



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Agricultural Extension and Communication
Plant Protection
Fish Product Technology
Forestry

Provided by
Universitas Gadjah Mada, Yogyakarta

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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
Program Studi Penyuluhan dan Komunikasi Pertanian	Bachelor in Agricultural Extension and Communication	ASIIN	/	08
Program Studi Proteksi Tanaman	Bachelor in Plant Protection	ASIIN	/	08
Program Studi Teknologi Hasil Perikanan	Bachelor in Fish Product Technology	ASIIN	/	08
Program Studi Kehutanan	Bachelor in Forestry	ASIIN	/	08
<p>Date of the contract: 19.02.2020</p> <p>Submission of the final version of the self-assessment report: 30.07.2020</p> <p>Date of the onsite visit: 22.-25.03.2021</p> <p>at: Due to continuing travel and safety restrictions caused by the Covid-19 pandemic, the audit was carried out digitally in agreement with the principal decision of the Accreditation Commission for Study Programmes.</p>				
<p>Peer panel:</p> <p>Prof. Dr. Wolfgang Kath-Petersen, University of Applied Sciences Köln</p> <p>Dipl.-Ing. Arthur Reinelt, Administration Bavarian Forest National Park</p> <p>Prof. Dr. Mochammad Riyanto, Bogor Agricultural University</p>				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 08 - Agriculture, Nutritional Sciences and Landscape Architecture

Almansyah N. Sinatrya, R&D Manager Universal PT Tempu Rejo Prof. Dr. Peter Spathelf, Eberswalde University for Sustainable Development Risaldi Wajo, Student at Universitas Hasanuddin	
Representative of the ASIIN headquarter: Christin Habermann	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria as of 28.03.2014 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture as of 09.12.2011	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Agricultural Extension and Communication	Sarjana Pertanian (S.P.) Bachelor in Agriculture	/	6	Full time	/	8 Semester	144 CSU 233.1 ECTS	Once per year in August 1985
Plant Protection	Sarjana Pertanian (S.P.) Bachelor in Agriculture	/	6	Full time	/	8 Semester	144 CSU 233.1 ECTS	Once per year in August 1985
Fish Product Technology	Sarjana Perikanan (S.Pi.) Bachelor in Fisheries	/	6	Full time	/	8 Semester	144 CSU 233.1 ECTS	Once per year in August 1985
Forestry	Sarjana Kehutanan (S. Hut) Bachelor in Forestry	/	6	Full time	/	8 Semester	144 CSU 233.1 ECTS	Once per year in August 2010

For the Bachelor's degree programme Agricultural Extension and Communication (BAEC) the institution has presented the following profile in the Self-Assessment Report:

Vision:

To become a pioneer of excellence and quality in the field of agricultural extension and communication and to offer a study program that is aimed at enhancing human resource capacity in the development of science and technology in the field of agricultural extension and communication, and for the purpose of serving the interest of the nation and humanity imbued with the nation's cultural values based on the state's foundation (Pancasila).

Mission:

1. To develop agricultural extension and communication science through education, research, and community service

³ EQF = The European Qualifications Framework for lifelong learning

2. To produce graduates who excel in planning, implementing, and evaluating agricultural extension and communication in a confident and responsible manner so that they have the ability to provide solutions to social agricultural issues in the community
3. To develop networks with various institutions concerning the field of agricultural extension and communication in order to provide solutions to issues of agricultural development

Graduate Profile

1. Agricultural Extension Agent
2. Innovation Communicator
3. Community Development Practitioner

For the Bachelor's degree programme Plant Protection (BPP) the institution has presented the following profile in the Self-Assessment Report:

Vision:

To become a quality international study program that is competitive and able to innovatively address plant protection issues by mastering and developing science and technology in the context of serving the interests of the nation and humanity.

Mission:

1. To manage higher education in the field of plant protection in order to produce human resources capable of identifying problems and finding solutions based on the principles of Integrated Pest and Disease Management (IPM)
2. To carry out research that supports education and community service in the field of crop protection to support sustainable agricultural systems
3. To develop concepts and technology that are considered as a reference (trendsetter) in plant protection related policymaking

Graduate Profile

1. Government and private employee
2. Manager in agricultural sector
3. Entrepreneur
4. Researcher and lecturer

For the Bachelor's degree programme Fish Product Technology (BFPT) the institution has presented the following profile in the Self-Assessment Report:

Vision:

To become a leading study program that is able to produce reliable, high-quality graduates in the field of fisheries science and technology, who are able to apply and develop science and technology in the utilization of fisheries products based on the state's foundation (Pancasila)

Mission:

1. To carry out a qualified higher education in fisheries science as a contribution in educating and developing the nation
2. To create tough, preeminent and virtuous graduates with a strong national identity and competitiveness at the international level
3. To promote research that supports educational and technological development in fish processing as a part of sustainable fisheries and marine resource utilization
4. To contribute to society through community service based on social responsibility
5. To establish networks with other academic institutions, research centers and industries related to fisheries product technology
6. To continually improve the quality of management to support academic activities and services.

Graduate Profile

1. Government and private employee
2. Researcher in government and private agencies
3. Entrepreneur
4. Manager in processing industry
5. Lecturer or academics

For the Bachelor's degree programme Forestry (BF) the institution has presented the following profile in the Self-Assessment Report:

Vision:

To be the best tropical forestry higher education program in Indonesia and to become highly respected worldwide.

Mission:

To build sustainable excellent graduates with advanced competencies in sustainable tropical forestry and strong integrity to solve society's challenges. To carry out education activities, research, and community service for the advancement of science and technology to foster the management of tropical forestry ecosystems.

Graduate Profile

1. Forester, Forest Manager, Forest Silviculturist
2. Wood working /NTFP's Factory Manager
3. Forest Ecosystem Supervisor, Forest Ranger, Forest Technicians/Staff/Officers
4. Auditor – Forestry
5. Forest Policy-maker, Decision-maker
6. Eco-socio entrepreneur
7. Lecturer, researcher

C Peer Report for the ASIIN Seal⁴

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 of the degree programmes
- Module descriptions
- Webpage BAEC: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-agricultural-extension-and-communication>
- Webpage BPP: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-plant-protection>
- Webpage BFPT: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-fisheries-product-technology>
- Webpage BF: <https://www.ugm.ac.id/en/education/faculty-of-forestry/bachelor-in-forestry>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers refer to the Subject-Specific Criteria (SSC) of the Technical Committee Agriculture, Nutritional Sciences and Landscape Architecture (TC 08) as a basis for judging whether the intended learning outcomes of the Bachelor's degree programme Agricultural Extension and Communication (BAEC), the Bachelor's degree programme Plant Protection (BPP),

⁴ This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

the Bachelor's degree programme Fish Product Technology (BFPT) and the Bachelor's degree programme Forestry (BF), as defined by UGM, correspond with the competences as outlined by the SCC. They come to the following conclusion:

The qualification objectives of the BAEC programme aim to produce graduates that are capable of becoming facilitators mediating between sources of innovation and the agricultural community as well as becoming catalysts of agricultural innovation development based on local wisdom and knowledge developed by the community. In addition, graduates are able to synergize the roles of various stakeholders and thus become driving forces in explaining and utilizing modern information and communication technology in order to support the activities of agricultural extension and communication.

Graduates of the BPP programme are able to apply science and technology for planning and conducting sustainable and environmental-friendly plant protection. They should gain the skills necessary to enhance human resource, the quality of education, environmental conservation and research in the area of plant protection as well as disseminate integrated pest management techniques by using both traditional and information technology.

The qualification objectives of the BFPT programme should ensure that graduates are able to master and develop science and technology with regard to the processing of fishery products. In addition, they should be able to formulate concepts that address fisheries issues, especially in the realm of processing, and apply managerial principles in business developments to this area.

Graduates of the BF programme have gained an understanding of forests as life support systems and recognize important elements in the development and management of forests and their sustainable use concerning global, national and local problems and challenges. They furthermore learn how to think critical, systematical and innovative, how to produce solutions and ideas, how to take appropriate decisions and how to communicate nationally and internationally.

The auditors hold the view that the objectives and intended learning outcomes of all four degree programmes under review are reasonable and well founded. They learn that various stakeholders (alumni, industrial and governmental representatives) are involved in the constant review and development of the curricula. For example, industrial representatives are regularly invited to give suggestions on the skills and expertise graduates must possess and which new materials or topics should be added to the curricula. While there exists a national standard for designing the curriculum, especially the elective modules allow UGM to adapt to the suggestions from their stakeholders.

This cooperation between UGM and especially their industrial partners results in good chances for the graduates on the national job markets as well as the opportunity to transfer to other academic programmes to complete a Master's or maybe even a PhD-programme. The employers confirm during the audit discussions that there is a high demand for the graduates of all four degree programs. Furthermore, they emphasize that graduates from UGM are their first choice because they are generally better qualified than graduates from other Indonesian universities are.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the peers:

The auditors confirm that the English translation and the original Indonesian names of the Bachelor's degree programme Agricultural Extension and Communication, Plant Protection, Fish Product Technology and Forestry correspond with the intended aims and learning outcomes as well as the main course language.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Module descriptions
- Webpage BAEC: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-agricultural-extension-and-communication>
- Webpage BPP: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-plant-protection>
- Webpage BFPT: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-fisheries-product-technology>
- Webpage BF: <https://www.ugm.ac.id/en/education/faculty-of-forestry/bachelor-in-forestry>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The new curriculum (established in 2019) of all four study programmes consists of 144 Indonesian Credit points (which equals around 233,1 ECTS) distributed over eight semesters.

The composition of the curriculum refers to the Regulation of the Minister of National Education No. 232/2000, consisting of the core curriculum and the institutional curriculum, which are both compulsory.

The curriculum of the degree programmes BAEC, BPP and BFPT consist of several groups of modules: university compulsory modules (UC), faculty compulsory modules (FC), department compulsory modules (DC), study program compulsory modules (SPC) and elective modules (SPE). Modules in the UC group cover general competencies for undergraduates, such as Pancasila (state ideology), citizenship, religion, and community service. The FC-modules cover basic knowledge for constructing logical thinking, such as language, basic science (biochemistry, statistics), design experiments, research methodology, and management. DC-modules cover competencies of specific knowledge in the field of each respective study program.

The curriculum of the degree programme BF also consists of groups of modules that cover the following categories: university compulsory modules (UP), faculty compulsory modules (FC), interdisciplinary compulsory modules, Global Competency exposure compulsory modules, Minor Subject elective modules as well as elective modules. Interdisciplinary modules and Global Competency exposure modules are compulsory subjects that expose students to current issues and strategic policies on forestry at both local and global levels, thereby covering areas of forestry, agriculture and animal husbandry. Students of this programme are able to take minor subject modules that support their individual interests, such as Forest Management, Silviculture, Forest Resource Conservation, and Forest Products Technology.

Since UGM 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 the course descriptions and the necessary documents are all available in English and that some classes are taught in English. Furthermore, students are encouraged to attend summer courses that are held in English with international students and guest lecturers. In addition, the thesis can be written in English. The students confirm these statements, which gives the peers the impression that UGM is supporting the English-speaking capabilities of their students.

The students express their sincere wish to further intensify the international scope of the curriculum. While they are generally satisfied with the taught contents, they mostly focus on national issues, such as tropical forestry or Indonesian fish products. In order to enhance their career opportunities, e.g. working for international organisations and companies or applying for a graduate programme in another country, the students would like to have

more courses and modules that also focus on international aspects. The peers agree with the students' assessment.

The members of the teaching staff explain on demand of the peers that they offer possible topics for the Bachelor's or Master's thesis according to their own research interests. All members of the teaching staff supervise theses. The students have to design a research proposal with a time schedule for the project, which is discussed with the academic advisor. If they agree, the students apply formally for being allowed to work on the suggested topic.

The peers gain the impression that the graduates of all degree programme under review are well prepared for entering the labour market and can find adequate jobs in Indonesia. During the discussion with the peers UGM's partner 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
- Academic Guidelines
- Decree of Minister of Research, Technology and Higher Education No. 2, 2015
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report, the admission procedures and policies for new students follow the National Regulation No.2, 2015. The requirements, schedule, registration venue, and selection test are announced on UGM'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 UGM:

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 (40 % of the students at UGM are admitted through this selection system).
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 written test (subjects: mathematics, Bahasa Indonesia, English, physics,

chemistry, biology, economics, history, sociology, and geography). It accounts for 30 % of the admitted students at UGM.

3. Written Test (Ujian Tulis), students are selected based on a written test (similar to SBMPTN) specifically held by UGM (30 % of the students at UGM are admitted through this test).

There is a tuition fee for the BP programme with eight different levels (from 0 to 17.5 Mill IDR~ 500€ per Semester) depending on the economic background of the students.

The details of the application process at UGM and further information on admissions criteria and deadlines can be found in the National Regulation No. 2, 2015 and the Academic Guidelines, which is also published on the university's webpage.

UGM presents the numbers of applicants as well as the numbers of accepted students for all study programmes for the last seven academic years. It becomes visible that for all four programmes, the number of applicants exceeds by far the number of available places. For the BAEC programme, around 5,5% of all students have been accepted on average over the last 7 years, 6% in the BPP programme, 8,5% in the BFPT programme and 13,5% in the BF programme.

The peers inquire of the programme coordinators, why there are so many students applying for studying at UGM. They learn that the offered programmes are very popular subject because the job perspectives are very good. In addition, there are many high school graduates in Indonesia and UGM is one of the most prestigious universities in the country. Consequently, UGM is able to only accept the very best candidates. 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 strong points of all four programmes.

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:

With regard to 1.3 – International focus of the curriculum

UGM explains that students in all programmes have been introduced to the international scope of the curriculum. The global insights have also been discussed in various subjects,

as each subject has been requested to describe the state of the art of its respective science, e.g. by discussing the latest issues from reviewed international journals. Some courses also introduce and use international standards in sample/material testing procedures.

UGM further states that it plans on including additional content with a special focus on international issues:

For the BPP program: a pest management concept in particular and not limited to global warming, international trading, organic farming, carbon emission, environmental management, etc.

For the BFPT program: courses that relate to quality control and standardization of fishery products and provide insights related to international standards in industrial sectors.

For the BAEC program: topics related to sustainable development goals in the agricultural extension course that can provide information on global policies

For the BF program: the teaching staff is requested to include more international issues in their teaching materials, based on the state-of-the-art of research on related topics from recent and international indexed journal articles.

Furthermore, in line with the implementation of *Merdeka Belajar-Kampus Merdeka* (MBKM-Freedom to Learn-Independent Campus), the opportunities for students to be exposed to global/international experiences will increase significantly as the students are allowed to take some online and offline courses that are offered by other universities abroad.

The peers deem this approach to be very suitable and support UGM in their plans to thusly include more international topics into the curricula of all four study programs.

In summary, the peers deem this criterion to be mostly fulfilled.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules

Evidence:

- Self-Assessment Report

- Study plans of the degree programmes
- Module descriptions
- Webpage BAEC: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-agricultural-extension-and-communication>
- Webpage BPP: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-plant-protection>
- Webpage BFPT: <https://www.ugm.ac.id/en/education/faculty-of-agriculture/bachelor-in-fisheries-product-technology>
- Webpage BF: <https://www.ugm.ac.id/en/education/faculty-of-forestry/bachelor-in-forestry>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers notice that most of the modules in the BP programme are rather small and encompass only between 1 and 3 CSU. To reach the usual workload, students must attend on average 8 courses per semester, each with a mid-term and a final exam. Consequently, there are many small exams during the semester. The peers are convinced that it would be useful to combine related courses into larger modules. This would reduce the number of exams, strengthen the inner coherence of the degree programmes, and offer more flexibility in introducing new and current topics without having to change the study plan.

From the discussion with the programme coordinators, the peers understand that additions to the curriculum are mostly offered as elective modules. This includes the suggestions made by the stakeholders concerning innovations in the respective field of the study programme. While the peers are generally glad that UGM manages to act upon these suggestions made, they notice that the curricula of all four-degree programmes only encompass very few elective modules. Yet, the elective modules not only give the students insight into trends and innovations of their respective field but also allow them to define an individual focus and course of study and thus to achieve a specific competence profile. Therefore, the peers advice UGM to offer more elective modules.

Internships are a mandatory part of all programmes. They are set up for a period of thirty days and students are free in choosing the company they want to conduct their internship with. In addition, practitioners are also invited to train students at UGM and alumni regularly visit their old study programme and discuss their work experience with the students. While these are all valuable options, the students wish for the internship to last a longer period in order to gain deeper insights into their chosen company. The peers share this

opinion and advice UGM to enable students to spend a longer period, preferably one semester, in a company of their choosing.

After analysing the module descriptions and the study plans, the peers confirm that all degree programmes under review are divided into modules and that each module is a sum of coherent teaching and learning units. All working practice intervals (Community Service) and internships are well integrated into the curriculum and the supervision by both the Faculty of Agricultural and the Faculty of Forestry guarantees for their respective quality in terms of relevance, content, and structure.

In addition, 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.

Mobility

According to the opinion of the peer group, a critical aspect of the degree programmes under review is the limited academic mobility of the students. The programme coordinators admit that the number of Bachelor's students who participate in international exchange programmes is still low, despite students' high interest.

According to the Self-Assessment Report, the curriculum is structured in a way that allows students to spend a semester abroad and rules to recognize achievements and competences acquired by the students outside UGM are set in place. The AIMS programme (ASEAN International Mobility for Students) has been established in 2013 to facilitate credit transfer. Through AIMS, students are able to take any subject of the participating universities and transfer them as academic credits. Subjects with 60% similar content with subjects in the students' curriculum will substitute one another, while subjects with different contents can be transferred as elective courses. Nonetheless, relative small number of students (1 to 3 per year per study programme) use the AIMS programme.

The students confirm during the discussion with the peers that some opportunities for international academic mobility exist. However, they also point out that they wish for more places, more exchange programmes and more scholarships. The peers discuss with UGM's management if there is a strategic concept to increase the international mobility of students and teachers. They learn that UGM has many international partners, has developed a fellowship programme, and provides scholarships for foreign students that what to study at UGM. Moreover, international guest lecturers are invited, and a cooperation with agreement with the German Academic Exchange Service (DAAD) and the similar Dutch organisation exists for senior Professors that are invited to teach for some time at UGM. Finally, summer courses are conducted with international participants and double degree and exchange programmes are established with different countries. The peers support these

measures; however, they recommend increasing the effort to further internationalise UGM by establishing more international cooperation and exchange programmes and offering more and better endowed scholarships.

In summary, the peers appreciate the effort to foster international mobility and support both the Faculties of Agriculture and Forestry and UGM to further pursuing this path.

Criterion 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Module descriptions
- Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Based on the National Standards for Higher Education of Indonesia (SNPT), all four programmes use a credit point system called CSU, which is regulated as follows:

Type of activity	Definition of 1 CSU/week/semester	Duration (min)	TOTAL (min)
Classroom course	Classroom meeting	50	170
	Structured task	60	
	Independent work	60	
Practical course	Practical work	170	170
Seminar	Seminar meeting	100	170
	Independent work	70	

In comparison to ECTS credit system, wherein 1 ECTS equals 25-30 hours of students' workload per semester, it is determined that 1 CSU is awarded for 170 minutes of workload per week and the relation between the different kind of learning (contact hours, self-studies) is fixed.

To complete the undergraduate program, students must take 144 CSU or 233,1 ECTS. To complete the degree programme in time, Bachelor students need to take on average of 18 CSU per semester excluding co-curricular contents. However, the regular schedule usually covers 20-21 CSU per semester to give more space in the last semesters for resits, or more

electives. If a student is not satisfied with his GPA, she or he can repeat the classes, but this will lead to a prolongation of the study time.

According to the Self-Assessment report, most of the students in the BAEC programme, the BPP programme and the BFPT programme can complete their degree without exceeding the expected period. In the BAEC and the BPP programme, the average student even finishes in under four years of study, which is a general option at Indonesian universities.

The peers notice, however that in the BF programme student on average study two semesters longer. They learn that most students struggle with finishing their studies within four years due to the internship as well as their research project (final thesis). With regard to the internship, which is set for a duration of one month, many students opt to extend the internship in order to gain more experiences even if it means not finishing their studies on time. Here, the peers advice UGM to generally allow for longer internships to be undertaken (cf. criterion 2.1). The students however struggle mostly with the duration of their research project. This is due to two distinct reasons.

First, the students' research projects deal with living and growing matter. Accordingly, a longer period of time is needed to produce results when working, for example, with growth observation or seasonal changes. Research also depends heavily on external conditions, such as the weather, which is unpredictable. Thus, the students believe it to be successful, if the research project could be started in the penultimate semester rather than in the last semester so that it can be carried out over a longer period of time. Second, students of all degree programmes state that in times of high demand, they do not have immediate access to equipment necessary for conducting their research. While UGM generally has enough equipment available (cf. criterion 4.3), during the research projects in particular student may have to wait some time for the required tool. If the research project in the BF programme would be stretched out over the period of two semesters the requests for equipment and tools could be better distributed.

Regarding the drop-out rates of students in all four study programmes, UGM has not yet provided the peers with such information and is asked to do so after the audit.

The peers gain the impression that workload for all degree programmes is generally suitable and that modules are adequately credited. They only ask UGM to structure the research project (Bachelor's thesis) in a manner that allows students from the BF programme to finish their studies on time.

Criterion 2.3 Teaching methodology

Evidence:

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

Preliminary assessment and analysis of the peers:

UGM has the goal to support the transition from a teacher-centered to a student-oriented teaching method, in order to involve all students in the learning process and to develop their thinking and analytical skills. In addition, blended learning is introduced as a modern way of teaching. The use of e-learning elements in the learning process allows for class activity without physical attendance. At UGM, it is possible to use e-learning for a maximum of 30 % of the course. To provide support and guidance to the teachers in utilizing these instruments, all members of teaching staff attended workshops on blended learning. To facilitate the use of blended learning, UGM has developed a moodle-based e-learning system (eLok) and has subscribed for using the webinar platform Cisco Webex.

All four degree programs make use of several different educational methods for each course, such as practical laboratory work, field studies, lectures, Community Service as well as the final research project.

During the classes, active and interactive teaching methods (e.g. lectures, discussions, reports, presentations, and group work) are applied. UGM wants to encourage the students to gain knowledge from different scientific areas and wants to introduce them to research activities. This should ultimately contribute to the transition from a teacher-centred to a student-centred learning approach.

To help the students to achieve the intended learning outcome and to facilitate adequate learning and teaching methods UGM has developed eLisa (eLearning System for Academic Community). It is a learning management system, designed as a digital platform, where students and teachers can interact.

In summary, the peer group judges 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 of all four-degree programmes 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
- Academic Guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:

UGM offers a comprehensive advisory system for all undergraduate students. At the start of the first semester, every student is assigned to an academic advisor. 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. The students confirm during the discussion with the peers that they all have an academic advisor.

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

All students at UGM have access to the digital academic portal (SIMASTER) which is integrated with the Registration Information System, the Academic Information System, the Library Information System, and the Scholarship Information System. The students' profiles (student history, study plan, academic transcript and grade point average/GPA, lecturer evaluation, course list) are available via SIMASTER.

There is also medical, social, and psychological support for students at UGM (Gadjah Mada Medical Center/GMC and UGM Hospital). Furthermore, there is the alumni and career center that gives advice to students how to start and run a business.

Finally, there are several student organizations at UGM; 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:

With regard to 2.1 – Elective modules

UGM clarifies that for the Faculty of Agriculture, a new curriculum for the study programmes BPP, BFPT and BAEC was established in 2019 which holds a larger share of elective modules: Students can choose courses from other study programmes at UGM (around 30 ECTS) as well as take courses from other universities (around 60 ECTS). Meanwhile, the Faculty of Forestry is currently in the process of reviewing their curriculum while including the new rector decree by the ministry (rector decree No. 14/2020, Article 13), which states that compulsory courses in Bachelor's degree programmes must not exceed 70% of the total credits, meaning that at least 30% of the courses must be elective.

The peers thank UGM for the clarification and agree that for the programmes BPP, BFPT and BAEC this recommendation has already been implemented. While they believe UGM to increase the number of elective modules in the Forestry program as well, they await the new version of the curriculum.

With regard to 2.1 – Internships

UGM clarifies that the existing curriculum (2019) for the programmes BAEC, BPP and BFPT allows a longer period of internships up to three months. In the sixth semester, students will be able to choose one of many activities, such as entrepreneurship, village development, internship, student exchange or individual projects. The peers thank UGM for these additional information; nonetheless they are of the opinion that it would benefit the students if they were to spend one semester in a company of their choosing.

With regard to 2.1 – International mobility

UGM elaborates that in addition to the international collaborations that have been established with several universities in Asia for student exchange, efforts will certainly be made to improve the summer course format so that more students in study programmes will have the opportunities to spend a certain time abroad. While these summer courses are a great opportunity for students to experience working and learning in an international surrounding, academic mobility, e.g. spending one or more semesters abroad should be further promoted as well.

With regard to 2.2 – Average study time of Forestry programme

UGM explains that the data noting the average study time of graduates from the Forestry programme covers the previous curriculum (2010). Since the first semester of 2018/19, the programme has been implementing a new curriculum (2018) and students from the intake

year of 2016 were asked to switch to the new curriculum. The students studying in the new curriculum have graduated in 2020. UGM presents statistics that cover the average study lengths for the years 2016 – 2020. In 2020, 71% of students finished their study within the allocated 8 semesters or less. 15% finished in 9 semesters, 14% needed 10 semesters or more. As such, the peers ascertain that the majority of students are now graduating within their regular study time.

In addition, the Faculty of Forestry has ordered many up-to-date research equipment and tools dedicated to support staff and students' research. The new equipment and tools are expected to accelerate students' final projects, which should also help students in graduating on time. In 2021, the proposal of new equipment for teaching and research was approved for the first batch ([Appendix BF-1](#)) and currently the proposal for the 2nd batch is under review by the university ([Appendix BF-2](#)). This new laboratory equipment will be installed in the new building of the Faculty of Forestry that is expected to be able to facilitate students to complete their research projects and undergraduate thesis in a shorter period.

With regard to 2.2 – Student drop-out rates

UGM has provided statistics detailing the drop-out rates for all four degree programmes that showcase that the drop-out rates are insignificant, ranging between 0-2% with 7% in 2013 in the BAEC programme.

With regard to 2.2 – Master's thesis

During the discussion with the students, the peers have learned that many of them struggle with the duration of their final research project and would like to extend it over the course of two semesters. The peers like to ascertain that they do not see any general problems with the way UGM structures and conducts their final projects but rather with the timing itself which is mostly affected by seasonal changes. As such, they do not advise UGM to shorten the period of working on the project but rather to extend it over the course of two semesters.

In summary, the peers deem this criterion to be mostly fulfilled.

3. Exams: System, concept and organization

Criterion 3 Exams: System, concept and organization
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Evidence:

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

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report, the students' academic performance is evaluated based on their attendance and participation in class, their laboratory works and reports, assignments, homework, presentations, mid-term exam, and the final exam at the end of each semester.

If a student fails, student must repeat the entire module in the following semesters; it is not possible to retake just parts of the course or to just retake the final exam. The further details are described the Academic Guidelines.

The peers discuss with the students how many and what kind of exams they have to take each semester. They learn that for each course there is one mid-term exam and one final exam in every semester. Usually, there are additional practical assignments or oral tests. The final grade is the sum of the sub-exams. The students appreciate that there are a several short exams instead of one big exam, yet they state that they are not always informed early on in the semester about the precise type and amount of exams. The auditors believe it to be absolutely necessary that students know how many and which kind of exams they have to take as soon as possible and ask UGM to make sure that students are provided with these information at the beginning of each course.

Because of the small size of the modules, the peers point out that the students have only to learn rather small portions for each exam. In addition, the content of the mid-term exams is not repeated in the final exams. The result of this system is a rather fragmented knowledge about the different subjects. For this reason, larger modules would be favourable.

As stipulated in the Academic Guidelines, every student is required to do a final thesis. Prior to the actual research work, students need to prepare a research proposal, which is submitted to the Thesis Advisory Committee. Students are asked to find a suitable topic by discussing with the lecturers, developing own ideas, or joining a lecturer's research project. The student can propose the name of the thesis supervisor and submit the thesis proposal to the Thesis Committee. The Thesis Committee will review the proposal and decide about the supervisor. As detailed under criterion 2.2, the current structure of the research project (Bachelor's thesis) in the BF programme does not allow students to graduate on time but

extends their period of study for nearly two semesters. As such, the peers ask UGM to restructure the curriculum to allow students to graduate within the allotted time of four years.

The peers also inspect a sample of examination papers and final theses and are overall satisfied with the general quality of the samples.

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

With regard to exam information:

UGM explains that all students in all four programmes are notified at the beginning of each course/module about the type of evaluation that will be conducted and when it will be carried out. The information about learning outcomes, assessment methods, timetable and assignments of each course is given on the first day of each class (either online or offline) both orally and written in the module handbook of each course. A contract agreement between teachers and students will be drawn up at the beginning of the first meeting, and information regarding the forms of mid exam, assignments, and final exam is delivered to the students. However, from the assessment conducted by the ASIIN accreditation team, we found out that there were some courses in BF that were not completed with the information on the exam methods applied. These courses are now under process to complete their module handbooks with the assessment/evaluation methods used. The new and more detailed module handbooks will be disseminated so that it will be accessible to students before the upcoming semester.

The peers thank UGM for the explanation and believe that the updated module descriptions will benefit the students in planning their studies.

With regard to the final project in the Forestry programme:

UGM states that currently BF programme is in the process of reviewing the existing curriculum. The length of study is one of the aspects that are being reviewed. The review process started when the programme was composing the joint SAR document for ASIIN accreditation. By preparing the document, BF programme was able to evaluate and list out issues that need to be improved. The curriculum will be restructured and developed soon to keep up with the advances of science, technology, community needs, and market requirements. The restructuration will be based on the review of existing curriculum as well as the implementation of current policies and rector's decree no 14/2020 on curriculum development. The restructuring and development of the current curriculum are expected to ensure students' graduation within the 4 years of the full-time programme.

In summary, the peers deem this criterion to be fulfilled.

4. Resources

Criterion 4.1 Staff

Evidence:

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

Preliminary assessment and analysis of the peers:

At UGM, the staff members have different academic positions. There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. For example, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research, and supervision depend on the academic position.

According to the Self-Assessment Report, the teaching staff of the BAEC programme consists of 9 professors, 18 associate professors, 36 assistant professors and 36 lecturers; the BPP programme holds 35 professors, 40 associate professors and 25 assistant professors; the BFPT programme consists of 10 professors, 20 associate professors, 50 assistant professors and 20 lecturers; the BP programme of 14 professors, 20 associate professors, 34 assistant professors and 30 lecturers.

All members of the teaching staff are obliged to be involved in (1) teaching/advising, (2) research, and (3) community service. As the peers learn during the audit, all teachers have a workload between 12 and 16 credits per semester (one credit equals 170 minutes of activities per week). However, the workload can be distributed differently between the three areas from teacher to teacher.

The peers discuss with UGM's management, how new staff members are recruited. They learn that every year the faculties and departments announce their vacancies to UGM's management. Since UGM is semi-autonomous, they can decide themselves what staff members to hire.

In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes. They only notice that not all staff members are capable of communicating (and teaching) in English, which they deem necessary not only for their own career-development but also for preparing the students for a possible international career. They thus recommend to further improve the English proficiency as well as the international experience of the staff members.

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.

Criterion 4.2 Staff development

Evidence:

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

Preliminary assessment and analysis of the peers:

UGM encourages the training of its academic and technical staff, so it has developed a programme for improving the didactic abilities and teaching methods. One part of the capacity-building programme focuses on subject-specific skills (to keep up with current developments and trends in agriculture and forestry), whereas other training courses are intended to further improve the teachers' didactic skills and to introduce new teaching methods (e.g. blended learning).

The professional and scientific development of the staff members is coordinated by the Vice Dean for Finance, Administration and Human Resources and the Vice Dean for Academic and Student Affairs. There are financial resources available for staff members to go abroad for a limited time and to take part at conferences or other events in order to stay up to date with the scientific development in their area of expertise. In addition, both faculties want to promote the process of internationalisation at UGM by hosting international scientific events, facilitating sabbatical leaves, and inviting international professors.

The peers 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 UGM, 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.

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

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- On-site visit of the facilities
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Basic funding of the degree programme and the facilities is provided by UGM and the Faculties of Agriculture and Forestry. Additional funds, e.g. for research activities or special equipment, can be provided by UGM or the Indonesian Government, but the teachers have to apply for them. In addition, around 40% of the capital is received through third-party funding.

As the audit was conducted online, the peers were not able to visit the laboratories and teaching spaces. Instead, UGM has provided extensive documentation, including lists of laboratories and equipment and a variety of videos. In addition, during the audit, members of the teaching staff gave a live-tour through some of the many laboratorial spaces UGM hold and answered questions the peers had. In addition, the Self-Assessment Report also provided details regarding the overall infrastructure of the university and its campuses. The peers are convinced that the teaching and office facilities, the libraries and the computer labs are sufficient for all students and staff members.

In summary, the peers confirm that the current funding allows for maintaining the standards as well as purchasing further instruments, if necessary, and that UGM generally holds enough work spaces and laboratories and that all laboratories are equipped with modern and sophisticated instruments. The students state, however, that there can sometimes be congestion in the use of some instruments during the time of the Bachelor's thesis and they wish that the university would increase here. The auditors thus advice UGM to increase the amount of equipment students use during their final research projects.

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

With regard to 4.1 – English proficiency and internal experience of teaching staff

UGM provides further examples of language training for their staff members as well as examples of their international experiences. The peers are pleased to learn that UGM plans to continue this path.

With regard to 4.3 – Equipment

UGM states that the amount of equipment for students continues to be improved. Currently, the construction of Agrotropica Learning Center (AGLC) building has been completed and the building is equipped with advanced equipment. We also added the amount of equipment needed by students to increase the availability of equipment, therefore students have more opportunity to use them. In addition to that, there will be a review to assess which of the equipment in the laboratory that are in high demand. The results of this review will be used as a basis to procure equipment in the future.

An inventory system for research materials required by the students will also be implemented, followed by proposing them to the department for funding or purchase grant.

Similar with the Faculty of Agriculture, Faculty of Forestry has also ordered many up-to-date research equipment and tools dedicated to support staff and students' research. The new equipment and tools are expected to accelerate students' final projects.

In summary, the peers deem this criterion to be mostly fulfilled.

5. Transparency and documentation

Criterion 5.1 Module descriptions
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Evidence:

- Self-Assessment Report
- Module descriptions
- UGM's web page: www.ugm.ac.id

Preliminary assessment and analysis of the peers:

The students, as all other stakeholders, have access to the module descriptions via UGM's homepage. The more detailed syllabus (RPKPS) is handed out to the students by the lecturers at the beginning of the semester. The RPKPS includes a practical guideline and detailed description of the practical parts of each course.

After studying the module descriptions, the peers confirm that they include all necessary information about the persons responsible for each module, the teaching methods and work load, the awarded credit points, the intended learning outcomes, the content, the applicability, the admission and examination requirements, and the forms of assessment and details explaining how the final grade is calculated.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Diploma for each degree programme
- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the peers:

The peers confirm that the students of all four 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 Diploma Supplement contains all necessary information about the degree programme including acquired soft skills and awards (extracurricular and co-curricular activities). The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, cumulative GPA, and mentions the seminar and thesis title.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage: www.ugm.ac.id
- Preliminary assessment and analysis of the peers:

Preliminary assessment and analysis of the peers:

The auditors confirm that the rights and duties of both UGM and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant

course material in the language of the degree programme at the beginning of each semester, besides from precise information about the type and amount of exams (cf. criterion 3).

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

UGM does not provide any additional documents or information.

In summary, the peers deem this criterion to be fulfilled.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

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

Preliminary assessment and analysis of the peers:

The auditors discuss the quality management system at UGM with the programme coordinators and the students. They learn that there is a continuous process in order to improve the quality of the degree programmes and it is carried out through internal and external evaluation. The quality assurance system at UGM is conducted by the Office of Quality Assurance (KJM), which is supported by the Quality Assurance Unit (K3A) at faculty level and the Semester Coordination Team (TKS) at department level.

Internal evaluation of the quality of the degree programmes is mainly provided through student and alumni surveys (annual tracer study conducted by the university). The students give their feedback on the courses by filling out the questionnaire online (EDOM). Giving feedback on the classes is compulsory for the students; otherwise, they cannot access their account on the digital platform SIMASTER. There are 12 categories in the questionnaire (e.g. schedule, course materials, workload, and motivation). The course evaluations are held during the final exam week. A compilation of the students' feedback is sent to the respective lecturers. As the students point out during the discussion with the peers, there is also the possibility to give a direct and informal feedback to the teacher.

In addition to the surveys, there is an annual Internal Quality Audit (AMI) in order to evaluate whether the general learning objectives have been achieved. AMI is held annually,

assessing all aspects of the educational process conducted by the degree programme. The assessment is carried out by two auditors, which are appointed by KJM. In the course of the AMI, lecturers, students, administrative staff, and degree programme management are interviewed by the auditors.

Students are also involved in the quality assurance system. Besides the EDOM questionnaires and informal feedback, there is a students' coordinator for each entrance year in all programmes; the coordinator is appointed by the Faculty of Agriculture and Forestry, respectively. Moreover, each TKS has a student member and students receive a questionnaire from each laboratory to evaluate the performance and technical equipment.

The results of internal quality assessments are evaluated on faculty level during the Management Review Meetings (RTM), attended by the dean, vice deans, heads of departments, heads of laboratories, degree programme managements and the Quality Assurance Unit. The RTM takes the final decision on all audit findings and initiates corrective actions if necessary.

During the audit, the peers learn that the results of the surveys are accessible by the students and the members of the teaching staff. If there is negative feedback, the Dean talks to the respective teacher, analyses the problem, and offers guidance. Furthermore, there is a complain box for the students that can be used for suggestions or criticism. The auditors gain the impression that the students' feedback is taken seriously by the faculties and changes are made if there is negative feedback.

External quality assessment of the degree programmes is provided by the Board of National Accreditation (BAN-PT) and LAMPT-Kes (Independent Accreditation Institute for Health Sciences Higher Education of Indonesia). In addition, both degree programmes have been accredited by the ASEAN University Network Quality Assurance (AUN-QA).

The peers discuss with the representatives of UGM's partners from public institutions and private companies that there are regular meetings with the partners on faculty level, where they discuss the needs and requirements of the employers and possible changes to the degree programmes. Besides this informal feedback, there is also advisory board. The peers see that due to the feedback from the employers, changes in the curriculum are implemented.

As the peers consider the input of the employers to be very important for the further improvement of the degree programmes, they appreciate the existing culture of quality assurance with the involvement of all stakeholders in the quality assurance process. Moreover, UGM and the Faculties of Agriculture and Forestry stay in close contact with their alumni who also support the Faculty by raising funds.

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

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

UGM does not provide any additional documents or information.

In summary, the peers deem this criterion to be fulfilled.

D Additional Documents

Before preparing their final assessment, the panel ask 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:

- D 1. Statistics regarding the drop-out rates of students in all four study programmes
- D 2. Tracer Study

E Comment of the Higher Education Institution (10.05.2021)

The institution provided a detailed statement as well as the following additional documents:

- Statistics regarding the drop-out rates of students in all four study programmes
- Tracer Study

F Summary: Peer recommendations (20.05.2021)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Agricultural Extension and Communication	Without requirements	30.09.2026	/	/
Ba Plant Protection	Without requirements	30.09.2026	/	/
Ba Fish Product Technology	Without requirements	30.09.2026	/	/
Ba Forestry	With requirements for one year	30.09.2026	/	/

Requirements

For the Bachelor's degree programme Forestry

- A 1. (ASIIN 2.2) Structure the final research project in a manner that ensures that students can finish their studies on time.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended that the content of the curriculum should have a stronger international orientation.
- E 2. (ASIIN 2.1) It is recommended to further promote the academic mobility of the students.
- E 3. (ASIIN 2.1) It is recommended to enable students to partake in longer internships.
- E 4. (ASIIN 4.3) It is recommended to increase the amount of equipment for the students to utilize during their final research projects.
- E 5. (ASIIN 4.2) It is recommended to further improve the English proficiency and international experience of the teaching staff.

For the Bachelor's degree programme Forestry

E 6. (ASIIN 2.1) It is recommended to offer more elective modules.

G Comment of the Technical Committee – Agriculture, Nutritional Sciences and Landscape Architecture (31.05.2021)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and follows the assessment of the auditors.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Agricultural Extension and Communication	Without requirements	30.09.2026	/	/
Ba Plant Protection	Without requirements	30.09.2026	/	/
Ba Fish Product Technology	Without requirements	30.09.2026	/	/
Ba Forestry	With requirements for one year	30.09.2026	/	/

H Decision of the Accreditation Commission (18.06.2021)

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 decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Agricultural Extension and Communication	Without requirements	30.09.2026	/	/
Ba Plant Protection	Without requirements	30.09.2026	/	/
Ba Fish Product Technology	Without requirements	30.09.2026	/	/
Ba Forestry	With requirements for one year	30.09.2026	/	/

For the Bachelor's degree programme Forestry

- A 1. (ASIIN 2.2) Structure the final research project in a manner that ensures that students can finish their studies on time.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended that the content of the curriculum should have a stronger international orientation.
- E 2. (ASIIN 2.1) It is recommended to further promote the academic mobility of the students.
- E 3. (ASIIN 2.1) It is recommended to enable students to partake in longer internships.

- E 4. (ASIIN 4.3) It is recommended to increase the amount of equipment for the students to utilize during their final research projects.
- E 5. (ASIIN 4.2) It is recommended to further improve the English proficiency and international experience of the teaching staff.

For the Bachelor's degree programme Forestry

- E 6. (ASIIN 2.1) It is recommended to offer more elective modules.

I Fulfilment of Requirements (24.06.2022)

Analysis of the peers and the Technical Committee (13.06.2022)

Requirements

- A 1. (ASIIN 2.2) Structure the final research project in a manner that ensures that students can finish their studies on time.

Initial Treatment	
Peers	fulfilled Justification: The final research project has been restructured within the new curriculum of 2022. While before, the research project could only be started once students had accumulated 100 credit points, now it can be started once students hold 86 credit points. Thus, the final research project can be undertaken from the fifth semester onward, beginning with the arrangement of a research topic under a designated supervisor. When the arrangement of a topic research and the making of research proposal are accomplished earlier within semester 5, the students can start the project in semester 6 and continue conducting and finishing the project, including thesis writing, at semester 7. Semester 8 is aimed as an extension time of working research or finishing the project to be completed.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee follows the assessment of the auditors.

Decision of the Accreditation Committee (24.06.2022)

The Accreditation Committee decides to extend the accreditation term as follows:

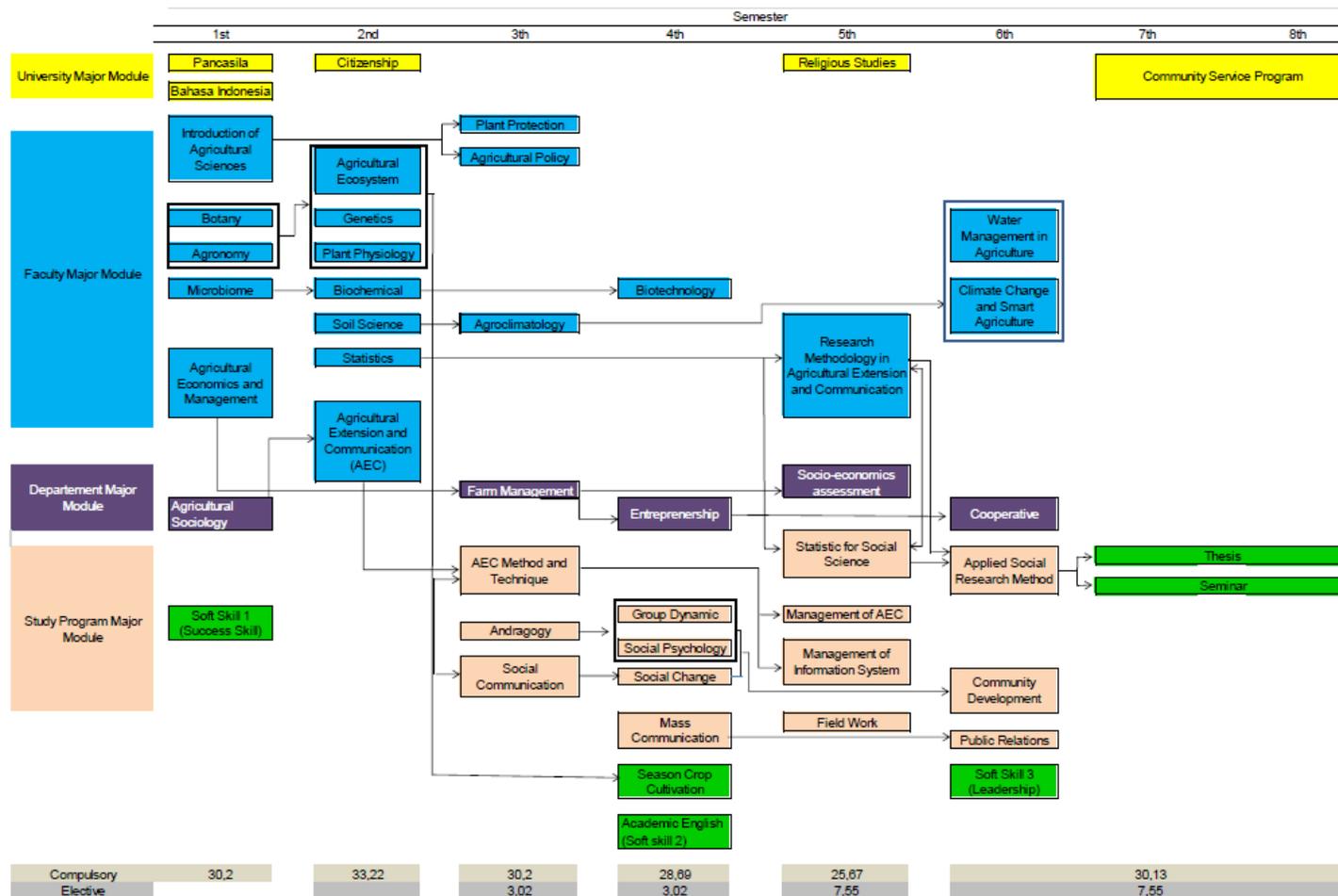
Degree Programme	ASIIN seal	Subject-specific labels	Duration of accreditation
Ba Forestry	All requirements fulfilled	n/a	30.09.2026

Appendix: Programme Learning Outcomes and Curricula

According to Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Agri-cultural Extension and Communication:

Aspects	Program Learning Outcomes (PLOs)	
Attitude (S)	S1	Having a spirit of fundamental national ideology (Pancasila) and awareness of the nation.
	S2	Having the responsibility, self-confidence, emotional intelligence, ethics and awareness to become a lifelong learner.
Knowledge (P)	P1	Having the ability to explain the theoretical concepts of agricultural cultivation, plant protection, soil science, agro-climatology, and biotechnology by using either oral or written communication through various kinds of media.
	P2	Having the ability to explain the theoretical concepts of agricultural extension and communication including planning, implementation, and evaluation of agricultural extension and communication program.
	P3	Having the ability to explain the theoretical concepts of agricultural socio economics including agricultural sociology, social psychology, community development, farming management, agricultural marketing, and agricultural entrepreneurship.
	P4	Having the ability to explain the theoretical concepts of the utilization of modern Information and Communication Technologies (ICTs) in order to support the activities of agricultural extension and communication based on local resource potentials.
Practical Skill (KK)	KK1	Having the ability to communicate synergistically among various stakeholders in order to deliver information and give guidance on the appropriate technology of agricultural cultivation, plant protection, soil management, agro-climatology and biotechnology in sub-optimal land and sustainable agriculture.
	KK2	Having the ability to apply agricultural socio economics including agricultural sociology, social psychology, community development, farming management, agricultural marketing, and agricultural entrepreneurship science in the activities of agricultural extension and communication in suboptimal land and sustainable agriculture.
	KK3	Having the ability to plan programs, to apply methods and techniques, and to evaluate agricultural extension and communication program in suboptimal land and sustainable agriculture.
	KK4	Having the ability to play the role of an extension agent (to educate, organise, dynamise, facilitate, and catalyse) in agricultural extension and communication activities in order to utilize and develop local wisdom.
	KK5	Having the ability to utilize modern Information and Communication Technologies (ICTs) in order to support the activities of agricultural extension and communication in suboptimal land and sustainable agriculture.
General Skill (KU)	KU1	Having the ability to implement logical, critical, systematic, and innovative thinking by utilizing ICT to come up with solutions that may be written in scientific documents and implement them in an integrated manner.
	KU2	Having the ability to develop networks, adapt, be creative, provide contributions, supervise, evaluate, and make decisions to exhibit individual and group performance in order to appropriately apply science and knowledge in the community.

The following curriculum is presented:



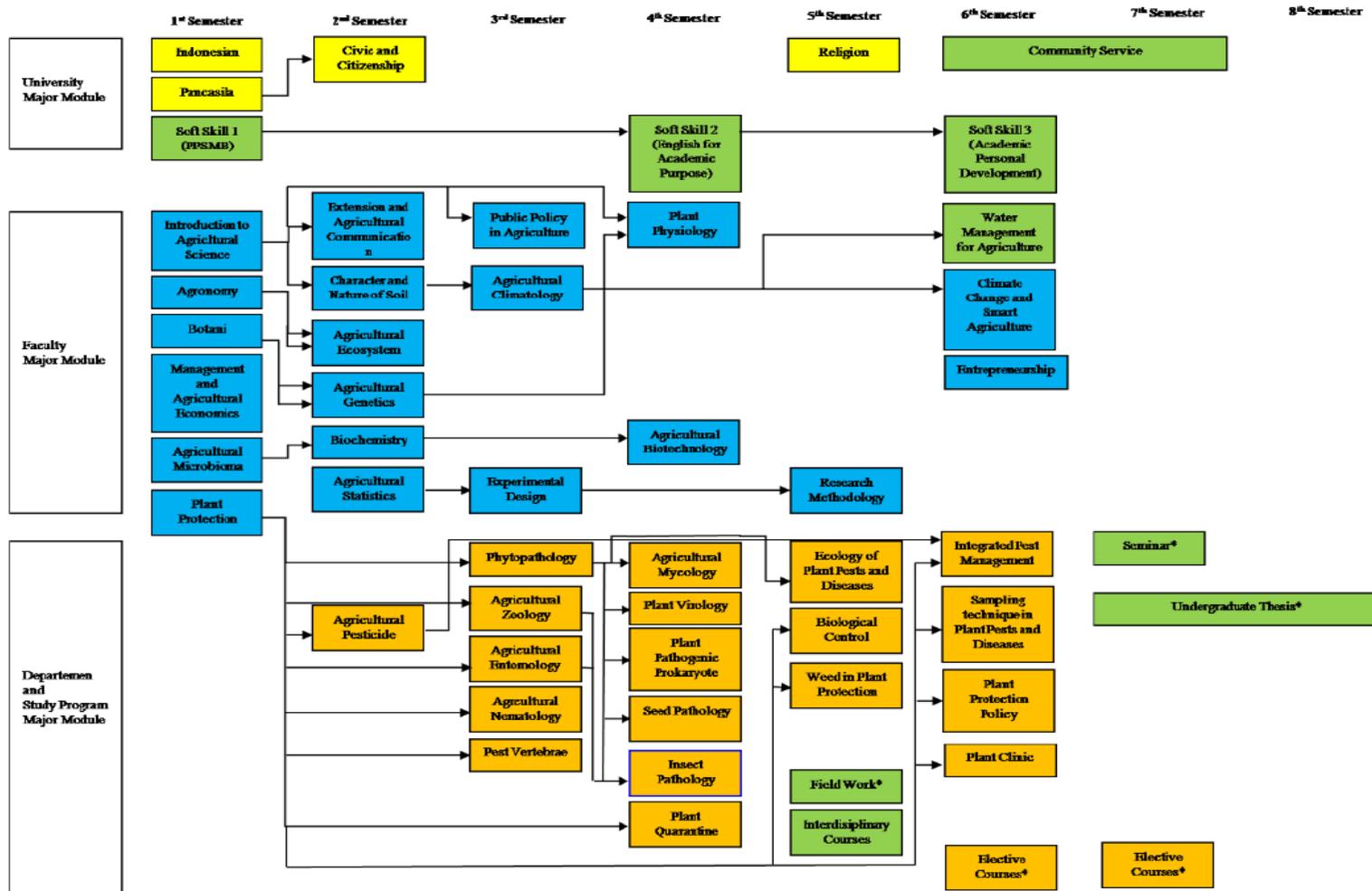
Structure of new curriculum of BAEC

According to Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Plant Protection:

Table 1.3. PLOs of BPP

Aspects		Program Learning Outcomes (PLOs)
Attitude (S)	S1	Having a spirit of fundamental national ideology (Pancasila) and awareness of the nation.
	S2	Having the responsibility, self-confidence, emotional intelligence, ethics and awareness to become a lifelong learner.
Knowledge (P)	P1	Having the ability to master the identification of important pests in agriculture.
	P2	Having the competencies to explain the bioecology of pests.
	P3	Having the competencies to explain the principles and implementation of integrated pest management (IPM).
Practical Skill (KK)	KK1	Having the ability to disseminate the concept of agricultural sciences.
	KK2	Having the ability to understand and apply the concept of plant protection.
General Skill (KU)	KU1	Having the ability to apply logical, critical, systematic, and innovative thinking in communicating their ideas by using both verbal and written means to solve various issues in plant protection.
	KU2	Having the ability to work individually and in a team to ensure success in solving problems caused by pests.

The following curriculum is presented:

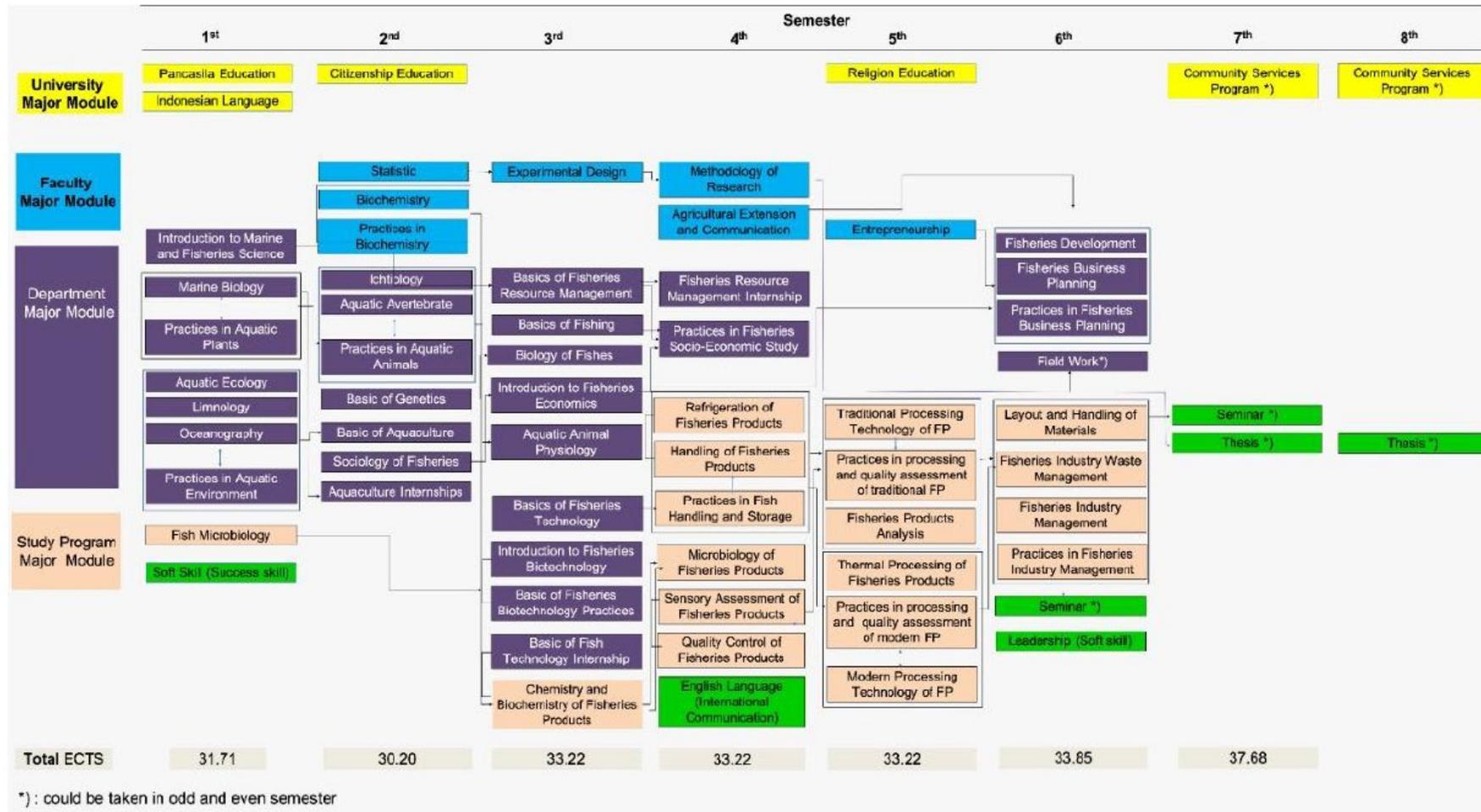


According to Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Fish Product Technology:

Table 1.4. PLOs of BFPT

Aspects		Program Learning Outcomes (PLOs)
Attitude (S)	S1	Having a spirit of fundamental national ideology (Pancasila) and awareness of the nation.
	S2	Having the responsibility, self-confidence, emotional intelligence, ethics and awareness to become a lifelong learner.
Knowledge (P)	P1	Having the ability to explain fisheries and sustainable marine systems in general including the management and utilization of aquatic resources, socio-economic, fish farming, and processing of fishery products.
	P2	Having the ability to explain problems in fisheries system management through an academic approach, which includes aspects of problem identification, alternative problem solving, data collection and analysis as well as conclusions and recommendations.
	P3	Having the ability to explain theoretical concepts in depth, which includes the science and technology of post-harvest handling, processing, product development, biotechnology and standardization of fisheries and marine-based products.
	P4	Having the ability to explain in depth the management patterns of various fishing industries.
Practical Skill (KK)	KK1	Having the ability to apply science and technology in sustainable fisheries and marine business systems, which include management and utilization of aquatic resources, socio-economic issues, fish farming, processing of fishery products and fisheries policies to produce high quality fishery products.
	KK2	Having the ability to explain problems in the management of fisheries system through scientific approaches, including problem identification and formulation, data collection and analysis, drawing conclusions, and providing alternative problem solving .
	KK3	Having the ability to perform socio-economic and business analysis for fisheries business development.
	KK4	Having the ability to apply science and technology for post-harvest handling of fishery products including utilization of information systems in traceability, distribution systems and supply chains.
	KK5	Having the ability to apply science and technology to produce (design, formulate, process) food and non-food products out of marine and fisheries products that are environmentally friendly based on aquatic biological resources.
	KK 6	Having the ability to apply science and technology to guarantee the quality and safety of fisheries and marine products according to national standards.
General Skill (KU)	KU1	Having the ability to implement logical, critical, systematic, and innovative thinking by utilizing ICT to come up with solutions that may be written in scientific documents and implement them in an integrated manner.
	KU2	Having the ability to develop networks, adapt, be creative, provide contributions, supervise, evaluate, and make decisions to exhibit individual and group performance in order to appropriately apply science and knowledge in the community.

The following curriculum is presented:



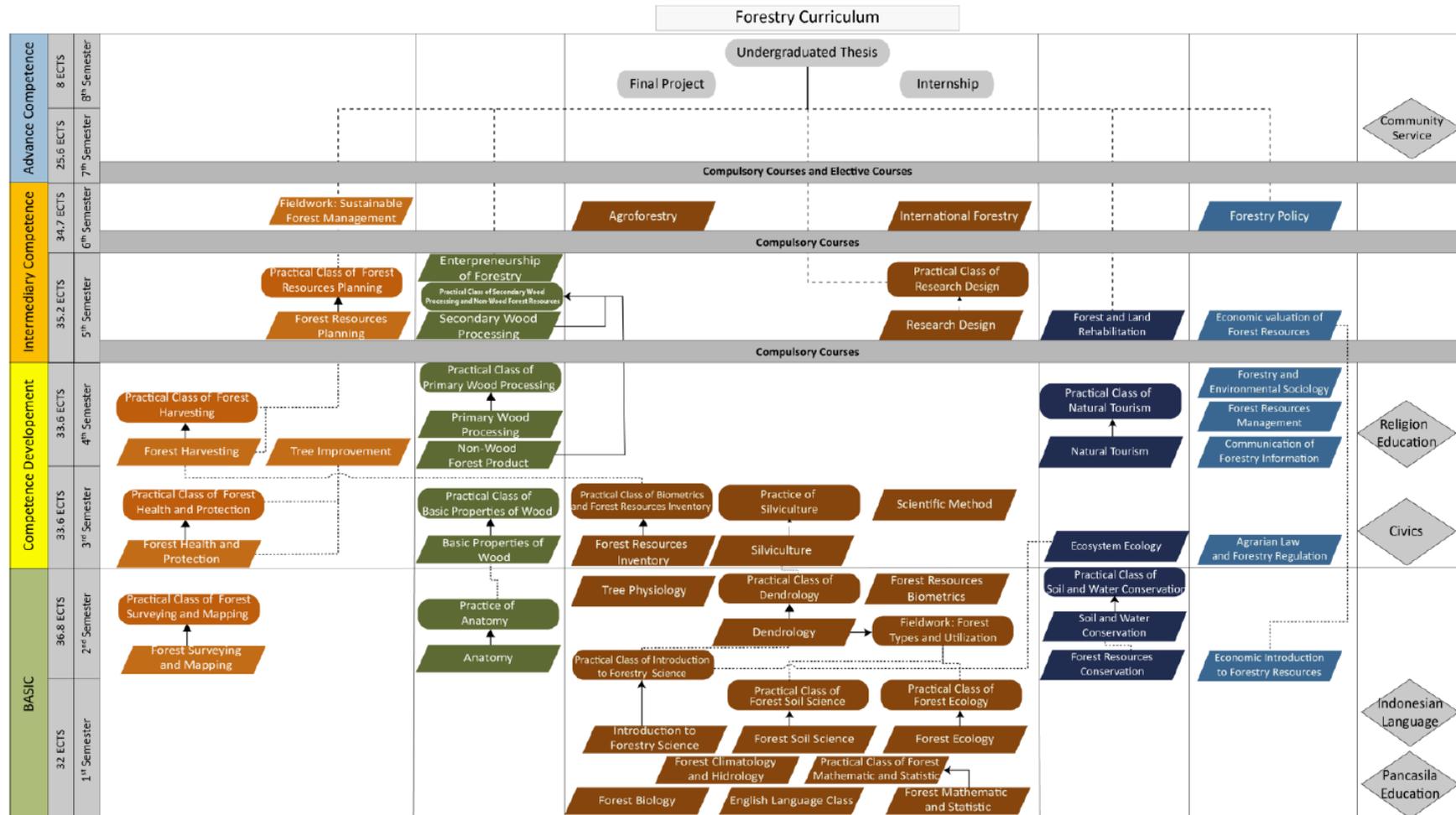
Structure of new curriculum of BFPT

According to Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Forestry:

Table 1.5. PLOs of BF

Aspects		Program Learning Outcomes (PLOs)
Attitude (S)	S1	Having faith in God and implementing values of humanity, morals, and ethics as a member of the society and citizen based on the fundamental national ideology of Pancasila.
Knowledge (P)	P1	Having the ability to explain basic sciences and state of the art in the field of forestry and relate them to the development, management, utilization of forest resources in a sustainable manner.
	P2	Having the ability to comprehensively formulate and analyse forest and environmental problems at global, national, and local scales in order to provide solutions within applicable laws and regulations.
General Skill (KU)	KU1	Having the ability to generate ideas and make decisions using appropriate techniques and methods, both individually and as a team, in genuine, innovative, and excellent scientific documents based on reliable data and information.
	KU2	Having the ability to communicate and develop networks, both nationally and internationally.
	KU3	Having the responsibility to perform mandated tasks and the ability to cope with risks as well as supervise and conduct self-evaluation.
Practical Skill (KK)	KK1	Having the ability to apply leadership and entrepreneurship skills in management and sustainable utilization of forest resources based on ecological, spatial, social, economic, and political approaches that cover: landscape ecology and biodiversity conservation, forest production system, forest economics and policy and forest product science and technology.
	KK2	Having the ability to negotiate, to be adaptive, creative, curious, initiative, and to persevere by maintaining UGM's values, ultimately resulting in the ability to survive and compete globally.

The following curriculum is presented:



Information: Attitude Knowledge Practical Skill