PPJ/S/VIII/2022. Its 2022–2026 Strategic Plan focuses on five targets: (1) human resource acceleration, (2) Industry 4.0-based research and learning, (3)

professionalism and innovation, (4) institutional development and strengthening of data and technology literacy, and (5) optimisation of law, bureaucracy and cooperation.

The curriculum includes internationally oriented courses such as World Art History, Basic Philosophy and History of Modern Thought, alongside courses in global graphic design, mobile application development and other technical fields aligned with international standards. These courses aim to develop students' professional, intercultural and communication competencies.

International engagement activities include:

- Membership in the Cumulus Association, an international network of design institutions.
- The annual Intercultural Design Workshop with Ulm University of Applied Sciences, Germany.
- Visiting lectures involving national and international institutions, including UiTM Malaysia, Poh Chang Art Academy and Rajamangala University of Technology Rattanakosin.
- Collaboration with international brands and integration of global technologies and media into teaching and exhibitions.

These activities are intended to prepare graduates for professional work in international design environments.

Bachelor of Interior Design (ID)

The Interior Design Department aligns its curriculum and research with international standards through partnerships and research activities in areas such as design culture, furniture, ergonomics and participatory design.

International activities and achievements include:

- Academic contributions as guest lecturers and professors at institutions including Maastricht University (Netherlands) and York University (UK).
- Professional practice and consultancy work in the UAE, Japan, Australia and the Netherlands.
- International industry collaboration in branding and furniture design with companies such as Wisanka and Dekoruma.
- Joint research projects with Chiba University (Japan), UiTM (Malaysia) and York University (UK) on urban-rural preservation and green space conservation.
- Participation in international events such as AICAD since 2020.
- Membership in the Design Society, an international design research organisation headquartered in Glasgow, United Kingdom.

Bachelor of Fashion Design (FD)

The Fashion Design programme is oriented towards international design standards through defined strategies in: (1) education and pedagogy, (2) research and academic publication, (3) community service, (4) student and alumni engagement, and (5) institutional cooperation. FD received “Excellent” accreditation from BAN-PT under Decree No. 6066/SK/BAN-PT/Ak.Ppj/S/IX/2022. The faculty follows the ISO 9001:2008 Quality Management System procedures of FSRD UNS.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The panel identifies a particular strength of the **Bachelor of Fashion Design** in its specialisation in Indonesian local techniques, which distinguishes it from other international Fashion Design programmes. The panel therefore **recommends further marking and promoting the programme in order to communicate the specialisation on local techniques**.

For the **Bachelor of Art Education**, the panel considers it important that students are familiar with international concepts and approaches in art education and are able to relate these to national art education concepts. The panel therefore **recommends integrating international art education concepts, particularly from English-speaking countries, more systematically into the curriculum**.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Bachelor of Art Education (AE)

The Art Education programme produces graduates for careers in education, fine arts and the creative industries. Alumni work as teachers, lecturers, artists, designers, craftspeople, illustrators and entrepreneurs, with graduates employed across Indonesia, including Java, Sumatra, Kalimantan, Nusa Tenggara and Bali. Some graduates are also active in international markets.

The curriculum develops four core competencies relevant to professional teaching and learning: pedagogical, personal, experiential and social competencies. Students also acquire competencies in fine arts creation and entrepreneurship.

To maintain relevance to labour market and societal needs, AE regularly conducts curriculum review workshops involving alumni, stakeholders and industry representatives.

Employment sectors of AE graduates:

1. Teachers – 59%
2. Lecturers – 2%
3. Practitioners in art and creative industries – 36%
4. Entrepreneurs/other sectors – 3%

AE operates in a national educational environment alongside comparable programmes at universities such as UNNES, UNY, UPI, UM, UNESA, UNJ, UNP, UNIMED, UNM and UNIMA. These institutions also cooperate in the development of fine arts education in Indonesia.

The programme responds to demand for qualified educators in fine arts, which forms part of the compulsory arts and culture curriculum in Indonesian primary and secondary education. Demand for professionals in fine arts and creative industries also remains relevant nationally and internationally.

Stakeholder discussions involving alumni, students and external partners contribute to the ongoing development of the curriculum in response to developments in science, technology and the arts.

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design programme produces graduates active in the creative industries and regularly updates its curriculum through workshops and collaboration with alumni, industry stakeholders and employers.

Key positioning aspects include:

- alignment of the curriculum with developments in science, technology and the arts.
- integration of modern facilities and infrastructure; and
- preparation for professional roles such as creative director, illustrator and visual artist in national and international markets.
- Competitive Entry: A selection ratio of 1:15 makes it one of the most sought-after programs at UNS.

Bachelor of Interior Design (ID)

At the regional level, the main competitor of the Interior Design (ID) programme is the Interior Design Study Programme at ISI Surakarta. Nationally, comparable programmes include those at ITB, the University of Indonesia, Petra Surabaya and ISI Yogyakarta.

A distinguishing characteristic of the ID programme is its curriculum orientation towards Javanese culture. Located in Surakarta, the programme combines traditional cultural elements with contemporary design approaches and current industry developments.

Students are trained in current design technologies and methods, including modelling software, virtual reality-based design simulation, advanced presentation techniques and English language competencies in selected courses.

Graduate employment sectors:

1. Formal sector (government institutions, state-owned enterprises, lecturers) – 24%
2. Informal sector/private companies – 41%
3. Creative industry entrepreneurs – 35%

Bachelor of Fashion Design (FD)

The Fashion Design programme positions itself as a centre for fashion and textile-based design education integrating craftsmanship, cultural knowledge and contemporary industry practice. The programme benefits from its location in Surakarta, Central Java, an important centre of Javanese culture and batik heritage.

The programme combines education in textile material technology, craft production processes, social anthropology, aesthetics, sustainability and the creative economy, including production, marketing and consumption. It aims to connect Nusantara textile traditions with contemporary fashion innovation through a multidisciplinary curriculum.

To ensure alignment with labour market needs, the programme regularly reviews and updates the curriculum with input from alumni, stakeholders and industry representatives.

Comparable programmes include those at Bandung Institute of Technology (ITB), ISI Yogyakarta, ISI Surakarta and Universitas Telkom. These institutions also cooperate in the development of fashion design education in Indonesia.

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

Bachelor of Art Education (AE)

Under the Merdeka Belajar Kampus Merdeka (MBKM) policy, the Ministry of Education and Culture emphasises entrepreneurship and employability. In response, the Art Education (AE) programme aligns its curriculum with labour market needs while promoting the preservation and development of Nusantara arts and culture.

AE graduates are prepared for careers in education, fine arts and the creative industries through coursework, internships and practical training in painting, sculpture, visual communication design, fashion design, leather craft, wood craft, metal craft and ceramics. Entrepreneurial competencies are supported through courses in entrepreneurship and fine arts management.

According to faculty alumni tracking data, 97.00% of AE graduates are employed in positions relevant to their field of study:

- 61% in highly relevant positions.
- 36% in moderately relevant positions.
- 3% in positions with limited relevance.

Most graduates obtain employment before graduation or within three months afterwards. Employers identify teamwork, communication skills, digital communication competencies and continuous self-development as strengths of AE graduates.

Bachelor of Interior Design (ID)

A tracer study of 128 Interior Design alumni graduating in 2021 and 2022 shows that:

- 41% work in private companies.
- 35% are entrepreneurs in the creative industry.
- the remaining graduates work in government institutions, state-owned enterprises, academia, freelance work and other sectors.

Graduates commonly find employment through alumni associations, job fairs and social media platforms. The curriculum is regularly updated to reflect industry developments, including training in current software for technical drawing and design presentation. Entrepreneurship education is also integrated into the curriculum through compulsory entrepreneurship courses.

Bachelor of Fashion Design (FD)

The Fashion Design programme has similarly aligned its curriculum with industry needs and the preservation of Nusantara arts and culture. Students develop professional competencies through MBKM internship and entrepreneurship pathways, as well as courses in Entrepreneurship and Textile Marketing.

Tracer study data from 2023 indicates that 60.78% of FD graduates are employed in fields related to their academic background:

- 49.02% in highly relevant positions.
- 11.76% in moderately relevant positions.
- 21.57% in relevant positions.
- 13.73% in positions with limited relevance.
- 8.70% in unrelated fields.

The programme prepares graduates for careers as researchers, academics, lecturers, teachers, journalists, consultants, textile and fashion designers, stylists, pattern designers, creative entrepreneurs and visual merchandisers.

Students participating in MBKM internships and entrepreneurship activities establish professional networks before graduation. Additional employment opportunities are communicated through university job fairs, alumni social media groups and collaborations with external stakeholders.

Tracer study results are used for curriculum evaluation and quality enhancement. Employment trends among graduates are analysed to assess the relevance of the curriculum and to identify areas for further programme development and improvement.

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

For all study programmes

The teaching and learning strategies of all four study programmes are aligned with the overall strategic concept of Universitas Sebelas Maret (UNS), which focuses on internationalisation, quality assurance, innovation, and the integration of education, research, and community service (Tri Dharma Perguruan Tinggi). The programmes implement the MBKM (Merdeka Belajar – Kampus Merdeka) framework and apply Outcome-Based Education (OBE) principles in order to strengthen practice-oriented learning, interdisciplinary competencies, industry collaboration, internships, student mobility, and labour market relevance.

All study programmes apply student-centred and active learning approaches, including:

- group discussions,
- simulations,
- case studies,
- collaborative and cooperative learning,
- project-based learning; and
- problem-based learning.

The programmes further promote critical thinking, creativity, experimentation, and practical application through studio-based learning, internships, community engagement, exhibitions, research activities, and cooperation with industry and international partners. Teaching implementation is regularly monitored and evaluated through quality assurance procedures, including the review of learning materials, attendance, teaching activities, and learning outcomes.

Programme-specific characteristics include:

- AE's integration of pedagogical training with artistic practice and creative industry internships;
- VCD's strong orientation towards digital and creative industries through specialisations such as animation, web and mobile app design, game design, film production, and event organising, supported by specialised laboratories and international collaborations;
- ID's focus on sustainability, cultural understanding, community-based design projects, and participation in international design networks such as AICAD and the Cumulus Association;
- and FD's emphasis on textile and fashion practice, entrepreneurship, industry collaboration, and specialised textile processing and sewing studios.

Appraisal:

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

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

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

All study programmes

The quality of the study programmes' student intake is maintained through a selection system carried out by UNS that is considered to be in a credible, fair, transparent, flexible, efficient, accountable, and non-discriminatory manner by taking into account the potential of prospective students.

The selection system is divided into pathways:

- (1) the National Selection System which consists of National Entrance Test for State Universities (SNMPTN),
- (2) Joint Entrance Test for State Universities (SBMPTN), and UNS Campus Admission Selection (SM) and (2) International Selection System. The follow-up to the operation of the policies is the student admission process based on Rector's Regulation No. 18/H27/PP/2011, dated on January 10th, 2011, on the Entry Path and Capacity for New UNS Students. The test material in the selection system, both TPS and TKA, is able to provide an initial assessment of the ability of prospective students to undergo higher education process in general, and especially in the field of language and literature globally in the study programmes.
- (3) A selection system coordinated directly by each university outside the selection system coordinated by the Government, called SM UNS, is divided into five categories, including UNS Campus Admission Selection by Achievement (SMJP), UNS Campus Admission Selection by Testing (SMJU), UNS Campus Admission Selection by Partnership (SMJK), UNS Campus Admission Selection for Students with Disability (SMJD), and UNS Campus Admission Selection by UTBK (SM-UTBK).
- (4) UNS Campus Admission Selection system by talent scouting with the aim of recruiting prospective participants who have both academic and non-academic achievements (in the cognitive, interest/talent, religious, and other fields).

For design and arts programmes, applicants must also submit a portfolio.

2.2 Counselling for prospective students

UNS provides counselling and information services for prospective students to support the admission process, academic adjustment and transition to university life. Services include information on admission procedures, requirements, schedules and required documentation.

Counselling and information services are available through:

1. Telephone: (0271) 634880 and (0271) 646994 (hunting).
2. Fax: (0271) 634880.
3. Email: spmb@uns.ac.id.
4. Social media and online platforms:
 - Facebook: [spmb.uns](https://www.facebook.com/spmb.uns)
 - Instagram: [@spmbuns](https://www.instagram.com/spmbuns)
 - Website: <http://www.spmb.uns.ac.id>
 - WhatsApp: +62 811-2643-542.

5. Direct consultation at the SPMB UNS Office, 1st Floor, Jl. Ir. Sutami No. 36A, Kentingan, Surakarta 57126.

For the Faculty of Fine Arts and Design (FSRD), counselling services are additionally available through:

- Telephone: (0271) 668682.
- Facsimile: (0271) 634521.

2.3 Selection procedure (if relevant)

UNS admission procedure intends to ensure that students who meet the requirements are accepted. It is categorized into (1) National Selection System: SNMPTN, SBMPTN, and SM; and (2) International Selection System.

The admission procedures for National and International Selection Systems are presented as follows:

- (1) The SNMPTN admission procedure includes Online registration LTMPT account registration Decision of eligible students by school Data input at the School and Student Database (PDSS) page SNMPTN enrolment; Registration of Hafidzul Quran by uploading the Hafidzul Quran Certificate if available; and Results Announcement SNMPTN procedure is accessible on the official website.
- (2) The SBMPTN procedure includes an online registration setting up a LTMPT account via the official webpage.
- (3) The international admission selection procedure includes the preparation of the required documents; online form completion online submission of the documents; issuance of registration card administrative selection; interview test for those who pass the administrative selection; selection results announcement via email, along with the LoA; submission of Confirmation of studying at UNS completion of online registration at UNS academic website; and attendance on site upon notice from UNS International Office.

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

Not relevant.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Mastery of foreign language is not a mandatory requirement in the national selection system (SNMPTN, SBMPTN, and SM). Similarly, in the international admission selection system, mastery of a foreign language, especially English, is not mandatory, as stated in Rector's Decision No. 499/UN27/PP/2011 on the Obligation of Passing the EAP course³ for Students of bachelor's degree, master's degree, and Doctorate's Degree Programmes.

³ EAP (English for Academic Purposes) is an English language proficiency assessment administered by the UNS Language Centre. The certificate is used to demonstrate students' academic English competencies and is a mandatory administrative requirement prior to the skripsi/final project examination.

To ensure the international students' mastery of Indonesian language, these students are required to take BIPA courses until they are declared graduated as proven by the Indonesian Language Proficiency Test (UKBI) certificate with a minimum score of 482.

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

In accordance with Rector's Regulation No. 579/UN27/HK/2011 dated 30 December 2011 concerning the Fundamental Policies of Higher Education Management and Administration at UNS, transparency in student admissions is ensured through several stages:

1. Promotion of student admissions through brochures, leaflets, promotional videos, website content and social media platforms, including Facebook (spmb.uns) and Instagram (@spmbuns).
2. Publication of admission schedules for the national selection systems (SNBP, SNBT and SM) and the international selection system through <https://spmb.uns.ac.id>.
3. Implementation of admissions according to the established schedule.
4. Announcement of admission results.

Procedures and admission decisions for both national and international selection systems are documented and accessible 24 hours a day through the official website <https://spmb.uns.ac.id> and via WhatsApp contact at +62 811-2643-542.

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, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		

		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

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

All study programmes

To achieve the objectives outlined in Criterion 1, curriculum development is based on an Outcome-Based Learning (OBL) approach. The most recent curriculum review for the Art Education (AE) programme was conducted in 2020, while the Visual Communication Design (VCD) and Fashion Design (FD) curricula were revised in 2021. The curricula are developed in accordance with Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework (INQF/KKNI), Minister of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education (SN Dikti), Rector Regulation No. 31 of 2020 concerning undergraduate programme administration, and the national MBKM curriculum guidelines for higher education in the Industry 4.0 era.

MBKM⁴

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

AE strengthens its international orientation through the development of fine arts specialisations within the 2020 Merdeka Belajar Kampus Merdeka (MBKM) curriculum, supporting Programme Learning Outcomes (PLOs) in the context of Industry 4.0 and 21st-century education. The MBKM curriculum includes courses in Painting, Sculpture, Visual Communication Design, Fashion Design, Leather Craft, Wood Craft, Metal Craft and Ceramic Craft to support the preservation of Nusantara arts and culture and the development of creative industries. Technology-based learning is also integrated through courses such as Digital Classroom Management.

The FD programme revised its 2020 MBKM curriculum with a stronger focus on fashion design to support Programme Learning Outcomes in the context of Industry 4.0 and 21st-century education. The curriculum includes courses such as Creative Textile Design based on Nusantara Traditions, Nusantara Textile Studies, Textile Product Design, Traditional Science, Creative Thinking and Eco textile. These courses support cultural preservation and sustainable creative industry development. Technology-enhanced learning is integrated through courses including Digital Design, Digital Textiles and Digital Fashion.

Bachelor of Art Education (AE)

⁴ Formerly *Merdeka Belajar-Kampus Merdeka (MBKM)*. Since May 2025, the programme has continued under the name *Diktisaintek Berdampak* with substantially unchanged objectives and implementation.

For the Art Education programme, curriculum development begins with tracer studies and stakeholder needs analyses involving school principals, representatives of the arts industry, and Fine Art Education departments from other universities. These analyses are used to evaluate curriculum relevance and identify labour market expectations. Based on the results, graduate profiles, Programme Learning Outcomes (PLOs), bodies of knowledge, course structures, credit allocations, curriculum maps and Semester Learning Plans (RPS) are formulated. Teaching materials and assessment instruments are then developed accordingly. The AE programme defines two graduate profiles: Fine Arts Educator and Fine Arts/Creative Industry Practitioner. The Programme Learning Outcomes are structured around four domains: attitudes, knowledge, general skills and specific skills. Additional competencies are included to strengthen graduate employability in education and creative industries. The curriculum includes national mandatory knowledge areas, university and faculty-specific knowledge, programme-specific knowledge and MBKM-related components.

Table 5 Curriculum Bachelor of Art Education

No.	Code	Subject	CC	Description
SEMESTER 1				
1	02183112001 02183112002 02183112003 02183112004 02183112005 02183112006 02183112007	Islamic Education Christian Education Catholic Education Hinduism Education Buddhism Education Confucianism Education Other Religious Educations	2	Higher Education Regulations
2	02183112008	Pancasila Education	2	Higher Education Regulations
3	02183122011	English	2	University Compulsory
4	02183132015	Educational Science	2	Faculty Characteristics
5	02183143020	Visual Arts Knowledge	3	Study Program Compulsory
6	02183143021	2D Design Basics	3	Study Program Compulsory
7	02183143022	Shapes Drawing	3	Study Program Compulsory
8	02183143023	Sketch	3	Study Program Compulsory
Course Credits			20	
SEMESTER 2				
9	02183232016	Guidance and counseling	2	Faculty Characteristics
10	02183243024	Educational Profession	3	Study Program Compulsory
11	02183243025	History of Archipelago Art	2	Study Program Compulsory
12	02183243026	3D Design Basics	3	Study Program Compulsory
13	02183243027	Ornament	3	Study Program Compulsory

14	02183243028	Graphics Computer I	3	Study Program Compulsory
15	02183243029	Engineering Drawings	4	Study Program Compulsory
Course Credits			20	
SEMESTER 3\				
16	02183112009	Civic education	2	Higher Education Regulations
17	02183112010	Indonesia Language	2	Higher Education Regulations
18	02183132017	Inclusive Education	2	Faculty Characteristics
19	02183143030	Graphics Computer I	3	Study Program Compulsory
20	02183143031	Printmaking	3	Study Program Compulsory
21	02183143032	LeatherCraft I	3	Study Program Compulsory
22	02183143033	Textile Craft I	3	Study Program Compulsory
23	02183143034	Metal Craft I	3	Study Program Compulsory
24	02183142035	Photography	2	Study Program Compulsory
Course Credits			23	
SEMESTER 4				
25	02183232018	Student Development	2	Faculty Characteristics
26	02183242036	Visual Arts Education	2	Study Program Compulsory
27	02183243037	Wood Craft I	3	Study Program Compulsory
28	02183243038	Sculpture I	3	Study Program Compulsory
29	02183243039	Painting I	3	Study Program Compulsory
30	02183243040	Visual Communication Design I	3	Study Program Compulsory
31	02183243041	Illustration Drawing	3	Study Program Compulsory
32	02183243042	Ceramic Craft I	3	Study Program Compulsory
Course Credits			22	
SEMESTER 5				
33	02183122012	Entrepreneurship	2	University Compulsory
34	02183142039	Sociology-Anthropology of Art	2	Study Program Compulsory
35	02183142040	Philosophy of Art	2	Study Program Compulsory
36	02183142041	Batik	2	Study Program Compulsory
37	02183142042	History of Modern Art	2	Study Program Compulsory
38	02183142043	Semiotics	2	Study Program Compulsory
39	02183142044	Method of Visual Arts Creation	2	Study Program Compulsory
40	02183142045	Art Management	2	Study Program Compulsory
41	02183144046	Painting II	4	Major Interest Options
42	02183144047	Sculpture II		
43	02183144048	Visual Communication Design II		
44	02183144049	Textile Craft II		
45	02183144050	Leather Craft II		
46	02183144051	Wood Craft II		
47	02183144052	Metal Craft II		
48	02183144053	Ceramic Craft II		
Course Credits			20	
SEMESTER 6				
49	02183226013	Industrial Internship	6	University Compulsory
50	02183242054	Micro Teaching	2	Study Program Compulsory
51	02183244055	Research Methodology	4	Study Program Compulsory
52	02183242056	Visual Arts Lesson Planning	2	Study Program Compulsory
53	02183242057	Visual Arts Learning Technology	2	Study Program Compulsory
54	02183242058	Evaluation of Visual Arts Learning	2	Study Program Compulsory
55	02183244059	Painting III	4	Major Interest Options
56	02183244060	Sculpture III		
57	02183244061	Visual Communication Design III		
58	02183244062	Textile Craft III		

59	02183244063	Leather Craft III		
60	02183244065	Wood Craft III		
61	02183244066	Metal Craft III		
62	02183244067	Ceramic Craft III		
Course Credits			22	
SEMESTER 7				
63	02183112014	Real Work Lecture	2	University Compulsory
64	02183112019	Digital Classroom Management	2	Faculty Characteristics
65	02183144068	Internship at school	4	Study Program Compulsory
66	02183142069	Thesis Proposal Seminar	2	Study Program Compulsory
67	02183142070	Scientific Writing	2	Study Program Compulsory
68	02183142071	Appreciation and Criticism of Art	2	Study Program Compulsory
Course Credits			14	
SEMESTER 8				
69	02183246072	Thesis	6	Study Program Compulsory
Course Credits			6	
Total of Course Credits			147	

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design curriculum follows a Programme Learning Outcomes approach and is reviewed each semester to respond to technological developments and industry needs. The curriculum aligns with national regulations and the MBKM framework and is informed by tracer studies, industry feedback and cooperation with professional organisations such as ASPRODI and AIDIA. Input from industry experts in UI/UX, animation and creative entrepreneurship is integrated into curriculum development.

The VCD programme awards the Bachelor of Design (S.Ds.) degree and applies a curriculum structure consisting of 40% theoretical learning and 60% practical application. The curriculum develops competencies in attitudes, knowledge, general skills and specialised technical skills related to design and digital technology. Students acquire competencies in graphic design, illustration, publishing, UI/UX design, game design, animation, videography, audiovisual production and content creation. The curriculum structure connects theoretical foundations with professional practice through foundational, technical, specialised and applied courses, including internships and final projects. Ethics and intellectual property rights are also integrated into the curriculum. Programme Educational Objectives are evaluated between 3.5 and 5 years after graduation and focus on scientific application, technical expertise and professional adaptability.

Table 6 Curriculum Bachelor of Visual Communication Design

Semester 1				
No.	MK Code	Courses	Credits	
1	10363112001	Buddhist Education*	2	Mandatory
	10363112002	Hindu Religious Education*		
	10363112003	Islamic Religious Education*		
	10363112004	Catholic Religious Education*		
	10363112005	Kong Hu Cu Religious Education*		
	10363112006	Protestant Christian Religious Education*		
	10363112007	Other Religious Education*		
2	10363212010	Indonesian Language*	2	Mandatory
3	10363133001	Introduction to Fine Arts and Graphic Design** (T)	2	Mandatory
4	10363132002	Nirmana Dwi Matra** (P)	3	Mandatory
5	10363133003	History of World Fine Arts** (T)	2	Mandatory
6	10363133004	Basic Photography** (P)	3	Mandatory
7	10363132005	Graphics Computer** (P)	3	Mandatory
8	10363143001	Sketch (P)	3	Mandatory
Quantity			20	
Semester 2				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363212008	Civic Education*	2	Mandatory
2	10363232006	History of Indonesian Fine Arts** (T)	2	Mandatory
3	10363233007	Philosophy of Art and History of Modern Thought** (T)	2	Mandatory
4	10363233008	Nirmana Tri Matra** (P)	3	Mandatory
5	10363143002	Drawing Humans (P)	3	Mandatory
6	10363232010	Drawing Projections and Perspectives** (P)	3	Mandatory
7	10363243004	Advanced Computer Graphics (P)	3	Mandatory
8	10363242003	Aesthetics (T)	2	Mandatory
			20	

Semester 3				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363212009	Pancasila Education*	2	Mandatory
3	10363132011	Javanese Culture** (T)	2	Mandatory
4	10363142006	Advertising Theory (T)	2	Mandatory
5	10363142007	Research Method (T)	2	Mandatory
6	10363233009	Drawing Objects** (P)	3	Mandatory
7	10363143008	Typography (P)	3	Mandatory
8	10363143009	Digital Illustration (P)	3	Mandatory
9	10363144010	Information Graphic Design (TP)	4	Mandatory
Quantity			21	

Semester 4				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363242011	Integrated Marketing Communication (T)	2	Mandatory
2	10363242012	Design Method (T)	2	Mandatory
3	10363242013	Copy Writing (T)	2	Mandatory
4	10363153036	Web Design	3	Mandatory
5	10363243014	Reprographic Method (P)	3	Mandatory
6	10363243015	Design Typography (P)	3	Mandatory
7	10363243016	Character Illustration (P)	3	Mandatory
8	10363243017	Creative Media Design (TP)	4	Mandatory
Quantity			22	

Semester 5				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363132013	Visual Culture** (T)	2	Mandatory
2	10363132014	Digital Media** (T)	2	Mandatory
3	10363142018	FLAG (T)	2	Mandatory
4	10363142019	Consumer Behavior (T)	2	Mandatory
5	10363143020	2-Dimensional Animation (P)	3	Mandatory
6	10363143021	Basic - Audio Visual Basics (P)	3	Mandatory
7	10363143022	Packaging Design (P)	3	Mandatory
8	10363144023	Visual Branding (TP) Design	4	Mandatory
Quantity			21	

Semester 6				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363212003	Entrepreneurship* (T)	3	Mandatory
2	10363243024	Design Photography (P)	3	Mandatory
3	10363243025	3-Dimensional Animation (P)	3	Mandatory
4	10363243026	Short Film Production (P)	3	Mandatory
5	10363243027	Design Presentation Techniques (TP)	3	Mandatory
6	10363244028	Project Design (TP)	4	Mandatory
7	10363154034	<i>Event Organizing (P)</i>	2	Mandatory
Quantity			21	

Semester 7				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1	10363122001	Real Work Lecture/KKN	3	Mandatory (Open)
2	10363123002	Professional Work / Student Internship Lecture	3	Mandatory (Open)
3	10363132016	Seminar	2	Mandatory (Open)
4	10363132017	Studium Generale	2	Mandatory (Open)
Quantity			10	

Semester 8				
No.	MK Code	Courses	Credits	Constitutional Court Statement
1.	10363226004	Final Project* (Thesis, Prototype, project)	6	Open Options
Quantity			6	

Selected Courses of the Deskomvis Study Program				
3	10363154029	<i>Film Production (P)</i>	3	Options (Open)
	10363154030	<i>Digital Compositing (P)</i>		Options (Open)
	10363154031	<i>Game Design (P)</i>		Options (Open)
	10363154032	<i>Mobile Application Design (P)</i>		Options (Open)
	10363154033	<i>Comic (P)</i>		Options (Open)

Elective Courses Across FSRD Study Programs				
4	10363153035	Animation	3	Options (Open)
	10363153036	Web Design		Options (Open)
		Painting		Options (Open)
		Reprint Method		Options (Open)

		Filter Print		Options (Open)
		Pinch Technique Ceramics		Options (Open)
		Accessories		Options (Open)
		Batik		Options (Open)
		<i>Textile Interior</i>		Options (Open)
		<i>Landscape</i>		Options (Open)
Quantity			16	

Bachelor of Interior Design (ID)

The Interior Design curriculum is based on philosophical, sociological, and legal foundations and is aligned with the Indonesian National Qualifications Framework (INQF/KKNI) and the National Standards for Higher Education (SN Dikti). The curriculum integrates continuously updated knowledge reflecting developments in science, technology, sustainability, and design practice.

The philosophical foundation focuses on creativity, aesthetics, design thinking, cultural understanding, entrepreneurship, professional ethics, sustainability, and local wisdom. The sociological foundation is reflected in the programme's orientation towards societal and industry needs through community-based projects, participatory design approaches, collaboration with local communities and SMEs, and the integration of local and global design issues, including Industry 4.0 and Society 5.0 developments.

The legal foundation is based on Indonesian higher education regulations, including Law Number 12 of 2012 concerning Higher Education, Presidential Regulation Number 8 of 2012 concerning the INQF/KKNI, Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education (SN Dikti), and the MBKM (Merdeka Belajar – Kampus Merdeka) framework.

The curriculum is organised into core, supporting, and specialised courses. Competencies are developed through theoretical and studio-based courses, including Residential, Commercial, and Public Facility Design, reflecting the intended professional profile of graduates.

Table 7 Curriculum Bachelor of Interior Design

No	code	Course	Credit	Credit per semester
SEMESTER 1				
1	10373112003	Islam Religion	2	20
	10373112006	Christianity Religion		
	10373112004	Catholic Religion		
	10373112002	Hinduism Religion		
	10373112001	Budism Religion		
2	10373133002	Principles of Two Dimensional Design	3	
3	10373133009	Object Drawing	3	
4	10373132001	Introduction to Art and Design Art	2	
5	10373122005	English	2	
6	10373143001	Technical Drawing	3	
7	10373143002	Interior Material	3	
8	10373132006	History of Indonesian Fine Arts	2	
SEMESTER 2				
1	10373212009	The Indonesian Philosophy	2	20
2	10373233008	Principles of Three Dimensional Design	3	
3	10373242003	Aesthetics	2	
4	10373243004	Interior Design Communication Techniques I	3	
5	10373243005	Design Method	3	
6	10373243006	Furniture Design I	3	
7	10373244007	Interior Design Basic	4	
SEMESTER 3				
1	10373112008	Citizenship Education	2	20
2	10373142008	Design Review	2	
3	10373143009	Interior Design Communication Techniques II	3	
4	10373143010	Ergonomics	3	
5	10373143011	Building Technology	3	
6	10373143012	Furniture Design II	3	
7	10373144013	Interior Design: Residential	4	
SEMESTER 4				
1	10373212010	Indonesian Language	2	20
2	10373222003	Entrepreneurship	2	
3	10373242014	Environmental Psychology	2	
4	10373242015	Research Method	2	
5	10373243016	Architectural Interior System	3	
6	10373243017	Interior Product Design	3	
7	10373244018	Interior Design: Commercial Facility	4	
8	Elective Course 1		2	
	10373252032	East Estetics		
	10373252033	Basic Philosophy		
	10373252034	History of The Art of The World Balance		
	10373252036	Affective Design		

	10373253035	Creative Experiment		
	10373253037	Functional Textile		
SEMESTER 5				
1	10373132011	Java Culture	2	20
2	10373143019	Presentation Technique	3	
3	10373143020	Project Management	3	
4	10373132013	Visual Culture	2	
5	10373132012	Philosophy of Art	2	
6	10373144021	Interior Design: Public Facility	4	
7	Elective Course 2		2	
	10373152038	Islamic Interior		
	10373152039	Interior Conservation		
	10373152040	Exhibition		
8	Elective Course 3		2	
	10373152042	Narrative Design		
	10373152043	Interior Acoustics		
	10373153041	Hospitality Design		
	10373153044	Art Work		
SEMESTER 6				
1	10373226002	Profesional Work	6	20
	Recognition Course 1			
2	10373240022	Advance Interior Design	3	
3	10373240023	Advance Furniture Design	4	
4	10373240024	Advance Material	3	
5	10373240025	Project Management 2	2	
6	10373240026	Design Trend	2	
SEMESTER 7				
1	10373122001	Field Work Experience	2	18
2	10373132016	Seminar	2	
3	10373132017	Studium General	2	
	Recognition Course 2			
4	10373140027	Creative Industry Management	3	
5	10373140028	Eco-Design	3	
6	10373140029	Appllied Aesthetic	2	
7	10373140030	Design Social	2	
8	10373140031	Design Culture	2	
SEMESTER 8				
1	10373226004	Final Project	6	6
	10373226005	Bachelor Research		
Jumlah sks				144

Bachelor of Fashion Design (FD)

The Fashion Design (FD) curriculum is based on Graduate Learning Outcomes (CPL/PLO) and was last revised in 2021. Curriculum review is conducted each semester to respond to developments in industry, technology and market demands. The curriculum is designed to prepare graduates who meet workforce competency requirements, demonstrate professional mobility and adapt to national and international labour market needs.

Curriculum development is informed by tracer studies, labour market analyses, technological developments, developments in fine arts and design discourse, and continuous evaluation of teaching and learning. The process also involves cooperation with the Fashion Design Study Programme Association, industry representatives, textile designers, artists, researchers, lecturers, teachers and entrepreneurs. Learning outcomes are organised into attitudes, knowledge, general skills and specific skills. These competencies are developed through compulsory and elective courses covering craft and design, manual and digital methods, material technology and post-production product treatment.

Table 8 Curriculum Bachelor of Fashion Design

Mata Kuliah				
No	Code	Indonesia	English	Credit
Semester 1:				
Wajib				
1	10383112001	Pendidikan Agama Budha	Buddhist Education	2
	10383112002	Pendidikan Agama Hindu	Hinduism Education	
	10383112003	Pendidikan Agama Islam	Islamic Education	
	10383112004	Pendidikan Agama Katholik	Catholicism Education	
	10383112005	Pendidikan Agama Kong Hu Cu	Confucianism Education	
	10383112006	Pendidikan Agama Kristen Protestan	Christian Education	
	10383112007	Pendidikan Agama Lainnya	Other Religion Education	
2	10383122006	Bahasa Inggris	English	2
3	10383132002	Nirmana Dwimatra	Visual Grammer 2D	3
4	10383133001	Menggambar	Drawing	3
5	10383132006	Sejarah Seni Rupa Indonesia	Indonesia Visual Arts History	2
6	10383143002	Pengantar Studi Desain Mode	Fashion Design Studies Introduction	3
7	10383132005	Komputer Grafis	Computer Graphics	3
8	10383142003	Tekstil dan Material Fesyen	Textile & Fashion Materials	2
Sub-Jumlah (Credit & MK dalam CPL)				20
Semester 2:				
Wajib				
9	10383212009	Pancasila	Pancasila	2
10	10383212008	Pendidikan Kewarganegaraan	Civic Education	2
11	10383242004	Sejarah Fesyen	Fashion History	2
12	10383233007	Filsafat Dasar dan Sejarah Pemikiran Modern	Introduction to Philosophy and History of Modern Philosophy	2
13	10383243005	Konstruksi Busana Drafting	Pattern Drafting	3
14	10383243006	Ragam Hias Tekstil	Textile Ornament	3
15	10383242007	Teknik Jahit	Sewing	2
16	10383244008	Studio: Desain Mode Konseptual	Studio: Conceptual Fashion Design	4
Sub-Jumlah (Credit & MK dalam CPL)				20
Semester 3:				
Wajib				
17	10383132011	Kebudayaan Jawa	Javanese Culture	2

18	10383142009	Budaya Fesyen	<i>Fashion Culture</i>	2
19	10383132010	Estetika	<i>Aesthetic</i>	2
20	10383142011	Desain Berkelanjutan	<i>Sustainable Design</i>	2
21	10383142012	Berpikir Kreatif	<i>Creative Thinking</i>	2
22	10383143013	Konstruksi Busana <i>Draping</i>	<i>Fashion Drapping</i>	3
23	10383143014	Desain Tekstil	<i>Textiel Design</i>	3
24	10383144015	Studio: Desain Mode Prototipe	<i>Studio: Prototype Fashion Design</i>	4
Pilihan Wajib (2 SKS)				
25	10383132016	Antropologi Seni	<i>Antropology of Art</i>	2
26	10383132017	Sosiologi Seni	<i>Sociology of Art</i>	2
Sub-Jumlah (Credit & MK dalam CPL)				22
Semester 4:				
Wajib				
27	10383242018	Kajian Tekstil Nusantara	<i>Nusantara Textile Studies</i>	2
28	10383242019	Metode Penelitian	<i>Research Method</i>	2
29	10383232013	Budaya Visual	<i>Visual Culture</i>	2
30	10383242020	Analisis Tren	<i>Trend Analysis</i>	2
31	10383212003	Kewirausahaan	<i>Entrepreneurship</i>	2
32	10383212010	Bahasa Indonesia	<i>Indonesia Language</i>	2
33	10383243021	Kriya Tekstil	<i>Textile Craft</i>	3
34	10383243022	Fesyen Ramah Lingkungan	<i>Eco Fashion</i>	3
35	10383244023	Studio: Desain Mode Kreatif	<i>Studio: Creative Fashion Design</i>	4
Sub-Jumlah (Credit & MK dalam CPL)				22
Semester 5:				
Wajib				
36	10383142024	Sains Tradisi	<i>Traditional Science</i>	2
37	10383142025	Bisnis dan Industri Fesyen	<i>Fashion Business and Industry</i>	2
38	10383132015	Metode Riset Visual	<i>Visual Research Method</i>	2
39	10383142026	Management Proyek Fesyen	<i>Fashion Project Management</i>	2
40	10383142027	Kajian Fesyen	<i>Fashion Studies</i>	2
41	10383143028	Ilustrasi Fesyen	<i>Fashion Illustration</i>	3
42	10383144029	Studio: Desain Mode Komprehensif	<i>Studio: Comprehensive Fashion Design</i>	4
Pilihan Wajib (minimal 6 sks)				
43	10383142030	Visual Merchandising	<i>Visual Merchandising</i>	2
44	10383142031	Fotografi Fesyen	<i>Fashion Photography</i>	2
45	10383142032	Digital Fesyen	<i>Digital Fashion</i>	2
46	10383142033	Fesyen Seni	<i>Art Fashion</i>	2
47	10383142034	Inovasi Batik	<i>Batik Innovation</i>	2
48	10383142035	Inovasi Tenun	<i>Weaving Innovation</i>	2
49	10383142036	Tekstil Eksperimental	<i>Experimental Textiles</i>	2
50	10383142037	Perhiasan	<i>Jewellery</i>	2
Sub-Jumlah (Credit & MK dalam CPL)				23
Semester 6:				
Wajib				
51	10383223002	Kerja Profesi	<i>Internship</i>	3
52	10383243038	Elaborasi Portofolio	<i>Portfolio Elaboration</i>	3
53	10383243039	Inovasi Produk Fesyen	<i>Fashion Product Innovation</i>	3
54	10383243040	Pemasaran Fesyen	<i>Fashion Marketing</i>	3
55	10383243041	Manajemen Produksi Fesyen	<i>Fashion Production Management</i>	3

Sub-Jumlah (Credit & MK dalam CPL)			15
Semester 7			
Wajib			
56	10383122001	Kuliah Kerja Nyata	<i>Community Service Program</i> 3
57	10383132016	Seminar	<i>Seminar</i> 3
58	10383143042	Publikasi Ilmiah	<i>Scientific Publications</i> 3
Pilihan Wajib (7 sks)			
59	10383144043	Penelitian Lapangan	<i>Fieldwork</i> 4
60	10383143044	Analisis Data Penelitian	<i>Research Data Analysis</i> 3
61	10383144045	Riset Artistik Perancangan	<i>Artistic Design Research</i> 4
62	10383143046	Ujicoba Perancangan	<i>Design Experiment</i> 3
Sub-Jumlah (Credit & MK dalam CPL)			16
Semester 8			
Wajib			
63	10383226004	Tugas Akhir	<i>Final Project</i> 6
Sub-Jumlah (Credit & MK dalam CPL)			6
Total Matakuliah dalam CPL			57-63
Total Credit			144-156

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education programme is regulated by the Decree of the Director General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia No. 222/DIKTI/Kep/1996 dated 11 July 1996, which established the Fine Arts Education Study Programme at Universitas Sebelas Maret. Graduates are awarded the degree of Bachelor of Education (S.Pd.) in Fine Arts Education.

As the programme belongs to the field of education, graduates receive the degree Bachelor of Education (S.Pd.), reflecting competencies in education with a concentration in Art Education.

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design programme was established in 1981 within the Faculty of Fine Arts and Design at Universitas Sebelas Maret and developed from its original Graphic Design orientation. Graduates are awarded the degree Bachelor of Design (S.Ds.).

Bachelor of Interior Design (ID)

The Interior Design programme originated in 1981 as the Interior Architecture Study Programme within the Faculty of Literature and Culture. Based on Ministerial Decree No. 0201/O/1995, it was renamed the Interior Design Study Programme within the Faculty of Letters. In 2002, it became the Interior Design Department of the Faculty of Letters and Fine Arts, and in 2015 it was formally renamed the Interior Design Study Programme within the Faculty of Fine Arts and Design.

Graduates receive the academic title Sarjana Desain (S.Ds.) or Bachelor of Design in accordance with the national nomenclature for the discipline.

Bachelor of Fashion Design (FD)

The Fashion Design Study Programme is one of four programmes within the Faculty of Fine Arts and Design (FSRD) at Universitas Sebelas Maret. The programme was formally

established under Rector's Decree No. 823/J27/KP/2002 dated 31 December 2002, following Ministerial Decree No. 156/O/2002 dated 13 August 2002, which supported the restructuring and expansion of study programmes within the faculty.

The Fashion Design Study Programme is the proposed new name for the former Art Craft/Textile Study Programme, based on Decree No. 163/E/KPT/2022 of the Directorate General of Higher Education, Research and Technology concerning study programme nomenclature.

According to the accreditation documentation issued by the National Accreditation Board for Higher Education, the official programme name is Fashion Design Study Programme. Graduates are awarded the degree Bachelor of Arts (S.Sn.).

3.1.3 Integration of theory and practice (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education curriculum integrates theoretical and practical learning in order to achieve the defined Programme Learning Outcomes (PLOs). Students acquire theoretical foundations in fine arts and pedagogy while also applying these concepts through practical activities. The curriculum is structured according to learning objectives, scope and disciplinary depth, with each course containing both theoretical and practical components.

Teaching and learning activities are designed to develop both hard and soft skills applicable in educational and creative industry contexts. The relationship between theory and practice is embedded throughout the curriculum, with lecturers integrating their research and community engagement activities into teaching. This approach ensures alignment between course content, educational developments and industry needs.

Examples of theory–practice integration include the Semiotics course, which introduces theoretical frameworks on signs and interpretation that are then applied in the analysis and creation of artworks. The Art Appreciation and Criticism course combines conceptual understanding, analytical approaches and practical exercises in critical writing and academic discussion.

Cross-course integration is also implemented. The Methods of Creating Fine Arts course provides theoretical foundations for artistic creation processes that are subsequently applied in practical courses such as painting, sculpture, crafts, graphic arts and design. In addition, pedagogical theory courses, including Learning Planning, Learning Methods, Learning Media and Learning Evaluation, support practical teaching activities in the Microteaching course and the Introduction to Education/School Field Course (PLP).

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design (VCD) curriculum integrates theoretical concepts with practical application to support the achievement of Programme Learning Outcomes. Courses are designed to combine scientific understanding with practical implementation, enabling students to develop both technical and transferable skills relevant to professional practice.

For example, **Communication Studies** and **Psychology** combine theories of communication, perception, and audience behaviour with practical visual communication and branding projects. **History and Research Methodology** links theoretical and historical analysis with design research, concept development, and project implementation. Practice-oriented courses

such as **Illustration, Animation, Mobile App Design, Web Design, Game Design, Film Production, and Event Organising** integrate theoretical foundations in visual communication, storytelling, media production, and digital technology with applied studio work, collaborative projects, and industry-oriented assignments.

Lecturers integrate research activities and community engagement into teaching to maintain curriculum relevance to developments in the design industry. Practical integration is implemented through collaborative and externally funded projects. For example, students in multimedia courses developed websites and promotional videos for regional batik and weaving SMEs. In graphic design-related community service projects, students created tourism-themed apparel to promote local destinations such as Kedung Ombo.

Bachelor of Interior Design (ID)

The Interior Design curriculum is designed to develop both technical competencies and social-emotional skills applicable in professional and community contexts.

In the Social Design course, students examine design within social, cultural and environmental contexts by developing logos, signage and interior concepts related to local rituals and community festivals through MBKM activities in Sidowayah. The Trend Design course develops students' competencies in trend analysis, lifestyle studies, case studies and market analysis. Students participate in industry-based projects that involve research, concept development and client presentations.

Bachelor of Fashion Design (FD)

Fashion Design is approached as a multidisciplinary field integrating science, humanities, history, art, philosophy and technology. The discipline is connected to cultural traditions, environmental contexts and contemporary developments, enabling the programme to respond to evolving industry and societal needs while preserving cultural heritage values.

The curriculum integrates theoretical and practical learning to develop competencies in production technology, material science, creative design processes, socio-anthropology, aesthetics, sensory aspects of design, pedagogy, environmental sustainability and the creative economy. Students are trained in both manual and digital methods and develop competencies related to production, marketing and consumption within the fashion and textile sector.

The curriculum is structured to support both hard and soft skill development through individual courses and cross-course integration. Students apply theoretical knowledge through practical activities and industry-oriented learning experiences. The programme aims to develop graduates who are adaptable, open to innovation and capable of responding to developments in the fashion and creative industries while maintaining strong theoretical and scientific foundations.

3.1.4 Interdisciplinary thinking

Bachelor of Art Education (AE)

The Art Education programme promotes interdisciplinary and multidisciplinary thinking by enabling students to analyse and address issues in fine arts from different perspectives. This is implemented through collaboration with practitioners and industry professionals in selected courses. Examples include painting courses involving guest painters from Surakarta, batik courses in cooperation with the batik industry in Sragen, and textile courses with designers from Wonogiri.

The Entrepreneurship course introduces students to business opportunities within the creative industries and covers entrepreneurial concepts, characteristics and business planning relevant to the field of fine arts. The Fine Arts Management course further develops students' understanding of production management, marketing and management strategies within the arts sector.

Through the MBKM programme (see chapter 3.1.1), students are able to participate in learning activities outside their primary discipline. One example is the Kampus Mengajar programme, in which Art Education students receive recognition of 20 credits, including components related to learning technology, advanced courses and teaching practice (PPL).

The curriculum also includes interdisciplinary general education courses such as Pancasila Education, Religious Education, Indonesian Language and Civic Education. In addition, students participate in the KKN community service programme during the seventh semester, applying academic knowledge in community-based interdisciplinary projects.

Bachelor of Visual Communication Design (VCD)

The Visual Communication Design programme encourages interdisciplinary and international collaboration to support innovative problem-solving through different design approaches.

One example is the MBKM internship programme conducted in cooperation with KADIN Surakarta, where VCD students collaborate with Economics students during the Solo Great Sale programme. Students jointly develop live shopping events and video advertisements, combining design competencies with economic and marketing strategies.

The programme also organises the Intercultural Design Workshop in collaboration with Ulm University of Applied Sciences, Germany. The workshop brings together local and international students to explore Javanese cultural heritage through visits to institutions such as the Danar Hadi Museum and Pura Mangkunegaran while exchanging perspectives on global visual communication design principles.

Bachelor of Interior Design (ID)

The Interior Design programme supports interdisciplinary and collaborative approaches in design analysis, problem-solving and project development. Since 2020, the programme has participated in the Rojolele Delanggu Project together with the Architecture and Agrotechnology programmes, focusing on the development of the Delanggu agricultural area. In 2024, this collaboration expanded to include the Design Culture field of Chiba University, Japan.

Interdisciplinary learning is also integrated into internship activities. Students undertaking internships at the Ministry of Public Works collaborate with professionals from management and finance departments in project valuation processes. Similar interdisciplinary experiences are provided through placements in private companies, government institutions and other organisations, where students can learn and apply subjects beyond their core disciplines.

The curriculum structure includes:

1. **Core science**, focusing on aesthetics, design theory, problem-solving, ergonomics, materials and research methods.
2. **Supporting science and technology**, including communication, documentation and software applications.
3. **Complementary science and technology**, covering entrepreneurship, research methods, philosophy and socio-economic principles.
4. **Superior science and technology**, emphasising information technology, management and written communication; and

5. **Programme characteristics**, including aesthetics, national culture, local wisdom and environmental studies linked to the green lab programme.

In response to technological and industry developments, the curriculum also integrates creativity, internet technology applications, current design trends and design marketing.

Bachelor of Fashion Design (FD)

Fashion Design is approached as a multidisciplinary field integrating art, science, engineering and philosophy. The discipline combines artistic theory, design science, technical expertise and cultural understanding to address both individual and societal needs.

The programme emphasises the relationship between aesthetics, functionality and structural quality in fashion and craft products. Students develop competencies related to sensory values, utility values and traditional values rooted in local cultural heritage.

The engineering dimension of Fashion Design includes textile production methods, design development processes and organisational management strategies. The programme also integrates natural sciences, socio-cultural studies and economic perspectives relevant to the fashion and textile industries.

The curriculum is designed to strengthen interdisciplinary and multidisciplinary thinking through the integration of study materials across art, design and related external disciplines. Students are encouraged to address complex problems using multiple perspectives and to engage with developments in science, methodology and industry practice.

3.1.5 Ethical aspects

For all study programmes

All four study programmes apply ethical principles and academic regulations based on university policies and rector regulations concerning student conduct, research ethics, and academic integrity. Student conduct is regulated through Rector's Regulation No. 828/H27/Km/2007 on the Student Code of Conduct, which requires discipline, honesty, professionalism, respect for others, non-discrimination, and compliance with academic and ethical standards. The regulation prohibits plagiarism, falsification, harassment, gambling, substance abuse, discrimination, and other forms of academic misconduct.

Research and community service activities are regulated through university ethics regulations. AE and ID refer to Rector's Regulation No. 47/UN27/PP/2024 on Research and Community Service Ethics, while VCD and FD apply Rector's Regulation No. 182/UN27/PP/2014 on Research Ethics and Community Service. These regulations require scientific integrity, objectivity, legality, professionalism, transparency, and respect for Intellectual Property Rights (IPR).

All programmes also apply institutional regulations concerning lecturer and student ethics, leadership procedures, reward and punishment systems, and administrative and academic services. Ethical values are integrated into the Programme Learning Outcomes (PLOs), particularly regarding professional communication, teamwork, responsibility, and independent professional practice.

In addition, the programmes follow the educational leadership philosophies of Ki Hajar Dewantara — *Ing ngarso sung tuladha, Ing madya mangun karsa, and Tut wuri handayani*⁵ —

⁵ These three phrases form the foundational educational and leadership philosophy of Ki Hajar Dewantara, the father of Indonesian national education. They describe the three roles an educator or leader must adapt to in order to guide others effectively:

and the principles of Tri Dharma Mangkunegaran, promoting openness, responsibility, democratic values, academic guidance, and professional conduct within the learning environment. AE additionally refers to UNS Academic Senate Regulation No. 17 of 2021 on the Student Code of Ethics and UNS Academic Senate Regulation No. 15 of 2021 on the Lecturer Code of Ethics.

Programme-specific characteristics include:

- **AE** integrates ethical principles into the curriculum through a dedicated Professional Ethics course and explicitly emphasises educational leadership values and academic guidance.
- **VCD** particularly highlights ethics in relation to professional communication, teamwork, collaboration, and Intellectual Property Rights (IPR) within creative and design practice.
- **ID** additionally follows the Code of Ethics of the Indonesian Interior Designers Association (HDII), emphasising professionalism, environmental and cultural preservation, legal compliance, creativity, integrity, and social responsibility within professional design practice.
- **FD** places particular emphasis on professional and academic conduct in fashion-related activities, including dress regulations, research ethics, transparency, and compliance with ethical procedures in academic and creative practice.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education programme develops students' scientific and professional competencies through the integration of theoretical study, practical work and academic communication. Students are encouraged to strengthen soft skills through the preparation, presentation and discussion of scientific and artistic work.

Practical and concept-based learning is implemented in several courses. Painting III develops competencies in painting techniques and media, including oil, acrylic and mixed media. Sculpture III introduces tools, materials and sculptural techniques. VCD III familiarises students with visual communication design, including above-the-line and below-the-line media such as posters and leaflets, while encouraging independent concept development and presentation skills. Wood Crafting III, Fashion Design III and Leather Crafting III combine theoretical understanding with practical application in their respective fields.

Scientific practice is further strengthened through the Skripsi Proposal Seminar in semester 7, where students discuss research methods and present proposal drafts under lecturer supervision. During the skripsi process, students receive guidance from two supervisors regarding methodology, academic writing and content development.

Beyond formal coursework, students develop scientific competencies through seminars, workshops, public lectures, competitions and participation in the Program Kreativitas Mahasiswa (PKM) organised by the Directorate General of Higher Education.

Bachelor of Visual Communication Design (VCD)

-
1. In front, set an example
 2. In the middle, build initiatives
 3. From behind, give encouragement

The Visual Communication Design programme combines theory and practice while emphasising sensory, utilitarian and cultural values. From semester 4 onwards, students specialise in areas such as branding, advertising, graphic design, multimedia or visual studies. These are organised into two pathways: Visual Design, focusing on practical and manual skills, and Communication Design, focusing on conceptual and technological skills. Both pathways share foundations in aesthetics, materials and functionality.

The programme structures practical learning in four stages. Stage I focuses on basic concepts, tool operation and data analysis. Stage II develops conceptual and technical competencies within the selected specialisation. Stage III emphasises scientific communication and advanced conceptual work, while Stage IV supports independent design practice, experimentation and professional adaptation.

Students participate in faculty research projects, journals and creative competitions to strengthen methodological competencies. Leadership and organisational skills are further developed through participation in student associations and university organisations. The programme aims to prepare graduates with competencies aligned with both international standards and local market needs.

Bachelor of Interior Design (ID)

The Interior Design programme aligns graduate competencies with workforce requirements in design and creative industries, including design studios, furniture companies, interior architecture consultancies and government institutions. Professional competencies are strengthened through a teaching practitioner programme integrated into studio courses, involving 3–8 industry-based learning sessions.

The curriculum combines research-oriented, theoretical and practice-based courses. Theory and research courses include design methods, design reviews, research methods, architectural interior systems, aesthetics, philosophy and art history. Practical courses focus on interior, furniture and product design, as well as presentation techniques.

Students participate in competitive Student Creativity Programmes (PKM) and are involved in lecturers' research and community service projects. The programme also operates the Cultural Aesthetics Research Group, funded by university, national, international and independent sources, with students contributing as field assistants and design simulation participants. Research outputs include journals, conference proceedings and books.

Leadership and organisational competencies are developed through participation in faculty and programme-level student associations.

Bachelor of Fashion Design (FD)

The Fashion Design programme combines theoretical and practical learning in order to develop competencies in fashion and textile design, creativity, research and entrepreneurship. The discipline integrates sensory, utilitarian and traditional values rooted in local cultural knowledge.

Students may specialise in either the Fashion Design Studio Interest or the Textile Design Studio Interest. The craft-oriented pathway emphasises practical and manual production processes, while the design-oriented pathway focuses on conceptual, technological and strategic approaches. Both pathways share foundations in aesthetics, materials, processes and functionality.

Practical learning is delivered through studio, laboratory and workshop activities. Students develop competencies in tool operation, concept development, scientific communication, teamwork, experimentation and adaptation to technological developments. The practical learning process is organised in four stages. Stage I focuses on basic concepts, equipment

operation and data analysis; Stage II develops conceptual and technical skills according to students' interests; Stage III strengthens scientific communication and conceptual understanding; and Stage IV supports independent experimentation, measurement and professional adaptation.

The programme aims to prepare graduates with international-level competencies who are capable of entering the workforce or creating employment opportunities independently. In addition to coursework, students participate in research activities, student creativity programmes and lecturers' research groups, which may contribute to final assignments or practical projects. Organisational competencies are developed through participation in programme-, faculty- and university-level student organisations.

3.1.7 Examination and final thesis (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education programme applies examinations and final thesis procedures in accordance with university regulations and programme guidelines. Semester examinations are conducted to assess Course Learning Outcomes through written and oral examinations, assignments, portfolios and practical evaluations, depending on the course structure.

Assessment measures CLO achievement in the domains of attitudes, knowledge and skills. Various assessment methods are used, including written examinations, oral examinations, interviews, performance tests, observations, projects, portfolios and presentations. Higher Order Thinking Skills (HOTS) approaches are applied, particularly in cognitive assessments.

The programme integrates practical and research-based assessment methods across theoretical and studio-oriented courses. Students are required to complete a final assignment/thesis (skripsi) under academic supervision, demonstrating competencies in research methodology, academic writing and professional practice. The skripsi process includes proposal preparation, supervision, presentations, revisions and final examination procedures.

Scientific communication skills are further strengthened through proposal seminars, presentations and publication-oriented outputs. Students are also encouraged to participate in academic activities such as seminars, workshops and research-based student programmes.

Bachelor of Visual Communication Design (VCD)

Semester examinations in the Visual Communication Design programme are conducted at least twice per semester, consisting of mid-term examinations covering Course Learning Outcomes (CLOs) for meetings 1–7 and final examinations for meetings 9–15. Assessment methods include written and oral examinations, assignments, studio or laboratory demonstrations and portfolio reviews.

Assessment methods are aligned with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), including written and oral examinations, presentations, interviews and portfolio evaluations. HOTS-based assessment approaches are used for cognitive competencies.

Students may begin the skripsi process after completing 138 credits. The final assignment is expected to be completed within six months, with a possible extension of three additional months. Each student is assigned a supervisor and required to complete at least 16 supervision consultations.

The skripsi process includes two progress presentations and submission of a proposal after obtaining research permission or completing data collection requirements. Before the final examination, students must pass three evaluation stages: Check 1, Check 2 and Total Check. The final examination board consists of one supervisor, two examiners and one notetaker. Revisions must be completed within two weeks after the examination. Graduation requirements include the submission of a research report and publication of a journal article in a national ISBN/ISSN journal or an indexed international journal. Students may register for graduation after receiving approval from the Dean.

Bachelor of Interior Design (ID)

Semester examinations in the Interior Design programme are conducted at least twice per semester in accordance with the UNS academic calendar. Mid-term examinations assess CLO achievement for meetings 1–7, while final examinations assess meetings 9–15. Assessment methods include written and oral examinations, assignments and portfolio evaluations depending on course requirements.

Students may begin the final assignment or skripsi after completing at least 144 credits. Supervisors are appointed by the Head of the Study Programme and the Final Project Coordinator. The skripsi is expected to be completed within six months, with a possible extension of up to three months.

Students are required to complete at least 12 consultations with supervisors and to obtain research permission where necessary. The process includes two progress presentations and three evaluation stages: Check 1, Check 2 and Total Check. Students may proceed to the final examination only after successfully completing these stages.

The skripsi examination is conducted before one supervisor, two examiners and one notetaker. Students must complete revisions within two weeks after the examination. Graduation requirements include a research report and a journal article published in at least a Sinta 2 indexed national journal or a reputable non-predatory international journal. Final approval is granted by the Dean before graduation registration.

Assessment methods vary according to the learning model. Case study-based learning is evaluated through problem-solving quality and participation in discussions, while project-based learning is assessed through presentations and products, including conceptual and artefact aspects.

Bachelor of Fashion Design (FD)

Assessment measures CLO achievement in the domains of attitudes, knowledge and skills through written examinations, oral examinations, interviews, performance tests, projects, portfolios and presentations. HOTS approaches are used in cognitive assessments. Students may submit grade objections through SIAKAD, and corrections are made where necessary following lecturer review.

The Fashion Design programme regulates the skripsi process through the Fashion Design Study Programme skripsi Guide. Students may begin the skripsi after completing the professional work course and the community service programme.

The process begins with a proposal seminar course supervised by one lecturer who later serves as the prospective supervisor. The proposal is reviewed by another lecturer who acts as a prospective examiner in the final examination. Students present their proposals in seminar forums to refine their research plans.

Students register for the skripsi through the programme coordinator by submitting an approved proposal and completing registration through the SIAKAD system. The skripsi examination is conducted at the end of the semester during the 18th week and is assessed by a panel of three

lecturers. The examination includes a presentation followed by a question-and-answer session.

Students are declared successful after completing the skripsi, passing the examination and fulfilling all required outputs, including:

1. a plagiarism check result below 20% approved by the supervisor, examination team, Head of Study Programme and Dean.
2. a scientific poster.
3. a short explanatory video on the process and results; and
4. a scientific article submitted for publication.

Students who fulfil all requirements receive a skripsi completion certificate signed by the Head of the Study Programme and the skripsi coordinator.

Appraisal:

The curricula of **all study programmes** adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competencies and skills. For Fashion Design the panel recommends introducing at least one profile-specific elective module for each profile (Art Educator and Worker in Creative Industries) (see chapter 1.1).

For the **Bachelor of Fashion Design**, the panel notes that the revised curriculum still retains many elements of the previous programme structure. The panel **recommends placing a stronger emphasis on practical skills in the first year of study in order to support earlier professional skills development**. In addition, for Fashion Design, the panel considers that strengthening the presence of communication theory within the curriculum could further enhance students' conceptual competencies.

The degrees and programme names correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples.

For the **Bachelor of Art Education**, the panel sees a lot of courses regarding art and regarding teaching but no course that combines both. Such a course could further strengthen the connection between artistic practice and pedagogical competencies, particularly with regard to teaching art education.

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

The University introduces a course that combines art practice, art history, philosophy of art, art education and didactics in an integrated manner.

Basic interdisciplinary approaches are included in **all programmes** especially in the **Bachelor of Interior Design**, but the panel considers the approaches of the Bachelor of **AE, VCD** and

FD to be insufficient to prove that the programmes indeed qualify for interdisciplinary thinking and **recommends** providing evidence for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

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

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

However, the panel considers that the allocation of 6 SKS/9 ECTS for the final thesis in **all study programmes** does not adequately reflect the actual student workload associated with the thesis process, including research, supervision, documentation and examination requirements.

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

The University adjusts the allocation of credits to correspond to the actual workload of the final thesis, either by increasing the number of credits awarded or by reducing the workload requirements.

For the **Bachelor of Art Education (AE)**, the panel additionally **recommends** strengthening the focus on research and academic writing related to themes of art education within the final thesis in order to further support the profile of the art educator.

	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)			ID, VCD, FD	AE Condition	
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)				Condition	

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education curriculum is designed as an eight-semester (four-year) programme comprising 147 credits, including 139 compulsory credits and 8 elective credits. The curriculum consists of 49 courses. Each credit corresponds to a workload of 50 minutes, and the total contact time amounts to 1,920 hours. Students are allocated up to two semesters for completion of the skripsi.

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	147 SKS (220,5 ECTS)
Workload per credit	One national credit: 170 minutes a week, consisting of 50 minutes in-class activities, 60 minutes for finishing assignments, and 60 minutes for self-study activities.
Number of modules/courses	69 courses, compulsory courses: 53, elective courses: 16
Time required for processing the final thesis/project and awarded credits	1 Semester, 6 SKS (9 ECTS)
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.)	1,960 hours

Bachelor of Visual Communication (VCD)

The Visual Communication Design curriculum is reviewed annually at the lesson-plan level and every five years at the structural level. Curriculum development follows regulations and guidelines issued by Higher Education Services and incorporates graduate competency standards, Industry 4.0, Society 5.0 and MBKM policies.

The curriculum is organised into four course groups:

1. Branding, communication and advertising.
2. Graphic design.
3. Multimedia; and
4. Visual studies.

The programme is designed for eight semesters (four years) with a minimum graduation requirement of 144 credits. Early semesters focus on foundational courses in design, art, philosophy, computer graphics and general education subjects such as religion, English and citizenship education. Advanced semesters include specialised courses such as illustration, animation, typography, packaging design, marketing research and audiovisual design.

Semesters 7 and 8 focus on professional implementation through internships, community service and the final thesis or skripsi. Semester 7 also includes programme-specific and cross-study programme electives, such as film production, game design, mobile application design, web design, painting, ceramics, batik and landscape design.

Under the MBKM policy, recognition of internships and certified independent study activities may reduce the effective study duration from four years to approximately 3.5 years through course recognition mechanisms.

Courses are grouped into university general courses, faculty courses, programme competency courses and elective courses. Each course includes a Semester Learning Plan (RPS) detailing learning outcomes, assessment methods, teaching materials, references, media and schedules.

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	144 SKS (216 ECTS)
Workload per credit	One national credit: 170 minutes a week, consisting of 50 minutes in-class activities, 60 minutes for finishing assignments, and 60 minutes for self-study activities.
Number of modules/courses	50 Compulsory, 6 Elective within the study program, 10 Elective with the faculty
Time required for processing the final thesis/project and awarded credits	1 Semester, 6 SKS (9 ECTS)
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.)	(50 minutes x 144 national credits x 16 meetings)/60 minutes = 1920 hours

Bachelor of Interior Design (ID)

Interior Design is positioned as a multidisciplinary field integrating social sciences, humanities and engineering. The curriculum is based on a continuously updated Body of Knowledge consisting of aesthetics, design, humanities, history, environment, engineering, communication and management.

The curriculum includes courses supporting core, supporting and complementary competencies, as well as additional competencies identified through alumni feedback and labour market needs. General education components include religion, nationalism and entrepreneurship.

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	144 SKS (216 ECTS)
Workload per credit	One national credit: 170 minutes a week, consisting of 50 minutes in-class activities, 60 minutes for finishing assignments, and 60 minutes for self-study activities.
Number of modules/courses	56 courses: 40 compulsory courses, 16 elective courses
Time required for processing the final thesis/project and awarded credits	1 semester, 6 credits (9 ECTS)
Number of contact hours	(50 minutes x 144 national credits x 16 meetings)/60 minutes = 1920 hours

(For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	
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Bachelor of Fashion Design (FD)

The Fashion Design (FD) Study Programme structures teaching, research and community service activities around in-depth studies in Fashion Design, supported by relevant academic staff and infrastructure. The programme also expands into related fields to support broader academic and professional development.

The curriculum includes two areas of specialisation:

1. Fashion Design Interest; and
2. Textile Design Interest.

The programme is designed for eight semesters (four years) and organised into three phases:

- Phase I introduces fundamental concepts in Fashion Design and establishes basic methods and ways of thinking.
- Phase II develops advanced concepts, technical competencies and practical skills through studio, laboratory and workshop activities.
- Phase III allows students to develop specialised knowledge and skills according to their interests, abilities and cultural background in order to produce textile and fashion works.

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	144 SKS (216 ECTS)
Workload per credit	One national credit: 170 minutes a week, consisting of 50 minutes in-class activities, 60 minutes for finishing assignments, and 60 minutes for self-study activities.
Number of modules/courses	8 University Required Courses, 6 Faculty Required Courses, 34 Program Required Courses (Fashion Design), 6 Program Elective Courses. Total of 54 courses.
Time required for processing the final thesis/project and awarded credits	1 semester, 6 credits (9 ECTS)
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.)	(50 minutes x 144 national credits x 16 meetings)/60 minutes = 1920 hours

3.2.2 Study and exam regulations (Asterisk Criterion)

All study programmes

The Art Education, Visual Communication Design, Interior Design, and Fashion Design programmes are governed by Rector's Regulation No. 31 of 2020 concerning the Administration and Management of bachelor's Programmes, as well as faculty academic

guidelines. The regulations define the organisation of teaching, learning and assessment processes across all programmes.

Each semester consists of 16 meetings, including mid-semester and final examinations. Teaching is conducted onsite, online or in blended formats, depending on course requirements. Learning approaches are student-centred and include group discussions, simulations, case studies, collaborative and cooperative learning, project-based learning and problem-based learning.

Teaching and learning activities are conducted according to the Semester Learning Plan (RPS) prepared by lecturers. Learning activities are designed to be interactive, holistic, integrative, scientific, contextual, collaborative and student-centred. Attendance is recorded through the SIAKAD academic information system. Students are required to attend at least 75% of classes to be eligible for final examinations.

Assessment methods include written and oral examinations, presentations, projects, portfolios, performance assessments, observations and other methods aligned with Course Learning Outcomes (CLOs). Assessment is conducted at least twice per semester through mid-term and final examinations. Final grades are based on a combination of examination results, assignments and participation.

All four programmes apply the same grading system on a 0–4 scale. Students pass a course with a minimum grade of 2.00 (grade C). Students who do not achieve the minimum passing grade may undertake remedial assessments.

Score Range Grade Point Grade

≥ 85	4.00	A
80–84	3.70	A-
75–79	3.30	B+
70–74	3.00	B
65–69	2.70	C+
60–64	2.00	C
55–59	1.00	D
< 55	0.00	E

Quality assurance mechanisms include monitoring of course implementation, alignment between teaching activities and RPS documentation, annual internal quality audits, and lecturer evaluations conducted through university-wide student questionnaires.

Visual Communication Design (VCD)

The programme also applies publication-based assessment regulations. Students who publish articles in SINTA 1 or SINTA 2 accredited journals may complete the skripsi through a review or closed assessment process conducted by an appointed examination team. Students publishing in SINTA 3–6 accredited journals are exempt from preparing an additional scientific article based on their skripsi.

Fashion Design (FD)

Students receive course and assessment information through assignment design documents (RANTUG) and Semester Learning Plans (RPS). Annual Internal Quality Audits are conducted to review and update learning and examination regulations to ensure continued relevance and alignment with programme objectives.

3.2.3 Feasibility of study workload (Asterisk Criterion)

All Study Programmes

The study workload of the Art Education, Visual Communication Design, Interior Design, and Fashion Design (FD) programmes is regulated in accordance with Rector's Regulation No. 31 of 2020 concerning the Administration and Management of bachelor's Programmes.

During the first and second semesters, students follow a fixed course package determined by the curriculum of the respective study programme. From the third semester onwards, the maximum number of credits that students may take depends on their Semester Grade Point Average (GPA/IPS) from the previous semester:

Semester GPA Maximum Credits

< 1.50	12 credits
1.50 – 1.99	16 credits
2.00 – 2.49	18 credits
2.50 – 2.75	20 credits
2.76 – 3.00	22 credits
> 3.00	24 credits

For lecture-based courses, one credit unit consists of:

- 50 minutes of face-to-face learning per week per semester,
- 60 minutes of structured assignments per week per semester, and
- 60 minutes of independent learning activities per week per semester.

For seminar-based courses or comparable learning formats, one credit unit consists of:

- 100 minutes of face-to-face learning activities per week per semester, and
- 70 minutes of independent learning activities per week per semester.

For practical learning activities, including practicums, studio practice, workshop practice, fieldwork, research, community service and comparable independent learning formats, one credit unit corresponds to 170 minutes per week per semester.

The workload structure is intended to ensure that students' academic workload corresponds to their academic performance and learning capacity.

3.2.4 Equality of opportunity

All Study Programmes

Art Education, Visual Communication Design, Interior Design, and Fashion Design programmes provide equal opportunities for all students to participate in academic and non-academic activities, develop their competencies, and access institutional support services. Equal treatment applies regardless of gender, socio-economic background, ethnicity, religion, or regional origin.

Students have equal access to guidance and support for participation in competitions and academic activities, including Student Creativity Programmes (PKM), National Student Science Week (PIMNAS), regional arts competitions, and other academic or creative activities. Scholarships and financial assistance are awarded based on academic achievement and cumulative GPA. Additional support mechanisms include tuition fee (UKT) exemptions, reductions, and deferred payment schemes in accordance with university regulations.

Academic support is provided through academic advisors at programme level and counselling services at university level. All programmes apply the same academic regulations and assessment standards for lectures and examinations.

Universitas Sebelas Maret also implements inclusive education policies for students with disabilities in accordance with Rector's Regulation No. 31 of 2020, Article 13 paragraph 10. Lecturers are required to accommodate special needs and learning limitations. Flexible assessment arrangements may include additional examination time, alternative assessment methods, relocation of examination venues, adjusted materials, or the use of support assistants where necessary.

Visual Communication Design (VCD)

The VCD programme promotes equal access to education and student development opportunities for all students, including students with disabilities. Students may participate in academic and non-academic competitions, including PKM, PIMNAS and Regional Student Arts Week activities (PeksimiDa), with guidance provided by lecturers.

In addition to scholarships and tuition fee support, the programme offers counselling and student support activities, including workshops and lectures on mental health, financial literacy and career development.

Fashion Design (FD)

The Fashion Design programme supports students with special needs through specific accommodations. In 2024, lecturers from the programme participated in sign language training organised by the Special Education Study Programme to support deaf students. Students with special needs may also request companions during mid-term and final examinations where required.

Appraisal:

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

For **all study programmes** the panel **recommends harmonising the distribution of credits per semester across all study programmes**. The semester workload should remain balanced throughout the programmes and should not exceed 20 SKS / 30 ECTS per semester.

For **Fashion Design (FD), Interior Design (ID), and Visual Communication Design (VCD)**, the panel **recommends further strengthening the studio-based learning approach by reducing the number of individual courses and introducing at least one larger integrated studio design course per semester from the second year onwards**. Such an approach would support interdisciplinary project work, design development processes, and continuity in studio practice.

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

grammes 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.

However, the panel could not find an ECTS grading table in the Diploma Supplement. In addition to the national/institutional grading scale with its explanation (Grading Table), the HEI should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective programme or field of study. This table must reflect how the grading scale is actually applied in that programme. Additionally, the Diploma Supplements do not contain the length of the study programme in time and ECTS, that the student needed to finish the study programme.

Therefore, they recommend the following **condition**:

The University needs to ensure that all students receive, upon graduation, a complete Diploma Supplement prepared in line with the European model of the Diploma Supplement. This includes, among other documents, the degree certificate, transcript of records, an ECTS Grading Table, and a Grade Distribution Table. The issuance of these documents must be regulated in a binding institutional document.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

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.

The panel notes that flexible arrangements for students with disabilities are formally regulated and implemented within the study programmes. However, accessibility across the campus is currently not fully ensured. Several facilities, including studio areas and the old library building, are not fully accessible due to the absence of elevators. The panel acknowledges that accessibility improvements are planned within new buildings but **recommends ensuring full physical accessibility throughout all campus facilities used by students**.

In addition, the panel noted programme-specific dress regulations within the **Art Education** programme, particularly in the Microteaching course, where female students may receive warnings for wearing trousers instead of skirts. The panel **recommends revising this regulation so that wearing skirts may be recommended but not enforced through formal warnings or sanctions**.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4 Equality of opportunity				X	

3.3 Didactical concept

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

For all study programmes

All four study programmes apply student-centred teaching and learning approaches aligned with Outcome-Based Education (OBE) principles and the MBKM (Merdeka Belajar – Kampus Merdeka) framework. The programmes use a combination of theoretical and practice-oriented teaching methods to support the achievement of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

Teaching methods applied across the programmes include:

- project-based learning,
- problem-based learning,
- group discussions,
- simulations,
- case studies,
- collaborative and cooperative learning,
- seminars,
- field practice,
- professional work practice and internships; and
- research-based learning activities.

All programmes integrate developments in science, technology, and digital media into teaching materials and learning processes. Teaching activities are designed to foster critical thinking, creativity, analytical competencies, experimentation, communication skills, teamwork, and independent learning. Depending on the course objectives, programmes apply onsite, online, and blended learning formats and make use of digital learning systems such as SPADA, SIAKAD, and Zoom. Teaching implementation and learning outcomes are regularly monitored and evaluated.

Bachelor of Art Education (AE)

AE combines pedagogical training with artistic practice. In the Nirmana Trimarta course, students develop three-dimensional artworks through studio-based learning while applying principles of composition, materials, and design. The Microteaching course uses simulation methods to practise teaching competencies such as classroom management, questioning techniques, and discussion facilitation. In Learning Instruction for Fine Arts, students apply problem-based learning to analyse and implement teaching strategies, while Philosophy of Art applies discussion- and problem-based approaches to analyse artworks and artistic phenomena from different theoretical perspectives.

Bachelor of Visual Communication Design (VCD)

VCD combines conceptual understanding with studio-based and digital practice. In the Computer Graphics course, students develop vector- and raster-based designs through practical work in computer laboratories, applying design principles such as balance, rhythm,

proportion, and clarity in print and digital media. Independent projects, collaborative work, and problem-based assignments support the development of technical, conceptual, and professional competencies. The programme also promotes engagement with current technologies and national and international cultural contexts.

Bachelor of Interior Design (ID)

ID focuses on fostering creativity, exploration, experimentation, and self-directed learning through studio-based and project-oriented teaching. Teaching methods encourage students to actively engage with design problems and develop independent learning competencies. The programme integrates printed and digital teaching materials aligned with course objectives and CLOs. During the pandemic period, online learning and digital teaching methods were implemented to support distance learning and blended learning approaches.

Bachelor of Fashion Design (FD)

FD combines theoretical learning with practical and collaborative project work. The programme requires courses to integrate either case-study methods or team-based project learning. Case studies are used to connect theoretical concepts with professional practice and to strengthen analytical, creative, and problem-solving skills. Project-based group work is particularly applied in practical courses and supports communication, negotiation, collaboration, and presentation skills relevant to the fashion and textile industry. The programme additionally applies blended learning formats combining face-to-face and online teaching.

3.3.2 Course materials (Asterisk Criterion)

For all study programmes

Teaching materials in all four study programmes are developed in alignment with the intended Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs). The development process generally includes disciplinary discussions among lecturers, preparation of materials by individual lecturers or lecturer groups, peer review within the relevant subject area, revision based on feedback, and regular updates reflecting developments in science, technology, research, and professional practice. Workshops and internal discussions are also used to strengthen lecturers' competencies in teaching material development and the integration of expert input.

Teaching materials are based on both printed and electronic resources, including textbooks, digital learning resources, recent national and international journal publications from the last ten years, and the results of lecturers' research and community service activities. Across all programmes, materials are aligned with the Indonesian National Qualifications Framework (INQF/KKNI), Outcome-Based Education (OBE), and the MBKM framework. Digital learning platforms and online resources are integrated to support blended learning, independent learning, and access to academic references.

Bachelor of Art Education (AE)

In AE, teaching materials are developed collaboratively within the areas of Art Education, Art Studies, and Art Creation. The development process additionally incorporates feedback from colleagues and graduate users. Materials are aligned with the programme vision and mission and integrate developments in art education, artistic practice, and pedagogical approaches.

Bachelor of Visual Communication Design (VCD)

In VCD, teaching materials are organised according to subject specialisations, including Branding Communication and Advertising, Graphic Design, and Multimedia. The programme additionally integrates evaluations involving industry practitioners to ensure relevance to current developments in the creative industry and professional design practice.

Bachelor of Interior Design (ID)

In ID, course materials are designed to support active learning and the development of analytical and problem-solving competencies. Materials expose students to multidisciplinary approaches and are continuously updated according to current didactical developments. Lecturers use digital technologies and platforms such as SPADA, Zoom, multimedia presentations, and online academic resources to support teaching and independent learning.

Bachelor of Fashion Design (FD)

In FD, teaching materials are developed collaboratively within disciplinary areas and incorporate feedback from colleagues and graduate users. Materials are aligned with the faculty vision and mission and integrate developments in textile, fashion, and creative industry practices, as well as current research findings and technological developments.

3.3.3 Guest lecturers

Bachelor of Art Education (AE)

To support a conducive academic environment, the Art Education programme regularly organises guest lectures and expert sessions, with more than three activities conducted each semester. The programme invites academics, researchers, artists, and practitioners from national and international institutions and industries in areas including sculpture, installation art, contemporary painting, visual communication design, semiotics, research methodology, international journal writing, graphic design, and art management. Contributors include academics from Malaysian universities, researchers and journal managers, as well as practitioners and artists from the creative industries and contemporary art sector.

Bachelor of Visual Communication Design (VCD)

The VCD programme supports an innovative, creative, and practice-oriented academic environment through seminars, public lectures, expert lectures, workshops, training sessions, and alumni teaching activities. Guest lecturers include academics and practitioners from the fields of graphic design, animation, event organisation, audiovisual media, and communication design. Contributors include experts in branding and layout design, graphic designers and event organisers, animation practitioners, and professors from international institutions such as Ulm University of Applied Sciences, Germany.

Bachelor of Interior Design (ID)

The Interior Design programme regularly invites guest lecturers from academic institutions, professional associations, and industry partners, both nationally and internationally. Guest lectures are integrated either within regular courses or through seminars, workshops, and discussion forums outside formal teaching schedules.

The programme involves practitioners from the Indonesian Interior Designers Association (HDII), designers and architects, as well as representatives from companies specialising in interior design technologies and materials. Regularly featured practitioners include a practitioner and administrator from the HDII centre, the CEO of Radio Magno and Speda G

and an architect. Industry partners include companies such as Knauf, Hafele, Asahimas, and Taco, which contribute expertise on contemporary materials, technologies, and professional practices.

Bachelor of Fashion Design (FD)

The Fashion Design programme organises guest lectures and expert activities more than three times per semester to support academic and professional development. Guest lecturers include academics, researchers, designers, entrepreneurs, and industry practitioners from universities, fashion companies, textile industries, and creative enterprises.

Contributors include academics from Universitas Sebelas Maret (LPPMP UNS and Indonesian Language Education, FKIP UNS), Parahyangan Catholic University, and Institut Teknologi Bandung (Faculty of Art and Design). Industry and creative-sector representatives include professionals from Revo.fash, Good Rich Semarang, Onna Ventura, PT Berkas Unggul Pratama (Leder Haus), Surakarta, Studio Ikaten, Danar Hadi, Craft Denim, Lurik Prasajo, PT Dan Liris Group, and Lennor.

Topics addressed include sustainable fashion, textile technology, branding, entrepreneurship, design innovation, and professional practice. Guest lecturers are selected based on expertise, industry reputation, international experience, and the relevance of their contributions to academic and industry developments.

Teaching formats include interactive lectures, workshops, case studies, panel discussions, and collaborative projects. These activities provide students with opportunities to expand professional networks, gain industry exposure, participate in exhibitions and design projects, and explore internship, employment, and international collaboration opportunities.

3.3.4 Lecturing tutors

The study programmes do not utilise formal teaching assistants in the implementation of learning activities. Instead, lecturers and academic advisors provide direct academic support to students throughout their studies.

Tutorial assistance is mainly delivered through direct supervision, particularly in relation to assignments and final projects. Each student is assigned an academic advisor responsible for monitoring academic progress, providing academic guidance, and supporting students in resolving study-related challenges. On average, each academic advisor supervises approximately 15 students.

The supervision system is intended to support students in completing their studies effectively and within the expected timeframe. Through regular guidance and communication, students are supported in developing academic confidence, competencies, and professional skills. Course lecturers and academic advisors therefore play a central role in facilitating student learning and academic progression.

Appraisal:

The didactical concept of the study programmes 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. They are user-friendly and encourage students to engage in further independent studies. Although they are mostly up to date and digitally accessible for the students, the panel **recommends updating the reading lists for each course**.

Formally, most learning outcomes are correctly formulated and correspond to Bachelor-level expectations. However, many learning outcomes in the course descriptions remain generic, descriptive, or insufficiently measurable, with an overreliance on verbs such as "understand" and "explain". Higher-order cognitive skills are underrepresented, particularly in design-based and technical courses, and some learning outcomes are not clearly aligned with the respective course content. Therefore, the panel **recommends diversifying the learning outcomes in the course descriptions by following Bloom's taxonomy and ensuring a closer alignment between learning outcomes and course content**.

Although Guest lecturers are occasionally 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 believes that guest lectures could be invited more regularly and **recommends structurally integrating the presence of guest lecturers**.

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

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Bachelor of Art Education (AE)

In response to developments in science, technology, and international higher education requirements, the Art Education programme implemented the MBKM (Freedom to Learn–Independent Campus) curriculum in December 2020. The curriculum is based on national higher education regulations, including the National Standards for Higher Education (SN Dikti), the Indonesian National Qualifications Framework (INQF), and policies related to the Industrial Revolution 4.0 and Society 5.0.

Within the MBKM curriculum, the programme introduced a compulsory creative industry internship course in the seventh semester. The course is designed to develop artistic competencies within intercultural and international creative industry contexts. Students receive training related to Indonesian cultural aesthetics and contemporary art and design discourse. International and intercultural exposure is supported through internships in national and international industries, including companies in Indonesia and Singapore. In addition, the

programme has organised international collaborative exhibitions, such as the Art Edu Care exhibition, in cooperation with universities in Malaysia.

Bachelor of Visual Communication Design (VCD)

The VCD programme implemented the MBKM curriculum in December 2020 in response to developments in science, technology, and higher education policy. The programme aligns with national higher education regulations, including SN Dikti, the INQF, and policies connected to the Industrial Revolution 4.0 and Society 5.0.

A compulsory MBKM internship course is integrated into semesters 5 and 6, providing students with practical experience in the creative industry. The programme also promotes international and intercultural learning through collaborative exhibitions and workshops.

International activities include collaborative exhibitions involving students from universities in Thailand and Malaysia, as well as an Intercultural Design Workshop conducted in cooperation with Ulm University, Germany, enabling interaction between Indonesian and international students.

Bachelor of Interior Design (ID)

The Interior Design programme integrates international and intercultural perspectives into its curriculum through courses addressing global design trends, sustainability, social design, and cultural identity. Students are encouraged to combine international perspectives with local cultural contexts in courses such as Furniture Design, Interior Product Design, Design Culture, and Social Design.

Global and environmental issues are incorporated into courses such as Ecodesign and Studium Generale, including case studies related to sustainability and carbon footprint analysis in the Solo region. Presentation-related courses are conducted in English to strengthen international communication competencies.

The programme also integrates intercultural learning activities through collaborative projects and community-based initiatives involving international students, including agricultural development activities in Delanggu and sustainability-related projects such as waste utilisation initiatives.

Bachelor of Fashion Design (FD)

The Fashion Design programme implemented the MBKM curriculum in December 2022 in accordance with national higher education regulations, including SN Dikti, the INQF, and policies responding to the Industrial Revolution 4.0 and Society 5.0.

The MBKM curriculum provides opportunities for students to undertake off-campus study and internships with partner institutions and companies for one or two semesters. Partner organisations include established fashion and textile industries and small and medium-sized enterprises with international market experience, including Danar Hadi, Sritex, Craft Denim, and PT Dan Liris Group.

These collaborations are intended to provide students with practical experience in textile and fashion production, entrepreneurship, and international market-oriented product development.

3.4.2 Internationality of the student body

Bachelor of Art Education (AE)

At present, the Art Education programme does not enrol international students for full-degree or partial-semester studies. However, the programme has experience in organising

international collaborative activities involving international students through the Art Edu Care initiative.

These activities have included joint exhibitions, discussions, performance art, and workshops since 2013, a student discussion programme with Universiti Malaysia Sabah in 2015, a collaborative project with the Australian National University in 2016, and continued art collaboration projects with UiTM Melaka and Universiti Malaysia Sabah between 2017 and 2024.

To support Universitas Sebelas Maret's objective of becoming a world-class university, the programme also participates in international student exchange activities. These include the Field Introduction Programme (PPL) coordinated through the Southeast Asian Ministers of Education Organisation (SEAMEO). In 2016, the Faculty of Teacher Training and Education (FTTE) sent six students to undertake teaching practice at partner institutions in Thailand and the Philippines and received four students from Thailand for teaching practice at partner schools affiliated with FTTE UNS.

The programme additionally participated in the second batch of the Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project) involving universities in Indonesia, Thailand, and the Philippines between July and August 2016. The programme included exchange activities related to school-based teaching practice.

Bachelor of Visual Communication Design (VCD)

In recent years, the VCD programme has enrolled several international students, including students from Japan, Timor-Leste, and African countries.

Bachelor of Interior Design (ID)

The Interior Design programme actively encourages student participation in research, seminars, competitions, and exhibitions at local, national, and international levels. Students participate both as attendees and organisers, contributing to academic exchange and intercultural engagement.

Students have collaborated with Chiba University, Japan in research activities and presented projects in English at international conferences, including the 2023 ASJI Conference and the 2024 SBCC. Courses within the international programme, such as Design Culture, Eco-Design, Creative Industry Management, and Applied Aesthetics, support internationalisation and enable participation by international students.

The programme also maintains ongoing student exchange activities with UiTM Malaysia and Chiba University, supporting the university's internationalisation strategy.

International student workshops, including the In-Herit programmes in 2021 and 2022 organised in collaboration with the UNS International Office, further contribute to international engagement.

Bachelor of Fashion Design (FD)

The Fashion Design programme currently does not enrol international students in the full bachelor's programme. However, international students have participated in short-term exchange activities, including an inbound exchange student from Madagascar who attended one course for one semester.

The programme also organised the International Batik Short Course between 2017 and 2019. These courses were attended by international students studying at Universitas Sebelas Maret and focused on batik-related learning activities.

3.4.2 Internationality of faculty

Bachelor of Art Education (AE)

Lecturers in the AE programme participate in international academic and artistic activities. One lecturer was a speaker at the CASSIC international seminar at Universiti Teknologi Mara Melaka, Malaysia, and also participated in exhibitions at Shah Alam Gallery, Malaysia. Another lecturer participated in the LIAC international exhibition at Universiti Teknologi Mara Melaka. One lecturer took part in the International Batik Art Exhibition (IBaEX) at Universiti Teknologi Mara Melaka, while another presented a poster at the Singapore Institute of Technology.

In addition, AE regularly organises and participates in international conferences, including the 5th ICTTE, 2nd ICoSMEE, 3rd ICLIQUE, 1st ARTEducationVEC, and 1st ICOSETH.

The programme also involves visiting professors and outbound lecturer activities with partner institutions in Thailand, Malaysia, and Japan. Visiting lecturers have included academics from universities in Malaysia, Thailand, the Netherlands, Japan, Russia, Egypt, and India.

Bachelor of Visual Communication Design (VCD)

Lecturers in the VCD programme participate in international exhibitions organised annually by the faculty, including the IVCE (International Visual Culture Exhibition). Several lecturers also have additional international academic and professional experience.

One lecturer obtained a master's degree in Germany and has participated in international film competitions and exhibitions. Another lecturer has exhibited illustration works internationally, while one lecturer organised an exhibition in Thailand. A further lecturer completed doctoral studies in Malaysia, and another is currently pursuing doctoral studies at Universiti Sains Malaysia (USM).

To support the University's internationalisation strategy, the VCD programme participates in international academic activities and exchange programmes.

Students participate in the Indonesian International Student Mobility Awards (IISMA), organised annually by the Indonesian Ministry of Education and Culture.

The programme also hosts visiting professors for public and regular lectures and supports outbound lecturer activities to Thailand, Malaysia, and Japan. Visiting lecturers have included academics and professionals from Malaysia, Thailand, and Germany.

Bachelor of Interior Design (ID)

The Interior Design (ID) programme includes lecturers with international academic experience. One lecturer has been actively involved in international research collaboration, seminars, and academic cooperation with the Design Research Institute, Chiba University, Japan. His activities focus on local crafts and community development, including research related to the Rojolele Delanggu community and Rattan Trangsan Village. These activities contribute to international knowledge exchange and support the internationalisation strategy of Universitas Sebelas Maret. Another lecturer has participated in international seminars, collaborative research, and academic cooperation with the University of Leeds.

The Interior Design programme supports the University's internationalisation strategy through international workshops, conferences, and lecturer and student exchanges with overseas partner institutions.

The programme collaborates with Monash University Indonesia, Chiba University, UiTM Malaysia, and the University of the Arts London in seminars and workshops. Lecturer exchange activities are conducted with UiTM Malaysia and Chiba University.

The programme also organised the Indonesia–Japan Research international conference, involving speakers from Japan, the Philippines, and Indonesia. These activities support the international academic experience and global competencies of both lecturers and students.

Bachelor of Fashion Design (FD)

The faculty of the FD programme has several international experiences. For example, one professor has served as a speaker at Universiti Teknologi MARA (UiTM), Universiti Kelantan, and Universiti Sarawak in Malaysia. One lecturer has participated as a workshop speaker at Erasmus University in the Netherlands, taken part in an international art festival and workshop at Poh Chang Academy of Arts, served as a speaker at Universiti Teknologi MARA (UiTM), and acted as chairman of the international Eco-Creativity exhibition in Surakarta.

Another lecturer has contributed to a summer course for batik training for Chinese students, foreign students at Universitas Sebelas Maret, and community service activities for Indonesian descendants in Singapore and Malaysia.

3.4.3 Foreign language contents

For all study programmes

All four study programmes integrate the use of foreign languages, particularly English, into teaching and learning activities. English-language references and academic materials are used within courses to support students' academic development and access to international literature. In all programmes, an English for Academic Purposes (EAP) certificate issued by the UNS Language Centre is a mandatory administrative requirement for participation in the *skripsi* or final examination process.

Bachelor of Interior Design (ID)

The ID programme additionally includes a compulsory English general course (*Mata Kuliah Umum – MKU*). The **Presentation Techniques** course requires students to deliver presentations in English. International workshops also encourage the use of foreign languages, including English and Japanese.

Appraisal:

Although there are some international contents in the curricula of **all four study programmes**. The panel believes that the proportion should be increased.

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

The University enhances the international related activities and contents in the curriculum.

Since currently there is no international student enrolled any of the study programmes. The panel thinks that for all study programmes the international composition of the student body does not correspond to the programmes' concept. The panel **recommends enhancing the efforts to attract more international students**. For example, by offering the study programmes'

websites not only in Bahasa but also in English and by additional marketing including via social media.

For **VCD**, **ID** and **FD** 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.

For **AE**, the panel sees a need to increase the internationality of the faculty and **recommends increasing the number of international faculty members, collaborations with international researchers, as well as international contacts and experiences for faculty members.**

Although **all study programmes** include foreign language courses and foreign-language teaching materials, the panel sees room for improvement and **recommends increasing the number of courses taught in English, as well as the number of course activities conducted in English. The university should also consider requiring a higher minimum score than 60 in the final English test (EAP).**

	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			VCD, ID, FD	AE	
3.4.4 Foreign language contents				X	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

For all study programmes

All four study programmes apply case-solving and project-based learning methods in accordance with the UNS Internal Quality Assurance System (SPMI), Rector's Regulation Number 31 of 2020, and Minister of Education and Culture Regulation Number 3 of 2020. Teaching and learning activities are implemented according to the Semester Learning Plans (RPS) and are designed to be integrative, holistic, collaborative, cooperative, and student-centred.

The programmes aim to develop multidisciplinary competencies through collaborative learning, internships, project work, community service activities (KKN), exhibitions, and industry-related activities. Students are encouraged to apply knowledge across disciplines, strengthen problem-solving competencies, and develop transferable skills such as communication, teamwork, leadership, creativity, entrepreneurship, and project management. Practical and multidisciplinary learning is further supported through collaborations with external partners, industry involvement, community-based projects, and MBKM activities. Assessment methods include project-based assessment, collaborative assignments, internship evaluation involving academic and industry supervisors, and practical presentations.

Bachelor of Art Education (AE)

AE focuses on multidisciplinary learning related to art education, artistic creation, entrepreneurship, and collaborative learning between fields of study. These competencies are developed through creative industry projects, internships, collaborative learning in partner schools, and guided community service programmes (KKN).

In the Art Creation Methods course, assessment focuses on students' exploration and artistic creation processes. Internship activities in painting, Visual Communication Design, and craft are jointly assessed by lecturers and industry partners. Leadership and communication competencies are additionally strengthened through Microteaching, Art Management, exhibition projects such as Arteducare, and exhibition workshops.

Bachelor of Visual Communication Design (VCD)

VCD develops multidisciplinary competencies through industrial internships, collaborative projects, and MBKM activities recognised as 20 credits by the Indonesian Ministry of Education and Culture. The programme particularly emphasises multidisciplinary thinking, entrepreneurship, and collaboration between disciplines.

Bachelor of Interior Design (ID)

In the Sabrang Village KKN programme, students collaborate with Architecture, Agriculture, and international partner universities, including Chiba University and Monash University, in agricultural village development projects conducted regularly since 2020.

The programme also supports student activities organised by HMDI, including INRARE and INFEX, which require organisational management, cooperation with external partners, and integration of business aspects. Core competencies include conceptual skills related to analysing design problems, presentation skills through sketching and 3D visualisation, collaboration skills developed through international workshops, and cultural understanding related to the Solo Raya region.

Bachelor of Fashion Design (FD)

FD develops multidisciplinary competencies through exhibitions, student achievement activities, published student projects, and collaborative learning activities that integrate theoretical and practical knowledge. Learning methods are selected according to the characteristics of the courses and intended competencies defined in the Programme Learning Outcomes (PLOs).

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.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor of Art Education (AE)

The Art Education programme equips students with the attitudes, knowledge, and skills required for employment. Based on the Programme Learning Outcomes (PLOs), students develop competencies in teaching, art creation, and entrepreneurship. The teaching and learning process combines theoretical instruction with practical experience, including professional internships.

Assessment methods include tests, performance evaluations, product assessments, portfolios, and project work, enabling students to develop competencies aligned with the PLOs and labour market requirements. The programme also incorporates current references and research findings to ensure relevance to societal and professional needs.

Graduate employability is further supported through alumni networks, business opportunity information, training sessions, and discussions with industry practitioners. According to programme data, 50% of graduates obtain employment as teachers, 32% as designers, 8% as artists and entrepreneurs, and 10% in other art-related fields. The average waiting period for obtaining a first job is reported as 0 months.

Bachelor of Visual Communication Design (VCD)

The VCD programme prepares students for professional practice through the development of theoretical knowledge, practical skills, and industry experience. Students acquire competencies in visual communication design through coursework, projects, and internships. Assessment methods include tests, performance evaluations, product assessments, portfolios, and project work. Teaching materials are based on current references and research findings to ensure alignment with developments in society and industry. Students also benefit from training activities, discussions with industry professionals, and alumni networks.

According to tracer study data, 73.73% of graduates obtain their first employment as designers, 9.09% work as artists or entrepreneurs in the arts sector, and 1.59% continue to master's-level studies. The average waiting period for employment is 3.6 months.

Bachelor of Interior Design (ID)

The Interior Design programme provides a curriculum focused on specialised professional competencies and labour market relevance. The curriculum combines compulsory and elective courses covering residential, commercial, and public facility design, furniture and product design, technical drawing, ergonomics, materials, design methods, project management, presentation techniques, entrepreneurship, and research-related subjects. Ethical and civic competencies are supported through courses in Pancasila, Religious Education, Civic Education, and Javanese Cultural Studies.

Tracer study data from 128 graduates (2021–2022) indicate that 41% work in private companies, 35% in the creative industry, and 24% in government institutions, state-owned enterprises, academia, freelancing, or other sectors. Most graduates obtained employment before graduation or within three months afterwards.

Feedback from the Interior Design Alumni Association identified several competencies relevant to industry needs, including communication, 3D modelling, technical drawing, presentation graphics, financial planning, entrepreneurship and marketing, trend awareness, aesthetics, motivation, ethics, and moral awareness.

Bachelor of Fashion Design (FD)

The Fashion Design programme equips students with theoretical knowledge, practical competencies, and entrepreneurial skills relevant to the labour market. Students gain experience through coursework, creative practice, and industry internships.

Assessment methods include tests, performance evaluations, product assessments, portfolios, and project work. The programme uses current references and research findings to align learning with industry and societal developments. Graduate employability is also supported through alumni networks, training sessions, and discussions with industry practitioners.

According to the 2023 tracer study of graduates from the 2022 cohort, 53.33% of graduates were employed. Of these, 33.33% worked in private companies, 16.67% were self-employed entrepreneurs, and 3.33% worked in government institutions. Regarding the relevance between studies and employment, 43.33% of respondents described the relationship as fairly strong, 23.33% as very strong, and 13.33% as strong.

The waiting period for employment was reported as follows: 33.33% obtained employment within one month, 13.33% within three months, 10% within six months, 6.67% within two months, and 3.33% within four months. These findings indicate that the programme supports graduates in entering the labour market.

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 courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

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

Bachelor of Art Education (AE)

Human resource development and capacity building in the Art Education programme are based on the UNS Business Strategic Plan, with the objective of strengthening the quality and capacities of lecturers and administrative staff.

The programme has 15 full-time lecturers, consisting of three professors, seven doctoral degree holders, and five master's degree holders. Of these, 13 are permanent civil servant lecturers and two are permanent non-civil servant lecturers. In addition, seven part-time lecturers from other study programmes within the faculty and from other faculties contribute to teaching activities.

The programme is managed by a Head of the Study Programme, supported by one administrative staff member.

Table 9 Structure and number of AE lecturers

	ART EDUCATION
Full-Time Lecturers	
Professors	3
Doctors	7
Masters	5
Total	15

Bachelor of Visual Communication Design (VCD)

The development of human resources in the VCD programme follows the UNS Business Strategic Plan and focuses on strengthening the capacities of lecturers and administrative staff.

The programme has 14 internal lecturers, including six doctoral degree holders and eight master's degree holders, as well as four external lecturers, including one professor and three doctoral degree holders. Staffing includes twelve permanent civil servant lecturers, two permanent civil servant candidates, and four non-permanent lecturers from other faculties.

The programme is led by a Head of the Study Programme, supported by one administrative staff member.

Teaching activities cover both theoretical and practical areas and are coordinated according to lecturer expertise. Courses are organised into university general courses, faculty general courses, study programme courses, specialised courses, and elective courses. The curriculum includes six academic disciplines: art and illustration, psychology, communication studies, history and research methodology, economics, and technology or professional practice. Elective and professional practice subjects include mobile app design, web design, game design, comics, film production, and event organising.

Lecturers participate in competency development and certification programmes and are actively involved in research, consultancy, community service, publications, professional organisations, and national and international academic activities. In the most recent academic

year, permanent lecturers carried an average teaching load of twelve credits per semester, equivalent to approximately 26 hours per week, in accordance with national regulations.

Table 10 Structure and number of VCD lecturers

	Lecturers of Visual Communication Design (VCD)	External lecturers of Visual Communication Design (VCD)
Professors	-	1
Doctors	6	3
Masters	8	-
Total	14	4

Bachelor of Interior Design (ID)

The Interior Design programme follows the UNS Business Strategic Plan in developing lecturer and administrative staff capacities.

The programme has 16 permanent civil servant lecturers, consisting of one professor, seven doctoral degree holders, and eight master's degree holders. In addition, non-permanent lecturers and two part-time lecturers from industry backgrounds contribute to the programme. Part-time teaching is also supported by lecturers from other study programmes within the faculty and other faculties.

The programme is managed by a Head of the Study Programme with administrative support.

Table 11 Structure and number of ID lecturers

Full Time Lecturers	Number
Professors	1
Doctors	7
Masters	8
Total	16

Bachelor of Fashion Design (FD)

The Fashion Design programme conducts human resource development and capacity building in line with the UNS Business Strategic Plan, aiming to strengthen the quality and competencies of lecturers and administrative staff.

The programme has ten permanent civil servant lecturers, including one professor, two doctoral degree holders, and seven master's degree holders. Additional teaching support is provided by lecturers from other study programmes and faculties on a part-time basis.

The programme is led by a Head of Programme and supported by an administrative staff member.

Table 12 Structure and number of FD lecturers

Permanent Lecturer	Number
Professor	1
Doctorate	2
Magister	7
Total	10

4.1.2 Academic qualification of faculty (Asterisk Criterion)

For all study programmes

All four study programmes implement quality improvement strategies aimed at supporting high academic achievement, timely graduation, competitiveness, and the development of competencies relevant to the respective fields of study. The implementation is aligned with Rector's Regulation No. 31 of 2020 on the Administration and Management of Undergraduate Programmes, which defines mechanisms for the achievement and monitoring of Programme Learning Outcomes (PLOs).

Across all programmes, lecturers fulfil national higher education requirements and contribute to education, research, and community service activities. Faculty members hold academic qualifications at professor, doctoral, and master's degree levels and possess professional certifications relevant to their disciplines. Lecturers are active in publishing scholarly works in national and international journals, participating in exhibitions, conferences, and professional activities, and producing academic outputs including books, learning media, and Intellectual Property Rights (IPR) certificates.

The university additionally supports academic staff development through research grants, conference participation, collaborative activities, workshops, professional certification programmes, and international academic cooperation.

Bachelor of Art Education (AE)

The AE programme has 15 lecturers consisting of three professors, seven doctoral degree holders, and five master's degree holders. Lecturers hold academic specialisations in art education, art studies, and art creation. Academic outputs include publications, national and international art exhibitions, and IPR certificates related to learning media, textbooks, paintings, textiles, crafts, and batik works.

Bachelor of Visual Communication Design (VCD)

The VCD programme has 14 lecturers, including five doctoral degree holders and eight master's degree holders, all registered with a National Lecturer Identification Number (NIDN). Academic specialisations include art and illustration, psychology, communication studies, history and research methodology, economics, technology or professional practice, as well as professional fields such as mobile app design, web design, game design, comics, film production, and event organising.

Lecturers hold competency certifications in areas such as assessor competency, entrepreneurship, television production, and graphic design. Recruitment processes include competency testing, interviews, microteaching, English proficiency tests, and academic potential assessments. The university also supports lecturer development through professional certification programmes offered by the Professional Certification Institute (LSP) and the National Professional Certification Agency (BNSP).

Bachelor of Interior Design (ID)

The ID programme is supported by 16 permanent lecturers, all of whom hold a National Lecturer Identification Number (NIDN). Eight lecturers hold master's degrees, with two currently pursuing doctoral studies, while eight lecturers hold doctoral degrees.

Lecturers actively contribute to nationally and internationally funded research and community service activities, including grants from the Sumitomo Foundation and the Japan Foundation. Research outputs include publications in Scopus-indexed journals. The programme additionally supports academic quality through improved library and internet access, strengthened supervision systems, updated skripsi guidelines, online learning platforms, seminars, workshops, benchmarking activities, and faculty exchange programmes with international partner universities.

Bachelor of Fashion Design (FD)

The FD programme has ten lecturers consisting of one professor, one doctoral degree holder, and eight master's degree holders. Lecturers hold educator certifications, with some additionally certified as batik designers.

Faculty members have published scientific works in national and international journals and participated in national and international exhibitions. Academic outputs also include IPR certificates related to teaching media, textbooks, and art and design works.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

For all study programmes

All four study programmes support the continuous pedagogical and professional development of lecturers through participation in the **Technical Instructional Training: Applied Approach (Pekerti-AA)** programme organised at university and faculty level. The programme supports the implementation of the MBKM 2020 Curriculum in accordance with **Ministry of Education and Culture Regulation No. 3 of 2020** and strengthens lecturers' pedagogical, didactical, and professional competencies.

The Pekerti-AA programme includes training in curriculum analysis, teaching models and methods, lesson plan development (RPS), learning media and ICT integration, assessment systems, competency analysis, syllabus preparation, teaching materials development, instructional research, learning evaluation, microteaching, and performance assessment.

Across all programmes, teaching activities are conducted according to lecturers' academic and professional expertise and are supported by Semester Learning Plans (RPS), learning implementation plans (RPP), teaching materials, learning modules, instructional media, and digital learning systems. Lecturer duties and responsibilities are regulated by the respective study programmes.

Bachelor of Art Education (AE)

AE lecturers specialise in art education, art studies, and art creation, including painting, sculpture, graphic art, fashion design, woodcraft, leathercraft, ceramics, and visual communication design. Lecturers are active as reviewers for national and international journals and as authors of academic publications.

Bachelor of Visual Communication Design (VCD)

VCD lecturers hold qualifications in fine arts, design, and humanities, with expertise in areas including illustration, psychology, communication studies, history and research methodology, economics, technology and professional practice, mobile app design, web design, game design, comics, film production, and event organising. Teaching additionally integrates online learning systems through SPADA UNS.

Bachelor of Interior Design (ID)

ID lecturers specialise in interior design studio, furniture design, product design, art and design history, sociology of art and design, eco-design, design culture, research in design, and learning development. One lecturer serves as a facilitator within the university's Education Development and Quality Assurance Institute (LPPMP) and contributes directly to the Pekerti-AA programme. Lecturers additionally hold professional educator certifications issued by the Ministry of Education, Culture, Research, and Technology.

Bachelor of Fashion Design (FD)

FD lecturers specialise in textiles, traditional textiles, fashion, visual culture, and creativepreneurship. Lecturers are active as reviewers for national and international journals and as authors of academic publications.

4.1.4 Practical business experience of faculty

Bachelor of Art Education (AE)

Faculty business activities are intended to generate revenue for institutional development, resource optimisation, and welfare improvement. Cooperation with businesses and industry aims to reduce the gap between graduate competencies and labour market needs, particularly regarding qualified and certified human resources.

AE's practical business activities include entrepreneurial ventures in art and design, rental services for exhibition facilities and infrastructure, and the organisation of art exhibitions and bazaars, including *Art Edu Care*. These activities provide practical experience while supporting cooperation between academia and industry.

Bachelor of Visual Communication Design (VCD)

VCD lecturers also hold professional certifications as practitioners and assessors through BNSP and LSP UNS. They act as reviewers for national and international journals and are certified as assessors in junior art direction, junior graphic design, and senior graphic design. The VCD study programme develops business-oriented creative activities in the fields of art and design. These include entrepreneurial activities, rental services for exhibition facilities and infrastructure, and the organisation of art exhibitions and bazaars.

Bachelor of Interior Design (ID)

The ID study programme implements business-related activities connected to lecturers' areas of expertise, involving students and cooperation with private and government institutions. Activities include:

1. Furniture design projects for commercial purposes in cooperation with partners such as Warisan Furniture, Pratama Rattan, and Senkay Project under profit-sharing arrangements.

2. 3D modelling workshops using SketchUp and 3ds Max software for secondary school and vocational school students.
3. Interior and architectural consultancy projects for residential, educational, office, and healthcare facilities.
4. Production and sale of rattan handicrafts for national and international markets, including Japan.
5. Sale of study programme merchandise, including shirts, bags, and keychains.
6. Marketing of local rice products developed by a student team in Sabrang Village under the brand name *RajaReja*.

Several lecturers have professional experience with national and international design companies and projects in Indonesia and Japan. Lecturers are also active as editors and reviewers for national and international journals and conferences in art, architecture, engineering, and design.

Bachelor of Fashion Design (FD)

Faculty business activities support institutional development, resource optimisation, and welfare improvement through partnerships with businesses and industry. These partnerships aim to strengthen the alignment between graduate competencies and industry requirements for qualified human resources.

Lecturers who operate businesses in textile design and production services contribute to entrepreneurship, marketing, and communication courses within the faculty and study programme. This enables students to gain direct experience and industry-oriented knowledge from active business practitioners.

4.1.5 Internal cooperation (Asterisk Criterion)

Bachelor of Art Education (AE)

AE conducts monitoring and evaluation activities to support the achievement of programme objectives. The Head of the Study Programme is supported by the Head of Laboratory, administrative staff, development and partnership teams, the Quality Control Division (GKM), Quality Assurance, faculty leadership, and students. These structures support the quality of the learning process.

Internal cooperation among AE lecturers is organised through Research Groups (RGs) in Art Education, Art Studies, and Art Creation. Cooperation includes collaboration within UNS as well as partnerships with external institutions. AE also involves lecturers from other study programmes whose expertise is relevant to the programme. Cross-disciplinary and interdisciplinary cooperation is encouraged in order to maintain disciplinary expertise while broadening academic perspectives.

In addition, AE collaborates with schools, art studios, and MSMEs in the fields of design and crafts through community service activities.

Bachelor of Visual Communication Design (VCD)

VCD applies an internal cooperation strategy to support programme development and quality assurance. Monitoring and evaluation activities are coordinated by the Head of the Study Programme with support from the Head of Laboratory, administrative staff, development and partnership teams, the Quality Control Division (GKM), Quality Assurance, faculty leadership, and students.

Internal cooperation is implemented through meetings, discussions, committees, and feedback processes, as well as through Research Groups (RGs) organised by academic discipline. Collaboration aims to strengthen participation, transparency, openness, and mutual trust among lecturers.

Cooperation activities include:

1. Regular scientific meetings;
2. Training activities;
3. Research and community service projects;
4. Teaching activities;
5. Community service programmes (P2M).

Programme development is supported through:

- joint formulation and validation of the programme vision, mission, and objectives;
- regular dissemination of programme objectives through meetings and lectures;
- transparent and professional programme administration;
- regular and ad hoc meetings on education, research, and community service;
- monitoring of teaching activities through attendance systems and lecture documentation;
- research and community service activities organised through Research Groups to support lecturer development and student learning.

Bachelor of Interior Design (ID)

Internal cooperation in the ID programme is implemented through activities related to the Tri Dharma of Higher Education. In education, cooperation is realised through teaching teams responsible for planning, implementation, and assessment. Programme members also participate in regular evaluations of lectures and curriculum implementation.

Joint evaluations are conducted to ensure alignment between teaching materials and the agreed Body of Knowledge (BoK). In research and community service, lecturers participate in research groups that support collaborative research, scholarly publication, and community service activities on an annual basis.

Bachelor of Fashion Design (FD)

FD conducts monitoring and evaluation activities to support programme development and maintain the quality of the learning process. The Head of the Study Programme is supported by the Head of Laboratory, administrative staff, development and collaboration teams, the Quality Control Unit (GKM), Quality Assurance, faculty leadership, and students.

Internal cooperation among lecturers is organised through Research Groups (RGs), including the Traditional and Contemporary Textile RG and the Craft and Innovation RG. Cooperation also includes partnerships with other study programmes within the university and external institutions.

Cross-disciplinary and interdisciplinary cooperation is encouraged to maintain lecturers' disciplinary expertise while broadening perspectives across related fields. FD also collaborates with external partners and conducts community service activities with MSMEs in the textile and fashion sectors.

4.1.6 Student support by the faculty (Asterisk Criterion)

For all study programmes

All four study programmes provide student support services including academic guidance and counselling, support for the development of student interests and talents, and soft-skills development. The programmes aim to broaden students' learning experiences, strengthen graduate competencies, and support academic and professional development.

Academic guidance is generally provided through Academic Advisors (PAs), counselling teams, and study programme support structures. Students receive support in areas such as study planning, course selection, monitoring academic progress, and addressing academic and non-academic issues. Guidance activities are supported through the SIAKAD system and through direct consultation with lecturers and programme staff.

The programmes additionally support student organisations, extracurricular activities, exhibitions, competitions, workshops, internships, MBKM activities, and community engagement projects. Facilities supporting student activities include gazebos for informal discussions, exhibition spaces, student association rooms, and specialised laboratories and studios.

Soft-skills development is supported through training activities, professional certification opportunities, leadership development, and cooperation with external partners and industries.

Bachelor of Art Education (AE)

AE supports student activities through guidance and counselling services, soft-skills development, and facilities such as gazebos for informal discussions and collaborative student activities.

Bachelor of Visual Communication Design (VCD)

VCD provides additional facilities including audiovisual, multimedia, photography, and computer laboratories, as well as galleries and exhibition screens. Student interests and talents are supported through the VCD Student Association (HMDKV) and organisations related to photography, animation, and sports.

Students participate in competitions, workshops, exhibitions, industry talk shows, student exchanges, overseas courses, Student Micro Credentials, PKM activities, and MBKM programmes. The programme additionally offers computer and English training and professional certification opportunities in junior art direction and graphic design. Internship supervision is conducted in cooperation with industry partners.

Bachelor of Interior Design (ID)

ID supports student activities through the Fine Arts Student Family (KMSR) and the Interior Design Student Association (HMDI). Activities include professional webinars, TKMDII, the INRARE exhibition, the INFEX exhibition, and the Art Week Exhibition.

The programme additionally provides English and leadership training and implements internships and MBKM activities in cooperation with institutions and companies such as PUPR, PT KAI, Hadiprana, INKA, WIKA Realty, Team Three Architects, PT Era Jaya, Delanggu, and Sidowayah.

Bachelor of Fashion Design (FD)

FD supports students through guidance and counselling, support for interests and talents, and soft-skills development activities. Student support facilities include gazebos used for informal discussions and exhibition-related activities.

4.1.7 Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)

Not relevant.

Appraisal:

The structure and number of the faculty correspond to the programme 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.

Although the **VCD** programme is supported by qualified academic staff, the programme currently does not include a professor. The panel considers it advisable for each study programme to have at least one professor and therefore **recommends appointing a professor to the VCD programme.**

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

The **AE** programme currently includes lecturers with expertise in either art or education. The panel considers that the inclusion of lecturers with a professional background in art education, such as former art teachers, could further strengthen the programme profile and therefore **recommends appointing lecturers with practical school-based art education experience.**

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. UNS verifies the qualifications of the faculty members by means of an established procedure. UNS 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.

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

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

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.

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

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

For all study programmes

All four study programmes implement organisational structures and operational procedures based on the regulations of Universitas Sebelas Maret (UNS), particularly Regulation of the Minister of Education and Culture No. 82 of 2014, as well as relevant Rector's Regulations governing organisational structures and study programme management. The Heads of the Study Programmes are responsible for leading education, teaching, research, and community service activities and report directly to the Dean under the coordination or supervision of the Vice Dean for Academic, Research, and Student Affairs. Depending on the programme, the position is appointed for a four- or five-year term and may be renewed once. In all programmes, the Head of the Study Programme is supported by the Head of the Laboratory, the Quality Control Circle (GKM), partnership and student development divisions, and administrative staff. Responsibilities across all programmes generally include:

- planning, monitoring, evaluating, and reporting learning activities;
- coordinating teaching assignments, Semester Learning Plans (RPS), and assessment processes;
- coordinating research and community service activities with Research Groups (RG) and LPPM;
- coordinating internships, MBKM activities, community service, and partnerships;
- evaluating lecturer performance through the Employee Performance Evaluation Checklist (DP3); and
- reviewing and developing curricula through input from students, alumni, stakeholders, and external partners.

Bachelor of Art Education (AE)

The AE programme places additional emphasis on coordinating seminars, partnerships, MBKM activities, and student association structures. The Head of the Study Programme also oversees curriculum reconstruction and collaborative activities related to art education and community engagement.

Bachelor of Visual Communication Design (VCD)

The VCD programme follows Government Regulation No. 56 of 2020 and Rector's Regulation No. 10 of 2023. The Head of the Study Programme additionally manages human resource allocation within counselling, partnership, creativity, and academic advisory units and is responsible for curriculum reviews involving students, alumni, practitioners, associations, and industry stakeholders.

Bachelor of Interior Design (ID)

The ID programme additionally supports seminars, MBKM-related partnerships, and the appointment of student association coordinators. Research and community service activities are coordinated through Research Groups and LPPM.

Bachelor of Fashion Design (FD)

The FD programme additionally emphasises cooperation with lecturers in organising seminars, partnerships, and MBKM activities. The Head of the Study Programme also appoints student coordinators and coordinates teaching load allocation.

4.2.2 Process organisation and administrative support for students and faculty

All Study Programmes

The organisational structure and administrative procedures of all four study programmes are implemented in accordance with the Regulation of the Minister of Education and Culture No. 82 of 2014 concerning the organisational structure and operational procedures of Universitas Sebelas Maret (UNS). Administrative services are organised through faculty-level divisions responsible for academic affairs, student affairs and alumni, finance, planning, and information management. Administrative staff support the Heads of the Study Programmes in the implementation of academic and operational activities.

In all study programmes, administrative staff are responsible for validating Course Registration Forms (KRS), recording attendance, managing course schedules, processing skripsi examination schedules and grades, handling correspondence and documentation, providing administrative support for students, preparing academic and skripsi guidelines, and managing inventories of facilities and infrastructure.

All programmes are supported by university-wide IT systems and online learning infrastructure, including:

- SIAKAD (Academic Information System);
- SPADA UNS (online learning platform);
- UNS Open Courseware (OCW);
- Single Sign-On (SSO);
- lecturer promotion system (PAK);
- SIREVA budget estimation system;
- LPPM research and community service platform;
- licensed Zoom access for online learning and remote skripsi examinations.

The university website provides information in English, including faculty information, infrastructure, and student life in Solo, which supports prospective international students. The online systems support the implementation of distance learning, enabling lecturers to upload materials, organise discussions, conduct online examinations, and supervise students remotely.

All study programmes provide staff development opportunities through training programmes, workshops, technical guidance, scholarships, further study support, comparative studies, and structured career progression schemes. Training areas include administration, IT systems, budgeting, networking, programming, public relations, and English language proficiency. Administrative staff in all programmes support activities related to teaching, research, and community service and coordinate with faculty-level personnel to ensure effective programme operations.

Bachelor of Art Education (AE)

AE operates a dedicated programme website and emphasises staff development through workshops, technical guidance, and comparative studies.

Bachelor of Visual Communication Design (VCD)

In addition to general administrative responsibilities, VCD administrative staff archive collaboration agreements and activity documentation, process KP grades, and support the dissemination of programme information and standard operating procedures. The programme also highlights staff development activities in areas such as web mastering, networking, and teamwork.

Bachelor of Interior Design (ID)

ID operates its own programme website, which provides information on programme activities, internships, scholarships, research, and administrative services such as equipment and room bookings. The programme additionally uses communication platforms including WhatsApp, Facebook Messenger, email, and internal messaging systems.

Bachelor of Fashion Design (FD)

FD places particular emphasis on administrative support for guest lecturers. Administrative staff coordinate scheduling, classroom and studio allocation, technical preparation, online learning systems, seminars, exhibitions, and collaborative projects. The programme also highlights support services for students and lecturers with disabilities, international students through the International Office, and research support through grants, laboratories, publication support, and research networks.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. After the interviews, the panel gained the impression that the Heads of the Study Programmes were not closely involved in the coordination of programme activities. The panel therefore **recommends strengthening the active involvement of the programme directors in the coordination and management of the study programmes.**

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

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

Bachelor of Art Education (AE)

AE cooperates with universities and organisations in Asia and nationally, including institutions in China, Malaysia, Taiwan, Thailand, Brunei Darussalam, Singapore, and the Philippines. Partner institutions include Xihua University, Universiti Pendidikan Sultan Idris, National Changhua University of Education, Thepsatri Rajabhat University, Universiti Malaya, Universiti Putra Malaysia, Srinakharinwirot University, and Universiti Brunei Darussalam.

The programme also cooperates with schools, local education departments, creative communities, art studios, MSMEs, and Indonesian universities such as Universitas Negeri Yogyakarta, Universitas Negeri Semarang, Universitas Muhammadiyah Surakarta, and ISI Denpasar. Cooperation activities include educational projects, creative industry collaboration, and community engagement.

Bachelor of Visual Communication Design (VCD)

VCD maintains extensive cooperation with higher education institutions, schools, villages, industry partners, and academic organisations nationally and internationally. International partners include institutions in Germany, Thailand, Malaysia, Vietnam, Japan, Canada, and Australia. Cooperation activities include student and lecturer exchanges, workshops, exhibitions, seminars, curriculum development, MBKM implementation, research collaboration, and faculty exchange.

International partners include Neu-Ulm University of Applied Sciences, Technische Hochschule Ulm, Universiti Sains Malaysia, Universiti Teknologi MARA, Chiba University, Monash University, York University, and Van Lang University.

National cooperation partners include ISI Yogyakarta, ITS Surabaya, Petra Christian University, Bina Nusantara University, UPN Veteran Jawa Timur, and ISI Denpasar. The programme also cooperates with schools, villages, and local government institutions in MBKM, internships, research, and community service activities.

VCD additionally participates in international design networks and associations, including AICAD and the Cumulus Association.

Bachelor of Interior Design (ID)

ID cooperates with universities and international industry partners in Japan, Malaysia, Canada, and Australia. International cooperation includes student and lecturer exchange, joint seminars, research collaboration, and workshops. Partner institutions include Chiba University, Monash University, Universiti Teknologi MARA, and York University.

The programme also collaborates with international industry partners and participates in international design associations and consortia.

National cooperation includes partnerships with ISI Yogyakarta, ITS Surabaya, Petra Christian University, Bina Nusantara University, ISI Surakarta, UPN Veteran Jawa Timur, and other institutions for MBKM activities, research, academic events, and Tridharma implementation.

Bachelor of Fashion Design (FD)

FD cooperates with national and international higher education institutions and academic networks to support student and lecturer exchange, workshops, internships, joint projects, curriculum development, and research activities.

The programme highlights cooperation related to sustainable fashion, textile innovation, international design competitions, and international internships. Students may participate in exchange programmes, workshops, and internships at partner institutions in Asia and Europe. The programme also cooperates with institutions such as AK Textile, Pekalongan Batik Museum, and BBKB Yogyakarta. Future cooperation plans include expanding dual degree opportunities, joint research, and international internship programmes.

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

Bachelor of Art Education (AE)

AE cooperates with cultural institutions, museums, craft centres, educational organisations, alumni networks, regional governments, and teacher associations. Partners include Central Java Cultural Park (TBJT), the Wood and Batik Craft Centre Yogyakarta, Radya Pustaka Museum Surakarta, Bayat Ceramics Laboratory, Indonesian Visual Art Archive (IVAA), BBPPMPV Yogyakarta, and Fine Arts Education Alumni Association (IKAPSERA).

The programme also collaborates with regional governments and Arts and Culture teacher associations (MGMP) in the Surakarta region in relation to community service and educational activities. Alumni are involved in motivational and networking activities for students.

Bachelor of Visual Communication Design (VCD)

VCD cooperates with domestic and international industries in areas including internships, product development, joint research, mentoring, exhibitions, seminars, workshops, entrepreneurship incubation, and academic exchange. Industry partners include Tropis Homedeco, PT Indo Risakti, PT Dekor Asia Jayakarya, CV Kayu Manis, CV Kirana Mas Homes, Dopang Kabushi Gaisha, and PT Aisin Indonesia.

Activities include student internships, business incubation for creative start-ups, product exhibitions, community service projects, publication support, international webinars, scholar exchange, and laboratory collaboration.

Bachelor of Interior Design (ID)

ID cooperates with international companies, government institutions, professional organisations, SMEs, and national industries. International business partners include Dopang Kabushiki Gaisha and Kiki Kitasenju. Government partners include regional departments, the Ministry of Tourism and Creative Economy, and the National Research and Innovation Agency. The programme also cooperates with organisations such as HIMKI and SMEs in the furniture, batik, ceramics, bamboo, leather, and craft sectors. Industry partners include PT Aisin Indonesia, Tropis Homedeco, PT Indo Risakti, PT Dekor Asia Jayakarya, and INKA.

Bachelor of Fashion Design (FD)

FD maintains partnerships with companies and organisations in the fashion and textile sectors to support internships, curriculum development, research, workshops, seminars, masterclasses, and collaborative projects.

The partnerships provide students with opportunities for internships, participation in design competitions, and collaboration on fashion collections, including projects related to sustainable fashion. Industry partners contribute to curriculum development to ensure alignment with market needs, including input into modules such as Fashion Business and Entrepreneurship. Current partners include Revo. Fash, Craft Denim, PT Dan Liris, Lurik Prasojo, and Batik Pandono. The programme also plans to introduce a dual mentorship scheme involving academic and industry mentors.

Appraisal:

The scope and nature of cooperation with HEIs, 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 programme, UNS ensures that the quality standards are met.

Although the study programmes maintain various cooperations with higher education institutions and academic partners, these are mainly concentrated in the Asian region. The panel **recommends** expanding collaborations with institutions in other regions to strengthen the international profile of the study programmes.

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

In case that other organisations conduct parts of the study programme, UNS 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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

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

Bachelor of Art Education (AE)

The classrooms used by AE are equipped with IT-supported learning facilities, including whiteboards, Wi-Fi, air conditioning, LCD screens, and projectors. The programme has one lecturers' office, five classrooms, one meeting room, one administrative office, one computer laboratory, one *skripsi* examination room, and one programme library.

Students and lecturers have internet access and full access to university platforms, including SIAKAD, OCW, SIMLITABMAS, IRIS1103, and SPADA.

Bachelor of Visual Communication Design (VCD)

The classrooms, examination rooms, multimedia rooms, and gallery spaces are maintained to support teaching and learning activities. Rooms are equipped with whiteboards, internet access, Wi-Fi, air conditioning, LCD screens or projectors, stable electrical systems, and 24-hour CCTV surveillance. Room allocation and schedules are managed through an online system, while course documentation, syllabi, and attendance are available through SIAKAD.

VCD has dedicated laboratories, including audio-visual, illustration, animation, computer graphics, and graphic design laboratories. Shared faculty facilities include parking areas, designated disabled parking, accessible pathways, restrooms, braille signage, places of worship, gazebos, information centres, and exhibition galleries.

The programme also provides access to university platforms such as SIAKAD, OCW, IRIS1103, SPADA, UNSLA, and SIMPEG.

Bachelor of Interior Design (ID)

The ID programme operates across the Kentingan and Mesen campuses. Teaching rooms are equipped with whiteboards, Wi-Fi, air conditioning, LCD screens, and projectors. Room scheduling and management are organised through an online system, and course documentation and attendance records are accessible via SIAKAD.

The programme provides internet access and access to university platforms, including OCW, IRIS1103, SPADA, UNSLA, and SIMPEG. Dedicated facilities include an Ergonomics Laboratory, Final Project Laboratory, Architectural and Interior Systems Laboratory, and Design Laboratory.

Shared faculty facilities include exhibition galleries, a multipurpose hall for presentations and exhibitions, places of worship, computer laboratories, gazebos, programme libraries, parking

areas, and restrooms. Accessibility features include designated disabled parking, wheelchair-accessible pathways, and braille signage on classroom doors.

Bachelor of Fashion Design (FD)

The FD programme operates on the Kentingan and Mesen campuses. Facilities at Kentingan include two lecture rooms, one practical classroom, two textile process studios, one textile structure studio, one patternmaking and sewing studio, one digital computer studio, and one lecturers' office. The Mesen campus has one lecture room with a capacity of 60 students. Classroom schedules are organised online through the UNS scheduling system.

Lecture and practical rooms are available from 07:30 to 21:00 WIB. Studio access outside scheduled classes requires approval from faculty leadership and the Head of the Programme Laboratory. Studio use is supervised by campus security personnel.

Teaching rooms are equipped with whiteboards, lighting and electrical systems, Wi-Fi, air conditioning, LCD screens, and projectors. Practical rooms include drafting tables and chairs. The textile process studios support wet and dry textile processes, including dyeing, batik, and eco-printing. The textile structure studio contains five manual wooden looms and ten vertical looms. The sewing and pattern-making studio includes embroidery machines, overlock machines, sewing machines, mannequins, pattern tables, and storage facilities. The digital studio provides a one-to-one student-to-computer ratio and design software such as CorelDRAW, Adobe Photoshop, and Adobe Illustrator.

Shared faculty facilities include galleries, exhibition halls, places of worship, gazebos, libraries, parking areas, and restrooms. Accessibility facilities include designated disabled parking spaces, wheelchair-accessible pathways, and braille signage.

4.4.2 Access to literature (Asterisk Criterion)

The UNS Library provides learning support through physical and digital collections, including books, journals, theses, dissertations, and audio-visual materials. The library includes a Wide Area Network (WAN), internet hotspots, reading areas, digital library services, and online access to e-journals and e-books through <https://library.uns.ac.id/e-resources/>. Opening hours are from 07:30 to 21:00 WIB.

Collections relevant to AE, VCD, ID, and FD are available in multiple languages, including Indonesian, English, Javanese, Dutch, and Japanese. Resources cover education, arts, design, culture, technology, and visual culture. The library also provides dictionaries, encyclopaedias, atlases, regulations, manuals, and legislation.

UNS-LA integrates the university library system with other university libraries and systems, including the Central Library, Postgraduate Library, LPPM Library, IRIS1103, and SIAKAD. The digital system enables access to scientific publications, e-books, e-journals, and other electronic learning resources.

The University continuously updates its collections. Lecturers may propose literature acquisitions through the synchronised UNS-LA and SIAKAD systems. Library staff provide user support, while borrower and visitor data are managed digitally.

In addition to the university library, FD maintains a programme-specific library with collections related to art, design, and fashion design. Student access is possible with lecturer approval. The Faculty of Fine Arts and Design also operates the FSRD Library, which includes collections related to art, fine arts, design, and student final projects.

Appraisal:

The quantity, quality, media, and IT facilities of the teaching rooms generally meet the requirements of the programmes, including the resource needs of other study programmes. Wireless LAN access is provided free of charge, and a sufficient number of group rooms is available for student use.

However, during the on-site visit, the panel identified limitations regarding the size and equipment of several studio facilities.

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

The University increases the size of the studios, updates the equipment, and provides adequate design studio spaces for students to work independently and collaboratively. These spaces should, where possible, provide natural light, sufficient ventilation, and wheelchair accessibility.

In addition, the panel **recommends** increasing the number of public and informal student working and meeting spaces on campus.

For the **VCD** and **ID** programmes, the panel considers that the available technical equipment should be further improved in order to prepare students adequately for the requirements of the relevant creative industries within their respective specialisations.

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

The university must improve the technical equipment by providing software licences that students can use on their personal devices and/or by upgrading the available campus hardware and software infrastructure.

Although most rooms are properly equipped for disabled students and provide barrier-free access, accessibility across the campus is currently not fully ensured. Several facilities, including studio areas and the old library building, are not fully accessible due to the absence of elevators. The panel acknowledges that accessibility improvements are planned within new buildings but recommends ensuring full physical accessibility throughout all campus facilities used by students (see Chapter 3.2.4).

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

4.5.1 Career counselling and placement service

All Study Programmes

Universitas Sebelas Maret provides guidance and counselling services in accordance with Rector's Regulation No. 902/UN27/HK/2016 on the Student Activity Assessment System. The services aim to support student welfare, strengthen soft skills, and encourage academic and non-academic development. Guidance is available individually and in groups through the university platform <https://sipsmart.uns.ac.id>.

Students across all programmes can participate in activities such as the Emotional Spiritual Quotient (ESQ) programme, public lectures on national defence, social service programmes (BAKSOS), and activities organised through the Youth Information and Counselling Centre (PIK-R Cakra UNS). PIK-R provides counselling and information on family planning, adolescent health, HIV/AIDS prevention, and substance abuse prevention.

All programmes provide academic guidance through Academic Advisors (PAs), who support students in study planning, course selection, monitoring academic progress, and addressing academic or personal challenges. Guidance is conducted before, during, and after each semester and can also be accessed online via SIAKAD.

Career counselling is provided through the Career Development Centre (CDC) at <https://cdc.uns.ac.id>. The CDC offers job vacancy information, career guidance, workshops, seminars, job preparation training, and the annual UNS Job Fair.

Students are additionally supported through the Student Creativity and Cognition Development Unit (UPKPM), which coordinates and promotes participation in Student Creativity Programmes (PKM).

4.5.2 Alumni Activities

All Study Programmes

All four study programmes maintain active alumni networks connected to the university-wide Alumni Association (IKA UNS). Alumni are involved in academic and non-academic activities, including curriculum development, guest lectures, workshops, student motivation activities, internships, and professional networking. Alumni also participate in programme development through seminars, exhibitions, and support for student activities.

The programmes use alumni networks to strengthen cooperation with industry and professional practice, support internships, provide career information, and contribute to curriculum evaluation in line with labour market developments.

Bachelor of Art Education (AE)

AE alumni are organised through the Fine Arts Education Alumni Association (IKAPSERA). Activities include art exhibitions, art-sharing sessions, participation in programme exhibitions as sponsors or participants, support for curriculum development, and internship opportunities

in alumni-owned studios and SMEs. Alumni also contribute as speakers and motivators for new students.

Bachelor of Visual Communication Design (VCD)

VCD involves alumni as practitioners in curriculum development, workshops, and general lectures. Alumni working in illustration, graphic design, animation, and game design are invited as keynote speakers and workshop facilitators. The programme also maintains alumni gatherings and networking activities to strengthen academic and professional connections.

Bachelor of Interior Design (ID)

ID alumni are organised through X Interior UNS and the FSRD UNS Alumni Association. Alumni contribute through financial support, donations of facilities and learning materials, internship placements, curriculum evaluation, workshops, and networking activities. Alumni also provide input on improving learning facilities and academic quality. Social media groups and alumni gatherings support continuous engagement between graduates and the programme.

Bachelor of Fashion Design (FD)

FD alumni are organised through X-IKAT (Ex-Fashion Design) under the FSRD and UNS alumni associations. Alumni contribute to curriculum development, exhibitions, public lectures, and internship placements. They also participate as speakers, sponsors, and partners in programme activities to strengthen professional and industry connections.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

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

4.6 Financing of the study programme (Asterisk Criterion)

All Study Programmes

The study programmes are financed through Non-Tax State Revenue (PNBP), including student tuition fees (UKT), student laboratory fees, government funding (APBN and BOPTN), partnerships, and non-binding external donations. Additional funding is obtained through cooperation with external stakeholders, particularly for research, community service, and Corporate Social Responsibility (CSR) activities.

Budget planning is conducted through annual work programme proposals and faculty-level meetings. The Annual Budget Activity Plan (RKAT) follows university regulations, including Rector's Decree No. 45 of 2022 on Input Cost Standards. Funding is allocated in line with the Three Pillars of Higher Education, programme priorities, and Key Performance Indicators (IKU). Research and community service funding is additionally supported through the Institute for Research and Community Service (LPPM).

The University also provides scholarship schemes for students, lecturers, and academic staff through internal funding, government support, and private-sector partnerships. Scholarship procedures and funding opportunities are managed through university regulations and online systems.

Bachelor of Art Education (AE)

AE funding is derived from PNBP, student tuition fees, and student laboratory income. Funding is allocated through faculty-level budgeting processes and used to support educational activities, research, and community service. Due to limited programme funding, resources are prioritised and used efficiently. The Art Edu Care (AEC) International Exhibition is funded by the university and faculty.

Visual Communication Design (VCD), Interior Design (ID), and Fashion Design (FD)

The VCD, ID, and FD programmes receive funding from tuition fees, laboratory fees, university operational assistance (BOPTN), partnerships, and external cooperation. Budgets are prepared jointly by lecturers, programme heads, and administrative staff and submitted through the university system.

Within ID, available funding is prioritised for activities supporting programme Key Performance Indicators, including international cooperation, inbound and outbound mobility, competitions, operational activities, and student activities.

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)

General Quality Assurance Structure

The Art Education (AE), Visual Communication Design (VCD), Interior Design (ID), and Fashion Design (FD) programmes implement quality assurance procedures in accordance with the internal quality assurance framework of Universitas Sebelas Maret (UNS). Quality assurance is organised at three levels: university, faculty, and study programme.

At university level, quality assurance is coordinated by the Quality Management System Development Centre under the Institute for Educational Development and Quality Assurance (LPPMP), in accordance with Minister of Education and Culture Regulation No. 82 of 2014. Faculty-level quality assurance is managed through the Quality Assurance Unit (UPM), while programme-level implementation is carried out by the Quality Control Circle (GKM/QCC).

All programmes apply a continuous quality assurance cycle consisting of planning, implementation, monitoring and evaluation, internal audits, corrective actions, and continuous improvement. Annual self-evaluation reports analyse programme performance, identify problems and root causes, and define preventive and corrective measures as well as future targets. Internal audits are based on self-evaluation reports and audit instruments and are followed by management review meetings and verification of follow-up actions.

Quality assurance covers the learning process, assessment methods, staff quality, programme management, student services, and employability outcomes. Students, graduates, employers, and stakeholders contribute to quality assurance through evaluations, tracer studies, curriculum discussions, and feedback mechanisms.

Learning Process and Assessment

All four programmes implement student-centred learning approaches that are interactive, holistic, integrative, scientific, contextual, thematic, collaborative, and effective. Teaching methods include group discussions, case studies, collaborative and cooperative learning, project-based learning, and problem-based learning.

Each programme consists of 144 credits designed to be completed within eight semesters, with a maximum study duration of seven years. Students must attend at least 75% of classes to participate in assessments. Assessment methods include written and oral examinations, projects, portfolios, observations, interviews, assignments, and performance evaluations. Flexible assessment arrangements are available for students with disabilities or special needs. The grading system in all programmes follows a 5-level scale ranging from 0.00 (E) to 4.00 (A), with a minimum passing grade of 2.00 (C). Students who fail to achieve the minimum grade may participate in remedial activities before final grade publication.

Bachelor of Art Education (AE)

AE reports positive outcomes from the implementation of the Internal Quality Assurance System (SPMI). Students are able to complete the 144-credit programme within the expected timeframe, with some graduating within four years. Between February 2020 and June 2021, 61 graduates achieved an average GPA of 3.7. Graduate outcomes include employment as teachers, self-employment, and continuation to master's studies.

AE has assigned lecturers to coordinate specific academic and administrative functions, including laboratory management, tracer studies, curriculum development, student associations, final examinations, and institutional cooperation.

Bachelor of Visual Communication Design (VCD)

VCD reports improvements in on-time graduation and graduate employability through the implementation of IQAS/SPMI. In 2022, graduates achieved an average GPA of 3.73 with an average study duration of 3 years and 8 months. Project-based learning has resulted in outputs such as nationally accredited scientific publications and professional project work.

The programme has appointed coordinators for publications and career development, MBKM and laboratory management, final projects, and quality assurance activities.

Bachelor of Interior Design (ID)

ID applies continuous monitoring and evaluation of teaching and learning activities through regular reporting and internal audits. The implementation of IQAS has positively influenced graduation rates, employability, and programme performance. Students can complete the programme within four to five years, supported by comprehensive learning materials aligned with the Programme Learning Outcomes (PLOs).

Specific coordinators are assigned for final projects and laboratories, MBKM and internships, research groups, and social media communication.

Bachelor of Fashion Design (FD)

FD conducts quality assurance activities through structured annual work plans, internal audits twice per year, and continuous monitoring by the Head of Programme and administrative staff. The implementation of IQAS has contributed to improved graduation rates, student achievement, and employability in the textile and fashion sector. In 2022, graduates achieved an average GPA of 3.73 with an average study duration of 3 years and 8 months.

The programme has appointed coordinators for curriculum, student affairs and alumni, laboratories, quality assurance, cooperation and internships, final projects, and social media and publications.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

All study programmes

Student evaluation is integrated into the quality assurance systems of the Art Education (AE), Visual Communication Design (VCD), Interior Design (ID), and Fashion Design (FD) programmes. Students evaluate the learning process, lecturer performance, facilities, and academic services through online questionnaires available on the SIAKAD platform. The surveys are completed anonymously to encourage honest and constructive feedback, and the results are communicated to lecturers as part of performance accountability.

Monitoring and evaluation processes cover learning characteristics, planning, implementation, student workload, and the achievement of Programme Learning Outcomes (PLOs). Satisfaction surveys also assess lecturer competence, academic administration services, and management support. The instruments used are intended to be valid, reliable, user-friendly, regularly implemented, systematically analysed, and followed up for continuous quality improvement. Results are made accessible to students and lecturers.

At faculty and programme level, student and alumni services evaluated include scholarships, student activities, permits, tuition fee adjustments, and academic services such as course registration, grades, leave of absence, graduation procedures, and research permits.

Bachelor of Art Education (AE)

AE students evaluate the teaching and learning process through questionnaires on SIAKAD, discussion forums, and lecture monitoring instruments. Feedback is discussed in programme meetings and used to improve teaching quality, curriculum development, and programme management. Students are also involved in curriculum discussions, seminars, competitions, research, and community service activities through the student association HIMPROSER. Stakeholder feedback from students, alumni, and employers is used to revise the programme vision, objectives, graduate profile, and PLOs. Curriculum updates and accreditation outcomes are communicated through the programme website and alumni activities.

Bachelor of Visual Communication Design (VCD)

VCD students evaluate lecturers and facilities through online surveys, meetings with programme management, and lecture monitoring sheets. Assessment scores range from 0 to 4. Lecturers receiving scores below 3.00 are required to improve their teaching performance, while scores between 3.30 and 3.50 indicate effective teaching performance.

Students also participate in curriculum evaluation, research activities, seminars, competitions, Student Creativity Programmes, and national and international academic events. Feedback from students, graduates, employers, and stakeholders is used for curriculum review, quality improvement, and the revision of the programme vision, objectives, graduate profile, and PLOs.

Bachelor of Interior Design (ID)

ID students contribute to quality assurance through online surveys, discussion forums with the Head of Programme and lecturers, and lecture monitoring forms. Student feedback is used to improve learning quality, facilities, and programme management. Lecturer performance is evaluated using a 0–4 scale through SIAKAD.

Students are involved in research, seminars, competitions, community service, and national and international academic activities organised through the student association HMDI. Stakeholder feedback is incorporated into curriculum development, accreditation activities, and the revision of programme objectives and PLOs.

Bachelor of Fashion Design (FD)

FD students evaluate the learning process, lecturer performance, facilities, and infrastructure through online questionnaires, discussion forums, and monitoring forms. Survey results are discussed with students and used for continuous quality improvement. Lecturer evaluation results are accessible through learning evaluation portfolios, while programme management has limited access to overall scores and responses.

Students participate in Student Creativity Programmes, research, competitions, seminars, and academic events at local, national, and international level through the student association HMP IKAT. Feedback from students, graduates, employers, and stakeholders is used to improve the programme's vision, objectives, graduate profile, curriculum, and PLOs.

5.2.2 Evaluation by faculty

All study programmes

The AE, VCD, ID, and FD programmes implement systematic monitoring and evaluation processes for teaching, research, and community service activities in accordance with the Tri Dharma of Higher Education. Lecturer performance is monitored through attendance records, lecture reports, lesson plans, student evaluations, research outputs, and community service activities. Monitoring is conducted through the university platforms SIAKAD, OCW, IRIS1103, and the remuneration system.

All lecturers are required to prepare lesson plans (RPS) for each course and upload them to the university systems. Lesson plans must be verified and approved by course coordinators and the Head of Programme. Validation includes assessment of both content and format. Teaching activities are monitored through attendance systems, lecture activity reports, uploaded learning materials, and student feedback. Each course consists of 16 sessions, including mid-term and final examinations.

Lecturers are evaluated annually through Work Behaviour Assessments accessible via the remuneration platform. The assessment covers service orientation, integrity, commitment, discipline, and teamwork. Research and community service activities are evaluated through competitive grant schemes funded by state, regional, or external sources. Monitoring includes progress reviews, target achievement, financial accountability, and final reporting.

The programmes use evaluation outcomes for quality improvement, curriculum revision, and programme development. Student feedback, stakeholder input, and evaluation results are discussed in programme meetings and incorporated into revisions of Programme Learning Outcomes (PLOs), graduate profiles, and curriculum structures.

Bachelor of Art Education (AE)

AE monitors lecturer performance through attendance records, lecture monitoring, lesson plan validation, and student evaluations. Teaching and learning activities are supervised through SIAKAD and OCW. Students participate in field practice and collaborative activities with programme partners in areas such as Visual Communication Design, Sculpture, Fine Arts, Fashion Design, Leather Craft, and Wood Craft.

Research and community service activities are conducted annually through competitive grants and involve students as part of lecturers' workload fulfilment. Evaluation results are discussed in programme meetings and used to improve academic quality and services.

Bachelor of Visual Communication Design (VCD)

VCD evaluates lecturer performance through lesson plan validation, attendance monitoring, lecture activity reports, and student feedback. The programme uses both online and offline monitoring systems through SIAKAD and OCW. Courses requiring practical competencies, such as illustration, web design, computer graphics, game design, and audiovisual production, are delivered through hybrid learning methods.

Research and community service activities are funded through competitive schemes and carried out in teams involving students. Monitoring by the Institute for Research and Community Service (LPPM) includes progress evaluation, achievement of outputs, and financial reporting.

Bachelor of Interior Design (ID)

ID applies monitoring procedures through lesson plan approval, attendance records, lecture activity reports, and lecturer performance assessments. Teaching activities are monitored

through SIAKAD and OCW, while course materials are aligned with scientific and technological developments as well as industry needs. Practical and hybrid learning activities include drawing, computer graphics, web design, audiovisual production, and internships.

Research and community service activities are conducted through competitive grants involving students. Monitoring and evaluation are coordinated through faculty and university systems, including IRIS1103 and the remuneration platform.

Bachelor of Fashion Design (FD)

FD monitors teaching quality through lesson plan validation, attendance systems, lecture monitoring, and student evaluations. Lecturers are required to upload RPS documents and document all teaching activities through SIAKAD and OCW. Theoretical and practical learning activities are monitored both online and offline.

Research and community service projects are conducted annually through state and regional funding schemes and involve students as part of lecturer workload requirements. Evaluation results are discussed in programme meetings and used for continuous quality improvement and curriculum development.

5.2.3 External evaluation by alumni, employers and third parties

All study programmes

The AE, VCD, ID, and FD programmes conduct regular external evaluations involving alumni, employers, and other stakeholders to assess graduate quality, curriculum relevance, and alignment with labour market requirements. Evaluation results are used for curriculum review, programme development, and quality assurance processes.

All programmes implement tracer studies through online questionnaires distributed to graduates and employers. Alumni tracking is generally coordinated through designated tracer study teams using WhatsApp groups, Google Forms, university tracer systems, or direct communication with employers. The collected data are analysed by programme quality assurance teams (GKM) and discussed with faculty leadership. The results are subsequently used by curriculum development teams to revise Programme Learning Outcomes (PLOs), graduate profiles, course structures, and teaching approaches.

Employer evaluations focus on graduate competencies such as ethics, communication, teamwork, information technology skills, foreign language proficiency, adaptability, and professional performance. The results are incorporated into curriculum reviews, teaching improvements, workshops, seminars, and additional support activities.

Bachelor of Art Education (AE)

AE alumni highlighted the importance of strengthening practical and professional learning components, including internships within the creative industry. Alumni also recommended reviewing the curriculum at least every two years to ensure alignment with labour market needs and replacing courses that are no longer relevant.

Tracer studies are conducted systematically through WhatsApp groups and online questionnaires. Results are analysed by the tracer study team and the Quality Assurance Team (GKM) and used for curriculum revision and restructuring through stakeholder Focus Group Discussions (FGDs).

Employer evaluations assess institutional integrity, professional skills, English proficiency, IT competence, communication skills, teamwork, and self-development. The results are used to improve programme quality and curriculum relevance.

Bachelor of Visual Communication Design (VCD)

The VCD programme involves alumni and industry representatives in curriculum evaluation and practical course development. Alumni contribute through general lecture series, professional workshops, curriculum reviews, and information on employment opportunities. Topics include animation, event organising, illustration, visual culture, and visual communication design.

Curriculum review forums involving alumni and industry representatives are conducted at least every five years. The programme also conducts tracer studies through the university tracer system and programme-specific surveys. Results are analysed and discussed in programme meetings and quality assurance forums and are used for curriculum revision and learning improvement.

Employer evaluations focus on graduate ethics, IT competence, foreign language skills, self-development, adaptability, and workplace performance. Follow-up actions include revisions to course materials, teaching methods, PLOs, curriculum structure, graduate profiles, and supporting activities such as workshops and training.

Bachelor of Interior Design (ID)

ID alumni indicated the need for learning materials that support professional practice and recommended regular curriculum reviews to ensure relevance to industry requirements. The programme conducts tracer studies through WhatsApp groups and online questionnaires distributed to graduates and employers.

The results are analysed by the tracer study team and quality assurance unit and discussed with faculty leadership. Curriculum revisions are subsequently developed through stakeholder FGDs focusing on graduate profiles, PLOs, course structures, and programme objectives.

Employer evaluations assess institutional integrity, professional competencies, English language skills, IT competencies, communication, teamwork, and self-development. The findings are used to support programme improvements and curriculum adjustments aligned with labour market expectations.

Bachelor of Fashion Design (FD)

The FD programme regularly involves alumni, employers, and professional partners in curriculum evaluation through workshops and FGDs conducted every two years. Evaluations focus on curriculum relevance, graduate readiness, and alignment with industry needs.

Follow-up measures include revisions to course materials, teaching methods, Programme Learning Outcomes, graduate profiles, curriculum structures, and additional training or workshop activities. Curriculum updates and follow-up actions are communicated through faculty channels and the official website.

An example of programme improvement based on external evaluation was implemented in 2022, when alumni feedback identified insufficient English language proficiency among graduates. In response, the programme coordinated with the University Language Centre to adapt English course materials to the Fashion Design context and strengthen oral communication training.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

All study programmes

The AE, VCD, ID, and FD programmes use integrated university information systems to document and manage academic, teaching, research, and administrative activities. Core systems include SIAKAD, SPADA, OCW, IRIS1103, and KKN-UNS, all accessible through the Universitas Sebelas Maret (UNS) digital infrastructure. These systems support academic administration, learning management, curriculum documentation, online learning, research management, and communication between students, lecturers, and administrative staff.

Shared University Systems

The central academic platform is SIAKAD (<https://siakad.uns.ac.id>), which manages lecturer and student data, course registration, grades, lecture schedules, academic supervision, teaching workloads, attendance, questionnaires, and thesis supervision. Access rights are differentiated for lecturers, students, programme administrators, and academic staff.

UNS also operates Open Course Ware (OCW) (<https://ocw.uns.ac.id>), which provides web-based learning resources accessible to lecturers and students globally. OCW contains RPS documents, teaching materials, and assessment instruments. Lecturers are required to upload RPS documents and structured teaching materials for all 16 teaching sessions each semester. SPADA UNS (<https://spada.uns.ac.id>), regulated by Rector's Regulation No. 1 of 2020, supports online and distance learning. The system enables lecturers to upload learning materials, conduct discussions, administer quizzes and examinations, and facilitate video-based interaction. SPADA is intended to support Graduate Competency Standards and develop students' communication, collaboration, critical thinking, problem-solving, creativity, and innovation skills.

Research and community service activities are documented through IRIS1103 (<https://iris1103.uns.ac.id>), developed by LPPM UNS. The platform manages research proposals, reports, publications, collaboration schemes, lecturer performance, Scopus and Sinta profiles, assignment letters, and community service programmes.

KKN-UNS (<https://kkn.uns.ac.id>) supports the administration of community service programmes, including registration, supervision, reporting, and evaluation activities.

Distance Learning and Digital Infrastructure

The programmes report that the information systems and facilities supporting distance learning are adequate and regulated under Rector's Decree No. 120/H27/HK/2011 concerning Knowledge and Information System Management at Universitas Sebelas Maret. The systems supporting online learning include:

1. UNS Website (<https://uns.ac.id>), providing institutional information in Indonesian and English, including faculty information and student services.
2. Single Sign-On (SSO) (<https://sso.uns.ac.id>), enabling access to university applications through one authentication system.
3. SPADA UNS for online learning delivery.
4. SIAKAD for academic administration and information access.
5. OCW UNS for learning materials and attendance records.
6. LPPM (<https://lppm.uns.ac.id>) for research and community service activities.
7. Licensed Zoom access for online teaching, seminars, consultations, and remote skripsi examinations.

Bachelor of Art Education (AE)

AE stores academic documentation related to teaching, supervision, assessment, and lecturer activities within SIAKAD and related systems. The programme uses SIAKAD for lecture schedules, grade submission, academic advising, student questionnaires, thesis supervision, and teaching workload monitoring.

AE also uses OCW for publishing learning materials and SPADA for online learning activities. Research and community service documentation are managed through IRIS1103.

Bachelor of Visual Communication Design (VCD)

VCD integrates all academic, teaching, and administrative processes through SIAKAD and associated platforms. Curriculum documentation, including the 2020 curriculum, is archived through LPPMP UNS.

The programme uses OCW for course documentation and online learning materials, SPADA for online teaching, and the remuneration system for tracking lecturer activities related to teaching, supervision, thesis examinations, and KKN participation.

VCD also disseminates information through faculty and programme websites and social media channels, including Instagram, YouTube, and programme-specific online platforms.

Bachelor of Interior Design (ID)

The ID programme documents academic activities through SIAKAD, SPADA, and OCW. Students use the systems for course registration, consultation, grade access, internship placement, and academic monitoring. Curriculum documents, RPS materials, and assessment instruments are available online through LPPMP UNS and OCW.

The programme additionally maintains its own website (<https://desinter.fsrds.uns.ac.id>), which provides information regarding programme profiles, activities, academic announcements, internships, scholarships, lecturer research, and administrative services. Communication is also supported through social media and digital messaging platforms.

Bachelor of Fashion Design (FD)

FD provides programme information through the official university and faculty websites, including English-language information for prospective international students. The programme website includes information on programme history, vision and mission, curriculum, graduate profiles, and lecturer expertise.

The programme also maintains an official Instagram account and appoints a Social Media and Publication Coordinator responsible for managing online communication and coordinating publication activities with faculty and university administrators.

5.3.2 Information on activities during the academic year

All study programmes

In line with the vision, mission, objectives, and Tri Dharma of Higher Education, the AE, VCD, ID, and FD programmes conduct annual activities in the areas of education and teaching, research, and community service. Lecturer activities are monitored through the Employee Performance Target (SKP) system and the annual Work Performance Assessment, both administered through the university remuneration system at <https://remunerasi.uns.ac.id>.

Certified lecturers are required to complete a minimum of 12 credits per year in Tri Dharma activities, including education and teaching, research, and community service. Lecturer performance assessments include SKP achievements (60%) and work behaviour evaluations

(40%), covering service orientation, integrity, commitment, discipline, and cooperation. These assessments are used for promotion and academic career advancement.

All programmes document annual activities through Study Programme Activity Reports (LKPS), accessible via <https://lkps.uns.ac.id>. Academic, research, and community service activities are additionally documented through systems such as SIAKAD, OCW, IRIS1103, and KKN-UNS.

Bachelor of Art Education (AE)

AE organises several annual activities, including student entrepreneurship workshops, digital learning media workshops, student exchange activities, preparation of Student Creativity Programme (PKM) proposals, curriculum reconstruction, and collaborations with industries in textile craft, wood craft, ceramics, and visual communication design.

A characteristic activity of the programme is the International Art Edu Care (AEC) Exhibition, conducted in collaboration with institutions in Malaysia, Thailand, the Philippines, Singapore, Australia, and Brunei Darussalam. The programme reports that these activities support student exchanges, lecturer exchanges, research collaboration, and joint publications.

Lecturer activities include teaching, academic advising, thesis supervision, internship supervision, field practice guidance, research publication, conferences, workshops, and community service activities. Student activities are organised through HIMPROSER, including the annual Art Edu Care event.

Bachelor of Visual Communication Design (VCD)

VCD implements annual activities linked to curriculum development and Programme Learning Outcomes (PLOs). Activities in 2024 included international workshops, visiting lectures, guest lecturers, cooperation with industry partners, curriculum development, scientific conferences, journal development, research and community service collaboration, and intercultural workshops with German partners.

The programme also collaborates with professional organisations such as ASPRODI VCD and AIDIA. Additional activities include LSP certification for the creative industry sector, career management activities, general lectures, and expert lectures.

Students participate in arts festivals, exhibitions, entrepreneurship activities, social service activities, organisational activities, and sports competitions.

Bachelor of Interior Design (ID)

ID conducts activities related to education, teaching, research, and community service through the Tri Dharma framework. Lecturer activities include teaching, thesis supervision, academic advising, internship supervision, research, scientific publication, conferences, workshops, training, and community service programmes.

Research activities, publications, and academic engagements are documented through IRIS1103 and the programme website. Community service activities are coordinated through the university KKN system.

Bachelor of Fashion Design (FD)

FD disseminates information regarding programme activities through university and faculty websites and social media platforms. Activities reported include academic and non-academic student activities, guest lectures, research and community service activities, student achievements, and extracurricular activities.

The programme maintains official communication channels through faculty and programme social media accounts, which are used for public outreach, information dissemination, and academic communication with students and external stakeholders.

Appraisal:

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

During the on-site visit, the administrative staff stated that the results of student surveys are currently not consistently used for improvement measures across all areas of the study programmes. The panel shares this view and therefore recommends the following **condition**:

The University systematically uses the results of student surveys for the continuous improvement and further development of the study programmes.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process. However, the results are not communicated to the students. The panel **recommends communicating the evaluation outcomes to all participants in a formalised process.**

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

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

The study programmes do ask external stakeholders for input via different channels but does not conduct surveys. The panel **recommends conducting an alumni evaluation, employer evaluation and third-party evaluation.**

The study programmes' 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 programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents,				Condition	

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

Quality profile

HEI: Universitas Sebelas Maret, Indonesia

Bachelor programme:

- 1) Bachelor of Art Education (AE)
- 2) Bachelor of Visual Communication Design (VCD)
- 3) Bachelor of Interior Design (ID)
- 4) Bachelor of Fashion Design (FD)

		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)			VCD, ID, FD	AE Condition	
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)				Condition	
3.2	Structure					

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)				Condition	
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties				X	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		