



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

PETRA CHRISTIAN UNIVERSITY

VISUAL DESIGN

INTERIOR DESIGN (BACHELOR OF DESIGN)

VISUAL COMMUNICATION DESIGN (BACHELOR OF DESIGN)

March 2023



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “INTERIOR DESIGN” (BACHELOR OF DESIGN)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF DESIGN)

OFFERED BY PETRA CHRISTIAN UNIVERSITY, SURABAYA, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 16th meeting on 27 February 2023 the AQAS Standing Commission decides:

1. The study programmes “Interior Design” (Bachelor of Design) and “Visual Communication Design” (Bachelor of Design) offered by **Petra Christian University, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2024**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **31 March 2029**.

Conditions:

1. A procedure to test academic integrity, academic honesty and prove plagiarism in written assignments and examinations needs to be introduced. A process how they are tracked and punished needs to be put in place

The following **recommendations** are given for further improvement of the programmes:

All programmes

1. The bachelor thesis or project, especially in the ID study programme, should raise the expectations concerning its scale and the complexity to compete with international degrees more easily.
2. Students should be given more opportunities to participate in several electives, especially in the ID study programme. Electives should be distributed into different fields.
3. The module description should be updated to create more transparency for students. This should include:
 - a) a more precise workload distribution, outlining time for independent learning, examination preparation,

examination forms used,

b) a clearer indication of the examination method.

4. The university should reorganise the syllabi given to student. The new version should include only the relevant information to make it less overwhelming for them, more appealing and inspiring.
5. The university should consider streamlining the different evaluation tools in both programmes to make it easier to spot general areas that need improvement.
6. The university should consider extending the importance of factors such as study resources, workload and infrastructure questioned in the learning and teaching quality report.
7. A more structured approach to collecting and following up on external stakeholders' feedback should be considered.
8. The concept of academic integrity and plagiarism should be explicitly introduced to students in an early semester.
9. The admission test should put more emphasis on the students' creativity in both study programmes.
10. To further enhance the programmes' existing quality and its marketability, the university could add more senior lecturers, especially those with industry experience.
11. Available computer software should be kept up to date to guarantee best possible learning conditions for all students.
12. The university might consider implementing a lecture series or regular exhibitions by practitioners to broaden the students' horizon.
13. The students should receive more opportunities to gain international experience, e.g. through international competitions. Furthermore, the support PCU can give them (e.g. financially) could be made more transparent.
14. Students should be informed better in terms of the possibility to participate in MBKM.

Interior Design

1. The students' specialisations in the ID study programme should be extended to be more easily visible in more study courses.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- “INTERIOR DESIGN” (BACHELOR OF DESIGN)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF DESIGN)

OFFERED BY PETRA CHRISTIAN UNIVERSITY, SURABAYA, INDONESIA

Visit to the university: 2-4 November 2022

Panel of experts:**Prof. Javier Martin**

Faculty of Architecture and Design Acting Head of Programme, MA Interior Architecture/Interior Design, Berlin International University of Applied Science

Assoc. Prof. Ahamad Tarmizi Azizan

Faculty of Creative Technology & Heritage, Universiti Malaysia Kelantan

Karina Tungari

Illustrator & Graphic Designer, Hamburg (Germany) representative of the labour market)

Pauline Vor

HS Niederrhein (student representative)

Coordinators:

Dr. Sarah Jenischewski / Vi Le

AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the degree programmes “Interior Design (Bachelor of Design, S.Ds.)” and “Visual Communication Design (Bachelor of Design, S.Ds.)” offered by Petra Christian University (Indonesia).

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in May 2021. The university produced a Self-Evaluation Report (SER). In December 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 21 February 2022. The final version of the SER was handed in March 2022.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in July 2022. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, an online site visit to the university took place on 2-4 November 2022. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 27 February 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2023, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

The Petra Christian University (PCU; *Universitas Kristen Petra*) is one of Indonesia's oldest and largest private Christian universities. The university is located in Surabaya in East Java. Initially established by Petra Christian Education and Teaching Society (PPPK; *Perhimpunan Pendidikan dan Pengajaran Kristen*) in 1951, the university was established ten years later in 1961. As of December 2021, the university has seven faculties (Humanity and Creative Industry, Civil Engineering and Planning, Industrial Technology, Business and Economics, Letters, Communication, and Education). The Bachelor's programmes within this procedure are allocated to the Faculty of Humanity and Creative Industry. The Faculty of Humanity and Creative Industry has been renamed as such in 2021, but has its roots in the Faculty Arts and Design, established in 1998. The Faculty of Humanity and Creative Industry is nationally accredited by the Indonesian accreditation body (BAN-PT).

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

Interior Design (Bachelor of Design)

Following the self-evaluation report, the intended learning outcomes on the programme level for the Bachelor's programme "Interior Design" are based on the Ministry's regulation concerning the national standard for higher education, which is in line with the ASEAN Qualifications Reference Framework and the Indonesian Qualifications Framework (IQF; Kerangka Kualifikasi Nasional Indonesia (KKNI)). The programme's curriculum is designed to achieve level 6 of the IQF.

Based on a policy in the Indonesian higher education system field, PCU changed the curriculum of the "Interior Design" Bachelor's programme in 2020. This new curriculum includes the so-called Merdeka Belajar – Kampus Merdeka (MBKM) or "Freedom to learn – Independent Campus" programme, where students can take courses outside the home university but within the Indonesian higher education system. To create a vivid bond to the labour market needs, the programme's curriculum has been developed with inputs from external stakeholders (including the Asia-Pacific Space Designer Association, the Indonesian Interior Designers Association, the Association of Interior Design study programme, and alumni and tracer studies).

The self-evaluation report indicates that the programme's intended learning outcomes are based on the INTRA principle. This principle includes innovative, novelty, trustworthy, resilient, and altruistic components that every graduate of PCU will have at the end of their studies. This principle is connected to six intended learning outcomes for the programme. These include the application of Christian values to the discipline (1), the contribution to the development and country (2), digital leadership (3), the acquisition of basic skills of

interior design (4), the ability of creative and scientific work (5), and the capability of putting their competencies into visual, oral and textual works (6). The relation between the INTRA principles and the intended learning outcomes on the programme level create the graduation's profile for the study programme.

Students will obtain a Bachelor of Design degree (S.Ds.) as an academic degree at the end of their studies. They have to complete 144 credits, equal to 230,4 ECTS). In 2016, the programme had introduced the outcome-based learning model (OBE) and, in 2020, the so-called Leadership Enhancement Programme (LEAP). These adjustments have enabled students to take specialised courses according to their needs. The OBE-LEAP curriculum offers four options (Research and Innovation, Global Exposure, Industrial Experience, and Community Engagement). It is said that these tracks can be combined with the MBKM feature mentioned above. At the end of the study programme, students have to demonstrate the ILOs by evaluating a final project according to the LEAP track taken (only one LEAP programme includes a final project).

The curriculum of the programme differentiates between three groups of subject-specific courses: (1) Fundamental skills of interior design, (2) Expertise and excellence courses in interior design, and (3) leadership and entrepreneurship courses. Within the curriculum, these subject-specific courses are supported by nationally prescribed courses (marked as general introductory courses, e.g., Pancasila education, professional ethics, Indonesian language), supporting courses (e.g., in professional communication or research methodology), and entrepreneurship course ("creative-preneurship"). The OBE-LEAP curriculum indicates a reference between the courses in the study programme and the intended learning outcomes on the programme level. The programme sequence includes that the students take the nationally prescribed courses and the basic subject-specific courses in the first year and continue with expertise courses and supporting courses in the second year. In the second year, students can choose courses with a focus on interior design & styling or interior product design. The third year includes further courses according to the chosen track, further supporting courses and the entrepreneurship course. In the fourth year, students can choose one of the four LEAP tracks, including the final project. The subject-specific courses focus on interior design & styling or interior product design related to residential and hospital cases, workspace cases (second year of the programme), commercial & retail spaces, and cultural spaces (third year of the programme).

Following the self-evaluation report, it is stated that one local credit (SKS) consists of 39.7 hours/semester (170 minutes x 14 weeks per semester). Following this calculation, it is said that 1 SKS is comparable to 1.6 ECTS credits having a baseline of 25 hours per credit. As outlined in the SER, the general introductory courses have two SKS, the entrepreneurship course has five SKS, the supporting courses have between two and three SKS, while the subject-specific introductory courses have a range between three and five SKS, and the subject-specific courses starting from the second year have eight SKS.

Experts' evaluation

The Interior Design (ID) curriculum has a clear structure and strong content. It presents the desired qualifications to be achieved and is articulated throughout different modules. The module handbook concisely specifies the intended learning outcomes (ILOs) from every course.

The curriculum is diverse and integrates knowledge and skills from both the very core subjects of the discipline as well as extensive interdisciplinary elements. The possibility to choose between the two different foci, interior design & styling or interior product design, is of great interest. However, this differentiation is only carried out in few main design courses, while the rest of the semester's curriculum remains the same for the different tracks (**Finding 1**).

Another positive aspect is the inclusion of the Leadership Enhancement Programme (LEAP) into the last semesters of the programme, which also increases the specificity of the student preparation and integrates peripheral relevant knowledge to the discipline.

The ILOs of the curriculum appear to be fitting to the current state of the art in terms of both academic/scientific and labour market requirements. To keep the curriculum up-to-date, the integration of the feedback provided by relevant market stakeholders like the Asia-Pacific Space Designer Association, the Indonesian Interior Designers Association, the Association of Interior Design study programme, and alumni and tracer studies is extremely important to keep. The experts highly welcome the efforts the programmes make in this regard. The discussion with some of the representatives from these stakeholders during the online visit gave proof of the appropriateness of the curriculum, as well as the successful number of graduates finding jobs in their field of study (81.44% as the tracer study results show). Furthermore, concerning the strength and adequacy of the curriculum and its ILOs, the development of research and its connection to the curriculum is also relevant and worth further exploration.

The learning outcomes and the requirements of the academic degree are appropriate to the level of the European Qualifications Framework. This is organised and structured throughout the programme and in particular by the completion of a thesis at the very end of it. The theses can adopt different profiles, more design-related or purely theoretical, depending on the LEAP programme track. The organisation of the curriculum in three incremental levels, (1) Fundamental skills of interior design, (2) Expertise and excellence courses in interior design, and (3) finalizing with leadership and entrepreneurship courses in the LEAP tracks, supports the achievement of the intended learning outcomes while taking into consideration the learner's progression.

On the other hand, despite the good organisation of the curriculum, the quality and complexity shown in the shared student work, in particular for the thesis, could be raised to compete more easily with international standards. This includes the level of complexity and the scale of the projects and topics developed during the final semester. Whereas they meet the envisaged goals, they could include bigger spaces or elements to be studied and designed. On a second note, in order to make the study programme stand out more, the quality of the programme should be refined concerning the graphic and visual level of the projects, particularly in the case of the bachelor thesis (**Finding 2**).

As mentioned before, the ID curriculum possesses a clear articulation and offers the opportunity for the students to choose different paths within the discipline while obtaining knowledge from other fields. However, the integration of elective courses earlier in the curriculum would be beneficial. Currently, the electives only take place in the sixth semester, at a rather late stage of the studies. Furthermore, the subjects covered by the list of courses offered are extremely wide. It would also be highly recommendable to establish a differentiation between Departmental Electives, closer to the discipline of Interior Design, and General Practice, from a more generalist nature and probably shared with other programmes within the faculty (**Finding 3**).

The ID programme, as well as many others from PCU, introduced the outcome-based learning model (OBE) in 2016 and, in 2020, the so-called Leadership Enhancement Programme (LEAP). These two changes are clearly documented. Especially the LEAP produced a major change in the last years of the studies. This adjustment has clearly improved the opportunity for the students to profile their studies and given more room for diversity and adaptation to the current state of the art of the market.

All the different possible elements related to the curriculum and study plan are clearly presented in the Study Programme Document. It includes all the curricular elements (courses/modules) including their functions, their compulsory or elective character, and their usage/exclusiveness documented. Furthermore, it also shows a typical course plan for better user understanding. Also, the workload is correctly allocated to the different courses/modules and the programme possesses the correct number of credits. The credit distribution is shown with transparency both in the Study Plan and the in each module description. However, it would be beneficial to include a general description of how much work and in which format (in class, independent, preparation for the examination) the credits of each course are distributed (**Finding 4**). This could be easily

done on a footnote on each module description, for example. It will help the students understand their workload and manage their time.

Furthermore, despite the value of an organized and detailed module handbook, where the students can find all the relevant information, the syllabi should be treated differently than the module handbook. The appearance of these documents is highly administrative and complex and differs from a clear and inspiring syllabus expected from a design-related programme. The experts recommend streamlining the information given in the syllabi as to not overwhelm the students, but rather to be transparent on the courses' goals, expectations and contents and to awaken the students' curiosity (**Finding 5**).

Conclusion

The criterion is fulfilled.

Description

Visual Communication Design (Bachelor of Design)

The development of the intended learning outcomes for the Bachelor's programme "Visual Communication Design" is based on the Ministry's regulations concerning the national standard for higher education. According to the SER, the programme aligns with the ASEAN Qualifications Reference Framework and the Indonesian Qualifications Framework (IQF; Kerangka Kualifikasi Nasional Indonesia (KKNI)). The programme's curriculum is designed to achieve level 6 of the IQF.

Based on a policy in the Indonesian higher education system field, PCU changed the curriculum of the "Interior Design" Bachelor's programme in 2020. This new curriculum includes the so-called Merdeka Belajar – Kampus Merdeka (MBKM) or "Freedom to learn – Independent Campus" programme, where students can take courses outside the home university but within the Indonesian higher education system. The ILOs are based on academia, science, and labour market development trends. This information has been obtained through surveys and Focus Group Discussion (FGD), including the Indonesian Visual Communication Design Association (ASPRODI DKVI), the advisory board at PCU (with alumni, business and industry representatives), and tracer studies.

The SER outlines seven intended learning outcomes on the programme level. They include Christian values (1), the ability to contribute to their field of study on a national scale (2), the demonstration of digital leadership (3), the ability to solve discipline-specific problems in local and global communities (4), the ability to apply creative ideas concerning new communication strategies (5), development of interdisciplinary skills in the problem-solving processes in the field of design (6), and the ability to create design works with sustainable impacts (7). These intended learning outcomes on the programme level are related to five components for the graduation profile (the so-called 5C-Qualities / 5K in Indonesian). The graduation profile and the curriculum strive to produce graduates with character, conceptual, creative, collaborative, and continuity abilities.

The curriculum's structure differentiates in knowledge, ability, and attitude/awareness components. Within the first component, the SER outlines between core and theoretical courses, the ability components in skill courses, and the attitude/awareness in general courses. All of them are linked to the intended learning outcomes on the programme level.

Students will obtain a Bachelor of Design degree (S.Ds.) as an academic degree at the end of their studies. They have to complete 144 credits, equal to 230,4 ECTS). In 2016, the programme had introduced the outcome-based learning model (OBE) and, in 2020, the so-called Leadership Enhancement Programme (LEAP). These adjustments have enabled students to take specialised courses according to their needs. The OBE-LEAP curriculum offers four options (Research and Innovation, Global Exposure, Industrial Experience,

and Community Engagement). It is said that these tracks can be combined with the MBKM feature mentioned above. At the end of the study programme, students have to demonstrate the ILOs by evaluating a final project according to the LEAP track taken (only one LEAP programme includes a final project). The LEAP tracks include creative industry internship, community engagement, research and innovation, and global exposure (including international distance learning or an exchange programme). The latter can also be used as a double degree programme with Saxion University in the Netherlands.

The first year 40 SKS with subject-specific core courses in "Design Elements and Principles", and "Design Exploration", the theoretical courses in "History of Indonesian culture", "Art history", and "Visual semiotics", skill courses in "Basic typography", "Drawing", "Digital typography", "Digital graphics", and "Basic Illustration". Also, the curriculum includes nationally prescribed courses (e.g., Indonesian language or Pancasila education). In the second year, the curriculum focusses on design thinking, visual branding (core courses), graphic production process, aesthetics, graphic technology, research methodology, seminar (theoretical courses), and basic photography, digital interface, applied illustration, visual composition, conceptual photography, and creative writing (skills courses). The third year includes courses on visual communication media, brand communication strategy (core courses), creative idea communication, design psychology, design sociology, and design application (theoretical courses), and 3D modelling, audiovisual, creative industry management, motion graphics, cross-disciplinary course, and an elective course (skill courses). The last year focuses on the LEAP tracks with different components according to the tracks.

In addition, the study programme offers an international programme in Digital Media since 2016. This programme allows students to study a 2+2 year degree programme with South Korean university (Dongseo University) or a 3+1 year degree programme with Creative Media and Gaming Technology as a double degree programme (S.Ds and B.Sc.) with Saxion University (The Netherlands).

Following the self-evaluation report, it is stated that one local credit (SKS) consists of 39.7 hours/semester (170 minutes x 14 weeks per semester). Following this calculation, it is said that 1 SKS is comparable to 1.6 ECTS credits having a baseline of 25 hours per credit. As outlined in the SER, the general introductory courses have two SKS, the entrepreneurship course has five SKS, the supporting courses have between two and three SKS, while the subject-specific introductory courses have a range between three and five SKS, and the subject-specific courses starting from the second year have eight SKS.

Experts' evaluation

The development of learning outcomes intended for the Bachelor programme "Visual Communication Design" is based on the Ministry's regulations on national standards for higher education. This programme is in line with the ASEAN Qualification Reference Framework and the Indonesian Qualification Framework (IQF; Indonesian National Qualification Framework (KKNII)). The programme curriculum is designed to achieve IQF level 6.

Based on the policy in the field of the Indonesian higher education system, PCU changed the curriculum of the "Visual Communication Design" (Bachelor) programme in 2020. This new curriculum includes what is called Merdeka Belajar - Merdeka Kampus (MBKM) or "Freedom to learn. – Free Campus Program", where students can take courses outside their home university but within the Indonesian higher education system. The ILO on the programme level is based on academic, scientific, and labour market development trends. This information has been obtained through surveys and Focus Group Discussions (FGDs), including the Visual Communication Design Association of Indonesia (ASPRODI DKVI), an advisory board at PCU (with alumni, business, and industry representatives), and tracking studies. It is now aligned with the study programme, graduate profiles and skills graduates need in the labour market.

The curriculum structure differentiates the components of knowledge, ability, and attitude/awareness. In the first component, the SER delineates between core and theory courses, capability components in skills courses, and attitudes/awareness in general courses. All of them are linked to the expected learning outcomes at the programme level.

Students will obtain a Bachelor of Design (S.D.) as an academic degree at the end of their studies. They must complete 144 credits, equivalent to 230,4 ECTS). In 2016, the programme introduced the outcome-based learning model (OBE) and, in 2020, the so-called Leadership Enhancement Programme (LEAP). This adjustment has allowed students to take specific courses according to their needs. The OBE-LEAP curriculum offers four options (Research and Innovation, Global Exposure, Industry Experience, and Community Engagement) and is a "Wow Factor" academic programme. It is said that this track can be combined with the MBKM feature. At the end of the study programme, students must demonstrate having achieved the ILO by evaluating the final project according to the LEAP track taken. The LEAP track includes creative industry training, community engagement, research and innovation, and global exposure (including international distance learning or exchange programmes). The latter can also be used as a double degree programme with Saxion University in the Netherlands.

All curriculum elements (courses/modules) and their functions are clearly documented. The curriculum structure of the study programme generally supports the achievement of learning outcomes. Evidence of the suitability of the programme is clearly expressed through evaluations, graduate surveys, and feedback from the labour market during discussions in the digital site visit and analysis of the SER documents. The academic degree awarded to graduates of this programme is equivalent to the appropriate learning outcomes and level requirements in the European Qualifications Framework and corresponds to the level of the National Qualifications Framework. In their first year students are supposed to achieve 40 SKS with subject-specific core courses in "Design Elements and Principles", and "Design Exploration", theory courses in "Indonesian cultural history", "Art history", and "Visual Semiotics", skills courses in "Typography basics", "Drawing", "Digital typography", "Digital graphics" and "Basic Illustration". In addition, the curriculum includes nationally prescribed courses (eg, Bahasa Indonesia or Pancasila education). In the second year, the curriculum focuses on design thinking, visual branding (core course), graphic production process, aesthetics, graphic technology, research methodology, seminars (theory course), basic photography, digital interface, applied illustration, visual composition, conceptual photos, and creative writing (skills course). The third year includes courses on visual communication media, brand communication strategy (core course), communication of creative ideas, psychology of design, sociology of design, and design applications (theory course), and 3D modelling, audio-visual, creative industry management, motion graphics, cross-disciplinary courses, and elective courses (skills courses). The last year focuses on the LEAP track with different components depending on the students' specific track.

In addition, the study programme offers an international programme in Digital Media since 2016. This programme allows students to study a 2+2 year degree programme with a South Korean university (Dongseo University) or a 3+1 year degree programme with Creative Media and Gaming Technology as a double degree programme (S.Ds and B.Sc.) with Saxion University (The Netherlands). The experts support this effort concerning the programme's internationalisation and the exposure to international trends and methods it gives to students in their area.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

Quality assurance happens at PCU on three different levels as stipulated in the University statute. On the university level, the internal quality assurance system (IQAS) controls and improves the implementation of IQAs standards, including verifying the PDCA cycle (stipulation, implementation, evaluation, control, improvement; SIECI). The SER outlines individual steps for each component of the PDCA. This includes the inclusion of national higher education standard in the rector's decree (stipulation), a reference to the internal academic quality assurance manual (implementation), guidelines for monitoring and evaluation of learning (evaluation), follow-up reports (control), and the improvement of business processes, strategic targets or upgrading higher education standards (improvement).

At the faculty level, the responsibilities are assigned to the dean, supported by the faculty quality team. The objectives of this unit are outlined in a faculty strategic plan derived from the PCU strategic plan. The objectives comprise good governance, funding sustainability, adequate infrastructure, learning planning and implementation, monitoring and evaluation of learning, policy development, quality management of study programmes, opening and closing of study programmes, learning performance reports, internal and external stakeholders' satisfaction. These instruments are integrated into the faculty's strategic plan, which will be revised every five years (currently 2018-2023). This defining framework includes the improvement of the coordination of the faculty activities, development of human resources and teaching-learning facilities, cooperation with academic and non-academic institutions (e.g., universities, industry and non-commercial institutions), improvement of research, community service of lecturers and students, and scientific output), and an enhancement of the visibility of the faculty. In order to achieve the steps, it is said that the faculty develops an annual work programme involving the vice-dean, the heads of programmes, and alike.

On the study programme level, the responsibility for the study programmes lies with the respective head of the study programme, which is supported by the study programme quality team, as stipulated in the decree on the study programme quality team. The objectives of this team are divided into eight targets (and then divided into subcategories). The components include the course evaluations at the end of the semester, the evaluation of the graduation profiles, ILOs, scientific publications, student achievements, research and community services, graduation percentages, and the programmes' labour market needs. Also, an evaluation of societal needs is conducted through periodic discussions with alumni, graduate employers and advisory boards. Another focus of this instrument is the evaluation of the learning facilities through satisfaction surveys carried out once a year.

Experts' evaluation

PCU has a robust Quality Management System that is organised at three different levels, starting at the whole university, continuing with the Faculty, and finalising with the Programme. Both programmes are subject to the university's policy and associated procedures for quality assurance. First, they are both integrated into the Quality Assurance at the Faculty level, where different general items are reviewed. These scrutinised items are linked to the University Strategic Plan and are more related to the profile and image of PCU.

Quality control at the programme level involves different scopes and includes the evaluation of the courses, the evaluation of the study programme on graduate profiles, ILOs, and others related to the study programmes' success, the Evaluation of student study load and length of study, the evaluation of academic performance, the evaluation of society needs, and the evaluation of the learning environment. The control in all these different areas is carried out through different procedures such as surveys (tracer studies, teaching and learning quality survey), meetings with stakeholders, open forums, and Standard Operating Procedures (SOP).

The great number and diversity of all these control tools seems valuable at first, but on the other hand, deploys an extremely complex and extensive network. This makes it complicated to connect findings between different areas. Furthermore, and what is more important, following up on existing issues could also be complicated when so many evaluation tools are set in place, which make it easy to get drowned in data and details (**Finding 6**).

At the programme level, one of the most relevant quality management tools is the teaching and learning quality survey in which the students participate. Looking closely at the questions included, it is mainly the quality of the teaching staff that is being addressed. This survey, while being more succinct in the questions related to the lecturers, could also integrate further topics like equipment, IT, facilities, and what is more important, student workload. It would be interesting to channel as much possible feedback from the students into one single procedure (**Finding 7**).

The Learning Evaluation Report is a clear and organised document that summarises diverse relevant information related to quality control both at the teaching staff and the student level. It is interesting to see how the number of failed students is being tracked in this document. However, there is no connection between this document or the current number of registered students, or the average GPA of each cohort. Centralising and connecting documents and procedures, while simplifying them at the same time could be a positive change, while being a complicated endeavour. This integration, and therefore connection, could help assess the development of the programmes (**see Finding 6**).

The quality of the programmes as a whole and the curriculum, in particular, is also controlled by diverse meetings including different stakeholders. There is a staff meeting at the beginning of each semester that reflects the learning and teaching process of the previous semester, this is a valid and constructive tool to monitor and support the skills of each student and to check that the curriculum elements have been implemented transparently and systematically, therefore meeting the set quality standards.

While the meetings with the LEAP programme partners easily provide feedback on the student performance and inputs for the Study Program's development and also the students' LEAP discuss with the LEAP coordinators possible avenues for adjustment, other meetings, and their outcomes are more undefined. These include the open forum with the student association from Interior Design students, and the meeting with alumni and industry stakeholders. Keeping track of these meetings and their outcome could be valuable and helpful for improvement (**Finding 8**).

The Research Code of Conduct and the Research Deviation included in the Student Book are good examples of expectations regarding academic honesty. It is necessary to introduce a procedure to test academic honesty and proof plagiarism in written assignments and examinations (**Finding 9**).

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

To ensure the intended learning outcomes on the programme level, PCU has introduced a system called Management Information System (SIM) for outcome-based learning (OBE). This system supports the faculty to help manage the learning process during the whole PDCA cycle. It comprises the implementation of the ILOs covering teaching materials, learning methods, textbooks and assessment rubrics for the learning and teaching component, and the evaluation of exam questions/assessments, examples of students' work, specific scorecards for examinations. As a result of the improvements within the PDCA cycle, the faculty carries out remedial exams grade revisions and collects statistical data for the further improvement of the study programmes).

The study programmes include learning methods, such as problem-based learning (PBL), case-based learning (CBL), project-based learning (PBL), learning by doing, and service-learning. The SER outlines that PBL, CBL, PBL, and SL require from students active participation and enable students to learn independently. The availability of a cross-study programme, cross-institution elective courses and the LEAP programme enables flexible ways following the students' preferences.

The regulations, assessment guidelines, and procedures reference the PCU grading system, which is published in the student handbook. At the beginning of their studies, students will be introduced to the evaluation system, the grading system, and the procedures. The exam questions are monitored and evaluated by the coordination meeting. In general, students have to take a mid-term exam, a final exam. Also, the course is fostered by tests and assignments, as outlined in the course syllabi provided to students in the OBE system. According to the SER, the assessment methods cover quizzes, on-the-spot tests, assignments, presentations, or reflections. LEAP students in the fourth year are examined three times, including the final project. This final evaluation will be carried out by two advisors and two lecturers (at instances also by external examiners).

Experts' evaluation

Following the self-evaluation report, it is stated that one local credit (SKS) consists of 39.7 hours/semester (170 minutes x 14 weeks per semester). Following this calculation, it is said that 1 SKS is comparable to 1.6 ECTS credits having a baseline of 25 hours per credit, which is consistent with the actual workload students have with each course.

The learning and teaching methods contribute to achieving the ILOs and developing students' academic competences, to solve problems critically and innovatively and to have hard and soft skills of designing.

Due to the different teaching and learning methods, the individual characters of the students are taken into account and the university enables an individual path after graduation.

The assignments in lectures, studio practices and lab activities are determined by the uniqueness of each course. They are explained by the course coordinators to the lectures so the latter can provide the students with an understanding of the reasoning behind an assignment and its application. This ensures that the expected achievements become clear for the students.

Various assessment techniques and procedures have been developed and applied, ensuring that each student is familiar with an appropriate range of assessment forms. The assessment methods of each course are appropriate for the defined intended learning outcomes on the course level.

The requirements of the examinations are transparent and always announced at the beginning of each semester by the lectures. They are also listed in the Semester Learning Plan. The rules for giving scores due to certain dispensations can be found in the Student Handbook as well.

New students receive even more support by being equipped with knowledge related to the exam procedures and types throughout a programme, handbook and explanations from their respective academic advisor.

However, it should be noted, that the methods of the main examinations should be more transparent to students before the start of the semester already, e.g. through a separate section in the syllabus/course handbook (**see Finding 4**). And it would be great to have an „easier“ appealing module handbook with more information, especially about the examinations, as the current one is quite formal and hard to read through for students (**see Finding 5**).

There is a formal procedure for a student appeal if they disagree with their grade. It is described in the student handbook and is also disseminated to the students in the Open Forums conducted by the Head of Study Programme and in the first meeting of each class by the lecturer.

Appeals are first submitted directly to the lecturer, so the lecturer can perform a grade recession. If no agreement can be reached, the appeal can be submitted to higher administrative levels.

Sanctions for students, who commit fraud in their exams, are also defined in the study regulations. However, students do not seem to be even aware of an exact definition of academic integrity. Therefore, the concept of plagiarism should be explicitly introduced to students in an early semester (**Finding 10**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

The formal requirements to enrol in the study programmes are communicated to the candidates by PCU's Public Relations office centralised through the Student Admission Committee (SAC). The programmes outline having specific enrolment requirements. The faculty offers three admission tracks to the programmes. The achievement track (1) focuses on high academic achievement, while the collaboration track (2) focuses on student's reports and the study programme's quota. The third option is the general track (3), which is open to all candidates from senior high schools across Indonesia and abroad. The selection process checks

on the fulfilment of the requirements, including the student's last education, success in the written exam (just for the third track), success in the drawing test, a statement letter in case of colour-blindness. In case students of the study programme "Visual Communication Design" who want to enrol for the international track programme must also pass an interview and an English proficiency test with a minimum score of 480.

At the beginning of the study programmes, new students are welcomed to the campus area and join the basic managerial training (BMTS), which is mandatory and explains essential student organisation information during their studies. An academic advisor will guide and advise students about academic-related issues. The head of the programme assigns the academic advisors. They will guide students during the study plan registration window and pay attention to students' problems.

PCU outlines that transfer of students from another university to PCU is possible when the other university has the same level of accreditation on the national level. When having the same competency-based level, students can start the recognition process. Both programmes participate in the "Freedom to Learn – Independent Campus" programme (MBKM). Since 2020, students can participate in student exchange activities, internships, research, humanity projects, entrepreneurial activities or rural development programmes. Students can take up to 23 SKS during the last year of their studies.

To obtain the respective degree, the university decided that all students must complete six criteria: completion of at least 144 SKS (1), completion of all mandatory courses (2), a minimum of "C" grade for all Interior Design/ Visual Communication Design courses (3), a minimum of one service-learning course (4), a score of at least 500 in an English proficiency test (ETP), an ILO achievement of at least 55.5 (5), and the participation in an international event (6). When students have chosen the global exposure track, they are expected to participate in more international events. PCU offers events, such as the Community Outreach Programme (COP), Petra Summer Programme (PSP), Asia Summer Programme (ASP), and SuraBali. The latter is an event in partnership with Airlangga University and Udayana University (both in Indonesia) with participants from the Southeast Asia and beyond (e.g., Lithuania, India, Tanzania).

Following the national higher education regulations, graduates of the programmes receive a certificate, including the diploma, the diploma supplement (SKPI), and a transcript of records.

Experts' evaluation

The admission guide and scheme is published transparently on the website. This includes eligibility requirements, required documents, application form, tuition fees, important dates, and the admission results. Additionally, there is an academic transcript simulation feature to help calculate prospective students' eligibility and grades for admission purposes and scholarship information. However, the experts recommend including more detailed requirements for international students that are more specific regarding the special admission test requirements for each programme.

The special admission test for the ID and VCD programmes consists of a written test of mathematics (logic), English (verbal) and drawing. The experts suggest putting more emphasis on the students' creativity and artistic skills especially for the VCD admission test as well as a theoretical and written exam in which the ability for analytical reflection is determined (**Finding 11**).

A statement letter regarding colour-blindness is required. PCU, however, states there is another regulation for those who are colourblind. Discussing this issue discreetly with the Head of Study Programme and his acceptance, the colourblind students will get help during their study. The experts believe inclusion should be the keyword.

Other than academic requirements to obtain a respective degree, the recognition and equalisation of non-degree/degree international learning activities, such as Community Outreach Programme (COP), summer

programme, exchange programme, internship, joint degree/double degree programme, etc. are provided in the form of a credit transfer programme. This also applied to the cross-campus teaching and learning activities “Freedom to Learn – Independent Campus” programme (MBKM). The recognition regulations are documented in a legally binding form and are available in a given student’s handbook.

Graduates receive a graduation certificate (diploma), a transcript of records, and a diploma supplement explaining the qualification and outcomes obtained. Graduates from the ID and VCD programmes receive the title Sarjana Desain (S.Ds.)/Bachelor of Design.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor’s degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The SER provides evidence that for the Bachelor’s programme “Interior Design”, 15 teaching staff members are employed full-time to carry out the programme. Amongst these, four PhD holders and two additional members are currently doing their PhDs (as of December 2021). All other members have at least a Master’s degree. The current student-teacher ratio is 31.2:1.

The Bachelor’s programme “Visual Communication Design” has currently 26 teaching staff members (Five PhD holders and 21 Master’s degree holders). This leads to 21 lecturers, three assistant professors, and two associate professors. The current student-teacher ratio is 25.2:1. It is outlined that the Ministry’s regulations allow up to a ratio of 45:1 for programmes in humanities and social sciences.

All full-time lecturers are required to follow the tri dharma of education principle (as it is typical in Indonesia), which includes education (1), research (2), and community service (3). It is said that teaching activities are implemented along with research, community service and administrative activities. Furthermore, lecturers are expected to be involved in the planning, implementing and monitoring learning process, its evaluation, mentoring and training activities, research, and community service. Furthermore, all lecturers can be appointed as academic advisors to students. Typically, the lecturer’s workload includes 12-16 SKS (19.2 – 25.6 ECTS) per semester. This includes teaching, research, community service, and administrative work.

The head of a programme is responsible for ensuring that all lecturers meet the set intended learning outcomes for the programmes. The lecturers are evaluated by two parties (through the students and PCU) to achieve this. At the end of each semester, students must fill out a satisfaction questionnaire and evaluate the teaching performance (with a 0-4 scale). If needed, action can be taken based on these results. The Excellence in Learning and Teaching Centre (ELTC) offers enhancement for teaching staff. This includes

pedagogical, scientific, personality, social, and spiritual competencies, English communication skills, and academic and student supervision skills.

Experts' evaluation

The University provides a full list of all teaching staff involved in the programme, including their academic qualifications, their research and other relevant qualifications, number of teaching hours, and length of employment.

In terms of workload (teaching, research, administration), lecturers who do not hold administrative positions, are responsible for focusing on the teaching process. while lecturers who have administrative positions are given a minimal workload. This implementation makes the workload of lecturers and academic staff relevant.

PCU provides teaching staff with qualifications in line with the requirements of the study programme and the number of teaching staff provided is sufficient based on the set ratio and the process of ensuring that this teaching staff is sufficient for the next six years (accreditation period) is always given priority where lecturers or academic staff are required to continue their studies up to the Ph.D. level and undergo training abroad such as in South Korea. This becomes an advanced programme for all staff at PCU including staff (including administrative and support staff) where they always have access to advanced training, and an exposure programme to teaching methods and/or assessment methods for academic staff. However, to further improve the programmes' quality and its marketability, the university should add more senior lecturers (**Finding 12**), especially those with industry experience to both programmes.

The recruitment procedure for teaching staff is transparently defined through a recruitment process based on qualifications and academic merit as well as areas of expertise. To ensure that the teaching and learning process runs smoothly and transparently, the university also appoints external/guest lecturers in study programmes from the industry based on qualifications set by the university, this includes appointing alumni who have owned their own businesses and worked in the industry.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

PCU offers two management systems to facilitate the learning process of students. Since 2011, the university has developed an integrated system accessible by students and lecturers. The Management Information System (MIS) allows students to register for courses or add/drop courses. The system includes class schedules, teaching performance questionnaires, campus regulations, academic guidelines, course grades and alike. In 2020, PCU amplified the MIS to align the system with the OBE, as outlined in the SER. Consequently, lecturers can now update course-related data (e.g., course descriptions, learning outcomes, assignments, grading percentages, or references). It is said that students can now monitor their academic progression better.

In addition, PCU has developed an App with the same components as the MIS OBE system. PCU has changed rapidly to online classes during the pandemic and used an online attendance platform integrated into MIS OBE.

The second system used by PCU is the Learning Management System called Lentera. This is a moodle-based platform where lecturers can upload teaching material, class management activities, assignments, and alike. The platform is centralised to ensure that no misleading information is shared. Every study programme has to upload the relevant data on the classes to the academic administrative office (Biro Administrasi Akademik; BAAK).

According to the SER, the library is one of the most reputable libraries in Surabaya, with a high accreditation on the national level. Students access the library via the LAN network or campus-wide Wi-Fi access. On the programme-specific level, it is said that the Bachelor's programme "Interior Design" offers a collection of 11,876 printed books, 761 audiovisuals, 1,744 digital collections, and 576 Bloomsbury e-book collections for the programme. Students also have access to 206 collections from national journals (three national journals indexed by SHINTA) and six international design journals and magazines. The Bachelor's programme "Visual Communication Design" offers 3,150 books, 120 audiovisual collections, 15 subscribed journals, and 299 Bloomsbury journals.

The Bachelor's programme "Interior Design" has access to 19 classrooms (17 medium-size and two large-size classrooms), six design studios, one materials library, five laboratories (wood lab, virtual lab, lighting lab, photography lab, and material lab), and one exhibition room. The Bachelor's programme "Visual Communication Design" has access to six laboratories (Digital Graphic lab, multimedia lab, photography lab, fashion lab, printed media lab and digital media lab) and seven studios. The SER includes several software licenses for digital media and the digital graphic labs.

As stated before, student support on the study programme level is carried out by the academic advisors assigned to students at the start of their studies. These lecturers are responsible for the supervision of students and to provide advice to students. On the university level, students are supported by various units. The Counselling and Personal Development Centre (CPDC) provides personal development consultations and information on psychological and personality factors. Students can access the information on the CPDC homepage. The Campus Ministry Department (CMD) offers students a spiritual consultation and helps students on the faith-science integration, part of PCU's values. Students also have access to the Petra Medical Centre, which includes a general and a dental clinic. Later in their studies, students may also contact the Petra Career Centre (PCC), which provides information on job opportunities and career development for students and alumni. The services held throughout the year include career camps, talk shows, or workshops.

Experts' evaluation

Learning Resources

PCU provides adequate facilities and learning resources that are conducive and suitable for career needs, industry, and latest technological developments.

The facilities are adequately equipped and supported by technical staff and tutors. The available facilities are designed by taking into account the number of students. The minimum standards of learning facilities and infrastructure, including those with special needs, are ensured.

However, it should be considered that enough working spaces are secured in the future as well, due to the growing number of students.

The university is always trying to meet the current standards of facilities and equipment as can be seen from the example of the modernisation of the library. It is noteworthy that they try to adapt the special needs of Gen-Z.

But still there is a lack of international, especially English literature. More materials need to be provided in English and other languages as it is very important due to the university strives for internationalisation (**Finding 13**). As the university is currently rebuilding its library, the experts could not gain a final insight into the new equipment and would like to ensure that the new library includes international journals and publications to give the students the opportunity to learn more about international developments in their fields.

Overall PCU provides modern and up to date equipment, but some computers and digital materials should be updated, to ensure the best possible learning conditions for all students (**Finding 14**) to reproduce the possibilities they will have in the labour market and also, of course, to ensure the best possible results in their projects.

Besides the teaching classes, students are encouraged to attend lectures with professional designers, seminars, competitions, workshops, etc. This is a great learning opportunity beyond the lectures and enables students to broaden their horizon. It is important to ensure that these offers take place frequently and regularly (**Finding 15**) to keep students on the pulse of time and secure their international competitiveness.

The university provides various information platforms for the students like the Petra Mobile application and the Management Information System. The App monitors study activities like class attendance to the achievements of learning objectives, assignment activities, grading, weekly lesson plans, etc. and the MIS supports the learning process by including course descriptions, learning methods, plans, assessment methods, grades, etc. The access to course descriptions is provided systematically and easily.

Increase in the number of high students need to be coordinated with the increase in learning space on campus, especially in relation to future laboratory capacity for the visual communication study program

Student Support

PCU provides a lot of different types of support for any kind of problem the students might have. For example, they have an academic advisor who helps them at the beginning, and if needed, throughout the semester, e.g. with the registration of the study plan. This is very helpful as most of the students can be overwhelmed when it comes to choosing courses, especially in the beginning. However, it should be communicated more clearly that a free choice of courses is possible even before the 6th semester. Furthermore, the experts recommend offering more than one elective course per semester, so that students might have even better opportunities to specialise even more (**see Finding 3**).

In addition to the academic advising, there are other support services such as a counselling centre for psychological concerns and the Petra Medical Clinic providing health services. The students pointed out that it is very easy to reach out for help and that they feel very well cared for with any problem.

Furthermore, students with special needs are offered assistance in form of special support like extra time, extra attention and special facilities. The entrances to the university have ramps and there are elevators and special toilets in the buildings.

Support is also available to students during lectures or for independent work in the laboratories. Someone is present in each lab to accompany students. Tutors support projects and give more personalised advice and communicate with the students in executing the projects. The number of students per tutor is manageable (with 8 to 10 students per tutor). Personal and sufficient support can be guaranteed. Tutors are obliged to

discuss course content with the students a minimum of one hour per week, which additionally ensures that sufficient consulting is provided.

There is a lot of emphasis on international experience. The university has many different offers like student exchanges, summer programmes, dual/ double degrees and international internships. The international office is always available to help students with any questions they may have. Nevertheless, it would be great to make the support opportunities more transparent to the students when it comes to scholarships, e.g., and to add some more offers like international competitions (**Finding 16**).

Besides studying, PCU offers many extracurricular activities with various units as chess, English debate, badminton, swimming, photography, drawing and many more. This is a great way to meet people outside your study programme and to achieve a better work-life balance.

Conclusion

The criterion is partially fulfilled.

7. Information

Bachelor's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

The primary channel to receive information is PCU's homepage, with official homepages for both programmes. The programmes also issue study programme's brochure to inform externals about the programme's contents. The latter is administered by the Study Information Team (SIT). Public information is also shared via social media channels. This includes job vacancies, activities, information on the study programmes. Also, the student's organisations magazine called VistaMagz (for the Bachelor's programme "Visual Communication Design") is a medium of communication with externals.

Experts' evaluation

All needed information is provided to the public by PCU such as admission, student life and activities or PCU's partner universities. Information about the curricula, ILO, the courses, the facilities and lecture profile are provided on each PCU's faculty programme website.

PCU actively updates current information such as seminars, announcements related to studies, academic events, campus, etc. through different PCU's social media platforms e.g. career centre, counselling centre, the international office as well as social media platforms for each faculty programme, and student organisations. This is good for increasing engagement with students and stakeholders.

The categories and subcategories on the website are quite compact and neatly packed together. However, the experts suggest recreating the PCU website to be more visually appealing, especially for the Faculty of Humanities and Creative Industries. To raise the profile of the programmes and students/graduates and to gain more global exposure, it will be good for PCU to provide a showcase of artwork created by students during their semester on the website. Additionally, the experts recommend packing all the programmes of the Faculty of Humanities and Creative Industries together in one website. This is good to have a sense of collaboration within the programmes.

Regarding the information about the “Freedom to Learn – Independent Campus” programme (MBKM), the experts suggest providing more information to the students on the website as well as how it will be credited (**Finding 17**).

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Interior Design” and “Visual Communication Design” offered by Petra Christian University with conditions.

Findings:

1. The students’ specialisations in the ID study programme should be extended to be more easily visible in more study courses.
2. The bachelor thesis or project, especially in the ID study programme, should raise the expectations concerning its scale and the complexity to compete with international degrees more easily.
3. Students should be given more opportunities to participate in several electives, especially in the ID study programme. Electives should be distributed into different fields.
4. The module description should be updated to create more transparency for students. This should include:
 - a) a more precise workload distribution, outlining time for independent learning, examination preparation, examination forms used,
 - b) a clearer indication of the examination method.
5. The university should reorganise the syllabi given to student. The new version should include only the relevant information to make it less overwhelming for them, more appealing and inspiring.
6. The university should consider streamlining the different evaluation tools in both programmes to make it easier to spot general areas that need improvement.
7. The university should consider extending the importance of factors such as study resources, workload and infrastructure questioned in the learning and teaching quality report.
8. A more structured approach to collecting and following up on external stakeholders’ feedback should be considered.
9. A procedure to test academic honesty and prove plagiarism in written assignments and examinations needs to be introduced.
10. The concept of plagiarism should be explicitly introduced to students in an early semester.
11. The admission test should put more emphasis on the students’ creativity in both study programmes.
12. To further enhance the programmes’ existing quality and its marketability, the university could add more senior lecturers, especially those with industry experience.
13. More materials in English and other languages must be provided in the library to give students and teaching staff continuous access to international trends in the area of the study programmes and to strive for internationalisation.
14. Available computer software should be kept up to date to guarantee best possible learning conditions for all students.
15. The university might consider implementing a lecture series or regular exhibitions by practitioners to broaden the students’ horizon.

16. The students should receive more opportunities to gain international experience, e.g. through international competitions. Furthermore, the support PCU can give them (e.g. financially) could be made more transparent.
17. Students should be informed better in terms of the possibility to participate in MBKM.