



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

IPB UNIVERSITY

MANAGEMENT

MANAGEMENT (BACHELOR OF ECONOMICS)

AGRIBUSINESS (BACHELOR OF ECONOMICS)

June 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- **“MANAGEMENT” (BACHELOR OF ECONOMICS)**
 - **“AGRIBUSINESS” (BACHELOR OF ECONOMICS)**
- OFFERED BY IPB UNIVERSITY, BOGOR, INDONESIA**

Based on the report of the expert panel, the comments by the university, the discussions of the AQAS Standing Commission in its 29th meeting on 18 May 2026, and the circulation procedure of 10 June 2026, the AQAS Standing Commission decides:

1. The study programmes **“Management”** (Bachelor of Economics), and **“Agribusiness”** (Bachelor of Economics) offered by **IPB University**, Indonesia, are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master). The programmes 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.
2. The accreditation is given for a period of **six years** and is valid until **30 June 2032**.

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

All programmes

1. IPB should implement mechanisms to better support group-based project work to ensure fairness, consistent learning opportunities, and evenly distributed workload.
2. IPB should establish processes to further diversify the teaching staff in the long run.

Additionally for the Management (Bachelor of Economics) programme

3. IPB should establish a plan to award the Bachelor of Management degree to students of the programme.

Additionally for the Agribusiness (Bachelor of Economics) programme

4. IPB should establish a plan to award the Bachelor of Agribusiness degree to students of the programme.

With regard to the reasons for this decision, the AQAS Standing Commission refers to the attached expert report.

EXPERT REPORT

ON THE STUDY PROGRAMMES

- **MANAGEMENT (BACHELOR OF ECONOMICS)**
- **AGRIBUSINESS (BACHELOR OF ECONOMICS)**

OFFERED BY IPB UNIVERSITY, BOGOR, INDONESIA

Visit to the university: 04.-06.02.2026

Panel of experts

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I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 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 bachelor programmes "Management (Bachelor)" and "Agribusiness (Bachelor)" offered by IPB University.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/bachelor). 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 can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in September 2023. The university produced a Self-Evaluation Report (SER). In June 2025, 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 of 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 8 September 2025. The final version of the SER was handed in in November 2025.

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 January 2026. 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 site visit to the university took place from 4-6 February 2026. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with 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 discussed the draft of the report in its meeting on 18 May 2026 and took a decision on the accreditation in a circulation procedure on 10 June 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In July 2026, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

IPB University

IPB (Institut Pertanian Bogor) University was established in 1963 and aims to become a leading techno-socio-entrepreneurial university in the fields of agriculture, marine sciences, and tropical biosciences, according to the Strategic Plan 2024-2028. IPB's Strategic Plan reportedly includes education and teaching activities, research, and community service in agricultural sciences and disciplines that support the broad development of agriculture for Indonesia's agricultural development, with a primary focus on tropical agriculture, including basic sciences, marine sciences, engineering, humanities, health, economics, business, management, communication, as well as social and political sciences. The implementation of the Strategic Plan is said to be coordinated under the Rector, assisted by four Vice Rectors and the Secretary of the Institute. Institutions, bodies, and the Internal Audit Office are directly under the Rector. Undergraduate and postgraduate programmes are conducted by study programs under faculties/schools. Faculties/schools at IPB University include (1) Faculty of Agriculture; (2) Faculty of Fisheries and Marine Sciences; (3) Faculty of Animal Science; (4) Faculty of Forestry and Environment; (5) Faculty of Agricultural Technology; (6) Faculty of Mathematics and Natural Sciences; (7) Faculty of Economics and Management; (8) Faculty of Human Ecology; (9) Faculty of Medicine; (10) School of Veterinary Medicine and Biomedical Sciences; (11) Vocational School; (12) Graduate School; and (13) School of Data Science. There are 17 vocational programmes, 42 undergraduate programmes, 57 master's programmes, and 43 Doctoral programmes. In total, IPB University serves 33,318 students, with 1,445 lecturers and 1,490 educational staff, according to the SER.

Financial resource allocation is said to be conducted based on the Allocation Proportion for Educational Costs in Vocational, Undergraduate, Professional, and Postgraduate Programmes at IPB University. The allocation proportion to Departments and Faculties includes course implementation costs/BPMK and Educational Quality Improvement Costs (BPMP), covering overhead educational costs, daily office needs, utility subscriptions, building maintenance, and cleanliness.

Faculty of Economics and Management

The Faculty of Economics and Management (FEM) was established in 2001 and comprises five Departments: (1) Economics, (2) Management, (3) Agribusiness, (4) Resource and Environmental Economics, and (5) Islamic Economics. FEM is said to be supported by 137 academic staff (lecturers) and 103 professional educational staff. Among the lecturers, 119 are permanent lecturers, and among them, 114 are civil servant lecturers, 5 are non-civil servant permanent lecturers, and the remaining 18 are contract lecturers. Among the 119 educators, the majority are PhD holders (66% or 79 people), and 34% or 44 people hold master's degrees. As of 2024, 2,787 students were enrolled at FEM, with 61.56% being female. According to the SER, this makes FEM the second largest faculty of IPB University.

The SER further states that internationalisation in education is being promoted with the opening of international classes for the Resource and Environmental Economics and Islamic Economics study programmes. FEM reportedly also runs a flagship programme, the International Thematic Community Service Programme (KKN-T), in Thailand and Malaysia in collaboration with Al Hidayah Waqf Foundation in Hat Yai, Thailand, and the International Islamic University Malaysia. International collaborations reportedly exist for outbound/inbound lecturers, educational and research cooperation, students, Scopus-indexed publications, and study programme partnerships with institutions in Australia, the Netherlands, Germany, Thailand, and Japan while additional opportunities are being explored.

The main sources of incoming funds for FEM are Community Funds (DM), partnerships, and State University Funding Assistance (BPPTN), as stated in the SER.

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

1.1 General Aspects

The SER states that the curriculum structure of both programmes is based on the National Standards for Higher Education (DIKTI), the Independent Learning-Independent Campus (MBKM) programme, and the Indonesian National Qualifications Framework (KKNi) Level 6, which aligns with the IPB Curriculum of the Undergraduate Programs K2020. The SER states that K2020 curriculum provides a more adaptive structure with a more diverse and flexible learning model compared to the previous curriculum (K2014) as it includes for example opportunities for student mobility and recognition of non-academic achievements.

The curricula are said to be regularly updated, taking into account the desired graduate profile. These graduate profiles subsequently inform the programme- and course-level Intended Learning Outcomes (ILOs) of the programmes, referring to the KKNi and European Qualifications Framework (EQF) Level 6 standards for undergraduate programmes which comprise the three aspects of Knowledge, Skills, and Responsibility and Autonomy.

The SER further states that credit system used in the two programmes refers to standards set by Indonesia's Ministry of Education, Culture, Research, and Technology. Accordingly, the study load for 1 credit semester unit equals 45 hours per semester. As for the structure of the curricula, they generally contain 5 elements:

1. Common core courses (CCC) and fundamental courses (FC) which make up about 23% of the total curriculum
2. Foundational literacies (FL) and academic core courses (ACC) which make up 26% (AGB) and 27% (BPM) of the curriculum
3. In-depth study programme courses (IPC) which make up 20% (AGB) and 21% (BPM) of the curriculum
4. Enrichment courses (EC) which make up about 15% (AGB) and 14% (BPM) of the curriculum
5. Final year project (FYP), capstones, and thematic community development (KKNT) which make up 15% (AGB) and 14% (BPM) of the curriculum

According to the SER, (1) CCCs are mandatory and taught in the first two semesters to provide basic education in areas such as science and economics, quantitative reasoning, social humanities, and sports. (2) FL and ACC courses consist of academic core courses to provide basic knowledge and specific skills of the respective programme. They are mandatory and taught in semesters 3-5. CCC and FL-ACC courses are mandatory for all students, and some are reportedly also offered to other study programmes at IPB and from other higher education institutions within the framework of the Independent Learning-Independent Campus (MBKM) programme. (3) IPC courses consist of advanced courses that aim at providing a comprehensive and essential understanding of key areas of the respective programme. They are mandatory and conducted in semesters 5 and 6. (4) EC courses are electives and aim at providing students with additional knowledge and skills based

on their individual interests. They involve multi-activity courses equated to competency courses with certain credit conversions according to the time and activities conducted. These multi-activities are divided into several sub-clusters, namely mobility and competence, talent and community service, competence and independent project, entrepreneurship and leadership, courses from other study programmes, and domestic and international student exchange programmes. Some of these courses are also offered to students from other higher education institutions within the MBKM framework. (5) The mandatory FYP in semesters 7 and 8 consists of courses and activities in the final semesters. This includes Thematic Community Service (KKNT), a 4-credit programme that lets students learn alongside the community, as well as exams, capstones, and theses. Courses and activities of the FYP are designed to integrate knowledge from previous courses and apply it to complex developmental problems, as well as to develop advanced research and analytical skills through independent projects and theses. KKNT is said to be conducted between semesters 7 and 8.

Both programmes are said to integrate teaching and research in the programmes as research outcomes of lecturers informs courses and learning materials.

1.2 Management (Bachelor)

The full-time bachelor's programme of Management (BPM) has been running since 2000. It consists of 8 semesters and admits about 150 students annually. Graduates are expected to possess competencies in the field of management, complemented by abilities in system thinking, creativity & innovation, cooperation & competition, critical thinking & problem-solving, communication, and decision-making skills in solving complex problems in sustainable management. They are supposed to pursue careers in middle-level management, management consulting, business analysis, academia, project management, start-up founding, and entrepreneurship. Against this background, seven programme-level Intended Learning Outcomes (ILOs) are identified in the SER that are said to be aligned with the KKNI and the EQF Level 6, respectively:

1. Application of Management Functions: Graduates will be able to apply management functions, including marketing, production-operations, finance, and human resources, in organisational management.
2. Utilisation of Management Methods and Information Technology: Graduates will be capable of employing various management methods and information technology tools to address organisational problems from a sustainable development perspective.
3. Socio-technopreneurship and Critical Thinking: Graduates will develop objective, independent, critical, and systematic thinking, fostering creativity and innovation through social-technopreneurship skills.
4. Making and Risk Management: Graduates will be proficient in decision making and problem solving, managing risks, and creating value in uncertain business environments.
5. Integrated Strategic Management: Graduates will demonstrate the ability to implement integrated strategic management within the framework of digital transformation.
6. National and Global Competitiveness: Graduates will be prepared to compete and excel at both national and global levels.
7. Communication and Professional Integrity: Graduates will excel in both oral and written communication, build commitment, maintain professional integrity and ethics, and work independently or in teams across various situations.

As reported, specific ILOs are assigned to each course, ensuring that students develop both specialised management knowledge and cross-disciplinary skills. According to the SER, teaching and research are interlinked, with the curriculum incorporating the latest research. Faculty members use research findings in class, and final year projects often provide real-life cases. Students are said to participate in research projects to gain hands-on experience and to contribute to data collection, analysis, and reporting.

In addition to the mandatory components, CCC, FC, FL, ACC, and IPC, the report outlines elective components allow students to explore specific interests and tailor their education to their career goals, such as capstone projects and enrichment courses, and include Research Attachment & Publication Experience, Portfolio Development Project, Sustainable Management Project, Talent and Leadership Development Program, or Socio-Technopreneur Project.

Expert evaluation

During the site visit, the bachelor's in Management programme presented itself as a well-established and coherently structured undergraduate programme with clearly articulated programme- and course-level Intended Learning Outcomes (ILOs). The panel confirmed that the ILOs are consistently mapped to modules and operationalised through detailed module descriptions. Teaching staff demonstrated a shared understanding of the programme objectives and their translation into course content and assessment formats.

The curriculum was found to take a holistic management approach, combining core disciplinary knowledge with selected natural science components relevant for the agricultural context (e.g. biology and physics), as well as cross-cutting competencies like academic writing, analytical reasoning, teamwork and problem solving. Project-based learning plays a central role, with students working on applied projects across several courses. The final thesis was shown to be a key integrative element, with the reviewed bachelor's theses displaying a high level of academic diligence.

The programme benefits from structured involvement of labour-market representatives, notably through guest lecturers and project supervision. According to discussions with external stakeholders during the visit, graduates are perceived as well prepared for entry-level professional roles as well as for research-oriented pathways. Curriculum development is embedded in a formalised quality assurance cycle, with annual minor reviews and comprehensive five-year reviews. Programme coordination, workload planning, and assessment schedules are organised in advance of each semester and communicated transparently to students via the learning management system and dedicated student apps.

The programme shows strong alignment between intended learning outcomes, curricular structure, and teaching and assessment practices. The explicit mapping of ILOs to courses and assessments supports constructive alignment and learner progression. The quality of student output, particularly the bachelor's thesis, indicates that academic standards of EQF Level 6 for bachelor's programmes are met. The integration of project-based learning and labour-market input strengthens employability without marginalising academic components.

The on-site visit revealed a structural emphasis on applied and practice-oriented elements, which was highly appreciated by employers. Research is clearly embedded in the programme – particularly in the final thesis and lecturer-led projects – but is less visible in the earlier stages of the curriculum. This does not constitute a current deficit; rather, it points to a strategic consideration for international positioning, and it might be beneficial to pay continued attention to maintaining adequate visibility of the research dimension in the long run. While a strong applied orientation is appropriate and systemically embedded in the given context, international comparability may as well benefit from a clearer and earlier integration of research-based learning and could further strengthen the programme's academic profile.

In the same context, students reported that group-based project work entails considerable coordination efforts, as organisational responsibilities are largely student-driven. Instances of uneven workload distribution within groups were mentioned, and lecturer supervision can only partially mitigate these coordination costs. The coordination effort was perceived as more demanding than the cognitive challenges posed by the academic content. IPB should therefore implement mechanisms to better support group-based project work to ensure fairness and consistent learning opportunities (see section 3).

The experts further learned on site that students currently obtain the degree of Bachelor of Economics upon graduation. This is due to the fact that within Indonesia, this degree has a high reputation which improves the employability of graduates. However, for the international context, the experts find that awarding the degree of Bachelor of Management would further strengthen the programme's international recognition. Such a designation would better reflect the curriculum's disciplinary focus and professional orientation. Aligning the degree title with global standards in management education could also support IPB's competitiveness with regard to attracting students and industry partnerships. Against this background, IPB should establish a plan to award the Bachelor of Management degree to students of the programme, provided this is in line with national regulations (**Finding 1**).

Conclusion

The criterion is fulfilled.

1.3 Agribusiness (Bachelor)

The full-time bachelor's programme of Agribusiness (AGB) has been running since 2005. It consists of 8 semesters and admits about 150 students annually. Graduates are expected to possess multidisciplinary competencies in the field of agribusiness that are based on social, economic, and management sciences, supported by system theory and applied technology and biological resource materials (agriculture, fisheries, animal husbandry, and forestry). They are supposed to pursue careers as independent entrepreneurs or professional managers in agribusiness companies, professional managers in government agencies and financial institutions (both bank and non-bank), and consultants and advisors in the field of agribusiness. Against this background, nine programme-level Intended Learning Outcomes (ILOs) are identified in the SER that are said to be aligned with the KKNI and the EQF Level 6, respectively:

1. Able to think critically to solve tropical agribusiness problems
2. Able to identify and analyse domestic and global tropical agribusiness environment
3. Able to communicate and present business ideas effectively and convincingly in the form of writing and orally
4. Able to construct business plan in tropical agribusiness
5. Able to identify agribusiness systems from various points of view
6. Able to understand an ethical perspective on tropical agribusiness environment
7. Having the ability in data, technological and human literacy
8. Having creativity, entrepreneurship, and leadership in tropical agribusiness
9. Able to work and create both individually and in a team

The main curricular elements include foundational and specialised courses, practical components, as well as interdisciplinary electives. AGB offers 30 courses covering 144 credits and is expected to be accomplished within four years or eight semesters. These courses fall into five categories: common and foundational, academic, in-depth study, final year projects, and enrichment.

Expert evaluation

Based on the outputs and discussion during the site visit, the bachelor's programme of Agribusiness offers well-defined ILOs that are competence-oriented and aligned with both academic standards and labour market requirements. The nine ILOs of the programme appropriately reflect subject-specific knowledge in agribusiness, specifically related to tropical agribusiness systems, business planning, entrepreneurship, and environmental analysis, while also integrating interdisciplinary and transferable skills such as communication,

leadership, teamwork, and technological literacy by the students. The combination of social, economic, and management sciences, that is supported by applied technology, demonstrates the programme's rationality and interdisciplinary. Overall, the intended qualifications are well-designed and align with the EQF Level 6 for bachelor's programmes, particularly in terms of analytical ability, problem-solving competency, autonomy, and professional responsibility, as the programme was developed using a holistic approach.

The design of the programme reflects a balanced combination of academic theory and real-world setups. The curricular structure of the minimum 144 credits over eight semesters demonstrates a structured and coherent progression from foundational courses in year one that include the basics of agriculture and sciences, to methodological courses, to an in-depth agribusiness specialisation, and to final-year integration through a final-year project or thesis. The inclusion of project-based learning, such as business plan development, capstone projects involving industry and community, applied assignments, and an internship has strengthened the programme and aligned it with labour market requirements. Continuous assessment, mid-term and final examinations, and the final-year project collectively demonstrate achievement of learning outcomes at the appropriate qualification level. The documentation of curricular elements, credit allocation, and progression structure appears transparent and coherent with an idealised study plan and workload distribution clearly presented in the programme documents. At the same time, students can also discuss their study workload with their academic advisor to suit their capabilities and requirements. Industry engagement is visible through invited guest lectures, stakeholder consultations, and periodic curriculum reviews, as required by the country's Qualification Agency every five years, further supporting the programme's responsiveness to current developments in the agribusiness sector. Furthermore, a weekly two-hour meeting held every Wednesday among lecturers in each department serves as a structured platform to discuss programme-related issues, review academic and administrative matters, and plan for continuous improvement of the programme's curriculum quality.

The experts further learned on site that students currently obtain the degree of Bachelor of Economics upon graduation. This is due to the fact that within Indonesia, this degree has a high reputation which improves the employability of graduates. However, for the international context, the experts find that awarding the degree of Bachelor of Agribusiness would further strengthen the programme's international recognition. Such a designation would better reflect the curriculum's disciplinary focus and professional orientation. Aligning the degree title with global standards in agribusiness education could also support IPB's competitiveness with regard to attracting students and industry partnerships. Against this background, IPB should establish a plan to award the Bachelor of Agribusiness degree to students of the programme, provided this is in line with national regulations (**Finding 2**).

Overall, the programme demonstrates a solid academic foundation, clear competence orientation, and strong relevance to the agribusiness sector.

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

The SER states that long-term planning at IPB is defined in IPB's Long-Term Plan for 2019-2045 as well as the five-year Strategic Plan. The internal quality management system at IPB is coordinated by the Quality Management Office (KMM) with the Rector as the person responsible. Quality assurance at faculty level is reportedly conducted by the Quality Assurance Unit (GPM) and at department level by the Quality Control Unit (GKM). Documentation of IPB's internal quality assurance system (SPMI) reportedly includes SPMI Policy Documents, SPMI Manuals, SPMI Standards, and SPMI Forms.

Implementation of internal quality assurance for each study programme is reportedly carried out according to the PPEPP (Determination-Implementation-Evaluation-Control-Improvement) principle which consists of (1) Establishing central SPMI instruments; (2) Implementing SPMI at department level by collecting academic and non-academic data based on IPB's integrated information systems (including SIMAK, HR-portal IPB, SIPA-KARIL, Kinerja Dosen, and SIMAWA); (3) Conducting periodic internal evaluations using SPMI tools; (4) Managing SIMAKER; and (5) Improving internal evaluation results after identifying areas for improvement. The findings are then used to develop strategies and action plans to address the identified weaknesses, according to the SER. IPB's internal QA procedures are said to be further complemented by departmental coordination meetings, academic workshops, and alumni tracer studies, among others. Instruments to measure the effectiveness of QA implementation is reportedly reflected in Key Performance Indicators (IKU) and the Performance Management Information System (Simaker) of each programme annually. IKU and Simaker are composed of performance achievement indicators concerning lecturers, students, and study programmes.

As for the development of study programmes, the SER states that this is carried out at central level through curriculum updates. Curriculum updates also reportedly include course evaluation and updates. In addition, evaluation of courses is also carried out periodically every four years. In this context, information from stakeholders is reportedly obtained via accreditation processes, tracer studies of alumni, academic workload data of students, and joined workshops on programme level. This also includes data on the employability of graduates as well as the EPBM (Evaluation of the Teaching and Learning Process) assessment filled out by students which evaluates course material and teaching staff. The results of the EPBM assessment are collected by the Education Commission Team and subsequently submitted to the Department's Quality Control Unit for further evaluation. To track QA processes at IPB, a quality-related information system is in place. This includes student profiles, student success, employability of graduates, student satisfaction with the learning process, teaching effectiveness of lecturers, and learning resources.

Stakeholders reportedly can access information related to IPB's quality assurance policies and procedures and subsequent actions via IPB's website in general, for academic purposes on IPB's SIMAK website, and also via IPB's mobile application.

Expert evaluation

During the site visit, the quality assurance system of the programmes was observed as being embedded in a clearly articulated long-term strategic framework of IPB University. Central to this framework is the University's Long-Term Development Plan up to 2045, which defines overarching strategic objectives and is formally revised every five years to respond to changes in the external environment. In addition, annual strategic fine-tuning takes place, allowing adjustments at operational level without deviating from long-term goals.

This multi-layered planning cycle is directly linked to quality assurance processes at faculty and programme level. Faculties and departments meet on a weekly basis, and these meetings were confirmed as a key mechanism for continuous monitoring and immediate adjustment of teaching, organisation, and curriculum-related issues. Quality assurance measures discussed at programme level feed into the annual fine-tuning phase and, where relevant, into the medium-term revision cycles.

Students reported that feedback provided through course evaluations or direct communication is frequently taken up rapidly, with concrete improvements often implemented already in the subsequent semester. Data collection is supported by integrated digital systems capturing student progression, teaching performance, evaluation results, and graduate outcomes. Performance monitoring of academic staff follows a point-based system covering a wide range of teaching and research-related activities.

Academic integrity is safeguarded through university-wide, binding regulations that are applied consistently at programme level. During the site visit, it became clear that rules on examinations, plagiarism, academic misconduct, resit procedures, and appeals are formally defined, centrally coordinated, and made accessible to students via academic guidelines, the learning management system, and digital student platforms. Responsibilities for implementation and monitoring are clearly assigned within the quality assurance structures at departmental and faculty level. The existing policies also encompass provisions to ensure fairness, non-discrimination, and equal treatment, thereby supporting a transparent and reliable assessment environment.

The quality assurance system is highly responsive, operationally embedded, and characterised by short feedback loops. The close coupling of long-term strategic planning, annual adjustments, and weekly faculty-level coordination enables a fine-grained and timely approach to quality enhancement. The system allows programmes to react quickly to identified issues while remaining aligned with institutional strategy. Student feedback is not only systematically collected but visibly taken seriously, which contributes to a shared quality culture. At the same time, the performance and quality monitoring system shows a strong degree of granularity. The point-based evaluation of staff performance assigns value to many individual activities, which ensures transparency and traceability but may risk fragmenting the overall view of academic performance and quality development at programme level.

The systematic collection of data on student progression, workload, retention, and completion is complemented by its regular analytical use at programme level. Evidence from the site visit indicates that such data are actively discussed in weekly departmental meetings and directly inform short-term adjustments, for example with regard to workload distribution, sequencing of courses, or assessment formats. This tight feedback loop between data monitoring and operational decision-making contributes to the high responsiveness of the quality assurance system and supports continuous programme enhancement.

Overall, the observed quality assurance cycle represents a mature and well-integrated system that combines strategic steering with continuous improvement. The alignment of a long-term institutional vision (2045), medium-term revisions, annual fine-tuning, and immediate programme-level adjustments reflects a coherent governance logic and supports sustainable quality development. The rapid implementation of student-driven improvement proposals illustrates the effectiveness of feedback mechanisms beyond formal compliance. The identified tension between holistic strategic orientation and highly granular performance measurement does not undermine the functionality of the system but rather highlights a structural balancing act. While detailed indicators support accountability and continuous monitoring, maintaining a programme-level and institutional perspective on quality remains essential to avoid an overly atomised understanding of academic performance. Overall, the system demonstrates strong capacity for adaptive quality enhancement within a clearly defined strategic framework.

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

As for teaching and learning, the SER states that the two programmes implement a variety of teaching and learning methods to emphasise student-centred learning. This includes lectures, small group discussions, role-play and simulation, case studies, and project-based learning. Overall, the programmes are said to emphasise collaborative and contextual learning with the aim to engage students in understanding specific case studies, enhance their comprehension of course material through real-world applications, and develop a collective knowledge construction approach. According to the SER, classroom sessions begin with presentations by student groups, followed by discussions among students, with the lecturer facilitating the discussion by providing feedback and refining the learning material. Presentation scores and participation are reportedly recorded as part of the active participation grade, while project scores are derived from student assignments. To further engage students, lecturers present issues or problems for students to respond to and discuss in groups.

The SER further states that both teaching methods and materials are regularly updated based on textbooks, the latest journals, and research conducted by lecturers and students. Research results are said to be usually used as case studies in courses, particularly those with practicums. Vice versa, theories discussed in class are implemented by lecturers in research and by students in their final project writing. Teaching and research are thus supposed to be interconnected. During the research process, lecturers involve students in both incidental activities as enumerators or in students' final project research as part of lecturers' research.

In addition, representatives of the labour market are invited as guest lecturers so that students can understand the connection between the concepts they learn and real-world applications, as outlined in the SER. Guest lecturers also serve as supervisors for student projects.

As for assessments, they are carried out in midterm and final exams through various instruments such as test-based evaluation, performance-based evaluation, and project-based evaluation (e.g., assignments, quizzes, and projects), according to the SER. The form of assessment is said to be based on the appropriate KKNi (National Qualifications Framework) for undergraduate levels as well as the course-level ILOs. The SER further states that Midterms and Finals are designed to gauge both theoretical understanding and practical application while assignments and quizzes are administered throughout the semester as part of a continuous assessment strategy to provide students with ongoing feedback and to monitor their progress. Most courses are said to incorporate participatory assessments aligned with their respective ILOs to keep students involved in the learning process.

As for exam organisation, each programme reportedly formulates its own policies regarding the administration and technical aspects of these exams through the Quality Control Unit (GKM) with coordination at central level. The SER further states that midterm and final exams are conducted through various methods, including offline

exams, which are communicated via the student portal. Online exams are conducted through internal platforms or via a Google Form link. Hybrid exams reportedly require students to attend scheduled exams in person, using their own laptops.

The examination schedule is determined in accordance with the IPB academic calendar. Midterms are conducted after the seventh week of lectures, while Finals take place after the fourteenth week, as stated in the SER. The scheduling process reportedly follows a structured procedure that involves the central level and the Departments and ends with the publishing of the final schedule on the student portal. Students who are unable to attend exams due to valid reasons can resit the exam. In addition, students with grades of D or E can take a retake exam. The highest grade attainable from a retake exam is C. The SER further outlines that students with physical disabilities are assigned accessible examination rooms. Students facing mental health challenges can take their exams in a quiet, supervised environment.

The policies and procedures regarding examinations are documented and published in IPB's Academic Guidelines.

Expert evaluation

Based on the documentation provided and the discussions held on site, the experts confirm that the teaching and learning methods used in the programmes significantly contribute to a student-centred learning environment. Besides the strong project-based teaching approach, students are offered a broad range of other teaching formats, including lectures, seminars, and research-oriented modules. These formats enable multiple pathways for achieving the intended learning outcomes. This diversity is evident within individual modules and across the programmes, for instance through the introductory year and the systematic variation of module types. It is further facilitated through a regular invitation of guest lecturers. Students are also encouraged to engage actively with the university community through a variety of extra-curricular activities on and around campus.

The programmes enable students to design their own learning paths by selecting elective modules and research projects that align with their interests. Students are especially encouraged to find their passion during the earlier semesters to then dive deeper in later stages. Students can also adjust their study pace by choosing the semester in which to complete certain modules. Teaching methods are adapted to the small class size and learning objectives. Lectures which are complemented by seminars and exercises allow students to strengthen and apply their previously acquired knowledge through interactive formats such as presentations, which also foster transferable skills including public speaking and critical reflection. Students are systematically supported in applying academic knowledge to contexts beyond the university. Several modules incorporate case studies reflecting professional practice, which require students to apply theoretical concepts to real-world scenarios. While not mandatory for graduation, internships and semesters abroad are actively encouraged and supported through institutional structures such as the student office and individual counselling services.

Assessment methods generally reflect the intended learning outcomes, combining theoretical understanding with practical application, including written and oral exams, presentations, and coursework. In addition, students are required to solve practical problems while showing a good understanding of the underlying theory. This type of work regularly includes group work. The panel values the experience for students of working in groups, especially since the allocation process of members differs over the courses ensuring a work life experience. Nevertheless, while honouring the processes in place the panel wants to encourage the faculty to ensure even distribution of work amongst team members to reduce the overall high coordination efforts of students and freeing time for deeper dives regarding content. IPB should therefore implement mechanisms to

better support group-based project work to ensure fairness, consistent learning opportunities, and evenly distributed workload (**Finding 3**).

The experts further confirm that assessment regulations and procedures are clearly defined, publicly available, and easily accessible to students. Examination requirements, grading scales, and assessment weightings are transparently documented in the module handbook. Information on the organisation and timing of examinations is communicated at the beginning of each semester. Responsibilities for examination planning and scheduling are clearly assigned at the faculty level, and the panel found the overall examination process to be well structured and consistently implemented.

Clear procedures for examination appeals are in place. Students may submit an appeal to the examination board after the publication of grades and after discussing the matter with the examiner. Examination re-takes are generally permitted. The general examination regulations also include compensation for disadvantages, illness, or absence during examinations. These regulations ensure fairness and comparability while taking individual circumstances into account.

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

Admission requirements for undergraduate programmes are said to follow the regulations for student selection at IPB. The admission process is reportedly carried out under the supervision of the Directorate of Educational Administration and New Students Admission at IPB. The SER identifies 7 pathways for student admission. The entrance selection for new students at IPB through the regular pathway are: 1) the Achievement-Based National Selection (SNBP); 2) the Test-Based National Selection (SNBT); 3) the IPB Independent Entrance Selection (SM-IPB) for Undergraduate Programmes; 4) the National and International Achievement (PIN) in Scientific Paper Competition, Mathematics, Physics, Chemistry, Biology, and Informatics Olympiads, Sports, Hafizh, Scouts, and Arts; 5) the Chairperson of OSIS; 6) the Regional Representative Scholarship; 7) the International Undergraduate Programme. The SER states that the International Undergraduate Programme entry pathway is available for both Indonesians (WNI) and foreigners (WNA) based on a report card scheme or through the SM-IPB Entrance Selection. Transfers between study programmes is possible if students meet the requirements.

All requirements and conditions for the registration process, as well as specific requirements for the International Undergraduate Programme are said to be accessible on IPB's admission website. Policies and procedures are also documented in the Standard Operating Procedures (SOP) for New Student Admission, according to the SER.

Student progression is said to be monitored through the evaluation of student learning outcomes (GPA) at the end of the semester as well as the progress of completing their thesis. The SER further states that evaluation of the student workload is conducted through surveys carried out by the study programmes. In this survey, students are asked to provide feedback on the workload for a given course and on how this workload affects

their academic and non-academic activities. Workload data reportedly thus includes the average number of credits taken in one semester, the amount of time spent in lectures and assignments each week as well as the ability of students to manage their time between lectures, assignments, extracurricular activities, and personal life. The study programmes then reportedly follow up on this feedback by refining the workload for future courses.

As for recognition of prior and external learning, the SER outlines that students can take courses from partner providers outside of IPB, known as Enrichment Courses (EC) via the Independent Learning Independent Campus (MBKM – Merdeka Belajar Kampus Merdeka) programme, or engage in international student exchange programmes and the national independent student exchange (PMM). Facilities for participating in credit earning programmes at domestic or international universities are said to be provided according to the conditions set by Indonesia's Ministry of Education, Culture, Research, and Technology. For example, credit recognition for exchange with international universities is only possible if MoUs (Memorandum of Understanding) are in place. For each recognition scenario, different policies for the recognition of competencies and/or credits at IPB are said to be in place and also documented and published.

As for certification, graduates of the two programmes under review obtain the academic degree of Bachelor of Economics. Upon graduation, IPB issues a Certificate which is accompanied by a Diploma Supplement (SKPI), as stated in the SER. The Diploma Supplement reportedly outlines academic and non-academic achievements or qualifications of high school graduates which are presented in a descriptive narrative format. It further provides information related to the learning achievements and accomplishments of graduates throughout their academic studies. According to the SER, IPB has documented guidelines in place for the Diploma Supplement which are also published.

The policies and procedures for student admission, progression, recognition, and certification are outlined in IPB's Academic Guidelines Book.

Expert evaluation

The university provides publicly accessible regulations governing student admission, progression, recognition, and certification. During the site visit, the panel was informed that admission procedures are centrally administered by the Directorate of Educational Administration and the New Students Admission unit at the university level. This arrangement ensures transparency, standardisation, and avoids institutional oversight. Multiple admission routes are available, including national achievement-based and test-based selections, independent university entrance examinations, achievement-based pathways, scholarship schemes, and international admission routes. These structured pathways reflect both merit-based selection and inclusiveness principles. The admission requirements are appropriate for the successful completion of management-related programmes, as they ensure that students possess the necessary analytical, quantitative, and communication competencies required in management studies.

The formal requirements and admission pathways, including well-defined criteria and step-by-step selection procedures, are clearly published on the university's official website in Bahasa and English, and documented in the relevant Standard Operating Procedures (SOP) and Academic Guidelines. Certain information regarding admission to the programmes is also made available on the university's social media channels.

The university gathers and monitors comprehensive data on admission and enrolment, including the numbers of applicants, accepted students, and registered students for each cohort. This allows institutional analysis to ensure admission effectiveness and supports the university's strategic planning. In addition, provisions such as scholarship schemes and regional representation pathways enhance accessibility for students from diverse socio-economic backgrounds. The enrolment data indicate that the number of registered students in both

programmes has increased consistently over the years. This upward trend reflects strong public demand and the perceived relevance of the programmes in management offered by IPB. At the same time, student intake remains regulated and aligned with IPB's capacity planning.

Student progression is systematically monitored through semester-based evaluations of academic performance (GPA), which are overseen by an academic advisor to ensure students do not encounter any academic difficulties during their studies. Students must also complete a thesis or final-year project in order to graduate. The university conducts anonymous, compulsory course surveys twice every semester, in which students provide feedback on lecturers' teaching methods and other course-related aspects that could be improved in the following semester. These results are systematically used to improve course design and workload distribution, thus demonstrating structured quality assurance mechanisms. In addition, the official IPB mobile app for students, IPB Mobile for Students, simplifies academic administration by allowing students to check their schedules, attendance and grades directly on their smartphones, thus facilitating efficient academic administration.

Regarding recognition of prior and external learning, formal regulations are in place to acknowledge external credits students have earned. Students can participate in national and international mobility programmes, enrichment courses, conferences or seminars, and exchange schemes, subject to the guidelines provided by the university and later endorsed by the respective departmental committee. Credit transfer and recognition procedures are clearly documented and published, supporting transparency and facilitating student mobility that aligns with national and international recognition.

Upon completion of their studies, graduates receive the respective academic degree and are issued a certificate accompanied by a Diploma Supplement (SKPI). The degree designation in Bachelor of Economics and its strategic implications is addressed in the section on the quality of the curriculum (see section 1, **Finding 1**). The Diploma Supplement provides transparent and comprehensive information on the qualifications obtained by students, including learning outcomes, academic achievements, and non-academic achievements, which are competencies in soft skills that fulfil the programmes' ILOs. Guidelines related to the release of certification documents are documented and publicly available. Overall, IPB demonstrates structured, transparent, and consistently applied mechanisms for admission, progression, recognition, and certification.

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

According to the SER, the current teaching staff of the two study programmes under review is as follows:

BPM: 25 permanent lecturers, 2 non-permanent lecturers. Of the 27 lecturers, 24 are civil servants with 21 of those having received certification of being professional lecturers. 3 of the 24 civil servants are said to be Professors, 9 are PhD holders, and 12 have a master's degree.

AGB: 34 lecturers, which consist of 6 full Professors, 9 Associate Professors, 13 Assistant Professors, and 6 lecturers. 88% of the teaching staff reportedly hold tenured positions (30 tenured, 1 tenure-track, and 3 non-permanent).

As for recruitment of new teaching staff, IPB has the authority to manage human resources autonomously due to its status as a State Educational Institution, as stated in the SER. IPB's Human Resources Directorate is in charge of the system for selecting, recruiting, placing, developing, retaining, and dismissing lecturers. The Directorate also oversees monitoring and evaluation systems and maintains the written record of lecturer performance. The recruitment and management processes for human resources reportedly adhere to civil service regulations for Civil Servants and the policy regulations of IPB which are detailed in the IPB Quality Manual concerning Employee Recruitment. Coordination at Faculty and Department level related to the projection of educator needs is carried out based on manpower planning at Department level, considering the need for educators based on scientific aspects in the division and the educator-to-student ratio benchmark of 1:20. Both permanent PNS and non-PNS lecturers have active working periods until the age of 65, while for professors, the maximum age is 70. For part-time lecturers, the Human Resources Directorate conducts an annual performance review to determine the continuation of contracts. Promotions are offered when lecturers meet certain requirements. The promotion system is reportedly carried out in stages, starting with the assessment of credit points, verification, and approval. In addition, lecturers can receive awards for their academic achievements on both the national and international level and IPB also provides incentives for publications and professional achievements as well as teaching load, according to the SER.

As for development of teaching staff, IPB reportedly has a policy in place to promote continuous education, professional development, and in-service training in the form of workshops, trainings, and certification. Continuous education aims to encourage and support staff to pursue further studies, including PhD programmes. Professional development includes participation in workshops, seminars, and conferences both nationally and internationally while in-service training offers regular training sessions on teaching methods and research skills, according to the SER.

Expert evaluation

During the site visit, the panel confirmed that both programmes are supported by a sufficient number of qualified teaching staff. The staff/student ratio corresponds to institutional benchmarks and allows for the delivery of the curriculum as designed. For the bachelor's programme in Management, teaching is provided by a stable group of predominantly permanent lecturers, while the Agribusiness programme shows a comparatively higher share of senior academic ranks. A notable strength is the international experience of a substantial share of the teaching staff. A significant proportion of lecturers obtained their doctoral degrees abroad, primarily in Japan and Germany, which contributes to international academic exposure and methodological diversity. While this is commendable, many staff members have pursued large parts of their academic careers at IPB itself. The resulting high degree of institutional continuity may limit diversity of academic cultures and perspectives, potentially constraining organisational self-renewal and innovation. IPB should therefore establish processes to further diversify the teaching staff of the two programmes in the middle run (**Finding 4**).

Overall, the experts thus assess that the composition and qualification of the teaching staff are adequate for achieving the intended learning outcomes of the programmes. Teaching staff demonstrate subject-specific expertise, teaching competence, and familiarity with programme objectives. During the discussions on site, it became apparent that the workload of the teaching staff is feasible within the given institutional framework.

Staff availability for the duration of the accreditation period is ensured through permanent or long-term contracts, complemented by a limited number of non-permanent lecturers. Recruitment, appointment, promotion,

and performance evaluation of teaching staff are centrally regulated by the Human Resources Directorate and follow nationally defined civil service regulations and internal IPB policies. Staff performance is monitored through a point-based system covering teaching, research, and service activities. During the discussions on site, the experts learned that academic ranks (e.g. appointment as professor) and formal academic qualifications (e.g. doctoral degree) are regulated through parallel but not fully interlinked career pathways, reflecting the specific regulatory framework of the Indonesian higher education system. While this is due to national regulations and therefore outside of IPB's influence, it is worth mentioning that this separation of career advancement to professorial rank from formal qualification milestones, such as the doctoral degree, differs from internationally common academic career models and may reduce transparency and comparability in an international context.

As for staff development in terms of didactics and research, this is adequately supported through access to further education, didactic training and workshops, research funding, and incentives for publications and international engagement. It is especially commendable that the teaching staff has access to various non-academic support services such as medical care, childcare, and free insurance.

To sum up, the programmes clearly meet the requirements regarding staff quantity, qualification, availability, and recruitment transparency. The existing system ensures stability, accountability, and alignment with national regulations, which is particularly relevant in the Indonesian public university context. The structured monitoring of staff performance and the availability of professional development opportunities support consistent programme delivery and quality maintenance. However, international accreditation standards also emphasise transparency of academic career structures and the benefits of institutional diversity for academic innovation. The observed decoupling of professorial appointment and formal qualification pathways, while systemically legitimate, reduces international readability of academic profiles. Similarly, a high degree of institutional continuity may limit exposure to alternative pedagogical approaches, research traditions, and governance cultures. These observations do not indicate a deficiency in current teaching quality but highlight a strategic tension between institutional stability and long-term innovation capacity.

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

The SER states that funding and operations for study programmes are generally sourced from government and non-government funds. Government resources are reportedly generally used for salaries of civil servants and research activities while non-government funds are primarily used for operational financing at Department and study programme level. Community funds (DM) are derived from tuition fees and are used for operational financing, such as purchasing equipment, official travel, and salaries for non-permanent/non-civil servant staff. DMs must adhere to IPB's internal regulations, according to the SER. Funds allocated by IPB for each study programme are based on the internal Budget Implementation Order (SPPA). The financing covers six

expenditure categories: office operations, educational operations, education development, student affairs, inventory expenses, and asset procurement.

As for facilities, the SER states that IPB comprises 515 classrooms, 243 laboratories, 7 student dormitories, 3 prayer rooms, 500 computers, and several digital facilities such as Wi-Fi, Microsoft 365, and Zoom. Each Department at FEM is said to be equipped with classrooms, seminar rooms, discussion/meeting rooms, administration rooms, rest rooms, and praying rooms that are accessible for students with special needs. Facilities at FEM further include a computer lab, mini studios, a reading room with subject-specific literature, and student associations rooms. Classrooms are equipped with power outlets, air conditioning, projectors, sound system, and internet/Wi-Fi connections (Eduroam and IPB-Access). FEM reportedly also has facilities for accessing socio-economic data from the Census and Economic Information Centre (CEIC), and software analysis e.g., STATA and EViews, among others.

Students of the Faculty further have access to IPB's central facilities which include a library, IPB International Convention Centre, Al Hurriyah Mosque, canteens, polyclinic, Science Technopark (STP), Sports Centre, Campus Transportation, Integrated Services Centre (ISC), and Research Station. The library reportedly provides access to books, journals, and scientific magazines. Maintenance of equipment and buildings is planned and funded through the RKAT unit and other funds such as the Institutional and Facilities Development Fund (BPIF), according to the SER. In addition, the Sustainable Campus Development Agency (BPKB) at IPB is responsible for planning and developing a sustainable campus infrastructure.

As for student support, the SER states that students can get access to information on their study programmes, scholarships, and study-related activities both via websites and social media channels and via print communication channels. Information conveyed to students are approved by the study programme leadership before being disseminated. Students reportedly also can access academic service facilities through the Student Portal which includes information on transcripts, scholarships, tuition fees, and academic calendars.

IPB organises orientation events for first- and third-semester students, according to the SER. For first-semester students, this includes a one-day introduction to FEM while for third-semester students, the introduction period focuses on introducing the Faculty and the Departments, including the organisational structure of each study programme as the third semester marks the transition from the general course programme to the respective specific programmes. The introduction or campus orientation programme consists of Campus introduction, Faculty introduction, and Department introduction to help students get adjusted to university life.

Student advisory services at IPB include academic guidance, career guidance, and counselling, as stated in the SER. Academic guidance aims to assist students in planning and completing their studies on time. These services comprise consulting on course selection and timetable arrangement and are carried out at least once per semester. Each student is assigned one faculty advisor who provides support in all academic matters and potential issues. Students can reportedly also consult with the Education Commission for academic matters and the Student Affairs Commission regarding student activities in their study programmes. Career guidance is said to be provided by the study programmes and the central Career Development and Assessment (CDA) Centre. Counselling in both academic and non-academic matters is reportedly overseen by IPB's Counselling and Guidance Unit which consists of faculty advisors/counsellors and professional psychologists. Each study programme has 2 counsellors from the faculty team and trained students who serve as peer counsellors.

The SER further states that students can file requests and complaints through IPB's Help Centre. For example, students can submit complaints related to study organisation, teaching, and assessments via the Academic evaluation. The IPB Help Centre forwards the requests and complaints to the relevant unit where the submission is processed. If complaints or requests are related to assessments and teaching, Course Coordinator are responsible under the coordination of the Education Commission Team. If the complaints are related to student activities, the responsible party for the complaints is the Student Commission.

The SER further states that IPB offers several scholarship opportunities such as the regional representative scholarships for undergraduate or vocational students, merit-based scholarships as well as excellence and regular scholarships from different institutions both from the public and the private sector.

To support the specific needs of students, IPB is said to offer a range of initiatives such as the Higher Education Affirmative Program (ADik) which provides support to prospective students from 3T areas (frontier, outermost, and underdeveloped regions). Support for students with special needs is reportedly available in the form of websites equipped with voice features and accessibility tools that facilitate navigation, designated waiting seats for individuals with disabilities, digital signage that presents information in a digital format, and a video profile of IPB that includes translation services. Furthermore, there is a dedicated entrance for the Integrated Student Centre (ISC) programme specifically designed for students with disabilities. Specific support is also said to be available for student mobility activities outside the campus, such as student exchange. Regular student exchange programmes at IPB include the Indonesian International Student Mobility Awards (IISMA) as well as the REE Summer Course and the IE Winter Course. To support student mobility, scholarships and travel grant are available at IPB.

Expert evaluation

The experts assess that IPB provides extensive and high-quality facilities and infrastructure for the study programmes under review. There are adequate financial resources, computer workplaces, technical equipment, laboratories, and classrooms which support the achievement of the ILOs. The facilities are modern, well-maintained and professionally managed. The experts confirm that the physical and virtual library resources are especially noteworthy, including innovative services such as the book cleansing station. The availability of national and international academic literature and databases more than suffices basic requirements and supports advanced academic work. Based on the SER and the site visit, the experts further assess that the laboratories, especially the media lab and the investing and entrepreneurial lab, meet a very high standard in terms of equipment, technical support staff, maintenance, and professional adequacy. They are fully appropriate for the scope and level of the programmes, providing students with comprehensive opportunities to develop the practical and technical competencies required to achieve the intended learning outcomes. In addition, students have access to special rooms for prayer, breast feeding, and counselling services.

Students have access to a wide range of institutional and personalised advisory services. Academic staff offer regular consultation hours, and students report that professors and advisers are approachable and responsive. Academic coordinators provide individual academic advising, personal development support and counselling services, as well as student-led support programmes, all of which contribute to a supportive and accessible learning environment. Introductory offers for new students are in place. During the first semesters, students get to meet other members of the university through different programmes. Students have access to comprehensive course and module information through online platforms. This includes details on intended learning outcomes, teaching and learning methods, assessment formats and expected workload. The coordination of course offerings is ensured through weekly teaching staff meetings, which facilitate dialogue on content development and help to prevent unnecessary overlap. Ongoing weekly discussions among teaching staff and bi-semesterly systematic module evaluations support continuous quality improvement and curricular alignment. Students are further supported in finding practical placements and organising internships through various extra-curricular initiatives. This includes job fairs, summer camps, start-up programmes, and networking opportunities facilitated by teaching staff.

The international office provides structured services to support incoming and outgoing exchange students. Outgoing students have ready access to information, advice and administrative assistance, while incoming students receive comprehensive support upon arrival.

Student diversity is considered when planning and providing learning resources and support services. Differences in prior knowledge and skills – for instance, in mathematics, language proficiency or public speaking – are particularly addressed during the first year of study, to ensure a smooth transition towards the academic standards required by the programmes. Students with different educational backgrounds, needs, or disabilities are supported by learning coordinators through personalised guidance. The panel strongly supports this approach and acknowledges the university's commitment to preventing discrimination and promoting equal opportunities.

Financial support for students is provided through various scholarship schemes and, where applicable, tuition fee waivers. The university website provides clear information about how to apply for scholarships, which can be submitted online. Students who demonstrate exceptional academic potential or performance are particularly encouraged to apply for targeted support. The amount of the tuition fee depends on the socio-economic status of parents to reduce inequality, especially for lower income households, which the experts deem commendable.

Conclusion

The criterion is 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 SER states that IPB University communicates information for stakeholders in accordance with national regulations on Public Information Disclosure (KIP). IPB's Public Information Service differentiates between information that must be delivered and announced periodically, information that must be available at all times, and information that must be announced immediately.

Information related to study programmes, ILOs, course/module descriptions, admission requirements and selection procedures, qualifications awarded, and procedures for teaching, learning, and assessment is announced periodically and can be accessed on IPB's website. Information on current and updated activities can be publicly accessed through the respective departmental websites, as outlined in the SER. IPB's Information and Documentation Management Officer is reportedly in charge of providing, servicing, storing, and documenting public information; coordinating the storage and documentation of all public information within the public body; and coordinating the provision and servicing of all public information under the control of the public body that is accessible to the public. In addition to the website, IPB and the Departments use social media channels such as Telegram, WhatsApp, Instagram, X, Facebook and YouTube to disseminate information. Apart from digital services, IPB's Integrated Service Centre (ISC) is a service designed to provide convenient access for students, lecturers, education staff, and the public to obtain administrative services through a single point of entry.

Expert evaluation

IPB University ensures transparent and systematic public access to information in accordance with the Decree of the Chancellor of IPB University regarding mandatory periodically published information and permanently

available information. Both programmes provide comprehensive and accessible information for prospective students, enrolled students, faculty members, alumni, and the labour market. Information is disseminated through multiple channels, including the official IPB University website, departmental websites (Agribusiness and Management), social media platforms, printed brochures, public outreach and promotional events. The published information includes curriculum structure, course/module descriptions, ILOs, teaching, learning, and assessment procedures. This ensures transparency regarding academic expectations and programme structure.

The websites further provide detailed semester learning plans and course-specific objectives, ensuring that students and stakeholders clearly understand expected competencies and academic standards. Departmental websites (Management and Agribusiness) also explain programme profiles, distinctive features, and career perspectives. The Career Development and Assessment (CDA) Centre supports employer engagement, and the site serves as a hub for job-vacancies, internships, training materials, articles, and career preparation tools for IPB students and alumni.

The IPB website is available both in Bahasa and English to ensure international accessibility and transparency for foreign applicants and international recognition bodies.

IPB University has established formal Standard Operating Procedures (SOPs) to ensure the accuracy and reliability of published information. This structured multi-level verification process ensures factual correctness and institutional accountability. Furthermore, the updating of public information is regulated and ensures that published information remains current, accurate, and systematically maintained.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Management (Bachelor)” and “Agribusiness (Bachelor)” offered by IPB University without conditions.

Commendation

IPB University's commitment to academic excellence is characterised by a comprehensive curriculum and strong alignment with labour market demands. Teaching and learning features project-based learning, reflecting the systematic implementation of the student-centred approach in the programmes. Both teaching and learning as well as the assessment methods match the course content and support the achievement and assessment of the ILOs on programme and course level. IPB further operates a well-established and comprehensive QA system that is efficient and effective. Clearly defined QA processes cascade down from the central level to the faculties and departments. The teaching staff of the programmes is highly qualified, with international expertise, and motivated which is also evident in their engagement with students and their support with study progression. Student support services are comprehensive and actively promoted, both in terms of academic and non-academic support. IPB's information management is commendable, as it addresses internal and external stakeholders in the domestic and international context and provides comprehensive and up-to-date information on the programmes under review.

Findings

1. For the Management programme, IPB should establish a plan to award the Bachelor of Management degree to students of the programme, provided this is in line with national regulations.
2. For the Agribusiness programme, IPB should establish a plan to award the Bachelor of Agribusiness degree to students of the programme, provided this is in line with national regulations.
3. For both programmes, IPB should implement mechanisms to better support group-based project work to ensure fairness, consistent learning opportunities, and evenly distributed workload.
4. For both programmes, IPB should establish processes to further diversify the teaching staff in the middle run.