



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## FINAL REPORT

UNIVERSITAS NUSA PUTRA

# CLUSTER COMPUTER SCIENCE AND DESIGN

INFORMATICS ENGINEERING (BACHELOR OF ENGINEERING)

INFORMATION SYSTEMS (BACHELOR OF COMPUTER)

VISUAL COMMUNICATION DESIGN (BACHELOR OF DESIGN)

COMPUTER SCIENCE (MASTER OF COMPUTER SCIENCE)

October 2023



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## DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “INFORMATICS ENGINEERING” (BACHELOR OF ENGINEERING)
- “INFORMATION SYSTEMS” (BACHELOR OF COMPUTER)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF DESIGN)
- “COMPUTER SCIENCE” (MASTER OF COMPUTER SCIENCE)

### OFFERED BY UNIVERSITAS NUSA PUTRA, SUKABUMI, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 18<sup>th</sup> meeting on 21 August 2023 and in the circulation procedure on 16 October 2023, the AQAS Standing Commission decides:

1. The study programmes “**Informatics Engineering**” (Bachelor of Engineering), “**Information Systems**” (Bachelor of Computer), “**Visual Communication Design**” (Bachelor of Design), and “**Computer Science**” (Master of Computer Science) offered by **Universitas Nusa Putra, 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 **30 November 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 **30 November 2029**.

#### Conditions:

For all study programmes:

1. Meetings with the industry must be structurally and regularly organised to receive their feedback as well as input from them for the curricular development.
2. Findings of the QA procedure must be disseminated to students and the labour market to ensure the transparency of the process.
3. A comprehensive guideline for undergraduate thesis preparation must be developed in order to provide students with academic conventions and rules to follow throughout the thesis writing process as well as to ensure the consistency in formatting.

Additionally for the study programmes “Informatics Engineering”, “Information Systems”, and “Visual Communication Design”:

4. The course descriptions have to be revised regarding the following aspects:
  - a. The teaching and assessment methods must be specified in accordance with the intended learning outcomes of each course.
  - b. The bibliographical references/literature must be up to date.
5. In order to align it with the needs of the labour market, the curricula have to be revised so that they cover new topics and can reflect current trends of the industry.

Additionally for the study programme “Computer Science”:

6. The course descriptions have to be revised so that it becomes clear that the teaching and assessment methods are aligned with the course content and the course learning outcomes.

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

For all study programmes:

1. The involvement of students and student representatives in the evaluation process and the programmes’ development should be intensified, so that the faculty can ensure greater inclusivity and obtain more comprehensive feedback from them.
2. In order to precisely and effectively assess the soft skills such as communication and teamwork, more appropriate rubrics should be provided.
3. It is recommended that the university and the faculty should adjust the admission requirements so that partially and fully colour-blind students can be admitted to foster inclusivity.
4. The university should have not only a short-term recruitment plan but also a long-term one with a proportionate combination of national and international teaching staff who meet the requirements regarding didactical and subject-specific qualifications in order to achieve the university’s set goals by 2030 and 2045.
5. In order to strengthen the quality of the teaching staff and strive for internationalisation, the university should have a more defined staff development concept regarding the enhancement of didactical skills, scientific qualifications, field-specific knowledge as well as English competence for the teaching staff.
6. The university should better support international students by providing more English learning materials.
7. The university should organise more activities such as field trips, job fairs, international events, or competitions for students to help them gain more practical and international experiences.
8. The full course descriptions and curricula should be made available to the public in both Bahasa Indonesia and English and regularly updated to adequately inform local and international prospective students as well as other target groups such as partners for cooperation.

Additionally for the study programme “Informatics Engineering”:

9. Given that fact that the number of students opting for the research track of the SCP is increasing, it should be ensured that these students are sufficiently provided with industrial exposure to prepare them for future employment in the labour market.

10. Profiles of the teaching staff should be better presented on the public website, including aspects such as basic information, qualifications, publications, participation in national and international conferences, and research interest/areas.

Additionally for the study programme "Information Systems":

11. Profiles of the teaching staff should be better presented on the public website, including aspects such as basic information, qualifications, publications, participation in national and international conferences, and research interest/areas.

Additionally for the study programme "Visual Communication Design":

12. The programme profile should be sharpened either by narrowing down the potential career paths that the programme aims to prepare students for, or by expanding the array of concentrations within the elective courses.
13. It is recommended to develop problem-solving skills for students through courses such as graphic design, animation design, digital cinematography, and interactive media design, as these skills will help them effectively address industry challenges, fostering innovation and adaptability.
14. The labs equipment and supporting tools should be upgraded to provide students with access to cutting-edge resources that align with industry standards, fostering hands-on skills development and ensuring their readiness for the evolving demands of the field.
15. Profiles of the teaching staff should be better presented on the public website, including aspects such as basic information, qualifications, publications, participation in national and international conferences, and research interest/areas.

Additionally for the study programme "Computer Science":

16. Workshops should be organised to train students on how to write academic papers and develop other research-related skills to foster their academic writing skills as well as to prepare them for the next academic level.

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

**EXPERTS' REPORT****ON THE STUDY PROGRAMMES**

- “INFORMATICS ENGINEERING” (BACHELOR OF ENGINEERING)
- “INFORMATION SYSTEMS” (BACHELOR OF COMPUTER)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF DESIGN)
- “COMPUTER SCIENCE” (MASTER OF COMPUTER SCIENCE)

**OFFERED BY UNIVERSITAS NUSA PUTRA, SUKABUMI, INDONESIA**

Visit to the university: 02-05 May 2023

**Panel of experts:**

<b>Assoc. Prof. Dr. Novia Admodisastro</b>	Universiti Putra Malaysia, Faculty of Computer Science and Information Technology, Department of Software Engineering and Information System (Malaysia)
<b>Prof. Dr. Kerstin Fink</b>	Nordakademie Foundation, Professor of Business Information System (Germany)
<b>Prof. Dr. Uğurcan Akyüz</b>	Toros University, Faculty of Fine Arts, Design and Architecture (Turkey)
<b>An Nguyen</b>	Trusted Shops AG, People Systems Analytics Specialist (Germany) (representative of the labour market)
<b>Tanaro Schädler</b>	Ulm University, Germany (student expert)
<b>Coordinator:</b> Vi Le	AQAS, Cologne, Germany
Supported by Annette Büning	

## I. Preamble

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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

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This report results from the external review of the the Bachelor's programmes "**Informatics Engineering**", "**Information Systems**", and "**Visual Communication Design**" and the Master's programme "**Computer Science**" offered by **Universitas Nusa Putra**.

### 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 January 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 April 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 March 2023. 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, a virtual site visit to the university took place on 02-05 May 2023. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other 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 Standing Commission was informed about the procedure in its meeting on 21 August 2023. 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 in a circulation procedure on 16 October 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 November 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

Universitas Nusa Putra (UNSP) was originally established in the form of Pereguruan Nusa Putra Foundation in West Java in 2004. After several phases of restructuring, it was formally recognised by the Indonesian Ministry of Research, Technology and Higher Education as a private higher education institution in 2007 and as a university in 2018. On the organisational level, responsibilities of the university management are distributed among a rector and three vice-rectors (vice-rector for academic, research, community service and internationalisation affairs, vice-rector for operations, resources, and finance, and vice-rector for student affairs, alumni, and collaborations). As stated in the SER, 4.768 students were enrolled in a total of 13 study programmes at the diploma, Bachelor's, and Master's levels in the academic year 2021/22, which are offered by two faculties, i.e. the Faculty of Engineering, Computer, and Design (FECD), and the Faculty of Business and Humanities (FBH). F

According to the SER, facilities available to students on campus include a student counselling unit, a career service unit, a student creativity and activity unit, an entrepreneurship unit, lecture halls, libraries, auditoriums, sports facilities, a student activity centre, mosques, polyclinics, meeting halls, canteens and a bookstore, amongst others.

The study programmes to be accredited are located in the FECD, which offers six Bachelor's programmes (Civil Engineering, Mechanical Engineering, Electrical Engineering, Informatics Engineering, Informatics Engineering, Information Systems, and Visual Communication Design) and one Master's programme (Computer Science/Informatics). Headed by the dean, the faculty management consists of seven heads of study programmes, which are further supported by respective secretaries, heads of laboratories, and the lecturers of the programmes. In 2021, the FECD reported 2.901 students and 663 alumni in total.

### IV. Assessment of the study programmes

#### 1. Quality of the curriculum

##### **Bachelor's/Master'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]

##### General aspects

In the SER, the university states their commitment to the Tri Dharma approach to higher education, which consists of the three pillars of (1) education, (2) research, and (3) community service. Furthermore, the programmes to be accredited are described as applying a curriculum based on the Indonesian National Qualifications Framework (KKI) according to outcome-based education (OBE). With regards to learning outcomes, the university differentiates between programme learning outcomes (PLO) and course learning outcomes (CLO). As overarching PLOs for all Bachelor's programmes, the university lists:

- (1) The ability to apply the respective field of expertise and utilise science, technology, and/or art to solve problems and adapt to the situation at hand;

- (2) The mastery of theoretical concepts of the respective fields of knowledge in general and with regard to special sections as well as the ability to formulate procedural problem solving;
- (3) The ability to make the right decisions based on information/data analysis and to guide groups in choosing various alternative solutions independently;
- (4) Being responsible for one's own work and for the achievements of the organisations' work.

PLOs to be fulfilled by the Master's students are:

- (1) The ability to develop knowledge, technology, and/or art in the respective scientific field or professional practice through research in order to produce innovative and tested work;
- (2) The ability to solve problems of science, technology, and/or art through an inter- or multidisciplinary approach;
- (3) The ability to manage research and development that is beneficial to society and science, and to gain national and international recognition.

Student workload is calculated in SKS Indonesia, one of which corresponds to 1,58 Credit Points (CP) according to the European Credit Transfer System (ECTS). All Bachelor's programmes comprise a total of 144 SKS, while the Master's programme comprises 36 SKS. The curricula at FECD are structured into (1) university courses, which shall emphasise the development of general skills, such as teamwork, critical thinking, or life-long learning, amongst others, (2) faculty courses which shall introduce students to the basics of engineering and computer skills, and (3) study programme courses. Furthermore, students choose two kinds of elective courses, i.e., concentration electives and study completion electives, the latter of which are part of the Freedom to Learn – Independent Campus framework (MBKM). Student completion courses can be taken in the form of research projects, internships, or student exchanges. Students of the Bachelor's programmes also have to participate in Student Community Service (KKN) activities as well as in a Professional Placement (PKL) programme.

The university states that modules and learning materials as well as learning outcomes and graduate profiles of each study programme are evaluated and updated every semester, according to the needs analysis and feedback from expert panels, labour market representatives, alumni, students, and research.

#### a. Informatics Engineering (Bachelor of Engineering)

##### **Description**

The Bachelor's programme of Informatics Engineering aims at qualifying students for employment as software developers, data scientists, database specialists, and IT academics. The study programme objectives focus on (1) the application of broad knowledge of programming languages, software development, and computer operating systems to create desktop, web, and mobile-based software for entrepreneurship skills, (2) the analysis and processing of data into information and knowledge as well as the design and management of databases, (3) knowledge sharing as developers or educators to support life-long learning processes. Furthermore, the SER defines 12 PLOs including:

- religious, moral, and ethical attitudes in accordance with the Pancasila and Nusa Putra Trilogy ("Divine Love, Love for Parents, and Love for Others");
- decision making involving the utilisation of potential and field-specific problem-solving strategies based on an entrepreneurial spirit;

- display of discipline, responsibility, mutual respect and obedience of the law while working in cross-disciplinary and cross-cultural teams;
- the application of logical, critical, systematic and innovative thinking in the context of science and technology in accordance with human values;
- decision making and problem solving in the context of the scientific field based on the results of data analysis;
- mastery of general theoretical concepts in the field of Computer Science/Informatics and in-depth concepts in the area of the respective specialisations;
- knowledge in the development of algorithms implemented in computer-based software;
- application basic mathematics and theories of Computer Science;
- design and development of algorithms for various purposes;
- development of abilities as professional system administrator/data base administrator;
- recognition needs and engage in independent and lifelong learning in multiple contexts.

The curriculum consists of the above-mentioned university courses (18 SKS, e.g., Civic Education or General English, amongst others) and faculty courses (7 SKS, e.g., “Introduction to Business” or “Introduction to Computer Applications”, amongst others). 85 SKS are distributed into study programme courses such as “Discrete Mathematics”, “Statistics and Probability”, “Electronics Fundamentals”, “Machine Learning”, and “Software Engineering”, amongst others. In semester five, students can choose their concentration out of three options: (1) Software Development, (2) Database Technology, (3) Interactive Multimedia, and have to obtain 8 SKS in this area. The sixth, seventh, and eighth semesters are dedicated to community service or professional placement as part of the university courses, an additional 28 SKS in elective courses, and the final thesis.

### Experts’ evaluation

The programme has a well-established and structured study scheme that spans across eight semesters. The workload distributed to courses is reasonable and can accommodate different purposes in training students such as providing theoretical foundation, practical skills through assignments and internships as well as using a scientific approach through the final thesis. During the site visit, the experts learned that the concentration electives in the programme, i.e., software developer, database technology and interactive multimedia, offer related courses that are compliant with the labour market’s needs. The Study Completion Programme (SCP) in the framework of the MBKM appears to provide students with a broader range of options to complete their studies, including the research track, internship track, and student exchange track. According to the records, an increasing number of students (with more than 60%) have opted for the research track in recent years. Therefore, the study programme should ensure that these students are sufficiently provided with the industrial exposure to prepare them for future employment in the labour market (**Finding 1**).

In general, the course learning outcomes of each course have been adequately defined to be in line with the programme learning outcomes, which appropriately reflect the Bachelor’s level according to the European Qualifications Framework and the Indonesian National Qualifications Framework. The programme also incorporates suitable teaching methods (such as face-to-face sessions, tutorials, and practicums) and assessment methods. However, when looking closer at the course descriptions, these teaching and assessment methods are similarly listed for all courses, leading to the need of specifying the relevant and diverse teaching and assessment methods for each course to effectively show that its intended learning outcomes can be achieved (**Finding 2a**). The course descriptions also must be updated with regard to its bibliographical references used

in each course; these have to show that current literatures are used to ensure the relevance and validity of the course content (**Finding 2b**).

Several courses in the curriculum require significant refinement and improvement in terms of their topic coverage. For instance, courses such as “Software Engineering” (IF2114) and “System Design Analysis” (IF2113) predominantly focus on traditional or outdated techniques, methods, or approaches. Additionally, “Software Engineering” (IF2114) lacks coverage of modern development methodologies like Agile Scrum, CI/CD, amongst others. There are several more important topics such as software architecture, verification and validation, and software quality which require adequate coverage. Consequently, the study programme must revise the curriculum, so that it covers new topics adequately and can reflect the current trends of the industry (**Finding 3**). This issue also applies to the study programmes “Information Systems” and “Visual Communication Design”.

### Conclusion

The criterion is partially fulfilled.

#### b. Information Systems (Bachelor)

##### Description

The graduate profile of the study programme “Information Systems” described in the SER includes enterprise architects, ‘digipreneurs’, and information systems academics. Regarding the programme educational objectives, the programme aims to produce graduates which have (1) the ability to analyse business processes and data, and to integrate all system components to implement information systems; (2) the skills to solve field-specific problems logically, critically, and innovatively through accurate data and to have the language skills to communicate them internationally; and (3) which have a strong leadership character, the ability to uphold social values and an entrepreneurial spirit, and have the ability to utilise IT as a solution for societal problems. The nine programme learning outcomes include:

- religiousness and the upholding of human values and cultural diversity;
- moral and ethical attitudes in accordance with the Nusa Putra Trilogy as well as having a responsible and disciplined character;
- the application of logical, critical, systematic and innovative thinking in the context of science and technology in order to produce scientific papers;
- the ability to communicate and cooperate effectively with various societal groups, including foreign language skills, leadership and organisational attitudes, network development, and an anti-plagiarism spirit;
- the identification, formulation, and solving of problems of information needs in an organisation;
- the integration of information technology-based solutions;
- the application of basic concepts in planning, designing, building, operating, and evaluating information systems;
- the identification of the need to become an entrepreneur by working and behaving ethically according to the information technology profession;
- the ability to recognise the needs and the ability to engage in independent and lifelong learning in the context of internships, research, humanitarian projects, village development, and national defence, amongst others.

In addition to university courses (18 SKS) and faculty courses (7 SKS), students have to obtain 83 SKS distributed to the study programme courses such as “Management Information Systems”, “Human and Computer Interaction”, “System Analysis and Design”, or “Linear Algebra”, amongst others. From the fifth semester onwards, students choose courses according to one of the two concentrations of the programme, i.e., either Enterprise Resource Planning or Governance, Risk Management, and Compliance (9 SKS). Elective courses (28 SKS), student community service, as well as internship activities are scheduled for the sixth and seventh semester. The eighth semester is dedicated to the final thesis.

### Experts' evaluation

The study programme has a clear and transparent description of the courses and the intended learning outcomes which properly reflect the Bachelor's level of the European Qualifications Framework and the Indonesian National Qualifications Framework. The workload distributed to courses is reasonable and can accommodate different purposes in training students such as providing theoretical foundation, practical skills through assignments and internships as well as the application of a scientific approach through the final thesis. Nevertheless, regarding the curriculum, the expert panel noticed that the content of the curriculum follows a relatively conventional outline and is missing an explicit linkage to the current market needs in the area of Information Systems. That said, this field is dynamically driven by new issues such as big data, digital process management, digital transformation, artificial intelligence, gamification, IT security, impact of sustainability, etc. Although it is stated in the SER that the programme makes efforts to meet international teaching and education standards and to align with the industry's current needs, when delving into the intended learning outcomes at both programme and course level as well as the courses offered, academic issues in the field of Information Systems have not been yet thoroughly reflected and considered. Therefore, to realise the internationalisation strategy of the university and to achieve the goal to become an excellent university, the curriculum needs to be updated to cover current issues (**see Finding 3**). For instance, the intended learning outcomes of the programme and the integration of English language skills into the curriculum are necessary in order to offer an updated and international competitive curriculum which aligns with the current needs of the national and international market.

Along with the curriculum enhancement, the teaching and assessment methods documented in the course descriptions are worth discussing since there is also room for improvement. It is good to point out that the programme applies the student-centred learning method in combination with a problem-based learning approach. However, the expert panel noticed during the online site visit that the teaching methods such as face-to-face lectures, face-to-face-discussions, tutorials, laboratory practicum, and e-learning are identically mentioned in every course in the course descriptions. The same issue applies to the assessment methods. Therefore, as aforementioned for the study programme “Informatics Engineering”, the course descriptions of the study programme “Information Systems” has to be revised as well, specifying the documentation of the teaching and assessment methods of each course as well as updating the bibliographical references to show that current literature is used (**see Finding 2a & 2b**).

### Conclusion

The criterion is partially fulfilled.

#### c. Visual Communication Design (Bachelor)

### Description

Graduates of the Bachelor's programme “Visual Communication Design” are said to be qualified to work as visual communication design professionals, design academics, and design entrepreneurs in various sectors

such as print media, electronic media, or online-media. As stated in the SER, in order to achieve these qualifications, the programme has formulated the following eleven programme learning outcomes:

- religiousness and the upholding human values and cultural diversity;
- moral and ethical attitudes in accordance with the Nusa Putra Trilogy as well as a responsible and disciplined way of working in teams;
- the application of logical, critical, systematic and innovative thinking in the context of science and technology in order to produce scientific papers;
- foreign language skills to communicate effectively in developing networks, as well as a leadership spirit and the skills to organise data without plagiarism;
- problem-solving skills using scientific approaches to visual communication design, including graphic design, animation design and digital cinematography, and interactive media design;
- the ability to design and develop professional competence in the field of visual communication design both individually and in teams;
- the application of effective and communicative design principles and the appropriate use of design methods to produce innovative, creative, aesthetic, and academically accountable visual communication design works;
- the application of professional ethics in the field of visual communication design in a work environment such as agencies and institutions;
- the ability to develop skills and apply integrated technology support for the enhancement of self-competence;
- complement knowledge in the field of visual communication design, creativity, and manual and digital skills with competencies required to become entrepreneurs as well as analytical and critical thinkers;
- the ability to recognise needs and the ability to engage in independent and lifelong learning in the context of internships, research, humanitarian projects, village development, and national defence, amongst others.

In addition to university courses (18 SKS) and faculty courses (7 SKS), students have to obtain 83 SKS distributed to study programme courses such as “Communications Theory”, “Aesthetics”, “Design Research Methodology”, or “Computer Graphics”, amongst others. From the fifth semester onwards, students choose courses according to one of the two concentrations of the programme, i.e., either Graphics Design or Multimedia (9 SKS). Elective courses (28 SKS), student community service, as well as internship activities are scheduled for the sixth and seventh semester. The eighth semester is dedicated to the final thesis.

### **Experts’ evaluation**

In general, the desired qualifications are well presented as learning outcomes and properly reflect the Bachelor’s level according to the European Qualifications Framework and the Indonesian National Qualifications Framework. The workload distributed to courses is reasonable and can accommodate different purposes in training students such as providing theoretical foundation, practical skills through assignments and internships as well as using a scientific approach through the final thesis.

However, similar to the other two programmes mentioned above, the expert panel recognised that the connection between the curriculum and the current labour market is seemingly missing. Likewise, the study programme has to revise the curriculum to better reflect the current needs of the industry and cover respective

topics (**see Finding 3**). For instance, courses such as “Video Mapping”, “Multimedia”, and “New Media” should be added to the curriculum to prepare students for the job market.

Along this line, the experts discovered that the employment opportunities available to graduates of this study programme are quite diverse. However, a notable observation is that the programme might not equip students with an extensive depth of understanding aligned with the career trajectories, since the compulsory courses only provide fundamental knowledge, and the electives concentrate solely on two specialized areas: graphic design and multimedia. Considering these findings, the experts suggest two potential solutions for enhancing the study programme. One suggestion is to streamline the range of potential career paths that the programme aims to prepare students for. By narrowing down the scope, the curriculum can be tailored to align more precisely with specific professional tracks. On the other hand, an alternative approach is to introduce a broader array of concentrations within the elective courses. This expansion would allow students to delve deeper into various subfields, granting them the opportunity to develop a more comprehensive skill set (**Finding 4**). Furthermore, the experts believe that it is necessary to develop problem-solving skills for students through courses such as graphic design, animation design, digital cinematography, and interactive media design, as these skills will help them effectively address industry challenges, fostering innovation and adaptability (**Finding 5**).

Regarding the course description, the experts noticed the similar issues as in the programme “Informatics Engineering and Information Systems”. Therefore, the study programme must revise the documentation in the course description by not only specifying the teaching and assessment methods in line with each course learning outcome, but also updating the literature references supporting the delivery in the courses (**see Finding 2a & 2b**).

## Conclusion

The criterion is partially fulfilled.

### d. Computer Science (Master)

#### Description

The programme learning outcomes listed for the Master’s programme in Computer Science include the abilities to

- identify, plan, design, evaluate, and implement solutions to problems in the field of informatics;
- examine issues in the field of informatics and demonstrate expertise in designing, implementing, and evaluating both strategic planning and its implementation;
- compile ideas and scientific arguments for solutions to information technology problems;
- select and apply the most appropriate techniques and tools to support the resolution of information technology problems;
- work with ethical behaviour according to the professional field of information technology;
- communicate effectively in various groups;
- involve oneself in a continuous lifelong learning process;
- work in teams effectively and become a leader in the profession of information technology.

Students should take 15 SKS in the first and second semester, including courses such as “Computer Network Security”, “Advanced Database”, “Signal Processing”, and “Design Analysis of Big Data”. In the third semester,

students choose either Artificial Intelligence or Cyber Security as their concentration and obtain 6 SKS in elective courses and a thesis proposal seminar. The fourth semester is dedicated to writing the final thesis.

### Experts' evaluation

Generally, the programme is well structured and covers the current issues in the field of Computer Science. The intended learning outcomes are clearly described, well-structured and properly reflect the Master's degree level according to the European Qualifications Framework and the Indonesian National Qualifications Framework. The graduates are well prepared for the labour market and the major topics of the industry are integrated in the courses. The experts also learned that the labour market is satisfied with the qualifications of the graduates.

Besides, the university has a plan to offer a PhD programme to their Master's graduate students in the future. The experts panel believes this plan can be realised, but some aspects should be further enhanced to facilitate the next steps. First of all, the study programme should foster academic writing skills of students to prepare them for the next academic level. The experts recommend organising workshops that train students on how to write academic papers and develop other research-related skills (**Finding 6**). The experts learned during the online site visit that the university has cooperations with other universities and programmes on the PhD programme level such as the Asian Institute of Technology, and therefore recommend the study programme to maintain and even strengthen the collaborations. This will help the Master's programme to constantly reflect on its academic qualifications and prepare well for the launching of the successor programme.

In terms of the course descriptions, the expert panel noticed that the study programme applies different teaching and assessment methods in each course. However, it would be even better if the study programme specifies in the course descriptions which teaching and assessment methods should be applied for which courses considering the course learning outcomes. Thus, the study programme has to revise the course descriptions regarding the documentation of the teaching and assessment methods to be specifically aligned with the course content and the course learning outcomes (**Finding 7**).

### Conclusion

The criterion is partially fulfilled.

## 2. Procedures for quality assurance

### Bachelor's/Master'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

At UNSP, quality assurance is said to focus on nine overall aspects: the university's vision and mission, administration, students, human resources, finance and facilities, education, research, community service, and outcomes. Responsible actors are the Quality Assurance Unit (QAU) at the university level, the Quality



Assurance Group (GPM) at the faculty level, and the Quality Control Group (GKM) at the programme level. While QAU is responsible for developing and implementing a QA system applied to the university, GPM is in charge of consulting and coordinating the GKM teams. At the study programme level, GKM ensures the implementation of a quality learning process in accordance with established standards, the evaluation of the implementations of learning processes, the evaluation of the results of learning processes, and the continuous improvement of standards. UNSP has defined a five-step QA cycle which includes the following activities:

- Determination, i.e., the formulation of a plan and goals to achieve according to standards of governance, education, research, community service, and students/alumni, all of which are said to refer to the National Higher Education Standards (SN-Dikti), the standards of the National Accreditation Board of Higher Education (BAN-PT), and the results of the university's Management Review Meeting.
- Implementation, i.e., the application of the recommendations provided by the Management Review Meeting which is supported by a Standard Quality Manual, Standard Operational Procedures, and Implementation Forms and follows predefined performance indicators.
- Evaluation, i.e., the determination of the effectiveness of measures and activities carried out in the implementation phase by auditing and reporting to the QAU.
- Control, i.e., corrections to the implementation of standards in reference to Standard Control Manual documents, Evaluation Reports, and Standard Operational Procedures.
- Upgrade, i.e., the identification of necessary actions according to the audit results.

As explained in the SER, all QA stages are performed together with relevant stakeholders both internal (e.g., students, lecturers, heads of study programmes, deans, and administrative staff) and external (e.g., graduate employers, alumni, labour market representatives, and (inter)national accreditation agencies). Also, the evaluations of QA cycle are said to address the quality of courses, lecturer performance, student workload, teaching and learning processes, the study programmes' performance and achievements, as well as students' progression and completion rates. Furthermore, the career progression of graduates is followed in the form of annual satisfaction surveys.

Finally, the report mentions the application of two main guidelines to ensure that no discriminatory or intolerant practices conducted at UNSP, i.e., the reference to Law No. 20 of 2003 concerning the national education system (education is to be carried out upholding human rights, religious values, cultural values, and national pluralism) and the Nusa Putra Trilogy.

### Experts' evaluation

The Nusa Putra University has a well-structured quality assurance team and a well-developed quality assurance system. Quality assurance appears to be implemented throughout the university's organizational levels, e.g., study programme, faculty, and department. The quality standards are also well-documented and provide a comprehensive coverage of various aspects, including academic standards, academic policies, and academic quality.

The expert panel learned during the online site visit that the quality assurance teams have conducted periodical quality assurance exercises encompassing internal and external stakeholders. The evaluation results of the audit have been used for programme enhancement and development, for example in the area of the curriculum revision. However, as stated in Chapter 1, the curriculum of the four programmes to be accredited shows a weak connection with the labour market's needs and current trends in general. The exchange between the university and the labour market has not been yet formally structured and conducted on the individual level. Therefore, it is crucial that the faculty organises regular and structural meetings with the industry to receive the feedback and as well as input from them for the curricular development (**Finding 8**).

The participation of students in the quality revision process, such as assessing student satisfaction and evaluating lecturers' performance is currently implemented. Nevertheless, there is an opportunity to further enhance this process to ensure greater inclusivity and obtain more comprehensive feedback from students and student representatives in developing the programmes (**Finding 9**).

During the online site visit, the expert panel recognised that the quality assurance cycle concerning the dissemination of evaluation findings to all relevant parties, including the labour market and students, is in need of improvement in terms of transparency and accessibility (**Finding 10**). Dissemination of the findings to the labour market holds significance, as it enables potential employers to obtain valuable insights into the quality and relevance of the study programmes. Equally important is the dissemination of evaluation findings to the students themselves. By receiving feedback on the quality of their education, students can be better informed on changes on their studies which greatly contribute to their personal and professional development.

### Conclusion

The criterion is partially fulfilled.

### 3. Learning, teaching and assessment of students

#### **Bachelor's/Master'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**

Learning activities at UNSP are conducted in the form of blended learning, which combines onsite and online teaching activities, the latter of which takes place on the university's learning management system. As didactic frameworks applied in teaching, the report mentions student-centred learning, problem-based learning, and project-based learning. Outside of the classroom, student-centred learning is said to be further supported by several units such as the student creativity and activity unit, the entrepreneurship unit, the language and culture unit, and the computer laboratory unit. Problem-based learning involves in-class discussions as well as project and laboratory activities, while project-based learning activities focus on real-world problems to be solved by group work. Teaching methods include lectures, discussions, tutorials, demonstrations, and practicums. Students receive a semester teaching plan at the beginning of the semester in which detailed information on the course contents, intended learning outcomes, lesson plans, assignments, exam materials, and handouts are documented. Teaching activities in the Bachelor's programmes are conducted in Bahasa Indonesia, while classes of the Master's programme and special classes for international students are taught in English. The correspondence of methods of teaching and assessment with the respective course intended learning outcomes is said to be identified and monitored by the curriculum development unit of the individual study programme.

Components of assessment include attendance, assignments and quizzes, a mid-term exam, and a final exam at the end of the semester. Assessment rules and procedures are disseminated to the students in the syllabus and the semester plan. Also, the university has installed an Online Student Examination System (SUMO), where exam schedules and exam types can be accessed by students. The organisation and procedures for exams are further explained in the university's exam procedures, including regulations for the conduct of the

exam, the equipment needed, the code of ethics, regulations for exemption, and requirements for re-examination., all of which is coordinated by the learning operation unit.

As stated in the SER, student appeals and complaints are regulated in a student complaints standard operational procedure. They can be voiced directly to the academic supervisors via the Academic Information System (SIKAD) or in an individual consultation with the student counselling unit. In addition, students are required to provide feedback on their courses in the form of a questionnaire at the end of the semester.

### Experts' evaluation

Nusa Putra University has established an adequate student-centred learning environment, with a blended learning system, combining onsite and online lectures. The report and the online site visit prove that student-centred learning, problem-based learning, and project-based learning are all employed to a certain extent, with group projects and presentations based on practical case studies. This is particularly strong in the Computer Science Master's programme, where students often bring cases from their professional settings to the class or in the Visual Design Bachelor's programme, where the local businesses and demography are often integrated into student's works.

The university provides detailed information on the semester teaching plan of the course, which explains the type of assessment, the value given for each type of assessment, the estimated duration of each segment of the lecture, as well as the materials and resources needed for the course. The learning and teaching methods generally align with the ILOs, but improvement is required in terms of specification of teaching methods for each course in the course descriptions, across all programmes of this cluster (**see Chapter 1, Finding 2a**).

At course level, it is important to explicitly measure the programme learning outcomes related to soft skills. During the online site visit, the expert panel noticed that the labour market also desired further improvement of the students' soft skills such as communication skill and teamwork. To achieve this, it is recommended to construct appropriate rubrics specifically designed to effectively assess these skills (**Finding 11**). The existing assessment methods might not capture the nuances and depth of these abilities adequately. Appropriate rubrics can offer a structured and standardized approach to evaluating and improving soft skills in a more focused and measurable manner. They provide a clear framework for lecturers and students alike, offering guidance on how to develop and demonstrate these skills effectively.

The university caters greatly for the diversity of students' needs in terms of nationalities, financial needs, disabilities, languages and interests by providing different student services, languages, and a learning management system.

The programmes' examinations and examination organization seem to be well-designed and comprehensive. There are clear and appropriate assessment guidelines, support for assessors, clear examination and appeal procedures, and timely and transparent communication. The grading system is transparent and information about the exams is available to the students.

Students can give feedback and appeal complaints in a regulated procedure. In case of unexpected incidents or illnesses, there is also a regulation that allows students to retake the exams. In addition, the theses of students are well-written in English, addressing contemporary topics, e.g., blockchain. Nevertheless, to ensure the consistency in the formatting of all student theses, it would be crucial to develop a comprehensive guideline for undergraduate thesis preparation (**Finding 12**). This guideline would serve as a valuable reference, providing students with academic conventions and rules to follow throughout the thesis writing process.

The university provides plenty of opportunities for students to apply their knowledge in real-world situations through internships, industry projects, and community service programmes. Moreover, they also provide

financial support for their students to pursue international internships, from which students greatly benefit in their development and career prospects.

### Conclusion

The criterion is fulfilled.

## 4. Student admission, progression, recognition and certification

### **Bachelor's/Master's degree**

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

[ESG 1.4]

### Description

#### Admission

Student Admission at UNSP follows the New Student Admission Guidelines and is carried out by managerial teams at the university and the study programme levels. The number of students to be admitted is said to be proposed by the study programmes according to a current capacity analysis. Prospective students have to pass an entrance exam in which general English skills and academic potential are tested and complemented by an interview conducted in English. Furthermore, the Bachelor's programmes require students to hold diplomas from high schools or vocational schools with majors in Science, Engineering, Social Science and other vocational majors. If students do not fulfil these subject-specific requirements, they have to participate in matriculation courses (2 SKS) according to the field of the respective study programme.

Students who would like to enrol in the Master's programme must hold a Bachelor's degree in Informatics, Informatics Engineering, Mathematics, or other related sciences. If their Bachelor's degree comes from another area, they have to participate in the matriculation course programme, which consists of three courses in Databases, Algorithms and Programming, and Computer Networks. All applicants need to have a GPA of at least 2.75 on a 4.00 scale, pass an entrance exam, and provide a letter of recommendation from two academics with at least a Master's degree or their current employers.

#### Progression

Student progression at UNSP is monitored by academic supervisors and an academic information system (SIKAD). Each student is assigned an individual academic supervisor who is responsible for holding a meeting at the beginning of the semester to discuss any potential problems, providing a brief description of the courses to be taken for the study plan card, providing approval for the students' choice of courses based on their current grade scores, providing ideas and suggestions for submitting theses/final assignments, and involving students in research and community service activities. The information documented in SIKAD can be accessed by the university, the study programme, students, and students' parents.

#### Recognition

Learning activities conducted outside of the study programmes are recognised according to the university's credit equalisation guidelines. If an activity is recognised, the converted SKS can be used equally to elective courses in the curriculum. Prior learning is said to be recognised in two cases, i.e., if students would like to continue their formal education, and if prior learning activities are equal with certain qualifications of the Indonesian National Qualifications Framework. In both cases, the university expresses their effort to integrate the

outcomes of prior learning activities in the academic learning process. This is also said to apply to informal and non-formal learning activities, which are included in the Diploma Supplement.

### Certification

Upon graduation, students are said to receive a diploma stating their degree, a transcript of records, and a diploma supplement. In addition to listing the skills students have obtained in their course of studies, the diploma supplement also contains certification of language and expertise competencies.

### **Experts' evaluation**

Overall, the four study programmes clearly meet most of the criteria for student admission, progression, recognition and certification. The formal requirements for admission are clearly defined and available in published form, via the university's website and other communication channels. Specific prerequisites relevant for an individual study programme are included in the published admission criteria and these criteria seem to be necessary for the successful completion of the respective programmes (i.e., major of students in high school or vocational high school). The student admission unit is responsible for running marketing campaigns, administering, and executing admission process. The entrance exam includes both test and non-test parts to ensure fairness for international students.

The Master's programme "Computer Science" is quite accommodating for students from different academic backgrounds, providing that these incoming students pass their English and Math examination. Joining preparatory classes is prerequisite for matriculation in this programme if students come from different backgrounds. Quantitative data on the admission procedures of past cohorts is also available in the SER, indicating that the university has a transparent admission process and provides adequate information to prospective students. However, the experts are very concerned about fairness of admission for partially or fully colour-blind people, especially in the study programme "Informatics Engineering". The experts strongly recommend the faculty and university to reconsider this aspect in their admission criteria, as the experts do not think that colour-blindness would be a big obstacle for students to pursue this major (**Finding 13**).

Student's progression is closely monitored by their academic supervisor and displayed on the SIAKAD system, which is easily accessible. In terms of recognition, the university provides mechanism (Recognition of Prior Learning) for people to continue their formal education and gain recognition of certain qualifications by recognizing informal and non-formal learning activities of students. Additionally, graduates receive a Diploma Supplement that certifies their language and expertise competencies in a very detailed and comprehensive manner.

### **Conclusion**

The criterion is fulfilled.

## **5. Teaching staff**

### **Bachelor's/Master'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

As explained in the SER, staff recruitment at UNSP adheres to a standardised procedure and shall consider student-teacher ratios, teaching load, and the number of credits considered. These parameters are also said to be the framework for a long-term continuity plan to make sure that vacancies are being filled. The recruitment processes described in the report start at the level of the respective study programme which submits a proposal including the required academic profile to the lecturer service unit. If the request is accepted, the vacancy is promoted on several channels such as print and online media. Selection of staff takes place in the form of an administrative selection and a competence test, the results of which are reported to the Vice Rector, the Rector, and finally to the university's Foundation which decides upon the acceptance of a candidate.

For the study programmes, the university lists the following teaching staff capacity:

- Informatics Engineering programme: 11 full-time lecturers, one of which holds a doctoral degree.
- Information Systems programme: 11 full-time lecturers, one of which is currently pursuing a doctoral degree; also, this programme includes one external lecturer.
- Visual Communication Design programme: 11 full-time lecturers, one of which is currently pursuing a doctoral degree.
- Computer Science programme: 8 full-time lecturers, 6 of which hold a doctoral degree and two of which are full professors.

UNSP's human resource management guidelines define a teaching workload between 12 to 16 credits pro semester, which is complemented by responsibilities in research and community service. According to the SER, teaching staff is encouraged to obtain further qualifications, such as pursuing doctoral studies or participating in subject-specific, didactical, and technology-related trainings.

## Experts' evaluation

During the online site visit, the expert panel had the possibility to have a good overview of the competences and qualifications of the teaching staff. UNSP has clear and transparent procedures for the recruitment process (internal and external submission) and is also focusing on an international recruitment plan. The recruitment plan for international lecturers covers the time period until the year 2024 and lists in what field of qualification teachers are required. Furthermore, the qualifications of the lecturers based on their level as professors, associate professors, assistant professors, or lecturers are clearly communicated.

In general, the recruiting procedures at UNSP meet international standards, especially the teaching staff for the Master's programme has sufficient qualifications in teaching students to achieve the intended learning outcomes, which has been observed during the online site visit. However, the experts have found that the existing processes are not fully implemented and there is a gap between the formalized processes according to the concept and the practical implementation. Following the discussion during the online site visit, the university is planning to recruit more professors, associate professors and lecturers holding a PhD degree in the near future, and the university has the strategic plan to become a superior university by 2030 and an excellent university by 2045. Yet, the experts detected that the current processes have not yet been effectively implemented to realise the plan in the long run. To meet the university's own demands and plans, it will be advisable to have not only a short-term recruitment plan but also a long-term one with a proportionate combination of national and international teaching staff who meet the requirements including didactical and subject-specific qualifications in order to achieve the university's set goal by 2030 and 2045 (**Finding 14**).

Beside the recruitment plan to strengthen the quality of teaching staff, the university should have a more defined staff development concept concerning different aspects (**Finding 15**). For example, training and

mentoring programmes on didactical skills, scientific qualifications, as well as field-specific knowledge will be much more than helpful to further develop the academic staff. Furthermore, the expert panel noticed that the level of English qualification of teaching staff for the Bachelor's programmes differs from those lecturers who teach in the Master's programme. Although most of the Bachelor's courses are taught in Bahasa Indonesia, improvement on English competence is also necessary for the teaching staff, as the university's strategic plan strives for internationalisation and multiculturalism.

### Conclusion

The criterion is partially fulfilled.

## 6. Learning resources and student support

### **Bachelor's/Master'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

UNSP provides students with the aforementioned semester learning plan at the beginning of each semester to inform them about the course syllabus, learning material, tests, assignments, and other necessary documents. In addition, students also have access to academic manuals.

According to the university's report, resources and facilities available to the study programmes include eight classrooms with whiteboard and projectors, six laboratories, e-learning platforms (SIKAD, EDLINK, SUMO), an auditorium, lecturer and student dormitories, a mosque, a clinic, and catering facilities. As explained in the report, the campus facilities are accessible for students with disabilities.

Student support is provided by academic supervisors, the Career Service Unit (CSU), the Language and Culture Unit (LCU), the Student Creativity and Activity Unit (SCAU), and the Student Counselling Unit (SCU). New students are offered a study orientation and campus introduction programme.

The student body is represented by the Student Association and Student Exchange Executive Board (BEM). Furthermore, the university explains that students are encouraged and supported to develop their individual skills, interests, and talents in national competitions, exchange programmes, certificate programmes, and other activities organised by the BEM, the Student Representative Council (DPM), and the Directorate of Careers and Alumni. Also, scholarships and healthcare services are said to be provided.

### Experts' evaluation

Students can benefit from various facilities and resources for their study/lectures, such as lecture rooms, computers, and the library. They can also access important scientific publications online through their university account, which is essential for their research work during the Bachelor's thesis. The e-library gives them access to many journals, and a list of online journals is available. The experts really appreciated this effort and encourage the university to continue to increase its journal coverage in the future, depending on its emphasis on scientific work in the curriculum or the staff's needs.

Self-study is a key part of education, as it helps students to enhance their knowledge of the topics they learn in class, improve their skills, and get ready for exams. The students are satisfied with the individual study spaces at the campus, as they enable students to learn together with their peers, share ideas, and provide

mutual support. The library offers space for concentration studies, online catalogue access, and private reading rooms for self-studies. The laboratories can also be accessed outside of the classes during opening hours by asking for permission online. They are adequately equipped for the class size and have suitable software for the modules. However, the labs equipment and supporting tools for the Visual Communication Design programme should be upgraded to provide students with access to cutting-edge resources that align with industry standards, fostering hands-on skills development and ensuring their readiness for the evolving demands of the field **(Finding 16)**.

Academic advisors offer help to students advancing in their studies, but the support for international students should be improved, as e.g., some lecture materials are currently not available in English and need to be translated from Bahasa Indonesia by the students themselves **(Finding 17)**. The faculty pays attention that students finish their studies within eight semesters and provides solutions for problems that may arise. Students can also get trainings, tutoring, or mentoring programmes if they need additional academic assistance. The university supports students who want to do internships abroad or exchange programmes by providing financial support, accommodation, and opportunities. They are also involved in the community and in finding research projects or publishing articles.

Overall, the students are satisfied with the support of the university and appreciate its promotion of diversity and multiculturalism. However, they also wish for more activities such as field trips, job fairs, international events, or competition in order to gain more practical and international experiences. These wishes should be considered in the further development of the curricula **(Finding 18)**.

## Conclusion

The criterion is fulfilled.

## 7. Information

### Bachelor's/Master'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

UNSP states that information concerning admission, the study programmes offered, selection procedures, qualifications to be awarded and general teaching and assessment procedures is accessible to all stakeholders on the university's website. Further information on the individual study programmes, including learning processes, community service, and study programme-specific activities is said to be provided on the individual programmes' websites and via Instagram.

### Experts' evaluation

The university communicates with its students, stakeholders, and prospective students in various ways. The students and alumni who met with the experts during the site visit reported that they received adequate information before and during their studies. All processes seem clear and well regulated. However, there are certain areas that require improvement, especially to ensure the transparency needed for higher education programmes. First, although SIAKAD gives the students detailed information about each course of their study programme, the website only offers a brief description of the course. The full course descriptions, containing



e.g., learning outcomes, content, and teaching methods, should also be accessible to the public, so that interested students can be well-informed before deciding to enrol (**Finding 19**).

Second, some information is only available in Bahasa Indonesia and not in English. The university provided the experts many core documents with English translations, but these are not entirely publicly available on the university website. This limits the opportunities for international students and for international cooperation and exchanges. Therefore, the university should regularly update the public information including curricula and course descriptions in both Bahasa Indonesia and English, which will be helpful for prospective international students and other target groups such as partners for cooperation (**see Finding 19**).

Last but not least, profiles of the Bachelor's programmes' teaching staff should be better displayed on the public website. In addition to basic information, profiles of the teaching staff should include other aspects such as qualifications, publications, participation in national and international conferences, and research interests/areas (**Finding 20**).

### **Conclusion**

The criterion is fulfilled.

## V. Recommendation of the panel of experts

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The panel of experts recommends accrediting the study programme “**Informatics Engineering**” (**Bachelor of Engineering**) offered by **Universitas Nusa Putra** with conditions.

The panel of experts recommends accrediting the study programme “**Information System**” (**Bachelor of Computer**) offered by **Universitas Nusa Putra** with conditions.

The panel of experts recommends accrediting the study programme “**Visual Communication Design**” (**Bachelor of Design**) offered by **Universitas Nusa Putra** with conditions.

The panel of experts recommends accrediting the study programme “**Computer Science**” (**Master of Computer Science**) offered by **Universitas Nusa Putra** with conditions.

### Commendation:

The university stands out for its impressive dedication to supporting students, resulting in high levels of satisfaction among its student body of the programmes under review. The university's proactive promotion of diversity and multiculturalism contributes to a welcoming and inclusive campus environment that enriches the educational experience. Through these efforts, the university effectively highlights its commitment to providing a holistic education and fostering a global perspective.

### Findings:

1. Given that fact that the number of students opting for the research track of the SCP is increasing, the Informatics Engineering study programme should ensure that these students are sufficiently provided with industrial exposure to prepare them for future employment in the labour market.
2. For the study programmes “Informatics Engineering”, “Information System”, and “Visual Communication Design”, the course descriptions have to be revised regarding the following aspects:
  - a. The teaching and assessment methods must be specified in accordance with the intended learning outcomes of each course.
  - b. The bibliographical references/literature must be up to date.
3. In order to align it with the needs of the labour market, the curriculum of the study programmes “Informatics Engineering”, “Information System”, and “Visual Communication Design” have to be revised so that they cover new topics and can reflect current trends of the industry.
4. For the study programme “Visual Communication Design”, the programme profile should be sharpened either by narrowing down the potential career paths that the programme aims to prepare students for, or by expanding the array of concentrations within the elective courses.
5. It is recommended for the study programme “Visual Communication Design” to develop problem-solving skills for students through courses such as graphic design, animation design, digital cinematography, and interactive media design, as these skills will help them effectively address industry challenges, fostering innovation and adaptability.
6. For the students of the study programme “Computer Science”, workshops should be organised to train them on how to write academic papers and develop other research-related skills to foster their academic writing skills as well as to prepare them for the next academic level.

7. For the study programme “Computer Science”, the course descriptions have to be revised so that it becomes clear that the teaching and assessment methods are aligned with the course content and the course learning outcomes.
8. The faculty must organise regular and structural meetings with the industry to receive their feedback as well as input from them for the curricular development.
9. The involvement of students and student representatives in the evaluation process and the programme’s development should be intensified, so that the faculty can ensure greater inclusivity and obtain more comprehensive feedback from them.
10. Findings of the QA procedure must be disseminated by all study programmes to students and the labour market to ensure the transparency of the process.
11. For all study programme, in order to precisely and effectively assess the soft skills such as communication and teamwork, more appropriate rubrics should be provided.
12. For all study programmes, a comprehensive guideline for undergraduate thesis preparation must be developed in order to provide students with academic conventions and rules to follow throughout the thesis writing process as well as to ensure the consistency in formatting.
13. It is recommended that the university and the faculty should expand the admission requirements to partially and fully colour-blinded students to foster inclusivity.
14. The university should have not only a short-term recruitment plan but also a long-term one with a proportionate combination of national and international teaching staff who meet the requirements regarding didactical and subject-specific qualifications in order to achieve the university’s set goal by 2030 and 2045.
15. In order to strengthen the quality of the teaching staff and strive for internationalisation, the university should have a more defined staff development concept regarding the enhancement of didactical skills, scientific qualifications, field-specific knowledge as well as English competence for the teaching staff.
16. The labs equipment and supporting tools for the study programme “Visual Communication Design” should be upgraded to provide students with access to cutting-edge resources that align with industry standards, fostering hands-on skills development and ensuring their readiness for the evolving demands of the field.
17. The university should better support international students by providing more English learning materials.
18. The university should organise more activities such as field trips, job fairs, international events, or competitions for students to help them gain more practical and international experiences.
19. The full course descriptions and curricula should be made available to the public in both Bahasa Indonesia and regularly updated and English to adequately inform local and international prospective students as well as other target groups such as partners for cooperation.
20. Profiles of the teaching staff of the Bachelor’s programmes should be better presented on the public website, including aspects such as basic information, qualifications, publications, participation in national and international conferences, and research interest/areas.