



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Agrotechnology
Agricultural Product Technology
Agribusiness

Provided by
Universitas Lampung, Indonesia

Version: 23.06.2023

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
S1 Agroteknologi	Undergraduate Program of Agrotechnology	ASIIN	BAN-PT ³ : 2017 - 2022	08
S1 Teknologi Hasil Pertanian	Undergraduate Program of Agricultural Product Technology	ASIIN	BAN-PT: 2019-2024	08
S1 Agribisnis	Undergraduate Program of Agribusiness	ASIIN	BAN-PT: 2018-2023	08
Date of the contract: 16.11.2021				
Submission of the final version of the self-assessment report: 13.01.2023				
Date of the audit (online): 27.02-01.03.2023				
Peer panel:				
Prof. Dr. Jürgen Braun, Nuertingen-Geislingen University				
Prof. Dr. Wolfgang Kath-Petersen, Cologne University of Applied Sciences				
Almansyah Sinatrya, Universal Leaf Tobacco				
Fitria Yasmin Mazaya, Student at UGM				
Representative of the ASIIN headquarter:				
Daniel Seegers				
Responsible decision-making committee:				
ASIIN Accreditation Commission				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 08 – Agriculture, Forestry, Food Sciences and Landscape Architecture

³ National Accreditation Board of Higher Education / Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)

<p>Criteria used:</p> <p>European Standards and Guidelines as of 15.05.2015</p> <p>ASIIN General Criteria as of 28.03.2014</p> <p>Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences and Landscape Architecture of 27.03.2015</p>	
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B Characteristics of the Degree Programmes

a) Name	Final degree (original)	b) Areas of Specialization	c) Corresponding level of the EQF ⁴	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Undergraduate programme of Agrotechnology	Sarjana Pertanian/ Bachelor of Agriculture	-	6	Full time	no	8 Semester	144 SCU / 229 ECTS	Annual/ 2008
Undergraduate programme of Agricultural Product Technology	Sarjana Teknologi Pertanian/ Bachelor of Agricultural Product Technology	-	6	Full time	no	8 Semester	144 SCU / 229 ECTS	Annual/ 1984
Undergraduate programme of Agribusiness	Sarjana Pertanian/ Bachelor of Agriculture	-	6	Full time	no	8 Semester	144 SCU / 229 ECTS	Annual/ 2011

⁴ EQF = The European Qualifications Framework for lifelong learning

B Characteristics of the Degree Programmes

For the Bachelor's degree programmes under review, Universitas Lampung (UNILA) has presented the following profile in its Self-Assessment Report:

UP AGT	UP APT	UP AGB
Vision		
Becoming a study program that is excellent in the development of human resources and science-technology that supports sustainable agriculture	Superior and highly competitive Study Program on agricultural product technology	To be a lead study program in creating qualified and competitive human resources to develop science and technology based on the agribusiness field
Mission		
1. Organizing the best education in science and technology that supports sustainable agriculture	1. Organizing education in the field of innovative and competitive agricultural products technology	1. Implementing an educational process of teaching and learning activities in a professional manner to create graduates with professional, competitive, and noble personalities
2. Carry out research at regional, national, and international scales related to science and technology that supports sustainable agriculture	2. Carrying out research in the field of agricultural products technology to produce agricultural products science and technology	2. Improving the quality of research for lecturers and students in the agriculture field, in particular, agribusiness for scientific development and policy formulation
3. Conduct community service by applying the results of appropriate research to the community in the scope of Agrotechnology related to science and technology that supports sustainable agriculture	3. Carrying out community service in the field of agricultural products technology to improve the welfare of the community	3. Improving the quality of community services to support agribusiness-based community development

B Characteristics of the Degree Programmes

<p>4. Establish mutually beneficial cooperation related to science and technology that supports sustainable agriculture with other institutions from within and outside the country</p>		<p>4. Improving the quality of cooperation and partnerships with research and educational institutions at national and international levels</p>
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C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Homepage Ba Agrotechnology: <https://agroteknologi.fp.unila.ac.id/en/>
- Homepage Ba Agricultural Product Technology: <https://thp.fp.unila.ac.id/en/>
- Homepage Ba Agribusiness: <https://agb.fp.unila.ac.id/en/>
- Homepage UNILA: <https://www.unila.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The auditors base their assessment of the learning outcomes on the information provided on the website and in the Self-Assessment Report for of the Bachelor's degree programmes Agrotechnology, Agricultural Product Technology and Agribusiness.

UNILA has defined and published Programme Learning Outcomes (PLO), which cover a number of specific competences students should acquire in the course of their studies. The PLO comprise four areas of competence namely attitudes, general skills, special skills and knowledge.

The auditors refer to the Subject-Specific Criteria (SSC) of the Technical Committee Agriculture, Forestry, Food Sciences, and Landscape Architecture as a basis for judging whether the intended learning outcomes of the Bachelor's degree programmes Agrotechnology (AGT), Agricultural Product Technology (APT) and Agribusiness (AGB), as defined by UNILA, correspond with the competences as outlined by the SSC. They come to the following conclusions:

Graduates of the bachelor's degree program in Agrotechnology should understand the basic principles of cultivation and sustainable agricultural technology and be able to apply scientific and technological methods to problems in plant science, plant protection, soil science, etc. In addition, graduates should be able to design, implement and develop crop production using the latest environmentally friendly technology. They should learn to work in a team and to carry out practical work in the laboratory and in the field. Moreover, graduates should be able to analyse and interpret data as well as to apply logical, critical and systematic thinking.

According to the self-assessment report, graduates of the Agricultural Product Technology degree programme are enabled to analyse agricultural product technologies and apply technical concepts to solve problems. They are also able to develop sustainable agricultural product processing technology based on technical, chemical and biological processes. They should learn to work in a team and to carry out practical work in the laboratory and in the field.

Graduates of the Bachelor's degree program in Agribusiness are expected to promote societal development and to work as consultants, managers or entrepreneurs in the agribusiness industry, where they should facilitate the transition to Industry 4.0. They should be able to apply theoretical concepts of agribusiness in practice from the micro level to the enterprise scale. They should acquire soft skills such as communication, ethics, negotiation and leadership, as well as innovation and creativity in order to help shape these changes.

The programmes are designed as general programmes with some specialization options by selecting elective modules and particularly in the course of the final research project. The programme educational objectives and learning outcomes are expected to equip the graduates with life skills required to develop and adapt to the wide spectrum of possible occupations. Graduates of the three programmes have a broad occupational area. Their occupational profile includes researcher, lecturer, entrepreneur, and they could work in industry, academia or public institutions. As junior research assistants, graduates should be able to examine issues in agriculture by implementing newest scientific methods and be able to design and carry out research projects. As entrepreneurs, graduates should be qualified to manage a business unit and to develop local agriculture-based business ideas through innovation and creativity.

Supplementing the subject-related qualification objectives, students of the three programmes should have adequate competences in oral and written communication skills, be capable of working autonomously as well as in a team-oriented manner, and be able to conduct research activities. Furthermore, they should have trained their analytical and log-

ical abilities, be able to apply information and communication technology, and show a social and academic attitude. Finally, students should acquire communicative and language skills and should develop a strategy for life-long learning.

In summary, the peers are convinced that the intended qualification profiles of all three undergraduate programmes allow graduates to take up an occupation which corresponds to their qualification. The degree programmes are designed in such a way that it meets the goals set for them. The objectives and intended learning outcomes are reasonable and well founded.

The peers conclude that the objectives and intended learning outcomes of the Bachelor's degree programmes adequately reflect the intended level of academic qualification and correspond sufficiently with the ASIIN Subject-Specific-Criteria (SSC) of the Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture. This is also reflected in the provided matrices, which compares the PLO with the SSC of TC 08.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the peers:

The peers confirm that the English translation and the original Indonesian names of the study programmes under review correspond with the intended aims and learning outcomes as well as the main course language (Bahasa Indonesia).

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Curriculum Handbooks
- Homepage Ba Agrotechnology: <https://agroteknologi.fp.unila.ac.id/en/>
- Homepage Ba Agricultural Product Technology: <https://thp.fp.unila.ac.id/en/>
- Homepage Ba Agribusiness: <https://agb.fp.unila.ac.id/en/>
- Homepage UNILA: <https://www.unila.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Bachelor's programmes Agrotechnology, Agricultural Product Technology and Agribusiness are offered by the Faculty of Agriculture, which is one of the eight faculties at the University of Lampung.

In order to graduate, students have to pass a minimum of 144 credits (Satuan Kredit Semester, SCU) within a period of eight semesters (four years). This is equivalent to 229 ECTS points). The maximum length of studies for undergraduate programmes at UNILA is 14 semesters (seven years). Each semester is equivalent to 14 weeks of learning activities. Besides these learning activities, there is one week for midterm exams and one week for final exams. The odd semester starts in August and ends in January of the following year, while the even semester lasts from February to July.

The curriculum consists of university requirements and compulsory and elective courses determined by UNILA and the respective departments. University requirements are courses that need to be attended by all undergraduate students at UNILA. There are five university requirements: Bahasa Indonesia, Religion, Pancasila, Ethics, and Civic Education. These courses are almost all offered in the first two semesters of studies, in addition to courses conveying basic knowledge of natural sciences and mathematics.

The course distribution is depicted in the following table:

Type of Course	Credits (ECTS) / Code		
	UP AGT	UP APT	UP AGB
Compulsory University Course	14 (22,21) / UNI	14 (22,26) / UNI	15 (23,85) / UNI
Compulsory Faculty Course	β1 (49,19) / FPU	27 (42,93) / FP	21 (33,39) / FP
Compulsory Specific Course related to the study Programme	82 (130,10) / AGT	77 (122,4) / THP	85 (135,15) / AGB
Elective Courses	17 (27,03) / AGT	26 – 53 (41,34 – 84,27) / THP	23 (36,57) / AGB
Total	144 (228,53)	144 (228,93)	144 (228,96)

Source: UNILA Self-Assessment Report: Table 1.6 Curriculum structure

Courses on the different subject-specific sciences are offered from the third to the eighth semester. Elective courses can be taken from the third year of study. Students usually choose elective courses that relate to their thesis and/or their individual interests. During

the eight semesters, students must also complete the undergraduate thesis seminar (1 SCU) and the undergraduate thesis (4 SCU) and the community service (3 SCU).

Usually during the last year of studies, students must complete the community service (Kuliah Kerja Nyata, KKN). The peers discuss with the programme coordinators about the content and goal of this course. The programme coordinators explain that community service is compulsory for all Indonesian students. It has a minimum length of forty working days and often takes place in villages or rural areas where students stay and live together with the local people. The course is designed “to allow students to apply their knowledge based on their field in order to empower society.” Since the community service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the community service in order to advance the society and bring further development about. This course was introduced at all Indonesian Universities in 1971. The assessment of the community service consists of a work plan, programme implementation, and activity report. The peers understand that students should work for the benefit of the community and the Indonesian society during the community service and support this concept.

Students, who have strong reasons such as illness or pregnancy, are entitled to take academic leave for a maximum of two semesters without paying tuition and still counting as the study period. Academic leave is proposed by students to the Dean, who then submits a proposal for academic leave to be determined administratively by the Rector’s Office.

All programmes include an internship or field practice, which lasts a minimum of thirty working days. However, the actual length may vary, depending upon the agreement between the undergraduate programme and the host institution. The internship can be conducted in research institutions or companies. Students can get information about available places from the programme coordinators, the UNILA Career Center, or the internship supervisor and need to submit an internship proposal.

The AGB programme teaches students the fundamentals of economics, management and information technology as well as agricultural content. The curriculum evolves from introductory courses in the first two semesters to more in-depth courses throughout the program. The curriculum also covers topics such as sustainable agricultural systems, natural resources, marketing and logistics management, as well as socio-economic research methods and risk analysis.

The AGT programme is structured in the same way and covers both technical and agricultural aspects throughout the programme. More in-depth aspects are covered as the semesters progress. Courses such as Crop Production Techniques, Plant Genetics and Plant Physiology lay the foundation for later topics such as Agricultural Planning, Land Preparation

Technology, Water Management Technology, etc. In addition to a variety of electives, students can sharpen their profile by choosing one of four tracks: Cultivation Technology and Agrotourism, Plantation Production Technology, Organic Agriculture Technology, or Urban Agriculture Technology.

The APT programme also follows the same structure as the other two programmes, offering basic courses such as Introduction to Agricultural Products Technology, General Microbiology, Food Nutrition, Plantation Products Technology, or Animal Products Technology in the first two semesters. These form the basis for more specific courses such as Postharvest Physiology, Applied Microbiology and Industrial Microbiology, Postharvest Physiology, Applied Microbiology and Industrial Microbiology, and Agricultural Product Development. The programme also offers specializations in Agricultural Product Processing and Agricultural Product Chemistry and Biochemistry, Agricultural Product Management and Quality, and Agricultural Product Microbiology, as well as more specific electives.

Since UNILA has the goal to become internationally more visible and wants to further internationalise its degree programmes, the peers discuss with the programme coordinators and students if any classes are taught in English. The programme coordinators explain that usually all courses are delivered in Bahasa Indonesia (Indonesian language) but most of the teaching materials (teaching slides) are provided in English and some presentations by students are also done in English. Furthermore, students should be encouraged and supported to attend summer courses that are held in English with international students and guest lecturers. The peers acknowledge that there is an Agribusiness English Club in the Department of Agriculture, which is a forum for agribusiness students, who have an interest in developing their English language skills with respect to conversation, writing and reading. However, during the audit, students mentioned that they would like to have more opportunities to improve their English language skills. This could be achieved, for example, by discussing international papers or giving oral presentations in English. In addition, the experts recommend classes to be taught entirely in English in order to familiarize students with technical terminology in English.

In addition, industry representatives would like to see more soft skills taught to students to help them perform better or adapt more quickly to the work environment. They also see a lack of presentation skills among UNILA graduates and would like to see these soft skills promoted as well. The experts agree with this assessment.

In summary, the auditors gain the impression that graduates of the three programmes under review are well prepared to enter the labour market and can find adequate jobs in Indonesia. During the discussions, UNILA's partners from the industry/public sector confirm that the graduates have a broad scientific education, are very adaptable and have manifold competences, which allows them to find adequate jobs.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Study plan
- Curriculum Handbooks
- Homepage Ba Agrotechnology: <https://agroteknologi.fp.unila.ac.id/en/>
- Homepage Ba Agricultural Product Technology: <https://thp.fp.unila.ac.id/en/>
- Homepage Ba Agribusiness: <https://agb.fp.unila.ac.id/en/>
- Homepage UNILA: <https://www.unila.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Reports, admission procedures and policies for new students follow the national regulations in Indonesia. The requirements, schedule, registration venue and selection test are announced on UNILA's webpage and thus accessible for all stakeholders.

There are three different ways by which students can be admitted to a Bachelor's programme at UNILA:

1. National Entrance Selection of State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN), a national admission system, which is based on the academic performance during the high school.
2. Joint Entrance Selection of State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN). This national selection test is held every year for university candidates. It is a nationwide online test (subjects: Mathematics, Bahasa Indonesia, English, Physics, Chemistry, Biology, Economics, History, Sociology, and Geography).
3. Independent Selection (Mandiri) students are selected based on a test specifically held by UNILA for prospective students that haven't been accepted through SNMPTN or SBMPTN.

The Higher Education Entrance Test Institute (Lembaga Tes Masuk Perguruan Tinggi, LTMPT) carries out the process of student data collection, registration, and implementation of university entrance selection in Indonesia on the national level. At UNILA, the New Student Admissions Management Agency (Badan Pengelola Penerimaan Mahasiswa Baru, BP PMB) is in charge of carrying out the admission procedure. All information about the requirements, how to register, the stages of the registration process, exam schedules and

announcement of selection results are managed by this agency. All information that is under the responsibility of UNILA can be accessed by the public via the internet.

Undergraduate students at UNILA have to pay tuition fees (UKT). The fees for each study programme vary according to the operational costs of learning. In addition, UKT for each student is different according to the financial ability of their parents. Students with a very poor economic background do not have to pay any tuition fees (class I) and the highest tuition fee (class 8) is IDR 7,950,000 (EUR 506) per year.

Several grants for students with financial difficulties are available, such as from the government, industries and foundations.

From their discussion with the students, the peers gain the impression that the admission system is very effective and only very motivated and high-performing candidates are admitted. The peers consider the highly selected and motivated students to be one of the strengths of the three undergraduate programmes under review.

In summary, the auditors find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:

UNILA states that it already has a number of measures in place to increase student engagement in international activities. However, some of the activities were suspended during the pandemic. UNILA plans to resume these efforts in the coming academic year. The peers appreciate these efforts and recommend keeping students informed and involved in these activities. In addition, UNILA is constantly encouraging its faculty to offer more courses taught in English to improve the English proficiency of both students and faculty. The peers see this as an important step to facilitate students' engagement in global discourses and fully support UNILAS' plans.

The peers consider criterion 1 to be fulfilled.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules
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Evidence:

- Self-Assessment Report
- Study plans of the degree programme
- Module descriptions
- Homepage Ba Agrotechnology: <https://agroteknologi.fp.unila.ac.id/en/>
- Homepage Ba Agricultural Product Technology: <https://thp.fp.unila.ac.id/en/>
- Homepage Ba Agribusiness: <https://agb.fp.unila.ac.id/en/>
- Homepage UNILA: <https://www.unila.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Bachelor's degree programmes Agrotechnology, Agricultural Product Technology and Agribusiness require students to complete 144 SCU (229 ECTS), which include compulsory courses (AGT 127 SCU, APT 118 SCU, AGB 121 SCU) and a minimum of 17 SCU of elective courses. The curricula are designed for eight semesters. Nevertheless, it is also possible for excellent students to complete the degree in only seven semesters. Students cannot cover more than 24 SCU per semester. All students have to complete the undergraduate programme within seven years. The students' individual study plans are different from each other, but have to be approved by their academic advisors.

Courses in the first two semesters convey basic knowledge of natural sciences, mathematics and languages (Indonesian and English). In addition, students need to attend obligatory courses, such as Religion, Pancasila, Ethics and Local Wisdom, Language and Civic Education, which are university requirements and need to be attended by all students at UNILA. These courses are aimed at developing social skills, and character building. In addition, introductory courses in the respective subjects are part of the curriculum during the first two semesters.

From the third semester on, more subject-specific classes are offered (see chapter 1.3). Elective subjects are offered from the fifth semester and are designed not only to give additional knowledge complementing the compulsory courses, but also to help students deciding on a final project and personal scientific interest. During the seventh and eighth semester, students must complete the Community Service and the Bachelor's thesis.

The compulsory courses include fieldwork practice 2 SCU (6.Semester), Community Service 3 SCU (7. Semester), lectures 82 SCU, practical laboratory work 20 SCU, seminar 2 SCU (6.

+ 8. Semester), and Thesis 4 SCU (8. Semester). In addition, students have to take a minimum of 17 SCU in electives.

During the audit discussions, some students mentioned that they would like to have a larger pool of electives to choose from and thus more specialized courses in which to build their profile. The peers support this request and recommend offering more electives that deal with emerging issues.

The internship course is designed to strengthen the students' social and practical competences and to increase their chances in the job market. The Students Internship Course (SIC, in Bahasa: Kuliah Magang Mahasiswa (KMM)) or Fieldwork Practices (FP, in Bahasa Indonesia: Praktek Kerja Lapangan (PKL)) is a practice-based and non-theoretical course. It is designed to implement the theories learned during the course of studies into field practices or within partners' institutions. The programmes provide an Internship Guidebook for informing students about the goals and content of the internship course. UNILA awards three SCU for the internship, which is carried out for at least 30 working days at an external institution. Students are required to submit a written work report, which is evaluated by the supervisor from the external institution and by one lecturer from UNILA.

The members of the teaching staff explain on demand of the peers that they offer possible topics for the final projects according to their own research projects. All members of the teaching staff supervise theses. Students have to design a research proposal (this proposal is developed in the "proposal seminar", which usually takes place in the sixth semester) with a time schedule for the project, which is discussed with the academic advisor. If they agree, students apply formally for being allowed to work on the suggested topic. Students can also develop their own concepts for their Bachelor's thesis and it is possible to conduct the Bachelor's thesis outside UNILA.

After analysing the module descriptions and the study plans, the peers confirm that all three programmes are divided into modules and that each module is a sum of coherent teaching and learning units. All practical lab work and internships are well integrated into the curriculum and the supervision by UNILA guarantees for their respective quality in terms of relevance, content, and structure.

In summary, the peers gain the impression that the choice of modules and the structure of the curriculum ensures that the intended learning outcomes of the respective degree programme can be achieved.

International Mobility

UNILA provides some opportunities for students to conduct internships and exchange programmes abroad. Students who take part in student exchanges through cooperation programmes can gain recognition of the acquired credits after obtaining approval from their undergraduate programme. The credits acquired abroad are transferable to UNILA, although this transfer of credits is only possible if an agreement exists between UNILA and the involved international university. This agreement regulates the details of the transfer, such as the list of courses that can be transferred, the minimum grade, equivalency of curriculum between universities, etc.

Students' international academic mobility is supported by UNILA. For example, through International Students Mobility Awards (IISMA), a scholarship programme from the Ministry of Education and Culture starting from 2021. Four students from UNILA have been awarded an IISMA scholarship in 2022. In addition, lecturers are encouraged to carry out joint research activities with international partners and to involve students in their projects.

To promote academic mobility UNILA has an International Office, where students can get information about academic mobility. It also offers a website, which provides information such as the requirements that students need to know before applying for one of the exchange programmes. In addition, one of UNILA's strategies to promote international student mobility is to provide scholarships for international students. However, there are only very few non-Indonesian students at UNILA.

The new policy of the Indonesian government actively supports any activities outside of the university by releasing a regulation on the Merdeka Belajar-Kampus Merdeka (MBKM), which requires the university to promote students who want to spend part of their Bachelor's programme outside UNILA (Minister of Education and Culture Regulation Number 3, Year 2020).

The MBKM programme allows students to gain up to 40 SCU (equivalent to 2 semesters) outside the university and up to 20 SCU (equivalent to 1 semester) outside the area of Agriculture. The MBKM programme offers the students the following possibilities:

1. Internship in industry,
2. Research,
3. Independent project,
4. Student exchange,
5. Teaching assistance in education units,
6. Entrepreneurship,

7. Building a village,

8. Humanitarian project.

MBKM is not mandatory like PKL and KKN. Students must consult with their academic supervisor in determining the MBKM programme and fill out a Learning Agreement.

Credit points that can be gained by students by participating in one of the eight activities in the MBKM program for one semester depend on the workload of the student. Full time means that students leave campus for one semester without attending regular lectures. Part-time means students only use their spare time between academic activities on campus.

The students confirm during the discussion with the peers that some opportunities for international academic mobility exist, mostly with universities in South East Asia. However, they also point out that they wish for more places, more exchange programmes, and more scholarships. So far, the main obstacles, which are limiting students' academic mobility, are the language barrier and financial restrictions (high living costs). Currently, most stays abroad are short term stays, either for attending workshops or for taking part at seminars for a couple of weeks. Longer stays in the course of exchange programmes (one semester or longer) are very rare. The lack of financial support hinders students from joining the outbound programmes. National scholarships are available, but they are highly competitive, so only a few students receive them. In addition, students would like to improve their English proficiency in order to increase their international job perspectives and their chances for receiving a scholarship for continuing their academic education at an international university.

The peers support these suggestions and recommend increasing the efforts to further internationalising UNILA by establishing more international cooperations and exchange programmes, and offering more scholarships. Furthermore, UNILA should invite more visiting lecturers, initiate more international exchange programmes and provide more scholarships for students. The peers emphasize that it is very useful for students to spend some time abroad already during their Bachelor's studies to improve their English proficiency, to broaden their scientific background, and to enhance their job opportunities.

A good starting point for initiating more international cooperations are the personal international contacts of the faculty members and the guest lecturers. It is also possible for students and teachers to apply to international organisations like ERASMUS or the German Academic Exchange Council (DAAD) for receiving funds for stays abroad.

In summary, the peers appreciate the effort to foster international mobility and support UNILA to further pursuing this path. However, the academic mobility is still low and there is room for improvement.

Criterion 2.2 Workload and credits

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Based on the National Standards for Higher Education of Indonesia (SNPT), the Bachelor's degree programmes under review use a credit point system called SCU.

For regular classes, 1 SCU of academic load for the undergraduate programme is equivalent to 3 academic hours, which equals 170 minutes. This includes:

- 50 minutes of scheduled contact with the teaching staff in learning activities,
- 60 minutes of structured activities related to lectures, such as doing the assignments, writing papers, or studying literature,
- 60 minutes of independent activities outside the class room to obtain a better understanding of the subject matters and to prepare academic assignments such as reading references.

For lab work, final project, fieldwork and other similar activities 1 SCU is equivalent to 3 to 5 hours a week of student's activities. The details and the students' total workload are described in the respective module description.

In comparison to the ECTS credit system, wherein 1 ECTS equals 25-30 hours of students' workload, it is determined that 1 CP is awarded for 170 minutes of work per week. One semester usually consists of 14 lecture meetings. The students' workload (contact hours and self-studies) is measured in Indonesian credit points (SKS) and converted to the European Credit Transfer System (ECTS). According to the legal requirements, the actual number is 144 SKS (229 ECTS) for the Bachelor's degree programmes.

The students' workload is high, especially in the first two semesters, because students have to adjust to learning at university and the transition from high school to university is difficult for many students. The workload of the last two semesters is markedly reduced to give

the students enough time for their theses as well as to already start looking for a job. However, the effective number of credit points that students may take per semester depends on their average Grade Point Average (GPA), yet the maximum amount of credit points is 24. This mechanism is supposed to ensure that the students can really handle the workload. It also means that, theoretically, students can finish their studies in less than 8 semesters. The peers confirm that the distinction between classroom work and self-studies is made transparent and is in line with the credits awarded.

The students confirm that the workload is high but remains manageable for them. They are still able to work part-time jobs and have time for family, friends and their hobbies. In addition, the peers note that the average length of study is not critically exceeded, which means that most students graduate on time and almost no students have dropped out of the programmes. This verifies that all three degree programmes under review can be completed in the expected period. However, the experts recommend monitoring the exam load during the first two semesters, as students report that they are still adjusting to new ways of teaching and learning and should not be overloaded during that time.

Criterion 2.3 Teaching methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The learning method applied in the three programmes under review is a combination of teacher-centred learning (TCL) such as classroom teaching/tutorials, demonstrations, and laboratory sessions, and student-centred learning (SCL) such as seminars, Community Service, field studies, laboratory work and Thesis. Each course can use one or a combination of several teaching and learning methods.

The most common methods of learning are lectures, with several courses having integrated laboratory work. Lecturers generally prepare presentations to support the teaching process. With individual or group assignments, such as discussions, presentations, or written tasks, students are expected to improve their academic as well as their soft skills. Laboratory work covers laboratory preparation, pre- or post-tests, laboratory exercises, reports, discussions, and presentations. In addition, practical activities should enable students to be acquainted with academic research methods.

Judging from the module handbooks and discussions during the audit, the experts note that most modules are designed to impart knowledge in a classic face-to-face lecture format. The experts appreciate that UNILA is already moving towards more project-based learning and encourage the faculty of the three programmes under review to provide more opportunities for students to engage in these project-based learning approaches.

Learning activities are usually carried out face-to-face, online learning was applied intensively during the COVID pandemic. Online learning also uses various media such as WhatsApp, Google Classroom or Zoom. Restrictions on practical activities during the pandemic have constrained the laboratory work. In response to this situation, simulations were performed in the laboratory and the video demonstration was then discussed online with the students. In addition to demonstrations, several experimental learning videos from various websites were presented.

The programmes do not offer an international class; the main teaching language is Bahasa Indonesia. However, English is used in lecture materials (Presentations, PowerPoint slides) and references in many courses. In addition, there is the Agribusiness English club and in general, the teachers and students' English proficiency is high.

In summary, the expert group considers the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes. In addition, they confirm that the study concept comprises a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture and study format. It actively involves students in the design of teaching and learning processes (student-centred teaching and learning).

Criterion 2.4 Support and assistance

Evidence:

- Self-Assessment Report
- UNILA Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:

UNILA offers a comprehensive advisory system for all undergraduate students. At the start of the first semester, every student is assigned to an academic advisor. Each academic advisor is a member of the academic staff and is responsible for approximately 20 students from her/his classes. He/she is the student's first port of call for advice or support on academic or personal matters.

The role of the academic advisor is to help the students with the process of orientation during the first semesters, the introduction to academic life and the university's community and to respond promptly to any questions. They also offer general academic advice, make suggestions regarding relevant careers and skills development and help if there are problems with other teachers. During the semester, counselling activities are usually offered three times, namely at the beginning of the semester (before the courses start), mid-semester, and at the end of the semester. The students confirm during the discussion with the peers that they all have an academic advisor, whom they can approach if guidance is needed.

In general, students stress that the teachers are open-minded, communicate well with them, take their opinions and suggestions into account, and changes are implemented if necessary.

The fourth-year students who prepare their final project usually have two supervisors, who are selected based on the topic of the final project. One supervisor could be an external supervisor, if the student performs the final project outside UNILA. The thesis supervisor is responsible for providing advice and guidance to students in determining research topics, writing proposals, supervising the implementation of research, writing reports, and assisting students in presenting their research results.

All students at UNILA have access to the digital academic information system (Sistem Informasi Akademik, SIAKADU). The students' profiles (student history, study plan, academic transcript and grade point average/GPA, lecturer evaluation, course list) are available via SIAKADU. In addition, course materials and supporting documents compiled by the lecturers are provided via SIAKADU.

During the audit, a few students reported that some of the administrative tasks involve long waiting times. The experts stress that relevant documents such as diplomas or certificates should be provided as soon as possible to ensure that students can use them to apply for jobs, internships or scholarships etc.

To help students finding suitable jobs after graduation, UNILA has established the Center for Career and Entrepreneurship Development (CCED), which announces job vacancies and opportunities to students, offers career guide and coaching, provides psychological support, and conducts alumni surveys.

Finally, there are several student organizations at UNILA; they include student's activity clubs, which are divided into arts, sports, religious and other non-curricular activities.

The peers notice the good and trustful relationship between the students and the teaching staff; there are enough resources available to provide individual assistance, advice and support for all students. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully and without delay. The students are well informed about the services available to them.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:

Electives

UNILA plans to offer more elective courses in its future curricula. This issue will be addressed in the curriculum review process that will start in 2024. The peers appreciate that this aspect will be addressed and hope to see more opportunities for students to specialize in the future.

Mobility

Given the fact that not many international students choose to study at UNILA, the university explains that it will increase its efforts, which are currently mostly focused on research and publications, to more mobility-centered collaborations. Peers see this as the next step in development and appreciate that UNILA will provide scholarships in line with these plans.

Workload

UNILA has a system in place to monitor workload and is able to make adjustments where necessary. However, the peers maintain their recommendation to take a closer look at the first semesters and the overall high number of exams scheduled during this time.

Teaching Methods

UNILA has added information to the module handbooks to reflect that lecturers do not only teach face-to-face, but also use other teaching methods such as project-based learning. The peers review the module description and confirm that this is now indeed reflected.

Administrative Tasks

UNILA explains the possibilities to apply for a diploma supplement and that it also offers ways to get the diploma faster. The peers are satisfied with the existing systems and are confident that students will receive relevant documents in a timely manner.

The peers consider criterion 2 to be fulfilled.

3. Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Module descriptions
- UNILA Academic Guidelines

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Reports, the students' academic performance is evaluated based on written exams (e.g., multiple choice, essays, quizzes, and calculations), oral exams, presentations, practical work, papers, and reports.

The teaching team can perform assessment techniques in the form of observation, participation, performance, written tests and oral tests. The result of the assessment is obtained from the integration of the various assessment techniques and instruments used.

Assessment of learning processes and outcomes can be done in the form of quizzes, structured assignments, practicum exams, mid-semester exams, end-of-semester exams and classroom observations. In the practical work, students are required to make a report on the observations that are evaluated by a laboratory assistant. Students are required to attend at least 80 % of the lectures and have to participate in all practical activities.

The form of each exam is mentioned in the module descriptions that are available to the students via UNILA's homepage and the digital platform SIAKADU. Usually, there are two written exams in each course (besides the assignments, homework, and presentations); the mid-term exam is conducted in 8th week of the semester and the final exam in 16th week.

Supplementary examinations or substitutes are permitted for students who have valid reasons (such as illness as evidenced by a doctor's letter or for students with disabilities or other limitations with compensation agreed upon individually) after obtaining approval from the respective teacher.

All stages of the learning assessment results are announced to students to be checked for correctness. If there is an error by the lecturer in giving grades, students can apply for correction of grades to the teacher by bringing evidence in the form of exam files and structured assignments. Students can access their grades at any time through SIAKADU.

Students in the final year are required to complete a final project by conducting research according to their field of interest. Each student will be guided by two supervisors who are determined by the Head of the Study Programme according to their expertise. The purpose of this final project is to synthesize knowledge, apply scientific methods in problem-solving,

obtain research objectives and deepen understanding in the research area of interest. The thesis includes writing a proposal in the seminar, preparing the written thesis, and presenting the results in the thesis seminar. Project proposal and thesis seminars are assessed based on three aspects of skills, namely quality of written material, presentation performance (language and style), and mastery of concepts.

If a student fails a course in a certain semester, the student can re-take the course at the next opportunity. Students are given twice the opportunity to re-take failed courses. If students still fail, they will be facilitated with a remedial course called Studi Terbimbing. Which means that students attend an additional coaching course in order to prepare them for passing the final exam.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:

The peers consider criterion 3 to be fulfilled.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self-Assessment Report
- Staff Handbooks
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

At UNILA, staff members hold different academic positions (see table below). There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic teaching, supervision of students and other supporting activities. For example, a full professor must hold a doctoral degree. In addition, the responsibilities and duties of a staff member in terms of teaching, research and supervision depend on the academic position. The main difference in duties and responsibilities based on the academic staff position lies in the proportion of teaching and research activities. The higher the academic position, the higher the proportion of research activities, but the lower the proportion of teaching activities.

Overall, faculty members report that their workloads are about equally divided between administrative, teaching, and research activities.

The university provides the following table showing the number of faculty for each program:

Under-graduate Program	Lecturer qualification	Number	Total number	Number of students	Ratio the number of lecturers to the number of student
Agro-technology	Professor	4	34	438	1:13
	Doctoral	16			
	Master	13			
	Doctoral Studies	1			
Agricultural Product Technology	Professor	3	18	369	1:20
	Doctoral	9			
	Master	5			
	Doctoral Studies	1			
Agribusiness	Professor	2	29	459	1: 16
	Doctoral	14			
	Master	13			
	Doctoral Studies	0			

Table 4.1: The Number and Qualification of Academic Staff, Source: UNILA Self-Assessment Report

The academic staff is involved in a number of research projects funded by grants from the Indonesian government, the university itself or other research funds, which usually results in publications. If the respective grants allow it, students are involved in these projects, mostly through undergraduate theses.

The auditors are impressed by the excellent and open-minded atmosphere among the students and the staff members. This atmosphere of understanding and support is one of the strong points of the degree programmes.

Details of the academic qualifications of the teachers are described in the staff handbook. All fulltime members of the teaching staff are obliged to be involved in (1) teaching/advising, (2) research, and (3) community service. However, the workload can be distributed differently between the three areas from teacher to teacher. In addition, there are non-academic staff members consisting of librarians, technicians and administrative staff.

During the audit, the peers inquire how high the teaching load is and if enough opportunities are offered to the academic staff members to conduct research activities. They learn that teachers at the Faculty of Agriculture have a workload of 12 to 16 credits; the national maximum is 16 credits. One credit is equivalent to 170 minutes of work per week with about one hour contact time. How much time staff members actually devote to research is different from teacher to teacher, because working hours are spent flexibly for teaching, research, and community service.

In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff – beside the already mentioned points – are suitable for successfully implementing and sustaining the degree programme.

Criterion 4.2 Staff development

Evidence:

- Self-Assessment Report
- Staff Handbooks
- Discussions during the audit

Preliminary assessment and analysis of the peers:

UNILA encourages training of its academic and technical staff for improving the educational abilities and teaching methods. As described in the Self-Assessment Report, faculty members attend courses in English language training, Information and Communications Technology, laboratory safety and instrumentation, writing publications, and e-learning.

Furthermore, Applied Approach (PEKERTI-AA) is a compulsory training for all staff members that focuses on advancing pedagogical knowledge. It is designed particularly for junior faculty members to introduce various teaching methods, learning strategies, preparation of assessments, class management, as well as syllabus and course content development. All teachers at UNILA are obligated to attend the lecturer certification programme held by the Directorate General of Higher Education (Direktorat Jenderal Pendidikan Tinggi Ditjen, DIKTI). An official teaching certificate is issued after the faculty member has completed the certification process. In addition, the study programme organises trainings to upgrade lecturers' pedagogical content knowledge on a regular basis.

Young staff members with a Master's degree are encouraged to pursue doctoral studies (usually abroad). To support this policy, UNILA provides foreign language training and organises seminars presenting scholarships from various sources.

Teachers' performance at the Faculty of Agriculture is evaluated through BKD (Lecturer Workload), SKP (Employee Performance Goals), and MySAPk (Personnel Service Application System). The performance of lecturers and staff is also evaluated based on the results of students' questionnaires.

During the audit, the experts inquire if the teaching staff has the opportunity to spend time abroad and to participate in international projects. They learn that UNILA and the Faculty of Agriculture provide funds for joining international conferences. Moreover, teachers have the opportunity to receive funding from the Ministry of Research, Technology and Higher Education. The funding covers conference and publication fees, and expenses for accommodation and travelling. The teachers are satisfied with the existing opportunities and the available financial support.

The experts discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers are satisfied with the internal qualification programme at UNILA, their opportunities to further improve their didactic abilities and to spend some time abroad to attend conferences, workshops or seminars; even a sabbatical leave is possible.

As indicated in Criterion 1.3, the experts encourage UNILA to offer more courses taught entirely in English with a more international focus, in order to give students and staff the opportunity to develop a more international understanding of their subjects and to improve their already good language skills.

In summary, the auditors confirm that UNILA offers sufficient support mechanisms and opportunities for members of the teaching staff who wish for further developing their professional and teaching skills.

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Video of the facilities
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Basic funding of the undergraduate programme and the facilities are provided by UNILA and the Faculty of Agriculture. The financial sources are government funding, tuition fees from students, community and industry funding. Additional funds for research activities can be provided by UNILA or the Indonesian government (Bantuan Pendanaan Perguruan Tinggi Nasional, BPPTN), but the teachers have to apply for them.

The provided budget allows the departments to conduct the study programme as well as some specific activities, including student exchange programmes, student financial assistance for research, and participation in international conferences. The academic staff members emphasise that from their point of view, the three programmes under review receive sufficient funding for teaching and learning activities.

The implementation of the three programmes is supported by facilities that include offices, lecture halls and laboratories. Other public facilities such as health services, sports and conference halls are available and managed by the University. The Faculty of Agriculture has 17 teaching buildings, 25 laboratories, 7 greenhouses, 1 arboretum, 1 climatological station and 3 field laboratories. The laboratories are equipped with state of the art equipment to support teaching, laboratory work and research. Laboratory equipment is regularly monitored, inspected, and calibrated by qualified technicians. Logbooks and records of equipment condition are available in each laboratory.

The peer group sees that modern research equipment for advanced laboratory work is available in the Integrated Laboratory UPT, which is used by staff members from all faculties. In the Integrated Laboratory, some advanced instruments are available and it is possible for teachers and senior students to use the technical equipment upon appointment. UPT is also used by companies from the area and UNILA cooperates with them in conducting applied research projects. In addition, the Faculty of Agriculture cooperates with companies and research institutions, where students can conduct the internship and the final project. Due to these collaborations, students can use the technical equipment in these institutions, which is sometimes more sophisticated than at UNILA.

The students also express their satisfaction with the library and the available literature there. Remote access via VPN is possible (there is Digital Library UNILA for this purpose) and UNILA offers access to several scientific digital databases such as ScienceDirect and Scopus, so that teachers and students have sufficient access to current scientific papers, e-books, and papers.

In preparation for the audit, the university provides a series of videos showing the laboratories of the programmes. During the online visit, the laboratories, plantations, lecture halls and library were shown in more detail. The peers noted that the facilities are in very good condition and appear to be fully modernized. Students and faculty are satisfied with their functionality. The central library, the departmental libraries, and the faculty reading rooms are generally well equipped.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:

UNILA is constantly encouraging its faculty to offer more courses taught in English to improve the English proficiency of both students and faculty. The peers see this as an important step to facilitate students' engagement in global discourses and fully support UNILAS' plans.

The peers consider criterion 4 to be fulfilled.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module descriptions
- Homepage Ba Agrotechnology: <https://agroteknologi.fp.unila.ac.id/en/>
- Homepage Ba Agricultural Product Technology: <https://thp.fp.unila.ac.id/en/>
- Homepage Ba Agribusiness: <https://agb.fp.unila.ac.id/en/>
- Homepage UNILA: <https://www.unila.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The module handbooks provided for all three programmes contain information about the people responsible for each module, the teaching methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, the forms of assessment, the applicability, the admission requirements and details explaining how the final grade is calculated. However, they do not include the date of the last amendment and are not uploaded to UNILA's website. The peers therefore ask UNILA to revise the module handbooks and upload them to its website so that they are accessible to all stakeholders.

During the audit, the experts were also able to learn that current developments or hot topics such as climate change or biodiversity are included in appropriate modules as they arise. The peers would appreciate it if the module descriptions were updated in time to make it clear that these topics are indeed addressed in the curricula of the three programmes reviewed.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Samples Diploma
- Samples Diploma Supplement

Preliminary assessment and analysis of the peers:

The peers confirm that students of all three degree programmes are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The peers point out that the Diploma Supplement should be aligned with the European template. Using a standardised form facilitates academic and professional recognition, thus increasing the transparency of qualifications. In addition, the Diploma Supplement should include information on the relative grade (e.g., A, B, C, D) or statistical information about the distribution of the final grade in order to assess the individual performance in comparison to other graduates.

During the review, the peers learned that an English version of the Diploma Supplement is only issued upon request. They ask UNILA to automatically issue an English version of the Diploma Supplement upon graduation, so that it can be used as soon as possible and to avoid unnecessary bureaucracy.

The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA. However, the peers point out that the Transcript of Records should also mention the awarded ECTS point points for each course.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage

Preliminary assessment and analysis of the peers:

The auditors confirm that the rights and duties of both UNILA and the students are clearly defined and binding. All rules and regulations are published on the university's website and the students receive the course material at the beginning of each semester.

In addition, most of the relevant information about the degree programme (e.g., study plan, profile) is available on the English homepage of the programme. However, the rules

and regulations as well as the module handbooks are either not available or only in Indonesian. The peers therefore ask UNILA to make them available in English as well.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:

Module Handbooks

The peers inspect new versions of the module descriptions and confirm that all relevant information is now included. The updated Module Handbooks have also been uploaded to the programme websites.

Diploma Supplement

The Diploma Supplements have been revised and now include statistical information about the final grade. UNILA also states that it will issue the Diploma Supplement in Bahasa and English by default.

Rules and regulations

UNILA demonstrates that academic and ethical regulations are available in English on the website of the Faculty of Agriculture. The peers confirm that all relevant rules and regulations are now accessible.

The peers consider criterion 5 to be fulfilled.

6. Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- UNILA Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers discuss the quality management system at UNILA with the programme coordinators. The peers learn that there is an institutional system of quality management aiming at continuously improving the degree programme.

This system relies on internal (SPMI) as well as external (SPME) quality assurance. SPMI encompasses all activities focused on implementing measures for improving the teaching

and learning quality at UNILA. SPME focuses on both national and international accreditations. Every degree programme and every Higher Education Institution in Indonesia has to be accredited by the National Accreditation Board of Higher Education / Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT). The three Bachelor's degree programmes under review have received the highest accreditation status (A) from BAN-PT.

At university level, the implementation of internal quality assurance is coordinated by the Institute for Quality Assurance and Education Development (LP3M), which has several centers related to internal quality assurance, namely:

- 1) Center for Quality Assurance (Pusat Penjaminan Mutu) related to the implementation of internal quality audits,
- 2) Center for Curriculum Development and Management of Independent Learning Independent Campus (MBKM), related to curriculum monitoring and evaluation activities, including internships, and student exchanges,
- 3) Center for Learning and Teaching Development (Pusat Pengembangan Aktivitas Instruksional dan Inovasi Pembelajaran), related to monitoring and evaluating the use of learning strategies, and
- 4) Center for e-Learning Development (Pusat Pengembangan Pembelajaran Daring dan Pendidikan Jarak Jauh), related to monitoring and evaluating the use of e-learning and online learning media in improving student learning outcomes.

On the faculty level, the implementation of internal quality assurance is coordinated by the Faculty Quality Assurance Team (TPMF), while at programme level it is carried out by the Study Program Quality Assurance Team (TPMP).

Internal assessment of the degree programme's quality is mainly provided through students, alumni, and employer surveys. The students give their feedback on the courses by filling out the questionnaire online at the end of each semester. Students assess various aspects such as students' understanding, lecturer's responsiveness, course delivery, lecturer's proficiency, explanation of course objective, and references in each enrolled course. In addition, students can voice their opinions in different boards and are therefore able to discuss urgent matters on different levels.

Giving feedback on the classes is compulsory for the students; otherwise, they cannot access their account on the digital platform SIAKADU. A summary of the results is made accessible to the students. In case the satisfaction of the students with staff members is deficient, the Head of the Study Program will contact the respective teacher, discuss the issue

and propose solutions. If no improvement can be achieved over a longer period, the staff member will be dismissed.

In addition, UNILA regularly conducts alumni tracer studies. By taking part at this survey, alumni can comment on their educational experiences at UNILA, the waiting period for employment after graduation, their professional career and can give suggestions how to improve the programme. Furthermore, there is the Career Development Centre at UNILA, which offers help to find suitable internships, announces job vacancies, and offers courses to develop soft skills. The Faculty of Agriculture organises a job fair every year, in addition, the contacts students make during the internship and the final project, which can be conducted outside UNILA, sometimes lead to job offers.

The peers discuss during the audit if there are regular meetings with the partners on faculty or department level, where they discuss the needs and requirements of the employers and possible changes to the degree programme. They learn that some employers and alumni are invited to give their feedback on the content of the degree programme and participate in the tracer studies. The peers appreciate that UNILA stays in contact with its alumni and has a close relation with its partners. An advisory board with external stakeholders exists on university level, with members from the local government, the Indonesian Ministries, companies and professional societies. The board meets every three months. As the peers consider the input of the employers to be very important for the further improvement of the degree programme, they appreciate the existing culture of quality assurance with the involvement of employer in the quality assurance process.

In summary, the peer group confirms that the quality management system is suitable to identify weaknesses and to improve the degree programme. All stakeholders are involved in the process.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

The peers consider criterion 6 to be fulfilled.

D Additional Documents

Before preparing their final assessment, the panel asks that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- none

E Comment of the Higher Education Institution (22.05.2023)

Sub criterion	Draft Report & Comment
1.3	<p>Draft Report: Students should be encouraged and supported to attend summer courses that are held in English with international students and guest lecturers.</p> <p>Comment: Faculty of Agriculture has experienced in holding summer course activities with University of Kentucky in 2014, 2016 and 2018 due to Covid 19 pandemic the activity was temporarily postponed. In order to continue the program, Faculty of Agriculture has designed summer Course program for 2024 which will invite international students. Furthermore, summer course will be held on May-August 2023 to Praha. Faculty of Agriculture student will participate in this collaboration program.</p> <p>The University of Lampung has also been part of the Darmasiswa organizers since 2007. Darmasiswa is a one-year non-degree scholarship programme offered to all foreign nationals from countries with diplomatic relations with Indonesia to study Indonesian language, art, music, handicrafts, and other specialised fields, particularly those related to local wisdom at 68 Indonesian universities. Darmasiswa is organized by the Ministry of Education, Culture, Research, and Technology in collaboration with the Ministry of Foreign Affairs of the Republic of Indonesia. Since 2010, there are 8 to 14 international students per year who have joined Unila as students through this program.</p> <p>This activity has stopped since the covid 19 pandemic hit the world, including Indonesia. However, the Indonesian government has offered this programme again for the 2023/2024 academic year. Registration for this programme has been carried out by the government, and based on an official release on the https://darmasiswa.kemdikbud.go.id/ page, the announcement of the darmasiswa selection results will be announced in the next two weeks. This programme is expected to enhance the internationalisation of the academic atmosphere at Unila.</p> <p>During the pandemic, some summer course activities were conducted online. For example, in 2020, Unila and the University of Zagreb, Croatia, have conducted the 2020 Joint International Summer School from 21 to 25 September 2020. The programme has been implemented with the theme "Security and Communication in a Globalised World - Creation of Spaces".</p> <p>The 2020 Summer School that has been held is a continuation of a similar activity that was held in 2019. The event was attended by lecturers and students at each university. The programme also involved Warmadewa University and several other</p>

Sub criterion	Draft Report & Comment									
	<p>universities in Croatia, and was officially closed by the Croatian ambassador to Indonesia.</p> <p>On 8 March 2023, Unila received students from the Russian Presidential Academy of National Economy and Public Administration (RANEPА) in a series of orientation activities for RANEPА Students Participating in the Mobility Program in Indonesia. There are 7 students who will undergo this activity at Unila.</p>									
1.3	<p>Draft Report: Students mentioned that they would like to have more opportunities to improve their English language skills</p> <p>Comment: Efforts to improve the mastery of written and spoken English for students are carried out through the following:</p> <ol style="list-style-type: none"> 1. Activation of English club activities in each department in the faculty; 2. "Friday is English Day" policy implemented in faculties at Unila; 3. Training for English and other foreign language centralized in the unit of Language Center of Unila. 									
1.3	<p>Draft Report: The Study programs has encouraged the students to attend international conference, student exchange, youth camp where they have the opportunities to practice their English skills in term of speaking, writing, reading and listening.</p> <p>Comment: The list of students who participate in international conference are described below:</p> <p>List of students Join in International Conferences from UP AGT</p> <table border="1" data-bbox="437 1290 1455 1832"> <thead> <tr> <th data-bbox="437 1290 523 1323">No.</th> <th data-bbox="523 1290 815 1323">Name of Student</th> <th data-bbox="815 1290 1455 1323">International Conferences</th> </tr> </thead> <tbody> <tr> <td data-bbox="437 1323 523 1637">1.</td> <td data-bbox="523 1323 815 1637">E. Irawati</td> <td data-bbox="815 1323 1455 1637"> <p>Title: The Effect of Difference Soaking Duration and GA3 Concentration on Germination of oil Palm (<i>Elaeis Guineensis</i> Jacq)</p> <p>Conference Title: "2nd International Conference on Agriculture and Applied Science (ICoAAS 2021)"</p> <p>Publisher: IOP Conf. Series: Earth and Environmental Science 1012 (2022) 012014 IOP Publishing doi:10.1088/1755-1315/1012/1/012014</p> </td> </tr> <tr> <td data-bbox="437 1637 523 1832">2.</td> <td data-bbox="523 1637 815 1832">Rahmadyah Hamiranti</td> <td data-bbox="815 1637 1455 1832"> <p>Title: Evaluation of vegetative and reproductive characters of f2 generation of yard long beans (<i>vigna sinensis</i> L.) From a cross between a green-sweet pod and red pod parents</p> <p>Conference Title: The USR International Seminar on Food Security (UISFS)</p> </td> </tr> </tbody> </table>	No.	Name of Student	International Conferences	1.	E. Irawati	<p>Title: The Effect of Difference Soaking Duration and GA3 Concentration on Germination of oil Palm (<i>Elaeis Guineensis</i> Jacq)</p> <p>Conference Title: "2nd International Conference on Agriculture and Applied Science (ICoAAS 2021)"</p> <p>Publisher: IOP Conf. Series: Earth and Environmental Science 1012 (2022) 012014 IOP Publishing doi:10.1088/1755-1315/1012/1/012014</p>	2.	Rahmadyah Hamiranti	<p>Title: Evaluation of vegetative and reproductive characters of f2 generation of yard long beans (<i>vigna sinensis</i> L.) From a cross between a green-sweet pod and red pod parents</p> <p>Conference Title: The USR International Seminar on Food Security (UISFS)</p>
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Sub criterion	Draft Report & Comment	
		<p>Publisher: Proceeding: Research and Community service institution University of Lampung – republic of Indonesia, Indonesian SEARCA fellow association. 2016</p>
3.	Panca Rahayu Anggi	<p>Title: The Effects of Picloram and Naphthalene Acetic Acid (NAA) on Somatic Embryogenesis of Cassava (<i>Manihot esculenta</i> Crantz.) Unila UK-1 Clone Using Leaf Explants. Conference Title: International Society for Southeast Asian Agriculture Sciences. Southeast Asian Plant Protection Conference (ISSAAS-SEAPRO, 2022)</p>
4	M. A. Fauzan	<p>Aggregate stability and root biomass affected by soil tillage and mulching in green nut cultivation (<i>Vigna radiata</i> L.) Conference Title: 6th International Workshop on Crop Productivity Under Global Climate Change. 2019</p>
5	Yogi Irawan	<p>Soil compaction, water content, bulk density and soil root biomass affected by tillage and fertilizer on Gedung Meneng soil under green bean growth Conference Title: 6th International Workshop on Crop Productivity Under Global Climate Change. 2019</p>
6	Novita Desri Wanti	<p>Production and harvested nutrient of cassava (<i>Manihot esculenta</i> L.) Affected by compost and its combination with NPK inorganic fertilizer for the 5th planting period Conference Title: 6th International Workshop on Crop Productivity Under Global Climate Change. 2019</p>
7	Adinda Kusuma Dewi Rachmat	<p>Harvested nutrient and production of cassava (<i>Manihot esculenta</i>) affected by tillage and herbicide in the 4th planting period in Gedung Meneng soil Bandar Lampung Conference Title: 6th International Workshop on Crop Productivity Under Global Climate Change. 2019</p>
8	Nurhidayat	<p>Production and harvested nutrients of sugarcane 1st ratoon (<i>Saccharum officinarum</i> L.) Affected by organic and inorganic fertilizer. Conference Title: 6th International Workshop on Crop Productivity Under Global Climate Change. 2019.</p>

Sub criterion	Draft Report & Comment											
	<p>List of students Join in International Conferences from UP AGB</p> <table border="1" data-bbox="427 338 1406 1108"> <thead> <tr> <th data-bbox="432 338 512 371">No.</th> <th data-bbox="512 338 767 371">Name of Student</th> <th data-bbox="767 338 1401 371">International Mobility</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 371 512 730">1.</td> <td data-bbox="512 371 767 730">Rosinta Hotnaida Nainggolan</td> <td data-bbox="767 371 1401 730"> <p>Title: Study of Implementation of Ministry of Trade Regulation No 47. Of 2017 Concerning The Highest Retail Price of Beef in Bandar Lampung</p> <p>Conference Title: International Conference 4th Social Science and Humanities, Economics, Education, Law, and Sustainable Development (SHIELD) 2019</p> <p>Publisher: Proceeding International Conference 4th SHIELD 2019 Program Postgraduate University of Lampung</p> </td> </tr> <tr> <td data-bbox="432 730 512 1108">2.</td> <td data-bbox="512 730 767 1108">Ririn Aristiyani</td> <td data-bbox="767 730 1401 1108"> <p>Title: Analysis on Competitiveness of Indonesian Shrimp in The International Market</p> <p>Conference Title: International Conference and Congress of The Indonesian Society of Agricultural Economics (ICC-ISAE), Bali – Indonesia, 23 – 25 August 2017</p> <p>Publisher: Proceeding International Conference and Congress of The Indonesian Society of Agricultural Economics (ICC-ISAE) New Social Economics of Sustainable Agriculture and Food System: The Rise of Welfare State Approach</p> </td> </tr> </tbody> </table> <p data-bbox="427 1137 1417 1234">Agriculture Faculty has initiated collaboration with external English training institution – Just-Speak institution- to organize English booth camp to prepare the students to involve in international mobility program.</p>			No.	Name of Student	International Mobility	1.	Rosinta Hotnaida Nainggolan	<p>Title: Study of Implementation of Ministry of Trade Regulation No 47. Of 2017 Concerning The Highest Retail Price of Beef in Bandar Lampung</p> <p>Conference Title: International Conference 4th Social Science and Humanities, Economics, Education, Law, and Sustainable Development (SHIELD) 2019</p> <p>Publisher: Proceeding International Conference 4th SHIELD 2019 Program Postgraduate University of Lampung</p>	2.	Ririn Aristiyani	<p>Title: Analysis on Competitiveness of Indonesian Shrimp in The International Market</p> <p>Conference Title: International Conference and Congress of The Indonesian Society of Agricultural Economics (ICC-ISAE), Bali – Indonesia, 23 – 25 August 2017</p> <p>Publisher: Proceeding International Conference and Congress of The Indonesian Society of Agricultural Economics (ICC-ISAE) New Social Economics of Sustainable Agriculture and Food System: The Rise of Welfare State Approach</p>
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1.3	<p>Draft Report:</p> <p>Industry representatives would like to see more soft skills taught to students to help them perform better or adapt more quickly to the work environment. They also see a lack of presentation skills among UNILA graduates and would like to see these soft skills promoted as well.</p> <p>Comment:</p> <p>In term of soft skill Agribusiness has established Student Success center for Agribusiness (SSCfA) in August, 2022. This unit has done several activities, such as: student talent mapping, public speaking workshop and soft skill coaching clinic. In the future this Unit will be replicated the other study programs and the activities will be held regularly.</p> <p>The students have been exposed to Business and industrial world embedded in several courses such as: Agriculture field training, field practice and internship. The students also have opportunities to join internship national program which is called emancipated learning (MBKM program) refer to SAR Documents page 41-43.</p>											

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2.1	<p>Draft Report: Some students mentioned that they would like to have a larger pool of electives to choose from and thus more specialized courses in which to build their profile. The peers support this request and recommend offering more electives that deal with emerging issues.</p> <p>Comment: The programs will review the curriculum in 2024, according to, this review include evaluating composition on elective and compulsory courses and synchronizing course content. Furthermore, the faculty will facilitate the curriculum review. Therefore, all the programs is in curriculum reviewing phase, and has designed new composition of elective and compulsory courses, as described below:</p> <p>Table 1.6. The curriculum structure of the UP AGT, UP APT, and UP AGB</p> <table border="1" data-bbox="432 779 1426 1249"> <thead> <tr> <th data-bbox="432 779 655 846" rowspan="2">Type of Course</th> <th colspan="3" data-bbox="655 779 1426 813">Credits/SKS (ECTS) / Code</th> </tr> <tr> <th data-bbox="655 813 911 846">UP AGT</th> <th data-bbox="911 813 1177 846">UP APT</th> <th data-bbox="1177 813 1426 846">UP AGB</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 846 655 936">Compulsory University Course</td> <td data-bbox="655 846 911 936">15 (23,79)/UNI</td> <td data-bbox="911 846 1177 936">14 (22,26)/UNI</td> <td data-bbox="1177 846 1426 936">15 (23,85) / UNI</td> </tr> <tr> <td data-bbox="432 936 655 1003">Compulsory Faculty Course</td> <td data-bbox="655 936 911 1003">28 (44,42)/FPU</td> <td data-bbox="911 936 1177 1003">27 (42,93)/FP</td> <td data-bbox="1177 936 1426 1003">21 (33,39) / FP</td> </tr> <tr> <td data-bbox="432 1003 655 1126">Compulsory Specific Course related to the study Program</td> <td data-bbox="655 1003 911 1126">62 (98,39)/AGT</td> <td data-bbox="911 1003 1177 1126">59 (93,78)/THP</td> <td data-bbox="1177 1003 1426 1126">72 (114,48)/AGB</td> </tr> <tr> <td data-bbox="432 1126 655 1216">Elective Courses</td> <td data-bbox="655 1126 911 1216">39 (27,08)/AGT</td> <td data-bbox="911 1126 1177 1216">44 to 70 (69,96 to 111,3)</td> <td data-bbox="1177 1126 1426 1216">36 to 54 (57,24 to 85,86)/AGB</td> </tr> <tr> <td data-bbox="432 1216 655 1249">Total</td> <td data-bbox="655 1216 911 1249">144 (228,53)</td> <td data-bbox="911 1216 1177 1249">144 (228,93)</td> <td data-bbox="1177 1216 1426 1249">144 (228,96)</td> </tr> </tbody> </table>	Type of Course	Credits/SKS (ECTS) / Code			UP AGT	UP APT	UP AGB	Compulsory University Course	15 (23,79)/UNI	14 (22,26)/UNI	15 (23,85) / UNI	Compulsory Faculty Course	28 (44,42)/FPU	27 (42,93)/FP	21 (33,39) / FP	Compulsory Specific Course related to the study Program	62 (98,39)/AGT	59 (93,78)/THP	72 (114,48)/AGB	Elective Courses	39 (27,08)/AGT	44 to 70 (69,96 to 111,3)	36 to 54 (57,24 to 85,86)/AGB	Total	144 (228,53)	144 (228,93)	144 (228,96)
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2.1	<p>Draft Report:</p> <ul style="list-style-type: none"> • However, there are only very few non-Indonesian students at UNILA. • The peers support these suggestions and recommend increasing the efforts to further internationalising UNILA by establishing more international cooperations and exchange programs, and offering more scholarships. UNILA should invite more visiting lecturers, initiate more international exchange programmes and provide more scholarships for students. The peers emphasize that it is very useful for students to spend some time abroad already during their Bachelor’s studies to improve their English proficiency, to broaden their scientific background, and to enhance their job opportunities. The academic mobility is still low and there is room for improvement. <p>Comment: The ministry of Education, Culture, Research and technology provides several competitive programs to invites Lectures from Internationally reputable Universities.</p>																											

Sub criterion	Draft Report & Comment
	<p>Agriculture Faculty planned to submit proposal in order to participate in this program.</p> <p>The faculty of agriculture has many international collaborations initiated by the personal relationships of faculty members. However, the recent collaboration still focusing on research and publication collaboration. In the future the international collaboration will also be focused on lecturers and student's mobility.</p> <p>The foreign student population at Unila has fluctuated, even in 2020 it has decreased because there are 2 students who graduated and no students entered due to the Covid 19 pandemic. In an effort to increase the population of foreign students, Unila provides scholarships to prospective foreign students. The scholarship covers living allowance, tuition fee, campus housing, and other university facilities. This program is coordinated under the international office of Unila in collaboration with various relevant ministries, embassies and institutions.</p>
2.2	<p>Draft Report:</p> <p>The experts recommend monitoring the exam load during the first two semesters, as students report that they are still adjusting to new ways of teaching and learning and should not be overloaded during that time</p> <p>Comment:</p> <p>Based on the Internal Quality assurance Standard of Unila, the exam load is consisting of Quiz, midterm exam and final exam. In order to ensure the students exam workload, the quality assurance team of Faculty and study program will conduct monitoring of exam load. Quality assurance team of Faculty and study program will evaluate the course contract that is has been agreed by the students in term of exam component. If there is any course that is not in conformance with the standards, the quality assurance team will report the condition to the head of study program and will be discussed in peer group meeting.</p>
2.3	<p>Draft Report:</p> <p>Judging from the module handbooks and discussions during the audit, the experts note that most modules are designed to impart knowledge in a classic face-to-face lecture format.</p> <p>Comment:</p> <p>In practice lecture activities are carried out by implementing various methods. Therefore, we made improvements to the module to better explain the various methods. The revised module handbooks are available at the following link. The revised module handbooks are also available on each study program's website.</p>
2.4	<p>Draft Report:</p> <p>During the audit, a few students reported that some of the administrative tasks involve long waiting times. The experts stress that relevant documents such as</p>

Sub criterion	Draft Report & Comment
	<p>diplomas or certificates should be provided as soon as possible to ensure that students can use them to apply for jobs, internships or scholarships etc.</p> <p>Comment: Diplomas, academic transcripts, and diploma supplement issued by University of Lampung refer to the Regulation of the Minister of Research, Technology and Higher Education Number 59 of 2018 which has been updated by the Regulation of the Minister of Education, Culture, Research and Technology Number 6 of 2022. In the regulation, diplomas, academic transcripts, and diploma supplement are issued in Indonesian language. Diplomas are equipped with a National Diploma Number that is integrated with the Pangkalan Data Pendidikan Tinggi/Higher Education Database (which is managed by the ministry centrally). Diplomas are given directly by the Rector and Dean at the “wisuda” ceremony (graduation ceremony at university).</p> <p>Wisuda at the University of Lampung is held every two months. For graduates who need a diploma urgently (before the graduation ceremony), the Dean will issue a graduation certificate that can be used to apply for a job. This procedure is common in universities in Indonesia.</p> <p>In accordance with ministerial regulations, Unila can issue translations of diplomas and academic transcripts. In the University of Lampung, the diploma supplement was published by the faculty and is made in two language versions (Indonesian language and English). Diploma supplement is given directly by the dean at the “yudisium” ceremony (graduation ceremony at the faculty level held 3-4 days before “wisuda”/graduation ceremony at the university level).</p> <p>Translation of diplomas and academic transcripts at the University of Lampung is carried out by the Unit of Language Center of Unila. In accordance with procedures that have been certified by ISO 9001: 2015, diplomas and academic transcripts in English can be made available 3 days after registering.</p>
4.2	<p>Draft Report: The experts encourage UNILA to offer more courses taught entirely in English with a more international focus, in order to give students and staff the opportunity to develop a more international understanding of their subjects and to improve their already good language skills.</p> <p>Comment: Agriculture faculty has encouraged all the programs to offer more courses taught entirely in English, therefore each study program has prepared 3 courses that is offered in regular and international class. The courses are:</p>

Sub criterion	Draft Report & Comment
	<ul style="list-style-type: none"> • UP AGT : Agricultural Biology, Introduction to Agricultural Science and Sustainable Agriculture. • UP APT : Technology of Spices and Herbs, Technology of Edible Oil and Fat and Postharvest physiology and Sustainable Waste Management in Agroindustry • UP AGB : English for Agribusiness, Agricultural Development, Natural Resources and Environmental Economics and Agricultural Policy.
5.1	<p>Draft Report:</p> <ul style="list-style-type: none"> • However, they (module handbooks) do not include the date of the last amendment and are not uploaded to UNILA's website. The peers therefore ask UNILA to revise the module handbooks and upload them to its website so that they are accessible to all stakeholders. • The peers would appreciate it if the module descriptions were updated in time to make it clear that these topics are indeed addressed in the curricula of the three programmes reviewed. <p>Comment: The revisions of module handbooks are available at the following link. The revised module handbooks are also available on each study program's website.</p>
5.2	<p>Draft Report: The peers point out that the Diploma Supplement C Peer Report for the ASIIN Seal 31 should be aligned with the European template. Using a standardised form facilitates academic and professional recognition, thus increasing the transparency of qualifications. In addition, the Diploma Supplement should include information on the relative grade (e.g., A, B, C, D) or statistical information about the distribution of the final grade in order to assess the individual performance in comparison to other graduates.</p> <p>Comment: The Diploma Supplement has been revised to add statistical information about the distribution of the final grade. An example of the revised Diploma Supplement is available at the following link.</p>
5.2	<p>Draft Report: During the review, the peers learned that an English version of the Diploma Supplement is only issued upon request. They ask UNILA to automatically issue an English version of the Diploma Supplement upon graduation, so that it can be used as soon as possible and to avoid unnecessary bureaucracy</p> <p>Comment: The Diploma Supplement has been created in two languages. The diploma supplement was published by the faculty and is made in two language versions (Indonesian language and English). Diploma supplement is given directly by the</p>

Sub criterion	Draft Report & Comment
	<p>dean at the “yudisium” ceremony (graduation ceremony at the faculty level held 3-4 days before “wisuda”/graduation ceremony at the university level). An example of the Diploma Supplement is available at the following link.</p>
5.2	<p>Draft Report: However, the peers point out that the Transcript of Records should also mention the awarded ECTS point points for each course.</p> <p>Comment: The academic transcript in Indonesian only mentions the student's SKS load per course. This is in accordance with the rules of the ministry. Information on the load per course in ECTS has been included in the English version of the academic transcript. An example of an academic transcript that includes the ECTS load per course is shown in the following link.</p>
5.3	<p>Draft Report: However, the rules and regulations as well as the module handbooks are either not available or only in Indonesian. The peers therefore ask UNILA to make them available in English as well.</p> <p>Comment: Unila's official documents related to academic regulations and ethical rules for the Unila academic community are available in English and can be accessed on the Faculty of Agriculture website through the following link and website of LP3M Unila through the following link.</p>

F Summary: Peer recommendations (27.05.2023)

Taking into account the additional information and the comments given by UNILA, the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Agrotechnology	Without requirements	--	30.09.2028
Ba Agricultural Product Technology	Without requirements	--	30.09.2028
Ba Agribusiness	Without requirements	--	30.09.2028

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to offer more elective modules.
- E 2. (ASIIN 2.1) It is recommended to further promote the students' academic mobility and to provide more places and scholarships for international exchange programmes.
- E 3. (ASIIN 2.2) It is recommended to reduce the number of exams students have to take in the first semesters.
- E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, in particular their communication and presentation skills.
- E 5. (ASIIN 1.3 & 4.2) It is recommended to improve the English communication skills of lecturers and students.

G Comment of the Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture (09.06.2023)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the accrediting procedure and follows the assessment of the peers without any changes.

The Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Agrotechnology	Without requirements	--	30.09.2028
Ba Agricultural Product Technology	Without requirements	--	30.09.2028
Ba Agribusiness	Without requirements	--	30.09.2028

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to offer more elective modules.
- E 2. (ASIIN 2.1) It is recommended to further promote the students' academic mobility and to provide more places and scholarships for international exchange programmes.
- E 3. (ASIIN 2.2) It is recommended to reduce the number of exams students have to take in the first semesters.
- E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, in particular their communication and presentation skills.
- E 5. (ASIIN 1.3 & 4.2) It is recommended to improve the English communication skills of lecturers and students.

H Decision of the Accreditation Commission (23.06.2023)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The accreditation commission discusses the procedures and follows the assessment of the auditors and the technical committee.

The Accreditation Commission for Degree Programmes decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Agrotechnology	Without requirements	--	30.09.2028
Ba Agricultural Product Technology	Without requirements	--	30.09.2028
Ba Agribusiness	Without requirements	--	30.09.2028

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to offer more elective modules.
- E 2. (ASIIN 2.1) It is recommended to further promote the students' academic mobility and to provide more places and scholarships for international exchange programmes.
- E 3. (ASIIN 2.2) It is recommended to reduce the number of exams students have to take in the first semesters.
- E 4. (ASIIN 1.3) It is recommended to strengthen the soft skills of the students, in particular their communication and presentation skills.
- E 5. (ASIIN 1.3 & 4.2) It is recommended to improve the English communication skills of lecturers and students.

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programmes Agrotechnology, Agricultural Product Technology and Agribusiness:

UP AGT	UP APT	UP AGB
Attitude		
1. Students are able to have devotion to Almighty God, demonstrate a religious attitude, and uphold human values in carrying out their duties based on	1. Students are able to internalize piety to God and nationalism.	1. Students are able to internalize the attitude of believing in God in practicing agricultural business activities with science, technology, and environmental concern as the basis

UP AGT	UP APT	UP AGB
religion, morals, and ethics	2. Students are able to adapt and have integrity	2. Students are able to internalize the value of humanity, and nationalism, and contribute to improving the quality of social life
Knowledge		
2. Students are able to apply the basic concepts and principles of cultivation technology and the development of sustainable agriculture technology	3. Students are able to apply the basic concept and analyze agricultural product technology to solve the problems.	3. Students are able to apply the concept of human literacy (ethics, communication, negotiation, leadership, innovation, and creativity) in the field of agribusiness
3. Students are able to analyze and interpret data and apply logical, critical, and systematic thinking by avoiding plagiarism	4. Development of sustainable agriculture product processing technology based on physical, chemical, and biological processes	4. Students are able to analyze agribusiness theory, management, agricultural socio-economics (micro, macro, and development), entrepreneurship, business communication, and comprehensive knowledge of agricultural technical aspects from upstream to downstream.
		5. Students are able to implement theory (economics, management, and development) in agricultural business from micro to enterprise scale by paying attention to local wisdom and having a global perspective.
General Skill		

UP AGT	UP APT	UP AGB
4. Students are able to assess and develop knowledge of science and technology by paying attention to the humanities and scientific ethics, able to work in a collective collegial team, and being a motivator in society	5. Students are able to implement a good attitude, good communication, leadership, work in a team, and have good networking	6. Students have critical thinking (logic, systematic, creative, communicative, collaborative, and innovative) in developing agribusiness with scientific approaches and ethics
5. Students are able to identify, formulate, solve problems, and apply plant science, plant protection, soil science, socio-economic agriculture, and plant production engineering principles that are oriented towards good agricultural practices (GAP)		7. Students are able to integrate knowledge related to statistics, big data, and information technology in the field of agribusiness
Specific Skill		
6. Students are able to plan, design, implement and develop plant production with the latest and environmentally friendly technology creatively and innovatively	6. Students are able to design and implement sustainable agricultural product processing technology based on physical, chemical, and biological processes	8. Students are able to integrate agribusiness concepts into agricultural business creatively, innovatively, and professionally
		9. Students are able to simulate the right decision-making and work professionally both independently and in teams in the field of agribusiness
		10. Students are able to formulate a professional and innovative agricultural business design and development

The following **curriculum** is presented for the Agrotechnology programme:

Semester 1					
No	Courses	Code	Composition	Credit	ECTS
1 [#]	Islamic Education	UNI620101	2-1	3	4,76
	Catholic Education	UNI620102			
	Protestant Education	UNI620103			
	Hinduism Education	UNI620104			
	Buddhism Education	UNI620105			
2	Pancasila Education	UNI620108	2-0	2	3,17
3	Ethics and Local Wisdom	UNI620109	2-0	2	3,17
4	General English	FPU620101	2-1	3	4,76
5	Agricultural Biology	FPU620102	2-1	3	4,76
6	Basic Physics for Agriculture	FPU620105	2-1	3	4,76
7	Basic Chemistry for Agriculture	FPU620106	2-1	3	4,76
8	Agricultural Mathematics	FPU620109	2-0	2	3,17
9	Introduction to Agricultural Sciences	FPU620110	1-1	2	3,17
		Total	17-6	23	36,48

[#] Choose one based on the student's belief

Semester 2					
No	Courses	Code	Composition	Credit	ECTS
1	Indonesian Language	UNI620106	2-0	2	3,17
2	Civic	UNI620107	2-0	2	3,17
3	Statistics for Agriculture	FPU620202	2-1	3	4,76
4	Botany	FPU620104	2-1	3	4,76
5	Agricultural Field Training	FPU620101	0-1	1	1,59

6	Introduction to Economics	AGB620101	2-1	3	4,76
7	Agriculture Ecology	AGT620101	2-0	2	3,17
8	Agricultural Microbiology	AGT620102	1-1	2	3,17
9	Agroclimatology	AGT620103	2-1	3	4,76
		Total	15-6	21	33,31

Semester 3					
No	Courses	Code	Composition	Credit	ECTS
1	Crop Production Techniques	AGT620201	2-1	3	4,76
2	Plant Genetics	AGT620202	2-1	3	4,76
3	Plant Physiology	AGT620203	2-1	3	4,76
4	Introduction to Soil Science	TNH620201	2-1	3	4,76
5	Plant Pests Control Techniques	HPT620215	2-1	3	4,76
6	Plant Diseases Control Techniques	HPT620216	2-1	3	4,76
7	Survey and Experimental Design	AGT620204	2-1	3	4,76
8	Sustainable Agriculture	FPU620401	2-0	2	3,17
		Total	16-7	23	36,49

Semester 4					
No	Courses	Code	Composition	Credit	ECTS
1	Seed Production and Technology	AGT620205	2-1	3	4,76
2	Weed Control Technology	AGT620206	2-1	3	4,76
3	Research Metodology	AGT620207	2-1	3	4,76
4	Post Harvest Technology	AGT620208	2-1	3	4,76
5	Technology of Organic Farming	AGT620209	2-1	3	4,76

6	Soil and Water Conservation Technology	TNH620302	2-1	3	4,76
7	Agricultural Information System	AGT620210	2-1	3	4,76
8	Plant Breeding Technology	AGT620211	2-1	3	4,76
		Total	16-8	24	38,08

Semester 5					
No	Courses	Code	Composition	Credit	ECTS
1	Agricultural Planning	AGT620301	2-1	3	4,76
2	Land Preparation Technology	AGT620302	2-1	3	4,76
3	Water Management Technology	AGT620303	2-1	3	4,76
4	Nutrient, soil, dan plant Interaction	AGT620304	2-1	3	4,76
5	Tissue Culture Technology	AGT620305	2-1	3	4,76
6	Computer Application	AGT620306	2-1	3	4,76
7	Agricultural Sociology	PPN620101	2-1	3	4,76
8	Entrepreneurship	FPU620201	2-1	3	4,76
		Total	16-8	24	38,08

Semester 6					
No	Courses	Code	Composition	Credit	ECTS
1	Community Services	UNI620401	0-3	3	4,76
2	Agricultural Biotechnology*	AGT620309	2-1	3	4,76
3	Fertilizer and Fertilization Techniques*	TNH620306	2-1	3	4,76
4	Plant Pests and Diseases Monitoring*	HPT620302	1-1	2	3,17

No	Courses	Code	Composition	Credit	ECTS
5	Remote Sensing and Geographical Information System*	TNH620210	2-1	3	4,76
6	Instrumentation Technology*	AGT620310	2-1	3	4,76
7	Food Crop Production Technology ^a	AGT620311	2-1	3	4,76
8	Production of Legume, Tuber, and Root Crops ^a	AGT620312	2-1	3	4,76
9	Landscape Architecture ^a	AGT620313	2-1	3	4,76
10	Recreation and Agroecotourism ^a	AGT620314	2-1	3	4,76
11	Environmental Aesthetics and ecology ^a	AGT620315	2-1	3	4,76
12	Plantation Agrotechnology ^b	AGT620316	2-1	3	4,76
13	Agrotechnology of Bio-Fuel and Bio-Oil Crops ^b	AGT620317	2-1	3	4,76
14	Management of Weed in Plantation ^b	AGT620318	2-1	3	4,76
15	Integrated Control of Plant Pests and Diseases ^c	HPT620305	2-1	3	4,76
16	Biopesticides Technology ^c	HPT620320	2-1	3	4,76
17	Biological Agents Management and Technology ^c	TNH620307	2-1	3	4,76
18	Technology of Horticulture ^d	AGT620319	2-1	3	4,76
19	Soilless Culture Technologi ^d	AGT620320	2-1	3	4,76
20	Technology of Vegetable Crops ^d	AGT620321	2-1	3	4,76

Semester 7					
No	Courses	Code	Composition	Credit	ECTS
1	Field Practices	FPU620402	0-3	3	4,76
2	Herbicides Technologi and Environment*	AGT620401	2-1	3	4,76
3	Pesticide and Application Techniques*	HPT620318	2-1	3	4,76
4	Agricultural Entrepreneurship Practice*	AGT6203402	0-3	3	4,76
5	Technology of Cereal Cops ^a	AGT620403	2-1	3	4,76
6	Agrotourism Planning ^a	AGT620404	2-1	3	4,76
7	Architectural Graphic Design and Computation ^a	AGT620405	2-1	3	4,76
8	Site Engineering and Landscape Management ^a	AGT620406	2-1	3	4,76
9	Plantation Management ^b	AGT620407	2-1	3	4,76
10	Agrotechnology of Rubber and Beverage Crops ^b	AGT620408	2-1	3	4,76
11	Agrotechnology of Spice and Phytopharmaceutical Crops ^b	AGT620409	2-1	3	4,76
12	Soil Biology ^c	TNH620208	2-1	3	4,76
13	Biological Control of Plant Pests and Diseases ^c	HPT620319	2-1	3	4,76
14	Microbe Isolation and Multiplication Techniques ^c	AGT620410	2-1	3	4,76
15	Technology of Urban Farming ^d	AGT620411	2-1	3	4,76
16	Container Gardening Technology ^d	AGT620412	2-1	3	4,76
17	Greenhouse Construction and Microclimate ^d	AGT620413	2-1	3	4,76
18	Technology of Ornamental Crops ^d	AGT6203414	2-1	3	4,76

Semester 8					
No	Courses	Code	Composition	Credit	ECTS
1	Colloquium	AGT620497	0-1	1	1,59
2	Seminar	AGT620498	0-1	1	1,59
3	Undergraduate Thesis	AGT620499	0-4	4	6,36
		Total	0-6	6	9,54

The following curriculum is presented for the Agricultural Product Technology programme:

Semester 1					
No	Courses	Code	Composition	Credit	ECTS
1	Religion Education	UNI620101 - UNI620105	2-1	3	4,76
2	English	FPU620101	2-0	2	3,17
3	Pancasila Education	UNI620108	2-0	2	3,17
4	Ethics and Local Wisdom	UNI620109	2-0	2	3,17
5	Basic Chemistry	FPU620106	2-1	3	4,76
6	Introduction to Basic Physics	FPU620115	2-0	2	3,17
7	Biology	FPU620117	2-0	2	3,17
8	Introduction to Agricultural Product Technology	THP620101	2-0	2	3,17

Semester 1					
No	Courses	Code	Composition	Credit	ECTS
9	Material Knowledge of Agricultural Products	THP620102	3-0	3	4,76
10	Introduction to Economic	AGB620201	2-1	3	4,76
		Total	21-3	24	38,06

Semester 2					
No	Courses	Code	Composition	Credit	ECTS
1	Civic Education	UNI620107	2-0	2	3,17
2	Mathematics	FPU620109	2-0	2	3,17
3	Biochemistry	FPU620203	2-0	2	3,17
4	Entrepreneurship	FPU620201	2-1	3	4,76
5	Indonesian Language	UNI620108	2-0	2	3,17
6	Plantation Products Technology	THP620103	2-0	2	3,17
7	Food Nutrition Science	THP620104	2-0	2	3,17
8	General Microbiology	THP620105	2-0	2	3,17
9	Basic Microbiology Practicum	THP620106	0-1	1	1,59
10	Vegetal Product Technology	THP620107	2-0	2	3,17
11	Animal Product Technology	THP620108	2-0	2	3,17
12	Animal and Vegetal Product Technology Practicum	THP620109	0-1	1	1,59
	Total		20-3	23	36,47

Semester 3					
No	Courses	Code	Composition	Credit	ECTS
1	Sustainable Agriculture System	FPU620401	2-0	2	3,17
2	Basic Statistics	FPU620202	2-1	3	4,76
3	Agricultural Products Chemistry	THP620201	4-0	4	6,35

Semester 3					
No	Courses	Code	Composition	Credit	ECTS
4	Analysis of Agricultural Product Practicum	THP620202	3-0	3	4,76
5	Industrial Microbiology	THP620203	3-0	3	4,76
6	Industrial Sanitation	THP620204	2-0	2	3,17
7	Applied Microbiology Practicum	THP620205	0-1	1	1,59
8	Postharvest Physiology	THP620206	2-0	2	3,17
9	Packaging and Storing	THP620207	2-0	2	3,17
10	Postharvest Physiology and Packaging and Storing Practicum	THP620208	0-1	1	1,59
Total			20-3	23	36,49

Semester 4					
No	Courses	Code	Composition	Credit	ECTS
1	Mass and Energy Balance	THP620209	4-0	4	6,35
2	Agro-industrial Waste Management	THP620210	2-0	2	3,17
3	Bioactive Compound	THP620211	2-0	2	3,17
4	Basics of Preservation of Agricultural Product	THP620212	2-0	2	3,17
5	Agro-industrial Waste Management	THP620213	2-1	3	4,76
6	Food Safety	THP620214	2-0	2	3,17
7	Evaluation of Nutritional in Processing	THP620215	2-0	2	3,17
8	Evaluation of Nutritional in Processing Practicum	THP620216	0-1	1	1,59
9	Quality Assurance System for Agricultural Products	THP620217	3-0	3	4,76

Semester 4					
No	Courses	Code	Composition	Credit	ECTS
10	Scientific Method	THP620218	2-1	3	4,76
Total			21-3	24	38,07

Semester 5					
No	Courses	Code	Composition	Credit	ECTS
1	Field Practices	FPU620402	0-3	3	4,76
2	Scientific Method	THP620301	1-1	2	3,17
3	Sensory Test	THP620302	2-1	3	4,76
4	Unit Operation Process	THP620303	4-0	4	6,35
5	Development of Agricultural Products	THP620304	2-1	3	4,76
6	Technology of Sugar ^a	THP620306	2-1	3	4,76
7	Technology of Horticulture Products ^a	THP620307	2-1	3	4,76
8	Technology of Fisheries and Aquatic Products ^a	THP620308	2-1	3	4,76
9	Human Resource Management ^c	AGB620204	2-0	2	3,17
10	Quality Assurance System for Halal Products ^c	THP620305	2-0	2	3,17
11	Agroindustry Marketing Management ^c	TIP620316	2-0	2	3,17

Semester 6					
No	Courses	Code	Composition	Credit	ECTS
1	Community Services	UNI620401	0-3	3	4,76
2	Rubber Technology ^a	THP620309	2-1	3	4,76
3	Technology of Cereal and Secondary Crops ^a	THP620310	2-1	3	4,76

Semester 6					
No	Courses	Code	Composition	Credit	ECTS
4	Technology of Starch ^a	THP620311	2-1	3	4,76
5	Technology of Beverage Plants ^a	THP620312	2-1	3	4,76
6	Technology of Oils and Fats ^a	THP620313	2-1	3	4,76
7	Technology of Herbs and Essential Oils ^a	THP620315	2-1	3	4,76
8	Technology of Functional Food ^a	THP620316	2-1	3	4,76
9	Thermobacteriology ^d	THP620314	2-0	2	3,17
10	Fermentation Technology ^d	THP620317	2-0	2	3,17

Semester 7					
No	Courses	Code	Composition	Credit	ECTS
1	Research Proposal Seminar*	THP620401	0-1	1	1,59
2	Technology of Medicinal Plants ^a	THP620402	2-1	3	4,76
3	Technology of Pulp and Paper ^a	THP620403	2-1	3	4,76
4	Agriculture Products Toxicology ^b	THP620404	2-0	2	3,17
5	Legislation and Professional Ethics ^c	THP620405	2-0	2	3,17
6	Thermal Processing ^a	THP620406	2-1	3	4,76

Semester 8					
No	Courses	Code	Composition	Credit	ECTS
1	Research Result Seminar *	THP620407	0-1	1	1,59
2	Thesis*	THP620408	0-4	4	6,35
		Total	0-5	5	7,94

The following **curriculum** is presented for the Agribusiness programme:

Semester 1					
No	Course	Code	Composition	Credit	ECTS
1	Islam Education	UNI620101	2-1	3	4,77
2	Catholic Education	UNI620102	2-1	3	4,77
3	Christian Education	UNI620103	2-1	3	4,77
4	Hindu Education	UNI620104	2-1	3	4,77
5	Budha Education	UNI620105	2-1	3	4,77
6	Pancasila Education	UNI620108	2-0	2	3,18
7	English Language	FPU620101	2-1	3	4,77
8	Biology	FPU620102	2-1	3	4,77
9	Economics Introduction	AGB620101	2-1	3	4,77
10	Agribusiness Introduction	AGB620102	2-0	2	3,18
11	Mathematical Economics	AGB620103	2-1	3	4,77
12	The Basics of Management	AGB620104	2-0	2	3,18
13	Rural Sociology	PPN620101	2-1	3	4,77
Total			44730	24	38,16

Semester 2					
No	Course	Code	Composition	Credit	ECTS
1	Indonesian Language Education	UNI620106	2-0	2	3,18

Semester 2					
No	Course	Code	Composition	Credit	ECTS
2	Citizenship Education	UNI620107	2-0	2	3,18
3	Physics Education	FPU620115	2-0	2	3,18
4	Chemical Introduction	FPU620116	2-0	2	3,18
5	Agriculture Introduction	FPU620106	2-0	2	3,18
6	Basic Statistics	FPU620202	2-1	3	4,77
7	Agriculture Introduction Practices	FPU620111	0-1	1	1,59
8	English for Agribusiness	AGB620105	2-0	2	3,18
9	Micro Economics	AGB620106	2-1	3	4,77
10	Agribusiness Information Technology	AGB620107	2-1	3	4,77
11	Nutrition and Food	AGB620203	2-0	2	3,18
Total			20-4	24	38,16

Semester 3					
No	Course	Code	Composition	Credit	ECTS
1	Entrepreneurship	UNI290092	2-1	3	4,77
2	Accountings Introduction	AGB620201	2-1	3	4,77
3	Macro Economics	AGB620202	2-1	3	4,77
4	Human Resources Management	AGB620204	2-0	2	3,18
5	Business Information System	AGB620205	2-0	2	3,18
6	Soil Science Introduction	TNH620214	2-0	2	3,18
7	Agriculture Mechanization	ABE620217	2-0	2	3,18
8	Plant Cultivation Techniques Introduction	AGT620212	2-0	2	3,18
9	Basic Plant Protection	HPT620214	2-1	3	4,77
10	Agricultural technologies Introduction	THP620101	2-0	2	3,18

Semester 3					
No	Course	Code	Composition	Credit	ECTS
Total			20-4	24	38,16

Semester 4					
No	Course	Code	Composition	Credit	ECTS
1	Econometrics	AGB620206	2-1	3	4,77
2	Cooperative	AGB620207	2-1	3	4,77
3	Financial and Banking Management	AGB620208	2-0	2	3,18
4	Agribusiness Risk	AGB620209	2-0	2	3,18
5	Agricultural Commerce	AGB620210	2-1	3	4,77
6	Farming	AGB620211	2-1	3	4,77
7	Agribusiness System	AGB620307	2-0	2	3,18
8	Counseling Basics	PPN620105	2-0	2	3,18
Total Credits Compulsory course			16-4	20	31,80
Elective Course (E)			0-4		

Semester 5					
No	Course	Code	Composition	Credit	ECTS
1	Sustainable Agricultural System	FPU620401	2-0	2	3,18
2	Decision Making Analysis	AGB620301	2-0	2	3,18
3	Natural Resources and Environmental Economics	AGB620302	2-1	3	4,77
4	Marketing and Logistic Management	AGB620303	2-0	2	3,18
5	Socio-Economics Research Methods	AGB620304	2-1	3	4,77
6	Sustainable Agricultural Development	AGB620305	2-0	2	3,18

Semester 5					
No	Course	Code	Composition	Credit	ECTS
7	Agribusiness Project Planning and Evaluation	AGB620306	2-1	3	4,77
Total Credits Compulsory course			14-3	17	27,03
Elective Course (E)			0-7		

Semester 6					
No	Course	Code	Composition	Credit	ECTS
1	Community Service Program	UNI1620401	0-3	3	4,77
Total Credits Compulsory course			0-3	3	4,77
Elective Course (E)			0-21		

Semester 7					
No	Course	Code	Composition	Credit	ECTS
1	Internship Program	FPU620402	3-0	3	4,77
2	Research Proposal Seminar*	AGB620401	0-1	1	1,59
3	Research Result Seminar*	AGB620402	0-1	1	1,59
Total			3-2	5	7,95

Semester 8					
No	Course	Code	Composition	Credit	ECTS
1	Thesis*	AGB620403	0-4	4	6,36
Total			0-4	4	6,36

Elective Course					
No	Course	Code	Composition	Credit	ECTS
1	Cost Accounting	AGB620308	2-0	2	3,18