

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/002 Cluster 1
Higher Education Institution:	Hasanuddin University
Location:	Makassar, South Sulawesi, Indonesia
Study Programme:	Master of Agribusiness – Magister Sains (M.Si.) Master of Development Economics and Planning – Magister Sains (M.Si.)
Type of Accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programmes are accredited under conditions.

Period of Accreditation: June 29, 2022 to June 28, 2027

The FIBAA Quality Seal is awarded.

Conditions:

- **Condition 1:** The University clearly defines the admission requirements with regard to the English language skills in the admission regulations (see chapter 2).

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on June 21, 2023

- **Condition 2:** The University aligns the name of the study programme with the contents of the curriculum (see chapter 3.1).

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 29, 2023

- **Condition 3:** The University issues a diploma supplement that meets the European Higher Education Area principles (see chapter 3.2).

**The condition is fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

For the Master in Development Economics and Planning

- **Condition 4:** The University defines the objectives and learning outcomes for the international dimension of the programme and includes sufficient international content based on the defined objectives and learning outcomes (see chapter 3.4).

The FIBAA Accreditation and Certification Committee has specified the recommended condition 4 by the panel (see chapter 3.4).

**Proof of meeting this condition is to be submitted again on September 21, 2023. The
decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

For the Master in Agribusiness

- **Condition 4:** The University ensures the integration of theory and practice by defining and developing didactical concepts (learning methods) for the integration and by engaging faculty and practitioners in the variety of didactical concepts (see chapter 3.6).

The FIBAA Accreditation and Certification Committee has specified the recommended condition 4 by the panel (see chapter 3.6).

**The condition is fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

Proof of meeting these conditions had to be supplied by March 28, 2023.

**All conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on November 29, 2023**



Assessment Report

Higher Education Institution:

Hasanuddin University, Indonesia

Bachelor/Master programme:

Master of Agribusiness

Master of Development Economics and Planning

Qualification awarded on completion:

Master of Agribusiness – Magister Sains (M.Si.)

Master of Development Economics and Planning –
Magister Sains (M.Si.)

General information on the study programmes

Brief description of the study programmes:

The Master in Agribusiness (MAGri) offers general and specific knowledge for graduates with regard to agribusiness as well as skills in formulating agricultural business strategies and agricultural policies (including plantations, livestock, fisheries and forestry) and aspects of managing these businesses to make them productive, efficient and profitable.

The Master in Development Economics and Planning (MDEP) offers general and specific knowledge to enable students to identify scientific and technological problems related to the use of regional resources through theoretical deduction and computational approaches. Moreover, it includes various developments of economic theory in formulating scientific deepening of development planning and to compile a development planning projection through research instruments.

Type of study programme:

Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Master in Agribusiness: 2 years (4 semesters), 38-42 SKS credits

Master in Development Economics and Planning: 2 years (4 semesters), 46 SKS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

Master in Agribusiness: 50 per year (25 per semester)

Master in Development Economics and Planning: 20-30 per year (10-15 per semester)

Programme cycle starts in:

Master in Agribusiness: February and August

Master in Development Economics and Planning: February and August

Initial start of the programme:

Master in Agribusiness: 1993

Master in Development Economics and Planning: 1993

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Master of Agribusiness (M.Si.) and the Master of Development Economics and Planning (M.Si.) was made between FIBAA and Hasanuddin University on January 25, 2021. On October 8, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Niklas Heuser

London School of Economics, London, United Kingdom
Student Development Management

(completed: B.Sc. Business Administration, University of Cologne, Germany)

Prof. Dr. Michael Koch

SRH University of Applied Sciences - The Mobile University, Riedlingen, Germany
Professor of Economics and Sustainability

(International Economics, Capital Markets, Risk Management, Sustainability in Economics, Economic Cooperation and Development, Sustainability Management)

Dr. Ibnu Qizam

Universitas Islam Negeri Jakarta, Indonesia

Associate Professor at Faculty of Economics and Business

(Islamic Economics, Islamic Banking and Finance, Islamic Investment Management and Capital Market, Islamic Accounting, Business Methodology)

Prof. Dr. Bodo Risch

Chamber of Commerce and Industry North Rhine-Westphalia, Muenster, Germany

Former Deputy Chief Executive Officer (General Economic Policy, International Economic Relations, Internationalization Strategies/ International Management)

Prof. Dr. Ralf Schlauderer

Weihenstephan University of Applied Sciences, Weihenstephan, Germany

Professor for Applied Agricultural Management

(Agricultural Business Management, esp. Corporate Planning, Production Economics, Corporate Management, Controlling)

Prof. Johannes Stephan

Technical University Freiberg, The University of Resources, Freiberg, Germany

Apl. Professor of International Resource Policy and Development Economics

(Systemic Transition, Catch-up Development, technology transfer and the role of natural resources, Institutional Economics, Innovation Systems, Open-economy, Money and Exchange Rates, Foreign Trade, Financial Crises, International Business, Competition)

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (due to the Covid-19 pandemic). The online conference took place on February 7, 8 and 9, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctoral Programme in Economics. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 19, 2022. The statement on the report was given up on June 2, 2022. It has been taken into account in the report at hand.

Summary

The **Master in Development Economics and Planning** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: ensuring foreign language proficiency, rationale for degree and programme name, study and exam regulations, as well as international contents and intercultural aspects. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University clearly defines the admission requirements with regard to the English language skills in the admission regulations (see chapter 2).
- **Condition 2:** The University aligns the name of the study programme with the contents of the curriculum (see chapter 3.1).
- **Condition 3:** The University issues a diploma supplement that meets the European Higher Education Area principles (see chapter 3.2).
- **Condition 4:** The University includes sufficient international content into the curriculum (see chapter 3.4).

Proof of meeting these conditions is to be submitted by March 28, 2023.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Interdisciplinary thinking (see chapter 3.1),
- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3),

– are not asterisk criteria and therefore do not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

² These aspects are asterisk criteria which means that they are essential for the study programme.

The panel members also identified several areas where the programme could be further developed:

- Increasing the focus on Economics and to incorporate this into the objectives of the Master in Development Economics and Planning (see chapter 1.1),
- Increasing the international outlook (see chapter 1.2),
- Emphasising more strongly the position of the Master in Development Economics and Planning in the holistic framework of the University (see chapter 1.3),
- Becoming more proactive in terms of advertising in order to attract more students to the programmes (see chapter 2.),
- Inserting more electives into the Master in Development Economics and Planning (see chapter 3.1),
- Introducing case studies and contents from other developing economies into the Master of Development Economics and Planning (see chapter 3.1),
- Inserting more interdisciplinary content into the curriculum of the Master in Development Economics and Planning (see chapter 3.1),
- Offering further software training for quantitative research for the students in the Master in Development Economics and Planning (see chapter 3.1),
- Reviewing whether recognition can be extended to foreign countries and other HEI in order to promote international orientation (see chapter 3.2),
- Reviewing the workload for the final thesis in the Master in Development Economics and Planning (see chapter 3.2),
- Increasing the number of guest lecturers in both study programmes (see chapter 3.3),
- Looking for a profound international cooperation with an experienced international oriented similar study course and a structured, regular exchange of students and lecturers (see chapter 3.4),
- Setting up a system which seeks to attract international students (see chapter 3.4),
- Hiring international staff in the next years (see chapter 3.4),
- Putting a special emphasis on the aspect of foreign languages for lecturers and students (see chapter 3.4),
- Promoting debate culture within the Master in Development Economics and Planning programme (see chapter 3.5),
- Increasing practical business experiences of the faculty (see chapter 4.1),
- Broadening the cooperation with other universities (see chapter 4.3),
- Expanding the linkages with the private sector within the region (see chapter 4.3),
- Integrating the Internal Quality Unit with the faculty quality assurance giving it the right to access the feedbacks sheets of all stakeholders and decide, in coordination with the faculty, on binding measures and time lines for introducing amendments (see chapter 5.),
- Getting into an exchange with lecturers from the universities with similar study programmes to compare and discuss positive and negative aspects (see chapter 5.),
- Publishing the documents in English on the websites in order to attract international students (see chapter 5.).

The measures that the University takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Summary

The **Master in Agribusiness** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects³: ensuring foreign language proficiency, rationale for degree and programme name, skills for employment, as well as study and exam regulations, as well as skills for employment. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University clearly defines the admission requirements with regard to the English language skills in the admission regulations (see chapter 2).
- **Condition 2:** The University aligns the name of the study programme with the content of the curriculum (see chapter 3.1).
- **Condition 3:** The University issues a diploma supplement that meets the European Higher Education Area principles (see chapter 3.2).
- **Condition 4:** The University ensures the integration of theory and practice (see chapter 3.6).

Proof of meeting these conditions is to be submitted by March 28, 2023.

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),

– are not asterisk criteria and therefore do not lead to a condition. The measures the University takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

³ These aspects are asterisk criteria which means that they are essential for the study programme.

- Fostering the Business aspects of the Master in Agribusiness programme and focussing less on the agriculture aspects in order to qualify students even better for the aforementioned professional fields (see chapter 1.1),
- Increasing the international outlook (see chapter 1.2),
- Becoming more proactive in terms of advertising in order to attract more students to the programmes (see chapter 2.),
- A stronger weighting of the business content in the Master in Agribusiness (see chapter 3.1),
- Including practical components into the curriculum of the Master in Agribusiness (see chapter 3.1),
- Reviewing whether recognition can be extended to foreign countries and other HEI in order to promote international orientation (see chapter 3.2),
- Including new approaches and literature into the course outlines and descriptions for the Master in Agribusiness programme (see chapter 3.3),
- Increasing the number of guest lecturers in both study programmes (see chapter 3.3),
- Looking for a profound international cooperation with an experienced international oriented similar study course and a structured, regular exchange of students and lecturers (see chapter 3.4),
- Setting up a system which seeks to attract international students (see chapter 3.4),
- Hiring international staff in the next years (see chapter 3.4),
- Putting a special emphasis on the aspect of foreign languages for lecturers and students (see chapter 3.4),
- Increasing practical business experiences of the faculty (see chapter 4.1),
- Intensifying support for students to work in the private sector by addressing Master students with the University's business incubator (see chapter 4.1),
- Broadening the cooperation with other universities (see chapter 4.3),
- Expanding the linkages with the private sector within the region (see chapter 4.3),
- Integrating the Internal Quality Unit with the faculty quality assurance giving it the right to access the feedbacks sheets of all stakeholders and decide, in coordination with the faculty, on binding measures and time lines for introducing amendments (see chapter 5.),
- Getting into an exchange with lecturers from the universities with similar study programmes to compare and discuss positive and negative aspects (see chapter 5.),
- Publishing the documents in English on the websites in order to attract international students (see chapter 5.).

The measures that the University takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

List of Tables

Table 1: Statistical Data Master Development Economics and Planning	18
Table 2: Statistical Data Master in Agribusiness	19
Table 3: Description of the skill profile of Unhas MAgb graduates.....	21
Table 4: Formulation of Learning Outcomes for Unhas MAgb Graduates	22
Table 5: ILOs of Master in Development Economics and Planning	24
Table 6: Curriculum Master in Agribusiness	41
Table 7: Curriculum Master in Development Economics and Planning.....	42
Table 8: Partner universities of Hasanuddin University	78
Table 9: Partner institutions of Hasanuddin University	80
Table 10: Journals and database subscriptions.....	84

List of Figures

Figure 1: The Strategic Themes of Unhas Development Plan 2030	16
Figure 2: Employment status of Agribusiness graduates 2017-2020	28
Figure 3: Relation graduates' fields of work and agribusiness science 2017-2020	29
Figure 4: IQA (Internal Quality Assurance) within organisational structure of UNHAS	88

Information

Information on the Institution

Hasanuddin University (Unhas) is a Higher Education Institution in the northeast of Makassar City in Indonesia which encompasses a total area of 220 hectares. The state University comprises 14 faculties. Before the official establishment of Unhas in 1956, the University was part of the Faculty of Economics in 1947, a branch of the Faculty of Economics of the Universitas Indonesia, Jakarta (the biggest state University in Indonesia). The University was given a mandate to be an autonomous University in 2015 (fully implemented since year 2016) through Indonesian Government Regulation No. 53. As an autonomous University, Unhas strives to improve its quality and relevancy in a variety of fields and to be recognised internationally. The autonomous status implies that Unhas can easier introduce new study programmes and receives autonomy on its budgetary planning and business operations. In the course of this, Unhas implemented more than 50 study programmes since 2016, mainly Master and Doctoral Programmes.

Throughout its history, Unhas engaged on academic conducts that relate to teaching and learning, research and community service. The following strategic goals determine the activities of the University:

Vision:

“Centre of excellence for Indonesian maritime-based development of humanity, sciences, technology, arts and cultures”.

Missions:

1. To provide qualified learning environment to develop the capacity of innovative and proactive learners
2. To preserve, develop, find, and create sciences, technology, arts and cultures
3. To implement and disseminate sciences, technology, arts and cultures for the prosperity of Indonesian maritime society.

Values

1. Integrity: honesty, courage, responsibility, determination
2. Innovation: the combination of creativity, quality-orientation, independence, pioneering
3. Catalytic: bravery, determination, dedication, and competitiveness’
4. Wisdom: appropriateness, fairness and civilized, holism and adaptability

Strategic Goals:

1. To produce scholars of morality and integrity qualities
2. To develop science and technology based on the concept of Indonesia Maritime Continent
3. To apply and disseminate science and technology for the benefits of humankind
4. To improve international reputation of Unhas
5. To develop a good University governance and build a modern environmentally friendly campus

Unhas is now offering 213 study programmes consisting of six diploma programmes, 65 Bachelor programmes, 66 Master programmes, 26 Doctoral programmes, eight Professional programmes as well as 31 specialist programmes with a total student body of around 35,000 students. All study programmes currently have been nationally accredited by both BAN-PT (National Accreditation Agency for Higher Education) and LAM-PTKes (Independent Accreditation Agency for Health Study Programmes).

In line with Unhas strategic goals, 35 study programmes have been internationally accredited or certified by international accreditation agencies such as ABET, ASIIN, ABEST-21, AUN-QA and IABEE. Since the last several years, Unhas has been facilitating and empowering all study programmes to be internationally recognised through several priority development programmes such as international class, student and staff exchange, joint research and publication, credit earning, joint degree, as well as international accreditation.

Unhas strategic direction consists of long-term planning (Unhas Development Plan 2030) which is further derived to a series of medium-term plans (currently Unhas Strategic Planning 2020-2024) as the basis of preparing the Annual Planning. The Unhas Development Plan 2030 consists of five themes that can be summarised in the following figure.

Figure 1: The Strategic Themes of Unhas Development Plan 2030



Currently, Unhas is implementing the third milestone of Unhas Development Plan 2030 that is written in the University Strategic Plan 2020-2024 in which the main strategic goal is to become excellent and innovative University based on Indonesia Maritime Continent (IMC). The term IMC was firstly introduced by the late President Habibie describing that IMC referred to the uniqueness of the IMC region consisting of land, sea and air with rich diversities in term of natural resources, social, economic, arts and cultures, as well as health. Consequently, all

programmes within Unhas must develop their scientific uniqueness as a comparative advantage to similar programmes at other institutions.

The main strategic goals of the University Strategic Goals 2020-2024 are

- (1) improving graduate quality, relevancy, and competitiveness,
- (2) improving quality, relevancy, and innovation of research and community services,
- (3) down-streaming research results into markets,
- (4) strengthening good university governance, campus infrastructure and facilities.

Moreover, Hasanuddin University has received several accreditations and awards:

1. The “A” (excellent) accreditation by the BAN-PT for Universitas Hasanuddin since 2018.
2. A university in the class of 1001-1200 by the QS World University Ranking for the Universitas Hasanuddin in 2021.
3. The 79th impact rankings by the Times Higher Education in 2021 for the Universitas Hasanuddin, and it was the second in Indonesia.
4. The Disaster Management Campus by the Indonesian National Agency for Disaster Management (or BNPB) in 2021 for the Universitas Hasanuddin.
5. The Geographic Information System Advisor by the Environmental System Research Institute Indonesia in 2021 for Universitas Hasanuddin.

The programme **Development Economics and Planning** is one of the Master programmes at Hasanuddin University. It is a two-year programme at the Faculty of Economics and Business which rewards its students with a Master of Social Science (Magister Sains (M.Si.)). A scarcity of lecturers and researchers in the field of economic development, as well as economic planners, especially in the eastern part of Indonesia, became a momentum for Hasanuddin University to establish this programme in 1993 at the former Department of Economics and Development Studies. Currently, this programme is the only one in this field of study in the eastern part of Indonesia.

The study programme is accredited with Grade A (Excellent) by Indonesia’s National Accreditation Organisation for Higher Education⁴. Every five years the programme will be re-accredited by the National Accreditation Body of the Ministry of Higher Education. Programme’s specification revision has been carried out in November 2020, this accreditation is valid until November 17, 2025.

The **Master in Agribusiness** programme is a multidisciplinary programme managed under the auspices of the Graduate School (GS) of Hasanuddin University. It was officially opened in 1993 in the agricultural sciences group.⁵ The Unhas Agribusiness Masters programme was the first and the oldest in Indonesia. Currently, there are 41 similar agribusiness Master programmes in Indonesia. Although the number of HEIs offering similar study programmes is increasing, student interest in the study programme of Unhas has increased over the past five years.

⁴ see: Decree No.7542/SK/BAN-PT/Akred/M/XI/2020

⁵ see: Decree of the Directorate General of Higher Education No.591/DIKTI/Kep/93 and Kepmeristekdikti No.257/M/KPT/2017 regarding the Naming of University Study Programmes

The study programme is one of twelve (out of 41 similar programmes) accredited with Grade A (very good) in the field of Agribusiness.

Further development of the programmes, statistical data and evaluation results

The two Master programmes have undergone several iterations and changes since its introduction in 1993. In the next years, the University plans to strengthen the international focus of the study programmes and adapt the curricula accordingly. In particular, the study programmes plan to insert international contents from other tropical countries in the curriculum to benefit from. What is more, both study programmes plan to pursue more international cooperations, also industrial-related, since the evaluations show a need of industry and public institutions for economic development and agribusiness experts.

The statistical data show a relative low number of applicants for the programmes. The panel learnt during the online conference, that the University is planning on a minimum of five students to continue offering the courses.

At the same time, the University is trying to increase the number of applicants for both degree programmes through internationalisation measures, such as international accreditation.

Table 1: Statistical Data Master Development Economics and Planning

		1. Cohort (2016/2017)	2. Cohort (2017/2018 I)	3. Cohort (2017/2018 II)	4. Cohort (2018/2019 I)	5. Cohort (2019/2020 I)	6. Cohort (2020/2021 I)	7. Cohort (2020/2021 II)	8. Cohort (2021/2022 I)
# Study Places		10	10	10	10	10	10	10	15
# Applicants	Σ	8	15	9	10	12	10	10	16
	f	3	6	3	7	5	5	5	11
	m	5	9	6	3	7	5	5	5
Application rate		80%	150,00%	90,00%	100%	120,00%	100,00%	100,00%	106,67%
# First-Year Students (accepted)	Σ	4	12	5	3	10	5	9	15
	f	1	6	2	3	3	1	5	11
	m	3	6	3	0	7	4	4	4
Rate of female		25%	50%	40%	100%	30%	20%	56%	73%
# Foreign Students	Σ	0	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0
Rate of foreign		0	0	0	0	0	0	0	0
Percentage of occupied study places		40,00%	120,00%	50,00%	30,00%	100,00%	50,00%	90,00%	100,00%
# Graduates	Σ	4	12	5					
	f								
	m								
Success rate		100,00%	100,00%	100,00%					
Dropout rate		0,00%	0,00%	0,00%					
Average		2.04	2.84	2.9					
Average grade		3.81	3.76	3.76					

Table 2: Statistical Data Master in Agribusiness

		1. Cohort (2016/2017)	2. Cohort (2017/2018)	3. Cohort (2018/2019)	4. Cohort (2019/2020)	5. Cohort (2020/2021)	6. Cohort (2021/2022)
# Study Places		25	25	50	50	50	50
# Applicants	Σ	24	32	31	41	42	19
	f	18	21	18	28	30	13
	m	6	11	13	13	12	6
Application rate		96%	128,00%	62%	82,00%	84,00%	38,00%
# First-Year Students (accepted)	Σ	22	24	28	37	39	19
	f	16	15	16	24	27	13
	m	6	9	12	13	12	6
Rate of female		73%	63%	57%	65%	69%	68%
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign		0	0	0	0	0	0
Percentage of occupied study places		88,00%	96,00%	56,00%	74,00%	78,00%	38,00%
# Graduates	Σ	20	23	27	6		
	f	16	15	16	4		
	m	4	8	11	2		
Success rate		91,00%	96,00%	96,00%	84,00%		
Dropout rate		9,00%	4,00%	4,00%	16,00%		
Average duration		2.97	1.86	1.51	1.73		
Average grade of		3.82	3.85	3.87	3.95		

Appraisal

The statistical data show relatively low application rates in the Master of Development Economics and Planning, already prior to the Covid-19 pandemic and has been declining since then. This is also due to the increasing number of new study programmes that the University has designed in recent years.

An effect of the Corona pandemic on applicant numbers can also be observed in the Master of Agribusiness programme. However, the number of study places on offer was increased from 25 to 50 in 2018 due to the increased demand for the programme.

For the following years, the University plans to counteract the declining application rates and increase the number of students with improving the quality and the offers of the study programmes, especially with a more international portfolio and focus.

With regard to students in the two Master's programmes, there are very few drop-outs, the success rate is almost 100 %. What is more, the students stay within the planned length of study which is two years. The planned study time of 2 years is slightly exceeded on average in the Master Development Economics and Planning, in the Master in Agribusiness even less than 2 years on average. For the cohorts of 2019 and 2020, the programme is not finished, therefore, there are no graduated students as of yet.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Master in Agribusiness

The MAgb study programme qualification is designed to provide comprehensive academic skills and work skills as well as individual personality development according to the target field of work. The knowledge and skills obtained from courses and extra-curricular activities are consonant with the expected level of graduate learning achievement and meet the requirements in the Indonesian Qualifications Framework (KKNI). The qualification objectives of the MAgb are to produce graduates with good character who are:

1. Innovative and adaptive and capable of developing knowledge and technology in the field of agribusiness through research so that they can produce work that is innovative and properly tested/ trialled.
2. Capable of improving the quality of science and technology applications through inter or multidisciplinary approaches in order to overcome problems in tropical agriculture-based agribusiness systems.
3. Capable of managing research and development that is beneficial to society and science and worthy of national and international recognition.

Career development opportunities for graduates of this study programme are wide open in various fields of work (based on graduate profiles). MAgb graduates can work as academics/researchers at universities; as entrepreneurs, either working in agricultural sector companies or opening their own businesses; or working as professionals, such as agribusiness consultants or government employees engaged in agricultural development at the national and regional levels. The competencies and knowledge that MAgb graduates must possess based on the graduate profile are described in the following table:

Table 3: Description of the skill profile of Unhas MAgb graduates

Profile aspect	Necessary skills	Necessary knowledge
Academic/ Researcher	Ability to manage teaching and research as well as to develop knowledge that is beneficial to society and science, and to produce scientific publications at the national or international level	Mastery of the theoretical concepts and philosophy of Agribusiness Science and Technology as well as agribusiness research methods and instruments
Entrepreneur	Ability to apply alternative ways to solve problems in the agribusiness system and to develop innovations in the field of tropical agriculture-based agribusiness	Mastery of agricultural business management (food crop farming, plantations, animal husbandry, fisheries and forestry)
Experts and other professionals	Ability to evaluate, analyse, synthesize and be creative in solving various agribusiness problems by utilizing theories, concepts and technology in the field of agribusiness through an inter or multidisciplinary approach	Mastery of the concepts, theories, philosophies and methods of professional work in the field of agribusiness

Graduate profiles and a labour market analysis show that there are many opportunities for MAgb Unhas graduates in various fields of work, in particular the following:

- **Academia/ Research:** The number of HEIs opening agribusiness study programmes in Indonesia is increasing, especially in eastern Indonesia. Currently, there are 23 HEIs with Diploma 3 (D3) Agribusiness programmes, 218 with Bachelor (S1 level) programmes and 41 with Master (S2 level) programmes. All these agribusiness study programmes need academic/research staff with a Master’s Degree in Agribusiness.
- **Agribusiness entrepreneurship/ private sector:** there is a broad spectrum of businesses in the agricultural sector, each of which comprises several agribusiness sub-systems (e.g. agribusiness upstream sectors, production, processing, marketing and supporting services). In addition, while the potential of Indonesian agriculture is very high and diverse, management has generally been poor. In this context, there are many opportunities for MAgb graduates to build careers in agricultural companies or to develop their own agricultural businesses.
- **Professionals (Agribusiness Consultants and Government Employees):** consulting services such as the drawing up agribusiness plans and development strategies, as well as the drafting of agricultural/agribusiness development policies, are needed by both private sector agricultural companies and government agencies at all levels of government. Master's Degree in Agribusiness qualifications are also needed by central and local government officials, due to the adoption of the concept of agribusiness as an approach to agricultural development in Indonesia.⁶

The MAgb study programme learning outcomes and curriculum are designed to suit the needs of users in each graduate profile target group and are aligned with the National Qualifications Framework (KKNI) ability indicators required at level 8 (Master). Learning outcomes are documented in detail and their suitability and sufficiency are always reviewed. MAgb learning

⁶ reflected in legislation such as the Minister of Agriculture Regulation No.06/Permentan/OT.140/2/2015 concerning Guidelines for Rural Agribusiness Development; the Ministry of Agriculture Regulation No.18/Permentan/RC.040/4/2018 concerning Guidelines for the Development of Agricultural Areas Based on Farmer Corporations.

outcomes cover the aspects of attitude, knowledge, specific skills and general skills, as illustrated in the following table:

Table 4: Formulation of Learning Outcomes for Unhas MAgb Graduates

Field/ Aspect	Code	Learning achievement description
Attitude	LO1	Graduates should shown reverence towards God Almighty, respect for and commitment to upholding humanitarian values/human rights, be sensitive to social and environmental issues as well as national interests, show respect to all other people, be able to cooperate, act responsibly and obey the law, contribute to improving the quality of community life by internalizing academic values, norms and ethics, cultivate a spirit of independence and entrepreneurship as well as maritime culture
Knowledge	LO2	Mastery of the philosophy and scientific methodology in the field of agribusiness, as well as mastery of the concepts of agribusiness philosophy, and the principles of agribusiness management
	LO3	Mastery of analytical and decision-making techniques in business management including strategic management, operations, finance, marketing, quality management, HR and agribusiness supply chain management
	LO4	Mastery of theoretical concepts and applications of economic theory, agribusiness entrepreneurship, agribusiness business environment, global agribusiness and consumer behaviour, as well as knowledge of agricultural policy analysis, business feasibility and drawing up business plans
General Skills	LO5	Graduates should be capable of developing logical, critical, systematic, and creative thinking through scientific research, creating business plans/designs in fields of science and technology relevant to agribusiness that pay attention to and apply human values, compiling scientific concepts and study results based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form, which will be uploaded on the university website, as well as producing papers published in nationally accredited scientific journals or accepted for publication in reputable international journals.
	LO6	Graduates should be capable of carrying out academic validation or studies according to their field of expertise in order to solve problems in the community or relevant industries through the development of their knowledge and expertise. Graduates should be capable of formulating ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicating them through various media to the academic community and the wider community.
	LO7	Graduates should be capable of identifying the scientific field that is the object of their research and positioning it in a research road map developed through an interdisciplinary or multidisciplinary approach. Graduates should be capable of making decisions in the context of solving science and technology development problems that pay attention to and apply human values and are based on analytical or experimental studies of information and data
	LO8	Graduates should be capable of managing, developing and maintaining networks with colleagues and peers within the institution and the wider research community. Graduates should be capable of increasing their knowledge and learning capacity independently. Graduates should be
		capable of documenting storing, securing, and keeping track of/finding again their research data to ensure validity and prevent plagiarism.
Special Skill	LO9	Graduates should be capable of developing science and technology in the field of tropical agriculture-based agribusiness that is beneficial to society and the body of scientific knowledge, and able to produce scientific publications at the national or international level
	LO10	Graduates should be capable of applying alternative approaches to solving problems in agribusiness systems and producing innovations in tropical agriculture-based agribusiness development.
	LO11	Graduates should be able to evaluate, analyse, synthesize and be creative in order to solve various problems in agriculture-based agribusiness by utilizing theories, concepts and technology in the field of agribusiness through an inter or multidisciplinary approach

Master in Development Economics and Planning

The study programme is designed to provide students with the knowledge and skills needed to support the desired graduate profile. There are three profiles of graduates of study programmes:

- Development planning experts in public institutions,
- Researchers in public or non-governmental organisations,
- Lecturers in higher education institutions.

The competencies that must be possessed to fulfill this profile of the graduates are as follows:

- being able to identify science and technology problems related to the use of regional resources through theoretical deduction or computational approaches and simulations in solving the problems;
- being able to study various developments of economic theory in formulating scientific deepening of development planning through models/methods/ theory development that are accurate, tested, innovative and published scientifically in national or international accredited scientific journals;
- and being able to compile a development planning projection through research instruments, as well as recommending the scientific benefits of regional development planning to be applied to a wider development context.

Those qualifications are applied into a set of intended learning outcomes (ILOs). As part of the Universitas Hasanuddin, one of national universities controlled by Indonesian Ministry of Education and Culture, the Master programme's ILOs are composed based on programme qualifications directed by the Indonesian National Qualification Framework (or KKNI) and the National Standard of Higher Education (or SNPT) determined by the Ministry. The programme implemented the KKNI's level 8 which requires Master graduates should be able to manage scientific researches and community development activities that follow national or international standards. The ILOs are divided into attitude, knowledge and specified into general and specific skills.

- Attitude:
 1. Internalise academic ethics, professionalism and responsibility in social life.
- Knowledge/Understanding:
 1. Demonstrate a good understanding on comprehensive economic theories that support the ability to analyse financial planning and development budgeting.
 2. Implement development and planning theories by producing innovative, systematic and holistic development models.
- General Skills
 1. Organise a critical, systematic and creative thinking through research, published in accredited scientific journals.
 2. Criticise and propose appropriate solutions in solving development and planning problems based on existing studies.

- Specific Skills
 1. Analyse and criticise financial planning and public sector budgeting in regional development planning and human resource development planning.
 2. Determine economic and geopolitical conditions between regions in relation to economic development policies.

Table 5: ILOs of Master in Development Economics and Planning

ILO	Description	Specification
Attitude	Work professionally with integrity and respect the diversity of perspectives and cultures.	General
Knowledge	<ol style="list-style-type: none"> 1. Demonstrate understanding on the concepts of public administration which include public organisations, public policy and management and human resource management. 2. Demonstrate comprehensive understanding on qualitative and quantitative research methods. 	<ol style="list-style-type: none"> 1. Specific 2. Specific
Skills	<ol style="list-style-type: none"> 1. Apply critical thinking, meaning to reason properly and engage reflective thinking in promoting public interests 2. Perform decisions-making process in the context of solving problems in the policy field 3. Employ effective interpersonal communication both in academic and professional context 4. Perform qualitative and quantitative research 5. Policy brief 	<ol style="list-style-type: none"> 1. General 2. General 3. General 4. Specific 5. Specific

Appraisal:

Both study programmes are focused on the region of East Indonesia, South Sulawesi in particular. The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

Based on this, the panel strongly recommends fostering the Business aspects of the **Master in Agribusiness** programme and focussing less on the agriculture aspects in order to qualify students even better for the aforementioned professional fields. For the same reason, the panel strongly recommends for the **Master in Development Economics and Planning** programme increasing the focus on Economics and to incorporate this into the objectives accordingly (see also Appraisal in chapter 3.1).

However, the qualification objectives take into account the requirements of the national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			MAGb, MDEP		

1.2 International orientation of the study programme design (Asterisk Criterion)

Hasanuddin University has a vision to offer leading programmes that achieve international standard and integrity. Therefore, the international focus shall be sharpened in the course of the next years. The programmes' design shall emphasise an international orientation in learning, thus enabling graduates to become competent in handling international tasks.

For the **Master in Agribusiness**, an international orientation is one of the key indicators for achieving the vision and mission of the study programme. This includes the aim to achieve excellence as an Agribusiness Masters study programme based on the Indonesian Maritime Continent Paradigm. The meaning of excellence in this vision is being able to produce high quality agribusiness graduates who are people with integrity and can meet international standards, both in producing international standard scientific work and in applying international standards when working in organisations that serve the public.

With respect to indicators of excellence related to vision statement, apart from obtaining the BAN-PT accreditation and international awards, measurable indicators of excellence also include the active participation of Master of Agribusiness students in international forums, international cooperation, as well as producing articles for reputable international journals and proving that graduates are capable of working in public organisations with international standards and foreign or multinational companies.

Some graduates have obtained employment within multinational companies or organisations. The students have also been active in international forums such as international seminars and conferences that produce Scopus indexed proceedings and have published in reputable international journals. Over the period 2018-2021, the proportion of scientific works by Agribusiness Masters students published in reputable international journals has increased, especially with respect to reputable Scopus-indexed international publications which now comprise the majority of both journal and proceedings output.

What is more, Master in Agribusiness students have participated in the SUIJI international cooperation programme two times. This is a cooperation between three universities in Indonesia and three universities in Japan in education and community service (see chapter 4.3). The students joining the SUIJI programme are able to pass courses equivalent to 5-12 credits taught in English, produce a Master's thesis in English and a Scopus indexed international journal article.

Furthermore, in 2021, two Master in Agribusiness students were selected as Millennial Farmer Ambassadors (DPM) by the Ministry of the Republic of Indonesia.⁷ Their field of duty is not only to build agricultural business networks on a national and international scale, but also to be tasked with conducting events involving international agribusiness actors.

In general, international perspectives are introduced in various ways in the programme, such as the presentation of several courses containing international orientation materials, study materials and reference books in foreign languages. In addition, the study programme periodically hosts visiting professors or guest lecturers with international experience from various backgrounds and affiliations. International perspectives also come from lecturers, most of whom have experience studying abroad, including graduates of Master's and/or Doctoral degree programmes overseas. Some have also attended various forms of training abroad or published in Scopus indexed international journals.

The **Master in Development Economics and Planning** programme aims to achieve international standards by producing graduates who can work in all types of jobs in this field of study in Indonesia and abroad. To support that intention, the programme has arranged an academic system based on regulations of the Indonesian Ministry of Education and Culture which have been updated with global education, social and economic changes.

The international orientation that has been applied is that students are required to publish their thesis in international journals or attend international seminars. The programme also invites professors from abroad universities to give a public lecture or sharing knowledge.

Moreover, the Master programme has encouraged and initiated its faculty members and students to participate in international academic activities such as seminars, publications, and researches. International conferences and publications in the field of development and planning are of a high priority in the programme, in order to seek the newest knowledge, concepts and ideas. Therefore, the University and the faculty organise various seminars and annual international conferences.

The programme promotes researches on global problems, such as unequal distribution, poverty, gender and coastal area planning which are interesting topics for Indonesia and on international level. The fact that Indonesia is the biggest archipelago country in the world makes any research an important contribution to sciences and the world.

Research on an improvement of Indonesian commodities would also contribute to the global welfare because Indonesia and especially the Sulawesi Island produces some important global commodities, such as cocoa, coffee beans and coconuts. Those research results have enriched content of several courses such as development economic theories, natural resource development planning, economics of development planning, regional economic planning and maritime economic planning. A number of student theses have also explored a development of main exported products in this region.

⁷ see: Decree of the Minister of Agriculture of the Republic of Indonesia No.4341/KPTS/SM.020/M/8/22021 regarding Millennial Farmer Ambassadors and Expert Farmer Ambassadors for Agricultural Development

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. However, the panel recommends increasing the international outlook in both programmes, especially in view of the fact that the University intends to strengthen its international focus. This refers in particular to the international contents (see chapter 3.4).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			MAGb, MDEP	

1.3 Positioning of the study programmes

Master in Agribusiness

The Master in Agribusiness programme has conducted an analysis of the education market and used the results to build its own unique profile and competitive advantages. This positioning in the education market can be described as follows.

1. Compared to the 41 similar study programmes in Indonesia, the Unhas Master in Agribusiness programme has specific characteristics with respect to the field of study, which is more focused on agribusiness studies and tropical agricultural supply chains relevant to regional specialities and prime commodities in the Eastern Indonesia Region (commonly abbreviated as KTI).
The major or prime commodities within the KTI are different from those in the Western Indonesia Region (commonly abbreviated as KBI). Reasons for this include the consideration that the KTI area is comprised of many varied islands and generally has a dry climate, while the KBI is more compact and homogenous, primarily composed of relatively large land masses with a wetter climate. Various commodities typical of the KTI which tend to be studied by Unhas Agribusiness Masters students include plantation crops such as cocoa, coffee, cloves and sago. Other commodities include fisheries and marine commodities such as seaweed and shrimp; staple food commodities such as rice, corn and soybeans; a wide variety of vegetables and fruits; and livestock such as cows, chickens and ducks.
2. The Master in Agribusiness programme is supported by professional teaching staff with appropriate expertise in their respective fields. They come from four science fields within the Faculties of Agriculture, Economics and Business, Animal Husbandry and Marine Science and Fisheries. Some lecturers have postgraduate degrees from overseas HEIs and 57 % are professors.
3. Based on 2021 data from BAN-PT, the Unhas Master in Agribusiness programme is one of the 12 study programmes accredited with the very good predicate ("A").

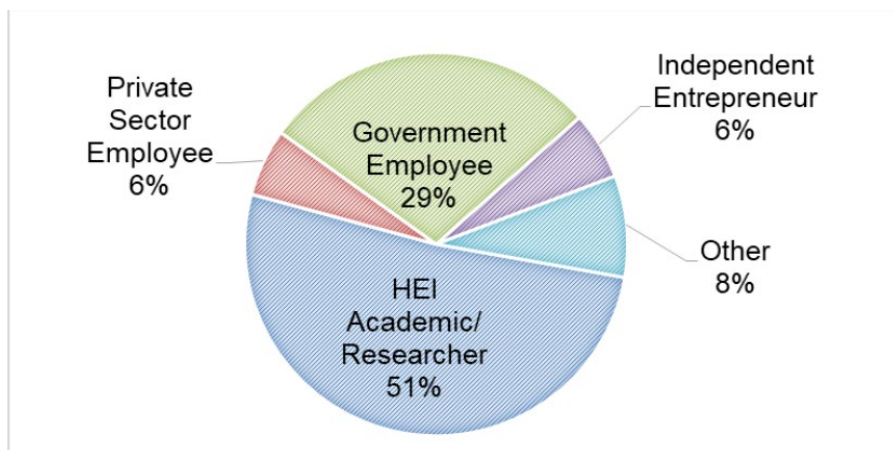
4. The Master in Agribusiness programme has been trusted by various institutions providing scholarships for master's programmes, such as the Ministry of Agriculture and the Directorate General for Higher Education (DIKTI) LPDP scholarship scheme.
5. The Master in Agribusiness programme accepts applicants with a Bachelor's Degree (S1) in any field who are interested in continuing their studies in the study programme, including fresh graduates, managers, entrepreneurs and those employed by government agencies.

In order to make it easier for graduates to be absorbed by the job market and to match the competence of graduates with the needs of employers, the Master in Agribusiness programme conducts market analyses for each targeted market segment and identifies needs which are then taken into account for formulating graduate competencies and compiling the curriculum. The compatibility between the needs of the job market and the competencies of Agribusiness' graduates, whether as academics, entrepreneurs or professionals in formulating agribusiness strategies and policies, is a strategic step for the study programme to make it easier for graduates to obtain employment. In addition, the ability to study independently and build and maintain networks supports graduates in finding work.

Master in Agribusiness graduates generally work within the targeted market segment and their workplace is general suited to the agribusiness field, with an average waiting period of 3.6 months before they obtain employment. The results of a tracer study on Agribusiness graduates from 2017-2020 show that they have found employment as university lecturers and researchers, government employees, in the private sector and as independent entrepreneurs.

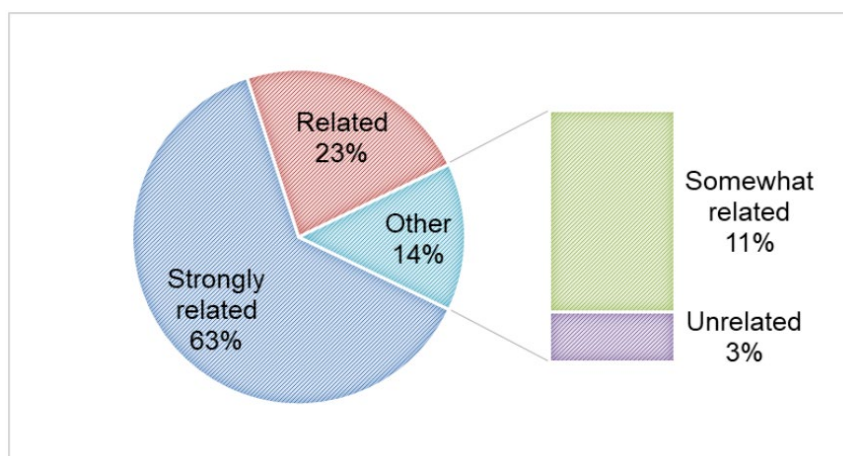
Geographically speaking, they are spread across many provinces, mostly in eastern Indonesia (e.g., South Sulawesi, Southeast Sulawesi, Papua, North Maluku Utara, East Nusa Tenggara) as well as other regions (e.g., East Kalimantan). The proportion of graduates according to employment status based on the 2017-2020 graduate tracer study is shown in the following figure.

Figure 2: Employment status of Agribusiness graduates 2017-2020



The correlation between graduate's workplaces and the field of agribusiness is very high. Just over half are absorbed as lecturers in various universities and other HEIs that are running or opening Agribusiness study programmes or course subjects in the KTI. A large proportion are government employees with tasks related to agricultural planning and development in agencies such as regional agriculture services or departments, centres for agricultural technology studies, regional planning agencies (Bappeda) and regional research agencies (Balitbangda). Based on the graduate tracer studies for the period 2017-2020, the extent to which the fields of work are related to agribusiness science is shown in the following figure.

Figure 3: Relation graduates' fields of work and agribusiness science 2017-2020



Based on the work-related capacities of graduates, the curriculum of this study programme has considered the future work fields of graduates in the context of ongoing developments in agribusiness science and the orientation of the graduate job market. The development of information technology, transportation, production technology and the processing of agricultural products as well as the dynamics of business competition, including the dynamics of the global market for agribusiness products, have an important influence on agribusiness practices. Future work fields of Master in Agribusiness graduates to be considered include analysts and experts in global agribusiness trade, financial consultants in agribusiness, agribusiness design consultants and managers in agribusiness supply chain management.

The study programme contributes to the achievement of the vision and missions of Unhas with overcoming problems in the tropical agribusiness system, especially in eastern Indonesia (KTI), producing useful research and receiving national and international recognition. In addition, the Master in Agribusiness field of study which focuses on agribusiness issues in eastern Indonesia is relevant to the maritime continent base in the vision of Unhas. The KTI area is a representation of the Indonesian maritime culture, considering that it is archipelagic and comprises 70 % of the islands in Indonesia. This study focus is related to the location of the study place (Makassar, South Sulawesi) which is often dubbed the Gateway to KTI; furthermore, the Master in Agribusiness students generally come from various provinces in the KTI region.

Master in Development Economics and Planning

There are only a few universities that offer a Master programme on development and economic planning in Asia which are mostly in Japan and Indonesia. The closest competitors in Indonesia

with similar Master programmes are the University of Indonesia and Gadjah Mada University. The majority of the students come from eastern part of Indonesia.

The Master programme stand out from similar study programmes in terms of learning objectives and regional context of eastern Indonesia. The programme has set up learning objectives to explore financial and public budget planning, regional human and natural resource planning, holistic development models and policies based on comprehensive theories on development economics and planning which are strengthened with an internalisation of academic ethics, professionalism and social responsibility. Maritime Economics offered by the programme has an advantage for islands and coastal development and planning. This requires students to study some maritime cases and demonstrate their ability to explore and present several solution alternatives based on natural, human, infrastructures, culture and spatial aspects of the cases.

A growing job market for economic development and planning practitioners, researchers and lecturers in Indonesia and Southeast Asian countries is the main field of employment for graduates. The programme conducted job analysis by monitoring regional and global economic development policies and by conducting tracer studies on a regular basis. The content of tracer study explores alumni personal data and career progress. Almost all of the alumni had positions on public institutions, some reached a higher position in their offices.

The alumni mostly work as government employees in regional government offices and at universities. Alumni who have a job as a planner on the Regional Research and Development Planning Agency have a role as a decision maker to contrive planning documents and projects in their regions. Some of them also have reached a position as a head of government office.

Alumni who have a job at universities work as lecturers. Some of them have reached a position as an associate professor and one of them has a role as a dean of faculty of economics at another university. Others also have a position as vice deans or heads of university units.

Furthermore, several national and local institutions and companies announced their job vacancies through Universitas Hasanuddin to look for employees. The programme management also explores possible jobs that can be more important in the future such as consultants and project managers on community empowerment activities.⁸

The tracer study conducted on alumni of the Master's degree programme in Development Economics and Planning included 33 alumni who responded from various years of graduation. Based on the results, around 66.7 % of graduates work as lecturers and researchers at various public and private universities in eastern Indonesia. Moreover, 27.3 % work as planners in the local and central government and 6 % do business and work in non-governmental organisations.

This study programme has been designed and implemented because of the high market demand for experts in development and planning, considering that the government's economic policy is directed at planning the economic development of regions in eastern Indonesia. The Indonesian

⁸ see: self-evaluation report, p.4

governmental reform has resulted on an increased number of regions. The number of provinces has increased from 27 to 34, with 416 regencies and 98 municipalities in 2021.

Furthermore, the academic masterplan is derived from the vision of the programme as follows “Becoming a leading master programme of Development Economics and Planning with international reputation to form planning practitioners with integrity” which is in the line with the Faculty of Economic and Business and the Universitas Hasanuddin vision. Those documents became a foundation of curriculum and academic activities in the programme.

Moreover, the programme is one of the important programmes in the Universitas Hasanuddin which has strengthen its core on the maritime development. By founding this study programme, the University can implement its missions into curriculum, researches and community developments. As a part of the Faculty of Economics and Business, the Master programme contributes to the academic development by improving curriculum and learning materials that contain economics and maritime development.

Appraisal:

The reasons given for the positioning of the two Master programmes in the educational market of these study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The graduates of the **Master in Development Economics and Planning** mostly work as lecturer and researchers at Indonesian universities.

The graduates of the **Master in Agribusiness** are also fast employed, but they also work mostly in government institutions and as lecturers and researchers at universities with similar study programmes. Since the programme is an Agribusiness degree, the panel suggests to the University to focus more on possible fields of employment in business.

Maritime economics is quite present in the concept of the University which includes both study programmes. The **Master in Agribusiness** programme is convincingly integrated into the HEI’s overall strategic concept. The study programme’s qualification goals are in line with the HEI’s mission and strategic planning.

For the **Master in Development Economics and Planning**, it is not quite clear how the study programme is integrated into the concept of the University. Therefore, the panel recommends emphasising more strongly the position of the study programme in the holistic framework of the University.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			MAGb, MDEP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			MAGb, MDEP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			MAGb	MDEP	

2. Admission

The admission system for new students in **both Master programmes** is based on the respective Regulation of the Hasanuddin University Rector on admissions in Master and Doctoral programmes⁹ and the Regulation on the Implementation of Masters Study Programmes at Hasanuddin University¹⁰. These regulations includes the academic requirements of prospective new students, administrative requirements, the selection process for prospective participants, foreign student admissions, transfer student admissions and students moving to other study programmes.

The Master programmes open student admissions twice in each academic year, i.e. admissions in the winter and in the summer semester. Further information, including the progress and results of their application, can be accessed by prospective students through the online system¹¹ by entering their applicant registration number.

In terms of educational qualifications, this programme is open to anyone who wants to continue their education from Bachelor (S1) to Master level (S2) and who come from any state university/institute or private higher education, provided that their undergraduate examination has met the requirements set by the Ministry of Education and Culture. To be accepted as a Master student, applicants must meet the following academic and administrative requirements:

1. Applicants must have a Bachelor's Degree or equivalent diploma from an accredited study programme and from an accredited state or private HEI.
 - a) For **Master in Development Economics and Planning**, applicants must have a Bachelor's Degree in Economics or a related discipline from an accredited university, as indicated in the legalised copy of transcript and undergraduate diploma. Bachelor graduates with cum laude predicate from Economics or relevant undergraduate disciplines in Universitas Hasanuddin during the last two years are granted a direct admission to the Master programme without taking the entrance examination.
 - b) The **Master in Agribusiness** can accept students of Bachelor/undergraduate (S1) programmes from various faculties, such as agriculture, marine science and fisheries, animal husbandry, forestry, economics and business, as well as graduates from various other faculties with an interest in agribusiness.
2. Applicants must hold a Bachelor's degree (S1) obtained through the thesis pathway from an accredited study programme.
3. Applicants need to declare that they did not drop out of any Unhas Study Programme or Postgraduate study programme at any other university. Moreover, applicants are not allowed to participate in more than one study programme within the Unhas environment (at any time).

⁹ see Rector's Regulation No.36621/UN4.1/PP.37/2017 concerning New Student Admissions to Hasanuddin University, supported by the Decree of the Chancellor of Hasanuddin University regarding the Implementation of New Student Admissions for the Masters and Doctoral Programmes of Hasanuddin University

¹⁰ see: Decree of the Rector of the Hasanuddin University No.2784/UN4.1/KEP/2018 concerning the Implementation of Masters Study Programmes at Hasanuddin University

¹¹ <http://pasca.unhas.ac.id/>

4. Applicants must pass an entrance examination (TPA) held by Universitas Hasanuddin as stated in the letter of acceptance.

The TPA test is supposed to evaluate the aspects of intellectual capacity which are considered relevant as a basis for the likelihood of a person succeeding in Masters or Doctoral studies. The TPA tests used for the Universitas Hasanuddin postgraduate programme entry selection process are not carried out independently. They are conducted by the Academic Aptitude Test Unit (UPP-TPA) of the National Planning Agency (Bappenas) in collaboration with Universitas Hasanuddin. The TPA scores range from 200 to 800, the minimum score for students to be accepted is 500.

The TPA test evaluates three competencies: Verbal (words), numerical (numbers) and figural (pictures).

- The verbal tests evaluate the ability to understand and to using language. This test includes tests regarding synonyms, antonyms, word relationships, word grouping, general logic, statement and conclusion analysis (syllogism) and storyline logic.
- The numerical test serves to measure the ability to understand and think in terms of numbers/mathematically, in the structured and logical framework of mathematical thinking. These tests include arithmetic, number series, letter series, numerical logic and numbers used in stories.
- The figural test serves to measure the ability to understand and think dealing with pictures, symbols and diagrams including a logical diagram test.

In its statement on the report, the University stated that for the **Master in Agribusiness**, students must pass an additional test on basic statistical skills and knowledge of introductory courses in Economics, as well as a test in the field of Agribusiness. Students who have passed the test but have not graduated from an Agribusiness related undergraduate programme, are required to attend additional courses during their studies:

- Food Crops, Horti and Plantation Agribusiness
- Livestock Agribusiness
- Fisheries Agribusiness
- Forestry Agribusiness

For the **Master in Development Economics and Planning**, the University stated in its statement on the report that students must have an undergraduate degree from an accredited University. If students have a non-economic background, they are required to attend matriculation classes for two months before starting their studies.

In **both programmes**, prospective students can be from oversea universities if their diplomas have been legalised and are considered equivalent to the graduate diploma in Indonesia by the Ministry of Education and Culture. For foreign applicants, additional provisions will apply such as having a sufficient command of the Indonesian language and obtaining a permit from the Ministry of Education and Culture.

The criterion of both number 1 and 2 (test of academic potential) are specified in order to assess potential candidates and eligibility in attaining the course learning outcomes. Apart from the

documents listed above, there are still additional requirements that must be submitted as part of the administrative process of the admission:

1. Personal health statement
2. Form of biographical data
3. Samples of academic article published in journal (if relevant).

The decision on admission and the number of students accepted in each academic year are solely determined by the Chancellor at the suggestion of the Head of the study programme.

Counselling for prospective students

Both study programmes utilise various online and offline media to disseminate information related to the study programmes. Stakeholders and prospective students can obtain information on the websites¹². The information contained on the website consists of information on the study programmes' profiles, specialisation information, course specifications, human resources and information related to student admission requirements and schedules. In order to make it easier for prospective applicants to obtain more detailed information, information services via email and other social media are also provided (e.g., WhatsApp, Facebook, Line and Instagram).

In terms of non-electronic sources, brochures are provided to inform prospective students regarding the general profile of the study programmes. There are also periodical outreach visits (usually 1-2 times a year) to various government and private organisations (potential graduate users) to explain in detail the profile of the study programmes, as well as to answer various questions asked by organisational leaders and student candidates who attend these socialisation events. In addition to in-person visits, socialisation of the study programme is also carried out online (via Zoom).

Since the recruitment for new students is conducted at University level, the information regarding the selection is also provided in the University's helpdesk. On those facilities, the important updates about the recruitment timeline and procedures, the structure of the programme, admission requirements and any other relevant information would be provided, so the candidates may find it helpful to get to know about the programme. That information is made in line with the ones provided in the direct socialisations by the head of the programme and lecturers.

Furthermore, if the prospective students are interested to know about the further information regarding the programme, they are welcome to directly attend the office in order to ask for some more specific questions, or to send their inquiries via email or phone call. This source of information is always available. The response to the questions would be processed by the official of the study programme as soon as possible, until it has been clarified by the responsible person from the programme (e.g., Head of the programme, Dean of the faculty, Vice Dean).

¹² <http://graduate.unhas.ac.id/en/agribusiness/> and <https://feb.unhas.ac.id/mepp/>, information related to Master Agribusiness can also be accessed on the Unhas Postgraduate website: <http://graduate.unhas.ac.id/>

Selection Procedure

For prospective students to be accepted into the Master programmes, in addition to passing the selection based on the completed documents as required by the University, they must fulfill the following requirements:

- pass written examinations consisting of a test related to the field of their study programme,
- a general academic aptitude test (TPA),
- an English language test (TOEFL).

They do not need to take another TOEFL test if they can show proof of having passed the TOFL test with a score which satisfies entrance requirements from an organiser recognised by the University. The written examinations for each of these components are held simultaneously for all selection participants.

According to University regulations, interviews or other additional tests are not applied at the Master's level, except for prospective students who go through the affirmation programme selection route. This route targets minority groups who require affirmation policies (e.g., people with disabilities, outstanding individuals from poor families or disadvantaged areas, individuals who excel in sports, arts or science and technology olympiads at national and international levels), using a selection system of a special nature that is regulated at the University level.

The score limit and the successful intake quota for the programmes are adjusted to the capacity of the study programme, which is 25 people per semester or 50 people per year for the Master in Agribusiness and 10-15 per semester or 20-30 per year for the Master in Development Economics and Planning. These quota are also discussed in a University leadership meeting. If the number of candidates passing the selection process exceeds the maximum number of places offered, the programme will sort the total score for the entrance exam and accept applicants with the top score according to class capacity.

The decision on successful new student candidates is then finally determined through a leadership meeting between the Rector and the Dean of the Graduate School/ the Faculty of Economics and Business after which it is officially announced on the University's official website which can be accessed online by all selection participants.

Every year, the study programme periodically reviews the selection/recruitment method of students in order to improve the procedure. The board of the programmes therefore regularly makes some evaluations in the recruitment process. It was evaluated based on the matching between the criteria made for candidates with the outcomes of teaching process itself. The board of the programmes would assess whether the criteria for Master candidates are still relevant and suitable, considering the experiences gained from the teaching activities, and some feedbacks collected from previous students.

Foreign language proficiency

According to the self-evaluation report, applicants for **both programmes** should have a sufficient score in English proficiency test, where it should be at least 450 for TOEFL ITP and equivalent in order to ensure that students have a sufficient level of English capabilities needed to complete the study programme. The need for English language skills is also experienced by the students, considering that most of the reference books used in each lecture are written in English. Structured assignments such as journal reviews are programmes that contain foreign language content. In addition, some teachers also use the bilingual system in delivering lecture materials and preparing lecture materials in foreign languages as well as include guest lectures in English, all of which are intended to improve students' foreign language skills.

However, for the **Master in Development Economics and Planning**, the panel learnt during the online conference, that no English language proficiency is required for admission, only for thesis defense and graduation the English level of 450 TOEFL ITP is mandatory. Students who have no previous knowledge of the English language are encouraged to take language classes at the language center during the course of their studies.

Transparency and Documentation of Admission Procedure and Decision

Details regarding the student admission requirements and process for all levels of education at Hasanuddin University can be accessed online by prospective students on the website¹³. This website contains information including registration requirements, registration procedures, schedules and conditions for the implementation of the selection exam. The entire process of recruitment and selection of prospective students is documented by the Administration Section of the Hasanuddin University.

The result of the admission process is communicated online and made visible on the website which all prospective students who have registered can access by entering their participant registration number. Moreover, all candidates will be also informed about the final decision with the letter of admission result. In this letter, candidates are informed about the phase of selection process that they have managed to pass, and also, in case that they are failed, the selection step in which they were unsuccessful. The historical achievements in each selection process are presented and explained in this letter.

Appraisal:

For **both Master programmes**, the admission requirements are defined in the Rectors Regulation of Hasanuddin University. The national requirements are presented and taken into account. Applicants must have a Bachelor degree from an accredited study programme. If students have an undergraduate degree from a field that is not related to Agribusiness respectively Economics, students must attend additional courses during their studies or matriculation courses prior to their studies.

At the time of the online conference, only students from the same or a similar research discipline were studying in the two Master's programmes. This shows that prior knowledge in the fields

¹³ see: <https://regpmb.unhas.ac.id>

Agribusiness respectively Development Economics and Planning is required. During the online conference, the panel also learned that students must take additional courses before starting or accompanying their studies, if they have a background in another research field.

For counselling regarding the application and/ or the study programmes, applicants can directly turn to a student counselling service or to the helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. In this context, the panel team recommends that the University becomes more proactive in terms of advertising in order to attract more students to the two programmes.

The selection procedure is transparent and ensures that qualified students are admitted. The study programmes do not require any professional experience as the necessary condition in the admission process.

For the **Master in Agribusiness**, the admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). However, this requirement is not stated in the official admission regulations.

For the **Master in Development Economics and Planning**, it is not unequivocally clear which language level is required in order to apply to the programme. The documentation and regulation of the University states that a 450 TOEFL ITP or another English language test is required, however, the panel learnt during the online conference, that no English language proficiency is required for admission, only for thesis defense an English test proving the respective level is mandatory. There is also no statement on language requirements in the official admission regulations. Since the Master programme includes English materials and some courses are held in English language, from the panel's point of view, a certain language level is necessary to be able to study successfully.

Therefore the panel recommends the following **condition for for both Master programmes**:

- The University clearly defines the admission requirements with regard to the English language skills in the admission regulations.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			MAGb, MDEP		
2.2	Counselling for prospective students			MAGb, MDEP		
2.3*	Selection procedure (if relevant)			MAGb, MDEP		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				MDEP, MAGb	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			MAGb, MDEP		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Master in Agribusiness

The curriculum design process was organised by a Lecturer Working Group (KKD) with personnel comprising the Master Agribusiness Programme Head (KPS) and several lecturers from the Faculties Economics and Business, Agriculture, Animal Husbandry, Marine Science and Fisheries. The curriculum has been designed to meet the standards for agribusiness Masters in other countries and the national standards for Master's education in Indonesia. In order to meet both standards, the KKD team conducted benchmarking against various Agribusiness Master programme organisers in several countries in the world such as the United States, Europe, Asia and in Indonesia. After this, adjustments were made to make the findings relevant to agricultural conditions in tropical areas, especially in the KTI area which is the main study locus of Agribusiness students.

The study programme offers 20 courses, each of which makes a specific contribution to the intended learning outcomes and presents students with a list of several courses offered across study programmes/faculties within the University as well as international collaboration courses (SUIJI programme). Each course has a course load of two credits. The study programme requires its students to pass four compulsory courses and a minimum of five elective courses from the curriculum.

The compulsory courses in the Master Agribusiness study programme are as follows:

- a) National Compulsory Course:
 - Philosophy of Science (Basic)
- b) University and study programme compulsory courses (Core Courses):
 - Research Methodology and Quantitative/Qualitative Analysis for Agribusiness (Advanced)
 - Theory in Agribusiness (Basic)
 - Agribusiness Management (Advanced)

Table 6: Curriculum Master in Agribusiness

Module No.	Title of Module / Course Unit	Semester				SKS	Workload		Course Criteria
		1.	2.	3.	4.		Hours in Class	Hours Self-Study	
A	Compulsory								
1	Agribusiness Management	X				2	27	64	Advanced
2	Philosophy of Science	X				2	27	64	Basic
3	Research Methodology and Quantitative/Qualitative Analysis for Agribusiness	X				2	27	64	Advanced
4	Theory of Agribusiness	X				2	27	64	Basic
B	Elective								
5	Management Strategy and Company Policy in the Agricultural Sector	X				2	27	64	Advanced
6	Principles of Economics	X				2	27	64	Advanced
7	The Business Environment		X			2	27	64	Advanced
8	Total Quality Management		X			2	27	64	Advanced
9	Consumer behaviour	X				2	27	64	Advanced
10	Agribusiness Enterprise and Innovation	X				2	27	64	Advanced
11	Business Planning and Viability		X			2	27	64	Advanced
12	Agricultural and Agribusiness Policy Analysis	X				2	27	64	Advanced
13	Operational Management		X			2	27	64	Advanced
14	Financial Management		X			2	27	64	Advanced
15	Marketing Management	X				2	27	64	Advanced
16	Human Resources Management	X				2	27	64	Advanced
17	Agricultural Company Management		X			2	27	64	Advanced
18	Agroindustry Management	X				2	27	64	Advanced
19	Global Agribusiness		X			2	27	64	Advanced
20	Supply Chain Management in Agribusiness		X			2	27	64	Advanced
C	Cross-over Courses between Study Programmes/Faculties (Elective- Sit-In)								
21	Food crop, horticultural and plantation Agribusiness			X		0	27	64	Basic
22	Livestock Farming Agribusiness			X		0	27	64	Basic
23	Fisheries Agribusiness			X		0	27	64	Basic
24	Forestry Agribusiness			X		0	27	64	Basic
D	Joint Programme Subjects (Elective)								
1	Joint Programme Subjects (SUJI Programme)			X		6-12	160	384	Basic/Advanced
E	Compulsory								
1	Proposal Seminar		X			2		240	Advanced
2	Research Results Seminar			X		4		480	Advanced
3	International Publication			X		5		600	Advanced
4	Thesis and Thesis Defence				X	9		1080	Advanced

Master in Development Economics and Planning

The curriculum contains graduate competency standards that are structured into main competencies, supporting competencies and other competencies that support the achievement of goals, the implementation of the mission and the realisation of the vision of the study programme.

The design and preparation of the curriculum in the Master Programme of Development Economics and Planning refers to level 8 of the Ministerial Regulation on the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (SNPT)¹⁴. The

¹⁴ Universitas Hasanuddin also describes this in the Chancellor's Decree No.3762/H4/P/2008 concerning its Academic Standards and in the Academic Senate Regulation No.50850/UN4/PP.42/2016 concerning Hasanuddin University Education Policy.

curriculum can be reviewed at least once in four years according to the needs and developments of science and technology. Policies related to curriculum development of study programmes are regulated in accordance with the Regulation of the Ministry of Education and Culture.¹⁵ In conducting a curriculum review in order to guarantee that the learning outcome can be achieved, the study programme manager seeks input through feedback from internal and external stakeholders, as well as by taking into account the vision and mission of the study programme. Internal stakeholders are lecturers, students and alumni; external stakeholders are potential employers, the business world other universities and the general public.

Based on the intended learning outcomes, the curriculum consists of 15 courses, of which 11 courses are compulsory and 4 courses are elective where students can choose 2 of them according to their interests. Moreover, the curriculum also consists of 5 basic courses and 10 advanced courses. In addition to these courses, there is an obligation of students to write a final project in the form of a thesis. The curriculum must be approved by the Faculty Senate and is further determined by the chancellor's decision after obtaining approval from the University Senate.

Table 7: Curriculum Master in Development Economics and Planning

Modul No.	Title of Module / Course Name	Credit Points per Semester (ECTS)				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
M1	Microeconomic Theory	5.43				40	96
M 1.1	Consumer Behavior					10	24
M 1.2	Producer Behavior					10	24
M 1.3	Markets					10	24
M 1.4	Welfare Economics					10	24
M2	Macroeconomic Theory	5.43				40	96
M 2.1	Economic Growth and Business Cycles					10	24
M 2.2	Unemployment, Inflation and Economic Policy					10	24
M 2.3	Exchange Rates and the International Financial System					10	24
M 2.4	Open Economy Macroeconomics					10	24
M3	Development Economic Theory	5.43				40	96
M 3.1	Theories of Economic Growth					10	24
M 3.2	Population Growth and Development					10	24
M.3.3	Economic Growth in Poor Countries					10	24
M 3.4	Alternative Models for Development					10	24
M4	Development Financing	5.43				40	96
M 4.1	Transaction Cost Economics and Neoclassical Economics					10	24
M 4.2	Domestic and External Finance					10	24

¹⁵ see: Regulation No.73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education and is supported by the UNHAS Academic Senate Regulation No.46929/UN4/IT.03/2016 concerning Policy for Curriculum Development of the UNHAS Study Program.

M 4.3	Investment, Aid and Debt Roles and Risk Management				10	24
M. 4.4	Development of Financial Institutions				10	24
M 5	Basic Quantitative Analysis	7.24			53.33	128
M 5.1	Two-Variable Regression Analysis and Multiple Regression				10	24
M.5.2	Confidence Interval and Hypothesis Testing				10	24
M 5.3	Classical Assumptions Testing and Corrections				10	24
M.5.4	Two Stage Least Square Analysis				10	24
M.5.5	Panel and Pooled Data Analysis				13.3	32

2nd Semester

M6	Research Methodology		5.43		40	96
M 6.1	Structure and Planning for a research project				10	24
M.6.2	The Ethical Issues Involved in Research				10	24
M.6.3	Data Types, Collection and Analysis				10	24
M.6.4	Research proposal and Thesis				10	24
M7	Advanced Quantitative Analysis		5.43		40	96
M 7.1	Path Analysis and Structural Equation Modelling				10	24
M.7.2	ICOR, Location Quotient, Shift-Share and Input-Output Analysis				10	24
M.7.3	Mixed Analysis Methods				10	24
M.7.4	Game Theory				10	24
M8	Human Resources Development Planning		5.43		40	96
M 8.1	Context of Human Resources Planning				10	24
M 8.2	Human Capital Development				10	24
M 8.3	Strategic Human Resource Planning				10	24
M 8.4	Social Capital Development				10	24
M9	Natural Resource and Environmental Economics		5.43		40	96
M 9.1	Sustainability Problems, Welfare Economics and Environment				10	24
M 9.2	Environmental Pollution				10	24
M 9.3	Project Appraisal				10	24
M 9.4	Natural Resource Exploitation				10	24
M10	Economics of Development Planning 1		5.43		40	96
M 10.1	City Development and Location Theory				10	24
M 10.2	The Interplay between Externalities and Zoning				10	24
M 10.3	International Trade and Globalization Aspects on City Development				10	24
M 10.4	Housing Finance				10	24

3rd Semester

M11	Economics of Development Planning 2		5.43		40	96
M 11.1	Decentralized Rural Planning				10	24
M 11.2	Conventional, Technical Planning Approaches				10	24
M 11.3	Approaches to Participation in Planning				10	24
M 11.4	Collaboration in Rural Planning				10	24
M12	Regional Economic Planning		5.43		40	96
M 12.1	Context and History of Regional Planning				10	24
M 12.2	Theoretical Approaches				10	24
M 12.3	Evolving Practice				10	24
M 12.4	Future Prospects				10	24
M13	Maritime Economic Planning		5.43		40	96
M 13.1	Context of Maritime Economic Planning				10	24
M 14.2	Environmental Aspects of Maritime Economic Planning				10	24
M 14.3	Socio-cultural Dimensions of Maritime Economic Planning				10	24
M 14.4	Integrated Coastal Zone Development				10	24
M14	Development Planning and Budgetting		5.43		40	96
M 14.1	Objectives of Budget Preparation				10	24
M 14.2	The Importance of A Medium-Term Perspective for Budgetting				10	24
M 14.3	Condition for Sound Budget Preparation				10	24
M 14.4	The Macroeconomy and Policy Context				10	24

M15	Public Economics			5.43		40	96
M 15.1	Public Goods and Externalities					10	24
M 15.2	Government Revenue					10	24
M 15.3	Government Expenditure					10	24
M 15.4	Government Finance					10	24
S	Thesis Proposal Seminar			8.32		48	160

4th Semester

MA	Master's Thesis					41.6	240	800
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Rationale for degree and programme name

The naming of Master programmes at Hasanuddin University is regulated by the Hasanuddin University Senate and based on Hasanuddin University Rector's Regulation.¹⁶ The official degree designation or title for graduates of each Master programme is shown on the respective Graduation Diploma. For the **Master in Agribusiness**, the title is Magister Sains (M.Si.) respectively Master of Science (M.Sc.).

The name of the Master of Agribusiness study programme, which is now widely used by many universities, was first used by the Unhas Master programme in 1993 and afterwards adapted by several other universities (currently 41 similar study programmes) and added to the official nomenclature in the list of study programme names under Decree of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia.¹⁷

It reflects the concept of Agribusiness as an agricultural development approach combined with the growing interest of various groups in the agribusiness concept, including practitioners and government agencies who wanted to understand agribusiness in greater depth.

For the **Master in Development Economics and Planning**, the programme was formed based on the large gap between the need for and the availability of development and planning experts at the sufficient level, especially for the eastern part of Indonesia. The name of the study programme is then used to describe the specifics of this programme, which is then aligned with the curriculum content and programme objectives. The degree awarded to graduates is Magister Sains (M.Si.) respectively Master of Science (M.Sc.) since most of the curriculum are science-based.

The degree used is in accordance with the Chancellor's Decree regarding naming of study programmes.

Integration of theory and practice

In the **Master in Development Economic and Planning**, theory and practice are systematically intertwined throughout the curriculum. Out of the 15 courses, around 12 courses use a combination of theory and practice in the learning process. The learning method in each subject generally consists of lectures that equip students with recent theories. This is followed by giving assignments to train students in applying these theoretical approaches. The practical assignments are organised in the form of conducting case studies and organising a research

¹⁶ see: Regulation No.2784/UN.4.1/KEP/2018 concerning the Implementation of Masters Study Programs at Hasanuddin University

¹⁷ see: Regulation No.257/M/KPT/2017 concerning Study Programme Degrees in Higher Education

project. Certain subjects will provide case studies as a practical arena for students to apply the theories and understandings they have acquired.

One example of a case study that is usually given to students is the analysis of the district/city annual development planning in the province of South Sulawesi. For further, usually the questions posed in each exam relate to existing case studies which are expected to be answered theoretically. Therefore, theoretical discourses and practical applications complement each other in coursework to develop a student qualification profile, where most of the advanced courses include existing and relevant research papers.

The lecturers also have practical experiences, such as being an analyst, advisor or researcher in a governmental institution, which they share in class. Almost half of the permanent lecturers of the study programme have experience as experts or consultants in various governmental agencies.

The Master programme also attempts to involve students in the research and community services programme run by the lecturers as a part of academic activities. These kinds of activities are in-line with the theoretical aspects taught in the class.

The **Master of Agribusiness** study programme combines theory and practice. Theoretical knowledge is provided to students through classroom learning, while practical application is provided in the form of case study exercises, case solving, field studies and integration of lecturers' industrial work experience in learning materials. Case study exercises and case solving are intended to ensure students have the skills to apply theories in real practical work.

For example, in the research methods and quantitative-qualitative analysis course, students are given structured assignments to analyse cases and practice the use of analytical software such as Excel pivot programs, SPSS, GAMs, Eviews, Expert Choice, ISM-Professional and Causal loop diagrams. Furthermore, in the Design and business feasibility course, students are given an assignment to create an agricultural business idea, complete with a feasibility analysis of various aspects such as technical feasibility, legality, market and marketing as well as financial and economic feasibility. To solve this case study, students must collect data from various parties related to their business idea, then analyse it and present the report in class.

Insights into and experience of agribusiness practices are also obtained by students through field studies, i.e. visits to agribusiness businesses, including multinational businesses in various provinces in Indonesia. During these field studies, students are given the opportunity to see first-hand the business practices and to discuss with agribusiness entrepreneurs to obtain technical explanations about business processes. In addition, the industrial work experience of lecturers, whether as commissioners, at director or manager levels, as expert staff or consultants in various business or other private and government organisations, is reflected in the material of several lectures.

Interdisciplinary thinking

Agribusiness consists of various subjects (e.g., agricultural inputs, production, processing, marketing and support systems); problems in one subject will have an impact on the performance of the agribusiness system as a whole. In addition, the agribusiness system is controlled by many factors, such as the behaviour of nature and natural systems, technology and mechanical systems,

domestic and global markets, as well as policies and political systems. Issues inherent or specific to individual agribusiness actors and their socio-cultural environment also determine the performance of the agribusiness system; these include the quality of human resources, accessibility to technology and capital, inter and intra group cooperation, social capital (trust and networking), traditions and customs, including e.g., gender relations within the family. Therefore, students of the **Master in Agribusiness** are trained to think comprehensively and use an interdisciplinary approach for solving agribusiness problems.

The courses are taught by lecturers from four different faculties and research disciplines (Agriculture, Animal Husbandry, Fisheries and Marine Science, Economics and Business). In addition, the curriculum is structured to include several elective courses that can be accessed by the Agribusiness students and are offered outside the study programme. These include courses in food crop agribusiness management, plantation agribusiness management, livestock agribusiness management and fisheries and marine agribusiness management. Similarly, courses from the SUIJI programme can also be converted and considered as elective courses in the curriculum structure.

Subjects related to general knowledge, such as philosophy of science, principles of economics, agribusiness policy, entrepreneurship, consumer behaviour and systems theory (covered as a sub-unit of the theory in agribusiness subject), are also included in the study programme.

In addition, knowledge related to general issues, such as society and culture, the natural environment, the global environment, politics and law is included in the sub-component materials of several courses, such as courses on business environment, entrepreneurship and innovation, as well as agricultural and agribusiness development policies.

Another method to prompt students to think in an interdisciplinary manner is that thesis supervisors and thesis examiners are selected from a variety of research disciplines. Unhas lecturers from outside the study programme are also involved as student thesis supervisors and examiners, for example lecturers from the social sciences, agronomy, plant protection, agricultural product processing, aquaculture and gender science.

In addition, the study programme also involves researchers from outside the University who meet educational qualifications with appropriate areas of expertise to become assistant mentors for Master Agribusiness students¹⁸, e.g., researchers from the Centre for Agricultural Postharvest Research and Development, Agricultural Research and Development Agency (Ministry of Agriculture of the Republic of Indonesia) and researchers from the Research Centre for Brackish Water Cultivation Fisheries and Fisheries Extension (BRPBAP in Maros, South Sulawesi).

The **Master of Development Economics and Planning** programme has an elective course of Maritime Economics Planning that might allow students to have a solid and blended knowledge on maritime transportation, logistics, sociology as well as the supply chain management. This is

¹⁸ in accordance with Hasanuddin University Rector Regulation No.36620/UN4.1/PP.39/2017, concerning Guidance for University Students' Final Projects Hasanuddin

based on the geographical advantage of Unhas in South Sulawesi. These issues are carefully addressed from economic perspectives and are reflected in the study material of the course.

Built from the theoretical background of economics, in the advanced economic planning courses, the programme would also cover a wide variety of topics such as health, education, environment and cities. Besides, a course of research methodology is also designed to be a part of interdisciplinary aspect of the Master programme as it also covers such practical and general skills needed in conducting research. This ensures the achievement of graduate learning outcomes related to the second general skill, namely the graduates ability to criticise and propose appropriate solutions in solving development and planning problems based on existing studies.

Ethical aspects

In order to build academic ethics within **all study programmes** and maintain conducive campus conditions, Hasanuddin University Rector Regulation¹⁹ concerning the Hasanuddin University Student Code of Ethics applies to all students when conducting academic and non-academic interactions and activities, both on campus and off campus.

The ethical aspects are part of the learning outcomes of the study programmes which are included in the Attitude aspect. In the **Master in Agribusiness**, ethical aspects are integrated into learning materials, both related to academic and research ethics, as well as ethical aspects in business. Material on ethics and good behaviour in academics and research is introduced in the Philosophy of Agribusiness course and the Research Methods and Quantitative/Qualitative Analysis for Agribusiness course. Global business ethics are taught in the Global Agribusiness and Agricultural Enterprise Policy and Strategy Management course, while outsourcing ethics are taught in the Human Resource Management course.

In the **Master in Development Economics and Planning**, the ethical aspects are not specified in a single course, but partly incorporated in several courses, such as research methodology, development planning and budgeting, thesis and quantitative analysis. This is reflected in one of the learning outcomes related to attitudes, namely the graduates' ability to internalise academic ethics, professionalism and responsibility in social life. In research methodology and thesis, students are guided to behave appropriately and according to ethical standards of academic work. They are encouraged to implement the ethics of how to properly appreciate academic works done by fellow students and lecturers by avoiding some issues of plagiarism and fulfilling the standards of making others' thoughts as their parts of arguments and/or analysis.

Methods and scientific practice

The **Master in Agribusiness** programme provides students with a fundamental theoretical and practical understanding of agribusiness research, through the compulsory courses in Research Methods and Quantitative-Qualitative Analysis for Agribusiness. After taking this course students gain methodological competence to enable them to carry out scientific work at the required level, including applications in article writing and research. Methodological competencies are also gained by students through various courses that teach analytical techniques relevant to the specific course subject learning material.

¹⁹ see: No.16890/UN4/KP.49/2012

Furthermore, structured assignments in various courses that require students to collect, process, analyse and interpret data are also intended to provide students with practical experience related to agribusiness research. Some of the measures done to support the development of the methodological competencies and skills are as follows:

- a) Involving students in lecturer research²⁰
- b) Master Agribusiness students are required to attend at least five seminars on the results of research from Master or Doctoral programmes in the Unhas Graduate School. The presence of students in seminar activities is well documented and is a requirement for students to be able to proceed to their own seminars²¹
- c) The study programme facilitates students to participate in training sessions or workshops on research proposal writing and international journal writing which are held annually by the Hasanuddin University Graduate School.

In order to guarantee the quality of thesis research, as well as the suitability of the type and level of analysis at the Master's level, students are supervised by two lecturers who have expertise in the field of the student's research. These supervisors must hold a Doctoral degree with a minimum academic position of lecturer.

In the **Master in Development Economics and Planning**, the competencies needed to carry out scientific studies are taught in the Research Methodology courses. These require students to make a comprehensive scientific study proposal in order to train them in the skills needed for research-oriented work. The output that must be produced by each student after taking the course is a research proposal that will become the basis of their thesis.

During the online conference, the panel learnt that the programme also includes training with regard to technical equipment and software (e.g., Stata) that is necessary for research in this scientific field. This training is particularly included into the Econometrics course. Further training is afterwards done by the students themselves.

In addition, students are also equipped with analytical skills needed in a quantitative and qualitative study. This is in accordance with the general skill that must be achieved by graduates of the study programme that is the ability to organise a critical, systematic and creative research that can be published in accredited scientific journals.

Aside from that, the competency is also encouraged by inviting students to get involved in the research projects run by the lecturers. This is in accordance with the specific skill competencies that must be possessed by graduates, that is being able to analyse and criticise financial planning and public sector budgeting in regional development planning and human resource development planning and being able to determine economic and geopolitical conditions between regions in relation to economic development policies.

²⁰ This is in line with the Unhas Rector's Decree No.3762/H4/P/2008 concerning Unhas Academic standards.

²¹ This is mandated in Hasanuddin University Rector's Regulation No.2784/UN.4.1/KEP/2018.

Examination and final thesis

The different learning outcomes in **both study programmes** may be measured using different assessment methods. The types of student examination/assessment applied in the programmes are versatile and comprise structured assignments (case studies, literature reviews, writing papers/reports), written tests, oral tests, presentation of papers/reports and in-class participation, as well as research projects. This is regulated in a regulation of the Rector of Hasanuddin University regarding the organisation of the Hasanuddin University Magister programmes.²² The grading system is also determined by a Rector's Regulation.²³

In evaluating the achievement of learning outcomes in each course, the lecturers may also implement pre and post-tests. In addition, the design of exams for each course is specifically aligned with the ILOs of the courses themselves. If the courses are attributed with specific or general skills as their ILOs, the exam will take form of presentations of the final project/research. In the other hand, if the courses have cognitive aspects as their ILO, the kind of exam designed for these courses is the written-test (problem solving).

Towards the end of the study process, students of both programmes are required to submit a thesis. Thesis writing is an indispensable part of the assessment and aims to comprehensively measure the depth of knowledge possessed by the student. During the thesis writing process, students are supervised by two lecturers, the senior supervisor is the main responsible for the monitoring and evaluation of the process. The mentoring of the student has to be carried out at least eight times in one semester and in a structured manner on the Unhas campus.²⁴ After handing in the thesis, students must be able to defend their research results in front of examiners. The supervisors and thesis examiners are selected from a variety of research disciplines. Moreover, students are afterwards required to publish their thesis in a national or an international journal in order to graduate. The University offers assistance for the students in its publication management center.

The procedure of thesis writing and thesis defense is also regulated in the Rector's Regulation on the Organisation of Magister Programmes²⁵ and the Supervision of Hasanuddin University Student's Final Projects²⁶. Thesis Examination Procedure and requirements can also be accessed by students online on the respective websites of the University. This also includes the require

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

²² see: Regulation No.2784/UN4.1/KEP/2018

²³ see: Rector's Regulation No.2784/UN4.1/KEP/2018, Chapter VIII, Article 22 on the grading system

²⁴ This is in accordance with the mandate of Hasanuddin University Rector Regulation No.2784/UN.4.1/KEP/2018.

²⁵ see: Regulation No.2784/UN4.1/KEP/2018, Section Twelve, Article 16 (also on thesis defense in Section Fifteen, Article 19)

²⁶ see: Regulation of the Rector of Hasanuddin University No.36620/UN4.1/PP39/2017

However, in the **Master in Development Economics and Planning** many compulsory courses are included into the curriculum. The panel is of the opinion that students would benefit from a wider range of specialisations and therefore recommends inserting more electives into the programme. With regard to the content of the study programme, the focus lies almost exclusively on Indonesia as a developing economy. The panel believes that the introduction of case studies and contents from other developing economies could further enrich the programme and therefore recommends taking this into consideration.

Furthermore, on the one side, the degree Magister Sains/Master of Science corresponds to the contents of the curriculum and the programme objectives. The names of the study programmes, on the other side, do not correspond. In the **Master in Agribusiness**, there are business aspects lacking in the programme in order to fulfill all of the expectations of prospective students and possible future international cooperation partners of the University. The focus of the curriculum lies on research, not very much on the business aspects which is also reflected in the graduates' work fields.

The panel is of the opinion that Hasanuddin University as one of the leading public universities could further the economic development prospect of the region if they would foster the growth of the enterprise sector with their graduates. This includes a stronger weighting of the business content and a strengthening of entrepreneurship in the programme in order to equip the students with more knowledge when it comes to the private sector. Therefore, the study programme should insert more business content, in particular as compulsory modules.

For the **Master of Development Economics and Planning**, the panel also is of the opinion that the name does not correspond to the contents and expectations of development planning experts for the (eastern) Indonesian region. From the point of view of the panel, the following courses are missing which usually form part of a development economics programme and are required for a development planning study programme:

- Innovation systems and policies
- Management of innovation processes
- Project management and private-public-partnerships
- International business and the role of foreign direct investment
- Competition policy and competition law

Regarding the field of competition policy and law, there are contents missing in the curriculum. Competition is to a certain extent included into the Microeconomic module ("Markets"), in the Development Financing module ("Transaction Cost Economics and Neoclassical Economics"), in the Public Economics module ("Public Goods and Externalities") or in the Regional Economic Planning module.

However, there is no consideration of competition law and policy in a broader context, since it is not only about level playing fields and regulation where markets fail, but in the planning-world also considers strategic policy-making with e.g. national contests for subsidies (see example of e.g. South Korea), management of sectoral/industrial transformation (see example of Japan), long-

term planning of technological advancement (see example of state capitalism in China), import (and export) restrictions, management of inward and outward foreign direct investment and the like. These aspects could be integrated into the two Development Planning modules.

The other contents mentioned above are not to be found at all in the current curriculum and should be included in order to fulfill all the expectations of a Master programme in Development Economics and Planning. What is more, the inclusion of these aspects would also support the University on their way to become an entrepreneurial university.

Therefore, the panel recommends the following **condition for both Master programmes**:

- The University aligns the names of the study programmes with the contents of the curricula.

In its statement on the report, the University explained that they are already in the process of revising the curricula in this regard.

In **both Master programmes**, theoretical questions are, where possible, explained by means of practical examples, such as case studies. The University already has their own companies²⁷ on the campus to combine theory and practice. For the **Master in Agribusiness** programme, field trips are included into some of the courses. During the online conference, the panel learnt that the students would welcome an even greater emphasis on these field trips. The panel shares this view of intensifying the Business aspects since it is an Agribusiness degree. Therefore, the panel recommends including more practical components into the curriculum of the study programme.

For the **Master in Agribusiness**, there is evidence that the programme qualifies for interdisciplinary thinking. For the **Master in Development Economics and Planning**, the panel is of the opinion that appropriate courses and content are lacking in the curriculum and therefore recommends inserting more interdisciplinary content.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. In the **Master in Development Economics and Planning**, the ethical aspects are not specified in a single course, but partly incorporated in several courses, such as research methodology, development planning and budgeting, thesis and quantitative analysis. This is reflected in one of the learning outcomes related to attitudes, namely the graduates' ability to internalise academic ethics, professionalism and responsibility in social life.

In the **Master in Agribusiness** programme, global business ethics are taught in the courses Agricultural Enterprise Policy and Strategy Management and Global Agribusiness, while outsourcing ethics are taught in the Human Resource Management course. In addition, scientific ethics, academic ethics and writing ethics are included into the course Philosophy of Science.

²⁷ Since the University became autonomous, it has established various businesses on campus. These include, for example, a company that produces chocolate, an agricultural company and medical companies.

Students acquire methodological competences and are enabled to do scientific work on the required level. Especially in the **Master in Agribusiness** programme, there is a focus on research competences since most graduates work as lecturers and researchers. The programme offers courses on Research Methods/ Quantitative and Qualitative Analysis for Agribusiness.

The **Master in Development Economics and Planning** programme also includes courses on Research Methods to ensure that students are equipped with the competences necessary for doing research. An introduction to respective software and technical equipment (e.g., Stata) is included into the Econometrics course. Since the application of those softwares is an important part to pursue research in the field of development economics and planning, the panel recommends offering further training for the students.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		MAgb, MDEP		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)		MAgb, MDEP		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		MAgb, MDEP		
3.1.4	Interdisciplinary thinking		MAgb	MDEP	
3.1.5	Ethical aspects		MAgb, MDEP		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		MAgb, MDEP		
3.1.7*	Examination and final thesis (Asterisk Criterion)		MAgb, MDEP		

3.2 Structure

For Master in Agribusiness

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	38-42 SKS
Workload per CP	1 sks = 45.33 hours
Number of courses	15 courses (8 compulsory, 7 electives)
Time required for processing the final thesis and awarded CP	2 semesters / 12 months, 20 SKS (including Proposal Seminar, Research Results Seminar and International Publication Seminar)
Number of contact hours	243-297 hours

For Master in Development Economics and Planning

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	46 SKS
Workload per CP	1 sks = 45.33 hours
Number of courses	15 courses (11 compulsory, 4 electives)
Time required for processing the final thesis and awarded CP	1 semester / 6 months, 6 SKS
Number of contact hours	46 SKS x 700' = 536 hours

The system for converting SKS to ECTS is based on student study hours, where 1 ECTS is equivalent to 25 hours of study. However, the number of study hours included in each SKS are divided into the formal study/taught course programme components and the activities related to completing the final project (proposal seminar, research results seminar, publication(s) in national and/or international journals, thesis writing and thesis defence).

The formal study/taught course component of the Master of Agribusiness study programme takes place over 16 weeks in each semester. Each course/subject is equivalent to 2 SKS. Under the National Standards for Tertiary Education²⁸, each SKS in a formal taught course/subject is comprised of:

- Face-to-face meetings/SKS: 50 minutes per week per semester
- Structured student tasks/SKS: 60 minutes per week per semester
- Independent student learning/SKS: 60 minutes per week per semester

Therefore, a course with 2 SKS is equivalent to 90.67 hours of study/learning per semester which is equivalent to 3.63 ECTS (25 hours per ECTS).

Every SKS of face-to-face learning is carried out for 2.83 hours per meeting (week) or equal to 45.28 hours per semester, where in one semester there are 16 meetings (week). Furthermore, in converting SKS into ECTS, it is done by dividing the total hours per semester by 25, so that 1 SKS is equivalent with the value of 1.81 ECTS.

²⁸ see: Ministerial Decree Permenristek DIKTI No.44 of 2015

For the **Master in Agribusiness**, there are 18-22 SKS of face-to-face learning and 20 sks for the thesis and thesis seminars. Therefore the total number of 38-42 SKS is equivalent to 68.8-76 ECTS.

The **Master in Development Economics and Planning** has a total of 40 credits of face-to-face learning (compulsory and elective) and the final thesis with a weight of 6 SKS. Therefore, the total number of credits is 46 SKS or equivalent 83.3 ECTS.

Each of the courses is equipped with a semester learning plan (RPS) which includes course descriptions and information on intended learning outcomes that are charged to these courses. In addition, the RPS also contains learning outcomes for subjects that are expected to support the achievement of intended learning outcomes.

In accordance with the existing curriculum structure, this study programme can be completed the earliest after three semesters and no later than after eight semesters. Students who are deemed to have failed to complete the study programme at the end of semester eight are automatically excluded from the study programme (drop-out).

The rules for the study period are also in line with the Regulation of the Ministry of Education and Culture of the Republic of Indonesia concerning National Standards for Higher Education²⁹, which stipulates a maximum period of four academic years for a Master's programme, with a student learning load of at least 36 SKS. The Unhas Rector's regulation also addresses the evaluation of study results and thesis examinations. The rules related to the thesis examination include procedures, requirements for taking the thesis exam, assessors for the thesis exam, requirements for the implementation of the thesis exam, the committee and timing of the thesis exam. Academic leave is possible for students and regulated in the Rector's Regulation on Implementation of Magister Programmes at Universitas Hasanuddin.³⁰ The recognition of credits from other HEIs are especially regulated for the cooperation programmes of Unhas, such as the SUIJI programme in the Master in Agribusiness.

Examinations are also regulated by the Rector's Regulation on the Organisation of Magister programmes³¹. Accordingly, assessments are carried out after a lecture to evaluate the achievement of learning outcomes regarding:

- a) The ability of students to understand and master the material (substance) of the subject units that have been taught in the semester;
- b) Achievement of the competence of the courses taught by the lecturers who support the courses.

The forms of assessment are mid-term and end-of-semester exams, implementation of assignments, observations by lecturers, oral evaluations, research and others. The final semester examination of a course can only be taken by students who have attended at least 80 % of all academic activities of the course for one semester.

²⁹ see: Regulation No.3 of 2020

³⁰ see: Regulation No.2784/UN4.1/KEP/2018, Section Nine, Article 13

³¹ see: Regulation No.2784/UN4.1/KEP/2018, especially Article 22

The achievement of the learning outcomes is assessed according to the following criteria:

- a) The value of learning outcomes at the end of the semester is the combined value of all forms of assessment during the current semester;
- b) The assessment is carried out by a team of subject care lecturers in the form of numbers to be further converted into letters by the coordinating lecturer;
- c) The weighting of each form of assessment to obtain a cumulative score at the end of the semester and the passing grade is submitted to each lecturer;
- d) The value of learning outcomes is expressed by letters, namely A (4,0); A minus (3.75); B plus (3,5); B (3,0); B minus (2.75); C plus (2,5); C (2.0); and E (0,0)
- e) Pass grades cannot be repeated;
- f) In addition, there are the value of K (empty) and the value of T (delayed):
 - The value of K is given to students who resign from the course officially and in writing with valid reasons;
 - The value of T is the value that has been postponed because not all academic assignments have been completed by students on time. The time limit for the validity of the T score is one month starting from the date of the semester final exam of the subject in question;
 - If the student does not complete the task within that time, then the value of T changes to E.
- g) The value of student learning outcomes is listed on the Study Results Card (KHS) issued by the Director.

In order to update knowledge, the assignments given to students must refer to reference sources/books published in the last five years, research journals published in at least the last 10 years, materials from the internet and various accessible sources. This is done so that lectures and exams always refer to relevant content and current issues. The types of course examination and final thesis is based on the Indonesia National Qualification Framework at level 8 (KKNI).

The design of the curriculum and the distribution of workload should enable students to complete their studies on time, with a study period of four semesters. In fact, some students are able to complete the study programme in less than 2 years. In this case, the curriculum load has been calculated properly so that it can be achieved by students.

To ensure that students are able to study within the two years time frame and also allow flexibility during their studies, the following measures are taken:

- 1) Compulsory courses, especially the Philosophy of Science and Research Methods courses which are prerequisite courses for initiating student thesis research, are presented every semester. Thus, students who are accepted in the odd or the even semester can immediately take these courses as soon as they begin their studies.
- 2) At the end of semester 1, students have been assigned to two thesis supervisors with competencies relevant to the student's thesis research topic.
- 3) Students are facilitated to participate in training session on research proposal writing and international journal writing.
- 4) Student academic administration services are provided online.

Students' administrative matters that require the approval of the University leadership, such as issuance of the official appointment letter (SK) for the supervisors and the examining team, permits for thesis examinations and others, are managed by the administrative staff. The academic supporting services provided are also tailored to the needs of students, such as the availability of academic supervisors for each student. The academic advisors hold responsibility to provide consultancy and academic guidance for students.

Student study progress data are documented and updated according to progress. The data are discussed every semester at the faculty level in the student study period evaluation meeting. Students who do not make progress in their studies are invited together with their supervisors to discuss student problems and formulate steps to solve them. The University also conducts evaluations in each semester based on the evidences resulted from academic activities (teaching and thesis programme) to allow for some possible improvements.

Hasanuddin University has a basic policy of applying the principles of gender equality and non-discrimination in all student admissions and all aspects of the implementation of study programmes. This is reflected in the Government Regulation of the Republic of Indonesia No.53 of 2015 concerning the Statute of Hasanuddin University. The seventh section relates to students and alumni, article 48 paragraph 4 states that every student has the same right to obtain educational services and supporting facilities to ensure the smooth learning process. The steps that have been taken in resolving these problems will be reviewed periodically and adjusted according to the results obtained. The principles of gender equality and non-discrimination are therefore also implemented in each study programme.

The facilities and infrastructure at Hasanuddin University are designed to support people with disabilities, such as there are lanes for wheelchairs, lanes for the blind and toilets for the disabled. So that equality for all people with different backgrounds is very welcome in the study programmes. Students with disabilities or health concern will be accommodated in respect to their academic activities. For example, in case a student cannot attend test in specified date due to health issue, he could postpone it to another possible time. The regulation also stipulates that staff administration system is transparent and based on staffs' performance without discriminating against ethnicity, race, religion and group.

What is more, the panel learnt during the online conference that the library offers special assistance for blind students, as well as a braille corner.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Hasanuddin University converts the national CP (SKS) into ECTS credits. According to the University, 1 sks equals 45.33 hours and therefore corresponds with 1.81 ECTS. The total number of SKS for the **Master in Agribusiness** is therefore 38-42 which equals 68.8-76 ECTS and for the **Master in Development Economics and Planning** 46 which equals 83.3. What is more, the course

descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide 2015.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The Republic of Indonesia has not ratified the Lisbon Recognition Convention.³² However, the panel learnt that Hasanuddin University stipulates the recognition of periods of study at other HEI as part of its cooperations (e.g., SUIJI). Currently, this credit transfers are independently regulated by the Regulation of Rector³³. In this context, the panel recommends reviewing whether recognition can be extended to foreign countries and other HEIs in order to promote international orientation.

Regarding the credits, the University handed in documents which show the national credit system and the University's conversion to the European ECTS system. However, no Diploma Supplement according to the ECTS User's Guide 2015 has been presented to the panel members.

Therefore, the panel recommends the following **condition for both Master programmes**:

- The University issues a diploma supplement that meets the European Higher Education Area principles.³⁴

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programme's success rate. When it comes to the thesis writing, the panel had the impression that the Master thesis in the **Master Development Economics and Planning** is considered to have a high workload compared to other Master programmes especially considering the publication obligation for the final thesis. The panel therefore recommends reviewing the workload for the final thesis.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. This is regulated in the respective Government Regulation of the Republic of Indonesia.

³² <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

³³ see: Rector's Regulation No.2784/UN4.1/KEP/2018, Chapter VI, Article 20

³⁴ <https://education.ec.europa.eu/education-levels/higher-education/higher-education-initiatives/inclusive-and-connected-higher-education/diploma-supplement>

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		MAgb, MDEP		
3.2.2*	Study and exam regulations (Asterisk Criterion)		MAgb, MDEP		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		MAgb, MDEP		
3.2.4	Equality of opportunity		MAgb, MDEP		

3.3 Didactical concept

The didactic concept applied at Hasanuddin University follows the general didactic concept of Teaching Activities and Learning Activities. Each course begins with an explanation of the Semester Lesson Plan as a learning contract for the semester. The didactic concept includes the following learning methods: lectures, case studies, student presentations and group discussions.

However, some courses combine two or more of these methods, adjusted to the achievement of the Expected Learning Outcomes. For instance, in the **Master of Agribusiness** programme, students should be able to apply alternative problem solving in agribusiness system and formulate innovation for tropical agriculture-based agribusiness development. Therefore, students are assigned to see first-hand examples of cases of Agribusiness subsystem business units, by directly interviewing business unit managers about the problems and challenges they have faced. The results of the fieldwork are then discussed in class as learning for other groups.

The learning concept used in the **Master of Development Economics and Planning** programme is a combination of theory and practice to achieve the learning objectives of the subjects. The learning method for the practical aspect includes case studies and projects related to thesis research. In addition to face-to-face lectures, the programme also conducts blended-learning using the Learning Management System programme which enables students to learn independently by accessing learning materials (textbooks and scientific papers/articles) to help students understand theories. Then, to complete the theory that has been obtained, the programme provides practical assignments to students in the form of several case studies to improve students' analytical skills and competencies. Each lecturer will also carry out learning activities by utilising various available applications, such as Zoom or Google Meet.

Both study programmes continue to improve the learning system. Before 2020, Hasanuddin University used the Learning Management System (LMS). This system allowed students and lecturers to interact as part of the learning process, where learning resources, materials and learning modules and assignments could be accessed by students from this system. In early 2020, the University improved the learning system of the LMS by creating a new blended learning

platform known as the Learning Management System (SIKOLA)³⁵ which was developed in order to support and facilitate the learning process. The SIKOLA user guide can be watched on a video available on the homepage menu (accessible both before and after logging in). Moreover, SIKOLA provides a video channel for instruction (how to register on the course, how to record attendance, how to make parallel classes, search engines for the course, thus facilitating the interaction of students and lecturers in learning).

Course materials

Every lecturer who teaches in one of the two Master programmes prepares lecture materials on the SIKOLA Learning Management System which can be accessed by students at any time and has a user-friendly interface. Lecturers upload these materials in form of textbooks and recommended literature, as well as PowerPoint slides and learning videos by lecturers. The latter have been developed to answer needs, especially in the digital era, and to enable students to learn independently with case examples and exercises that follow each theory that is taught. In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. The materials are continuously further developed according to new didactical concepts, the relationship between course learning outcomes and the level of qualification required. The lecturers responsible for one course agree on the distribution of learning materials that are tailored to the competence of each lecturer. This discussion is carried out at the beginning of each semester (usually 1 month before the current semester) to ensure that all lecture materials are up to date, so that able to encourage students to study independently.

Various publications to complement these materials can also be accessed by using the SIKOLA platform (such as EBSCO, JSTOR etc.).

Guest lecturers

To broaden student outlook and improve the quality of learning for students, **both study programmes** invite guest lecturers from various backgrounds and types of work. They contribute their special experience, either from their scientific work or their professional practice in order to deepen insights for students as part of the qualification process and increase student job opportunities.

For the **Master in Agribusiness** programme, these guest lecturers are relevant to agribusiness development and include agribusiness practitioners, politicians, local/provincial/central government officers, researchers from research institutes and staff from overseas partners (universities as well as research and community service institutions). These guest lectures are held regularly each semester and are included in the Graduate School budget.

For example, the **Master in Development Economics and Planning** programme and the faculty have organised some guest lectures on various topics like regional development, the central bank, bilateral trade cooperation and policy coordination in times of pandemic. In the guest lecture of the regional development, the faculty has invited the head of local government of Luwu Utara, one of regencies in South Sulawesi Province, as a speaker to give some practical perspectives about

³⁵ see: <https://sikola.unhas.ac.id>

the implementation of regional development policies. Moreover, The Head of Bank Indonesia Representative office in South Sulawesi was also invited to share some insights about the role of the central bank in the supporting the digitalisation of economic and financial activities. The needs for strengthening the policy coordination in the hard time condition was organised by inviting the Executive Director of Bank Indonesia Institute, a specialized unit of the central bank that focuses on the human resources development. The lecture on the bilateral economic cooperation between Indonesia and Cambodia was arranged by having the Ambassador of Republic Indonesia for Cambodia.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The panel welcomes the University's endeavours and measures to use digital technics and means for distance learning to overcome the difficulties for the students caused by the pandemic.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are in most cases up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, for the **Master of Agribusiness** programme, the panel recommends including new approaches and literature into the course outlines and descriptions.

Guest lecturers are invited for the two programmes. The panel strongly recommends that this becomes a higher priority in both Master's programmes, as students and lecturers benefit from exchanges with lecturers from other HEIs and contribute to the students' qualification process. Regarding the **Master in Development Economics and Planning**, the panel particularly recommends inviting more international guest lecturers and including their students into relevant projects that result from those guest lectures and seminars. This could also support the HEI's efforts to integrate a stronger international focus into the programmes and provide students with international contacts.

Furthermore, guest lecturers can also help to integrate more interdisciplinary content into the programmes if the lecturers come from culture and politics (see chapter 3.1). In addition, guest lecturers from professional practice can also add great value to the two Master programmes. Students could thus be made aware of future career opportunities.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			MAGb, MDEP		
3.3.2*	Course materials (Asterisk Criterion)			MAGb, MDEP		
3.3.3	Guest lecturers			MAGb, MDEP		
3.3.4	Lecturing tutors					X

3.4 Internationality

In the **Master in Development Economics and Planning**, international contents are included into the curriculum because it is in accordance with the vision of the programme to achieve excellence regarding the development of planners with integrity and international reputation. Therefore, the programme implements international content and intercultural aspects in the curriculum by using learning materials originating from abroad. Likewise in providing case studies, generally using examples found abroad. Furthermore, most of faculty members use English based materials such as books, journals and presentations which are used as the main source of theories and applications for students' studies and researches within the international context. Thus, graduates are prepared to be able to face various challenges in an international work environment and be able to work together. This can be seen in the interaction of study programme students with students abroad and in Indonesia through social media to broaden their horizons regarding differences in the cultural environment between countries.

During the online conference, the panel learnt that the University strives to include contents regarding other tropical countries into the curriculum in the course of the next review (which is every four years).

In the **Master in Agribusiness**, internationalisation is part of the structured curriculum. This is shown by the implementation of curriculum benchmarking, reference development and joint international training on agribusiness and international publications. In terms of internationality, the programme and curriculum has a specific example in the Global Agribusiness course which is designed to provide a comprehensive overview of global business and agribusiness and management practices in global business. The topics comprise the concept and scope of global business and agribusiness, the global agribusiness environment, global trade theory, management and ethics in global business, strategic management, marketing, financial management, human resource management and operations in global business, as well as international cooperation between countries and/or regional trading blocks. This course is designed to provide students with an understanding of the nature of international business and the type of environment in which international business is conducted. This includes the importance of international organisations and how they affect business at the international level;

the uncontrollable or external forces at work in all international business environments; and how managers deal with all the forces that affect the business.

Students are also required to publish in international publications as a prerequisite for taking their thesis examination. Therefore, the Research Methods course provides guidance to students regarding publication rules and regulations. In addition to reputable journals, articles written by students have been presented at and published in the proceedings of a variety of scientific meetings including the 1st International Conference of Interdisciplinary Research on Green Environmental Approach for Sustainable Development³⁶, the 2nd International Conference of Animal Science and Technology³⁷ and the Advances in Environmental Biology³⁸ in Indonesia in 2019.

The Agribusiness programme also involved international community services or intercultural exchanges, both visiting fellowships and international students. One example is the Joint Training on Socio-economics Impact of Seaweed Agribusiness and Tourism in 2018 which was conducted in cooperation with Saga University Japan by collaborating students of both universities including an exchange of experiences, a culture discussion among them and work together in the field (rural coastal area).

Internationality of the student body

Graduate programmes at Hasanuddin University are mainly taught in Bahasa Indonesia, which is a fundamental barrier to attracting international students to study at universities in the country. Although the study programmes at Unhas are designed with Bahasa Indonesia as the primary language of instruction most courses, the programmes are currently being internationalised by including bilingual teaching materials and lectures to help Indonesian students improve their understanding of second languages and potentially attract international students. Currently, there are no international students in either of the two programmes. However, a significant proportion of the students come from various language areas and cultural backgrounds. The **Master in Agribusiness** programme collaborated with international programmes to attract foreign students, such as the SUIJI collaboration which brought Japanese students to study in Indonesia (see chapter 4.3).

Internationality of faculty

Currently, the **Master in Development Economics and Planning** does not have lecturers from foreign countries, but there are lecturers with international academic backgrounds from various countries (around 67 %). These include five graduates from the University of the Philippines, one graduate from France, two graduates from Australia, one graduate from the US and one graduate from Japan. Those international experiences support the acquisition of international competences and skills in the study programme.

³⁶ see: ICROEST, 3–4 August 2019, Universitas Muhammadiyah Buton, Indonesia, <https://iopscience.iop.org/article/10.1088/1755-1315/343/1/012117/pdf>

³⁷ see: ICAST 5-6 November 2019, Makassar, Indonesia <https://iopscience.iop.org/article/10.1088/1755-1315/492/1/012120/pdf>

³⁸ see: Makassar in December 2019; 13(12): pages 88-91 [http://www.aensiweb.net/AENSIWEB/aeb/aeb/2019/December/88-91\(16\).pdf](http://www.aensiweb.net/AENSIWEB/aeb/aeb/2019/December/88-91(16).pdf)

In the **Master in Agribusiness** programme, there is currently one foreign lecturer from the UK. In addition, the lecturers in the programme hold Master and Doctoral degrees from various countries, including two graduates from the US, one from Australia and one from Japan. Moreover, lecturers are active in joint publication with international partners.³⁹ These also include research on overseas objects which also include students from the Master in Agribusiness programme⁴⁰.

Foreign language contents

In the **Master in Development Economics and Planning**, there are no courses that use English as the primary language. Some lecturers do have international academic experience, so that most of them use English and alternate national languages when teaching or when preparing course materials. Moreover, textbooks, research results and latest journals which are in accordance with the objectives of the study programmes are also provided in English language. Besides, students are obliged to publish international, English content automatically becomes important to be included in learning materials and a certain level of proficiency in foreign languages, especially English, is needed in the learning process.

In the **Master in Agribusiness**, some courses already use bilingual learning (Indonesian and English). The students are also required to publish international articles, therefore English content is included in the course learning. The courses that have been delivered bilingually are courses that have a global orientation, e.g., Research Methods and Quantitative/Qualitative Analysis for Agribusiness, Total Quality Management, Agricultural and Agribusiness Policy Analysis. In order to increase lecturer's command of the English language, there is training for teaching in English as well as the "English Tea Morning" programme on Friday mornings. In stages, all courses will have at least an introductory component in English.

Appraisal:

For the **Master in Agribusiness** programme, international contents are part of the curriculum. Students are thus prepared for the challenges in an international and intercultural working environment.

For the **Master in Development Economics and Planning**, there is very little international content in the study programme. The focus lies strongly on Indonesia and also a regional perspective which is in line with the objectives that target the local job market. However, scientific economic development and planning studies necessarily require an international perspective and therewith related international contents. The panel is of the view that the study programme should reflect other international development planning study programmes and consider the activities of international development planning institutions (from governments and administrations to international aid institutions to multilateral institutions like e.g., World Bank) as integral parts shaping the curriculum. This includes for instance study content provided - and own student research required - regarding the economic development experience of other countries at different income levels, from the neighboring region and globally (such as economies

³⁹ see: <https://agrivita.ub.ac.id/index.php/agrivita/article/view/2724> ; <https://www.agrojournal.org/24/04-06.pdf> ; <https://www.sciencedirect.com/science/article/pii/S0213911121002983>

⁴⁰ For example see: <https://iopscience.iop.org/article/10.1088/1755-1315/343/1/012117>

like South-Korea, China or India). Such comparative economic studies will help students put the national economic development challenges and opportunities of Indonesia into an international context, thus learning from positive experiences gained abroad and avoiding some of the unsuccessful public policy interventions implemented elsewhere.

Therefore, the panel recommends the following **condition** for the **Master in Development Economics and Planning**:

- The University includes sufficient international content into the curriculum.

Moreover, the programme would benefit from the University taking various measures to strengthen the international exchange of faculty and students. The panel strongly recommends that the study programme looks for a profound international cooperation with an experienced internationally-oriented similar study course and a structured, regular exchange of students and lecturers.

Currently, the student body consists only of Indonesian students due to the fact that most courses are taught in Bahasa Indonesia. At the point of the online conference, there was no international student enrolled in either of the two programmes. Even taken Covid-19 into account there were hardly any students attending the programmes during the last years. The Memoranda of Understanding with different foreign universities were not filled with academic life and exchange of staff and students as could have been possible. Therefore, the panel recommends setting up a system which seeks to attract international students.

Furthermore, the faculties composes only of domestic lecturers (except one lecturer in the Master in Agribusiness programme), some of them with international experiences, such as Master or Doctoral degree from a foreign university or attending international seminars and conferences. When it comes to staff recruitment, the panel recommends hiring international staff in the next years. In this context, the panel would like to encourage further cooperation with more foreign HEIs, for instance to attract visiting professors.

What is more, the panel is of the view that a further development of the English skills of lecturers (e.g., through use of the language laboratory) could also support the University in their internationalisation and simplify it for lecturers to participate in international conferences.

In addition, both Master programmes must strive to incorporate more proactively the rich body of development experience gained in other regional countries and other parts of the world and benefit from the freely available information. Sound proficiency in the English language of faculty staff is a mandatory prerequisite for that.

The same applies to the language qualification of students. In the **Master in Agribusiness** students can take English classes organised by the English Language Laboratory in order to improve their language skills. Completing these English classes are a graduation requirement. Postgraduate schools have regular programmes related to improving the ability of students to communicate in English.

The **Master in Development Economics and Planning** does not have special language classes to improve students' skills during their studies, but the programme encourages students who have not passed the TOEFL score to take language classes at the language center.

The panel team therefore strongly recommends for **both study programmes** putting a special emphasis on the aspect of foreign languages in academic life in the next years. Especially the English skills of students should be a top priority compulsory language courses during the first two semesters should be considered.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			MAgb	MDEP	
3.4.2	Internationality of the student body				MAgb, MDEP	
3.4.3	Internationality of faculty				MAgb, MDEP	
3.4.4	Foreign language contents				MAgb, MDEP	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In most courses of **both Master programmes**, students are accustomed to assignments in the form of group discussions, presentations and completion of case studies during the learning process. All of these aim to increase students' soft skills in terms of speaking skills, including expressing opinions in ways that still prioritise cooperation, by respecting differences of opinion which are reflected in discussions, making presentations and conducting decision-making processes when solving problems.

For the **Master in Agribusiness** programme, these skills are especially included in the courses Agribusiness Management, Agricultural and Agribusiness policy analysis, Agribusiness Entrepreneurship and Innovation as well as Research Methods/Qualitative Quantitative Analysis for Agribusiness. All of these are in line with multidisciplinary learning materials and all provide important essentials to enable graduates to attain the competencies and skills they need, such as the ability to publish research results both domestically and abroad, to solve problems and to make decisions with respect to all the problems they face based on the knowledge and basic concepts of each scientific principle and field that characterises graduates of the Master of Agribusiness study programme as researchers, entrepreneurs and experts in Agribusiness.

For the **Master in Development Economics and Planning**, these skills are part of the main competencies that every graduate must have, considering their future professional fields of work. Therefore, these competencies are included into each course in the curriculum and also related to the general skills found in learning outcomes:

1. Organise a critical, systematic and creative thinking through research, published in accredited scientific journals.
2. Criticise and propose appropriate solutions in solving development and planning problems based on existing studies.

What is more, leadership skills are trained within the Development Economics and Planning Master Student Association.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

For the **Master in Development Economics and Planning**, the panel recommends promoting debate culture within the programme to support the further development of these skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			MAGb, MDEP		

3.6 Skills for employment / Employability (Asterisk Criterion)

In the **Master of Agribusiness** programme, the graduates' labour market abilities and competences are in line with the programme's goals and strategy for employability and entrepreneurship. The programme assures promotes employability by including aspects of business management into the curriculum, which will provide students with the required knowledge and abilities to enter the labour market in various sectors and capacities. The employability of graduates from the programme is based on the following core elements of the programme:

- The integration of theory and practice (both curricular and extracurricular activities)
- The promotion of multidisciplinary competences and skills, and
- The promotion of self-dependent and systematic work.

In the **Master of Development Economics and Planning** programme, the employability of graduates is promoted by the connection of theory and practice in the learning process. For enriching the insight and competences of graduates, the programme provides insights into other disciplines such as environmental engineering, transportation engineering, public of health and others which are integrated into study courses. In addition, the programme involves students in lecturer activities/projects to compile development planning documents in the form of development work plans (RKP) and medium-term development plans (RPJM). Hereby the students

acquire the competences and experience in the field of development economics and planning, so that they link and match with the labor force.

Both study programmes are systematically oriented towards meeting the anticipated requirements of a dynamic job market and making use of the results of graduate evaluations.

Appraisal:

For the **Master in Development Economics and Planning**, the promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

For the **Master in Agribusiness**, the panel is of the view that the University should have a stronger focus on the connection between theory and practice in order to prepare students and graduates for their future employment. This relates in particular to the introduction of business elements since it is an Agribusiness study programme.

Therefore, the panel recommends the following **condition for the Master in Agribusiness**:

- The University ensures the integration of theory and practice.

This could be achieved by, e.g., the greater inclusion of the lecturers' professional experience or the introduction of courses that focus on job experiences or internships.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			MDEP	MAGb	

4. Academic environment and framework conditions

4.1 Faculty

The **Master in Agribusiness** study programme at Hasanuddin University is supported by 25 full-time teaching staff coming from four different faculties, namely from the Faculty of Economics and Business, Faculty of Agriculture, Faculty of Animal Husbandry and Faculty of Marine Science and Fisheries. The full-time teaching staff consists of 16 professors and 14 lecturers with doctoral (PhD or equivalent) qualifications.

The **Master in Development Economics and Planning** programme appoints both full-time and part-time lecturers in order to facilitate the teaching of the courses. Some of the lecturers appointed are also teaching at other universities or study programmes provided in the faculty. The assignment of each teacher to the courses is carefully made based on their specialty, as well as their availability in each semester. In the study programme, there are 20 full-time lecturers including four professors, four assistant professors and twelve associate professors. Moreover, there are currently two part-time lecturers that actively teach in the Master programme. They consist of one professor and one associate professor.

Academic qualification of faculty and further development

The lecturers **for both programmes** recruited by Hasanuddin University consist of permanent civil servant (PNS) lecturers, non-PNS permanent lecturers and non-permanent lecturers. Permanent PNS Lecturers are recruited and placed based on the national level planning and need for lecturers, while non-PNS permanent lecturers are recruited directly by the University. Permanent (full-time) and non-permanent (part-time) lecturers can only be accepted by Hasanuddin University if they meet the academic qualifications as stipulated in the Government Regulation concerning lecturers.⁴¹ They must:

1. Have graduated from accredited higher education postgraduate programmes according to their field of expertise.
2. Possess the minimum academic qualifications, which are:
 - a) Graduate of a Master's programme for lecturing in diploma programmes or undergraduate programmes; and
 - b) Graduate of a doctoral programme for lecturing in postgraduate programmes.
3. Have expertise and outstanding achievements, based on the decision of the Academic Senate of Hasanuddin University.

The planning, recruitment and selection system for non-PNS permanent lecturers refers to the Rector's Decree⁴² concerning Procedures for Selection of Candidates for Civil Servants (CPNS) for Education Personnel and Education Personnel at Hasanuddin University. The process of accepting non-PNS permanent lecturers is carried out by the University starting from the preparation for the formation of a selection committee and to the selection process. The procedure for recruiting non-PNS permanent lecturers at Hasanuddin University is as follows:

⁴¹ see: Law No.14/2005 concerning Teachers and Lecturers and Government Regulation No.37/2009 concerning Lecturers

⁴² see: Rector's Decree No.42926/UN4.1/OT.10/2016

1. Applicants register online on the website⁴³ and choose the type of formation, education stream and position to be applied for;
2. Applicants upload the documents proving the fulfillment of the requirements
3. Selection Stage, comprising:
 - a) Administrative Selection, carried out by a selection committee formed by the University. Applicants who pass the administrative selection can follow the Basic Competency Selection (SKD);
 - b) Basic Competency Selection (SKD), including National Citizenship Test (TWK), General Intelligence Test (TIU) and Personal Characteristics Test (TKP);
 - c) Field Competency Selection (SKB), including: Academic potential test; English language skills; Teaching practice and Interview with Head of the department
4. The final results of the selection are officially announced on the website. Applicants who pass are designated as permanent non-PNS lecturers.

The position of professor is achieved after the lecturer has gone through various stages and achieved a minimum cumulative credit score of 850 points. The cumulative credit score is obtained from the implementation of the tridharma (three pillars) of higher education, including the implementation of education and teaching, research, community service and other activities to support the tridharma of higher education. Based on the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform (Permenpan RB)⁴⁴, it is stated that the requirements to achieve the level of professor, are as follows:

1. Doctoral Degree diploma (S3) or equivalent;
2. Have worked for at least three years after obtaining the Doctoral Degree (S3) diploma;
3. Have authored scientific papers published in reputable international journals;
4. Have a minimum of ten years work experience as a lecturer.

The University and the faculties of Unhas support lecturers in their personal and professional development by providing opportunities and financial support to each study programme lecturer to participate and/or speak at conferences (international or national), seminars, workshops, training events, mutual projects with local government and various other types of activities on a national and international scale. All activities in the context of developing human resources are planned and stated in the Activity Plan and Annual Budget of the faculties.

Requirements that must be met by a lecturer in obtaining support from the University to take further qualifications, such as international seminars, workshops and others can also be seen on the online platform.⁴⁵

Besides, the administrative staff are also given opportunities to develop their potential by providing the officers with some skills and self-development programmes to improve their performance in carrying out their duties and providing services for students and lecturers. Some examples of the development programmes are courses in computer skills development, English

⁴³ see: <http://recruitment.unhas.ac.id>

⁴⁴ see: Regulation No.46 of 2013, concerning the Amendment to the Regulation of the Minister of Empowerment of State Apparatus and the Bureaucratic Reform No.17 of 2013 concerning the Functional Positions of Lecturers and Credit Scores

⁴⁵ see: <http://reward.unhas.ac.id>

courses, ESQ, archives, some courses regarding the development of personality and professionalism and also trainings for administrative management. Moreover, they can also continue open formal education as long as it does not interfere with the main task. Some members of the administrative staff are currently attending formal education on Bachelor and Master level.

Pedagogical and didactical qualification of faculty

The Law states that "Lecturers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy and meet other qualifications required by the higher education unit where they work, and have the ability to realise national education goals".⁴⁶ With respect to the regulations relating to this Act, Hasanuddin University continues to facilitate the improvement of lecturer competencies to enable lecturers to obtain educator certificates.

Lecturers of the Master programmes are required to complete basic trainings of teaching competencies such as Pelatihan Peningkatan Keterampilan Dasar Instruksional (PEKERTI) and Ancangan Aplikasi (AA). PEKERTI is specifically designed for the lecturers in order to enrich their capabilities in designing the course specification (RPS), implementing innovative teaching models and evaluating the course activities. Moreover, AA is specified in order to provide lecturers with some capabilities needed for reconstructing the course specification, designing the learning method and assessment, as well as writing handouts or supplementary teaching materials. These include training and guidance on the development of syllabus and SAP (Unit Lecture Guidance Plans) and Preparation of Semester Learning Plans (RPS).

In addition, the programme also designed some workshops that are specifically designed to improve lecturer's technical capacities in applying blended-learning method through the educational management system known as the Learning Management System (SIKOLA).

Practical/business experience of faculty

The programme's lecturers also have professional skills and practical experiences. Some of the academic members in the **Master in Development Economics and Planning** while teaching at the University, they also work in other professional organisations, e.g., as an expert in governmental agencies, or being a research associate or an economic advisor and consultant in leading organisations such as ministries, finance and banking, state-owned enterprises and private institutions, such as the Ministry of Finance and the Bank of South Sulawesi (The Regional Development Bank). Some examples are listed below:

- Consultants in the Regional Agency for Development Planning (BAPPEDA) in some regional governments in Indonesia. In their role as a consultant, they give and provide guidance for the regional officers in designing some strategic policies like Regional Long Term Development Plan (RPJMD) and Local Government Work Plan (RKP).
- Commissioner in the Institution of Hajj Fund Management (BPKH). His role is very strategic in deciding the action plan and policies for the management of the fund revenues and expenditures, risk mitigations and also accountability.

⁴⁶ see: Act No.14 of 2005 article 45 concerning Teachers and Lecturers

In addition, there are also some lecturers that are invited as non-permanent lecturers in private universities.

What is more, some of the teaching staff in the **Master in Agribusiness** have experience in managing business organisations, either in positions such as commissioners, directors, managers or as consultants or expert staff in business organisations. Some examples are listed below:

- former commissioner of the Nusantara Plantation Limited Company (PTPN) XVI, a state-owned enterprise of the Republic of Indonesia;
- Member of the Board of Commissioners of PT (Persero) Makassar Industrial Estate (KIMA), as a representative of the Ministry of Ministry of State Owned Enterprises in Jakarta (2007-2013), as an expert staff member of the Makassar Industrial Training Agency (BDI) in the field of Business Plan Preparation for Prospective Entrepreneurs in Eastern Indonesia (ongoing) and as an expert staff member of PT (Persero) ASKES in the Field of MSME Development (2010-2015);
- Investment officer at PT Sarana Sulsel Venture and a Financial Consultant for CV DCS Enterprise;
- Director of Teaching Industry Unhas (a non-profit organisation that produces various processed agricultural products that have penetrated the export market);
- Exporter of agricultural commodities as well as a special staff of the current Indonesian Minister of Agriculture with duties closely related to various agricultural businesses.

Internal cooperation within the faculty

Internal cooperation between lecturers in the Master programmes occurs in course teaching activities, research and in community service. In the field of teaching, lecturers of the programmes are grouped into teams, with one team for each subject offered every semester. Once the teams are formed, they are coordinated starting from the preparation of the semester lesson plans (RPS), the arrangement of learning materials and the burden of teaching responsibilities. Before the semester starts, the group of teaching lecturers hands in the semester learning plan which will be reviewed in a lecturer meeting to ensure that there are no overlapping contents in the courses. This meeting is held regularly. Moreover, in order to avoid overlapping teaching materials in courses, the study programmes prepare lecture monitoring forms that must be completed by lecturers after teaching by filling in the details of the lecture material which was taught.

In class activities, the lecturers also collaborate in delivering the course to the students. There might be cases where some chapters or learning materials from a particular course are distributed among two or more lecturers, so each lecturer has their own teaching weeks for the same course.

Lecturers also collaborate in research and community service activities, which can be funded by internal University programmes or by external funding sources. Consequently, there has been already numbers of scientific publications jointly completed by two or more lecturers from the study programmes. In addition, there are social projects in which the academic members cooperatively work in designing, organising and evaluating the realisation of the project.

Interaction between fellow lecturers also always occurs during activities such as student seminars and thesis examinations, workshops, conferences and other events.

Student support by the faculty

The faculty provides two kinds of support services for students in terms of academic and non-academic matters which is provided by both lecturers and administrative staff during learning activities for students.

One way in which lecturers provide support is as an academic supervisor. This support system is regulated through the appointment of an Academic Advisor who is generally appointed by the Head of the study programme and if needed can also be appointed by the Dean of the faculty.⁴⁷ Academic advisors are tasked with guiding and directing students in planning academic activities, facilitating students in planning their research proposals and helping students to overcome academic and non-academic difficulties they may face.

Another form of lecturer support is when lecturers involve students in their research so that students are assisted with respect to research funding. Joint publications can also be compiled by students and lecturers. With respect to the support from the faculty through the appointment of academic advisors to provide counselling and guidance to students, in practice, an academic advisor must be ready to be contacted by students through various communication media which of course need to be mutually agreed upon by the academic advisor and the student.

Most of the faculty members are available for students who would like to ask for some assistance regarding their academic and extracurricular activities. The lecturers can be approached during and/or outside office hours for some purposes like: academic and thesis counselling and coordination for some events (in case the lecturers are involved/invited by the student community). The lecturers are also open for having some discussions with students in the faculty or school's buildings in case that there is joint research being conducted by the lecturers and students.

The Head of the programmes as well as the lecturers are available for any inquiries or feedbacks from students via WhatsApp group which comprises all students registered in the programmes, as well as the faculty officers.

Academic staff also provide some support during learning activities which connect students and lecturers in their daily activities. For supporting the flexibility of academic activities by students, some academic support is provided for students through the use of the SIKOLA platform which provides additional resources to supplement face-to-face interaction and allows to arrange some academic activities such as submitting assignments, uploading study materials and making the assessment for student's learning achievement. This is continued by using the zoom application, so as to avoid the necessity for face-to-face learning sessions during the pandemic.

For students needing some assistance in preparing for article publications in journal, the faculty also provide some services through a special unit called a clinic of publications. This service is

⁴⁷ see: DECREE OF THE RECTOR OF HASANUDDIN UNIVERSITY No.18371/H4/PP.25/2011 Dated October 07, 2011 on Guidelines for the Implementation of Masters Programmes (S2) Academic Advisors (PA)

provided by the University, helping students who would like to have their academic articles published in journal. The unit would give some advice needed for improving the quality of writings, contents, as well as the structure of the academic articles prepared for the publication.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the requirements of both study programmes and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. In the Master in Agribusiness programme, there are only full-time lecturers.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented; in particular, a teaching training for lecturers is mandatory. However, since these courses are only offered to younger lecturers, the panel suggests opening these trainings to all lecturers in order to stay up to date in terms of didactic qualifications.

The faculty members do have some practical business experiences. However, the panel is of the opinion that there should be more experiences in order to combine theory and practice in both Master programmes.

For the **Master in Development Economics and Planning**, according to the CVs provided, there are not enough experiences of lecturers as practitioners to get into an intense and fruitful exchange in real world economics which would require more contact with planning authorities and development agencies (e.g., UN, NGOs, World Bank) in and outside Indonesia.

The same applies to the **Master in Agribusiness**, whose lecturers should have more relations to agricultural producer and trading companies in order to include practical business aspects in the study programme.

Therefore, the panel recommends increasing the practical business experience of the faculty in order to strengthen the connection of theory and practice in both Master programmes.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place four times per semester to discuss the planning. Moreover, the faculties also introduced groups for lecturer exchange to facilitate the cooperation among them.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The lecturers in particular are always available for the students, e.g. after the lectures, during office hours or via WhatsApp. In particular, academic and extra-curricula support is offered for the students. They have academic supervisors who supervise the academic activities since the students were accepted as new students. In addition, additional support is provided for publication in the clinic of publication.

For the **Master in Agribusiness**, there is no specific support for students who want to improve their skills in doing real agricultural business and there is no explanation about how the students are involved in creating ventures during their studies. During the online conference, the panel learnt that the University has a business incubator for the undergraduate students of Agribusiness. Therefore, the panel recommends intensifying support for students to work in the private sector by addressing Master students with the University's business incubator.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			MAgb, MDEP		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			MAgb, MDEP		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			MAgb, MDEP		
4.1.4	Practical business experience of faculty				MAgb, MDEP	
4.1.5*	Internal cooperation (Asterisk Criterion)			MAgb, MDEP		
4.1.6*	Student support by the faculty (Asterisk Criterion)			MAgb, MDEP		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The Master study programmes are led by a study programme Head (KPS) who is proposed by the Dean to the Rector or the Rector after consideration by the Faculty Senate. This is stated in the

Regulation on organisation and working procedures of Hasanuddin University.⁴⁸ In a corresponding Rector's Regulation⁴⁹, the education activities and core duties and responsibilities of the Head of the study programme are defined.

These include the following:

- The development and updating of the curriculum and teaching materials,
- Arranging the educational process taking place in the study programme (teaching and learning activities),
- Coordinating all activities, including lecturer meetings, conducted by the unit (study programme),
- Forming a course supervisory team with the approval of the Head of the Department,
- Fostering student activities under his/ her authority,
- Fostering and encouraging students to engage in science and/ or sports and arts activities,
- Developing the self-evaluation system and forms and updating the results,
- Reporting the results of the teaching/ learning evaluation to the Dean,
- Implementing educational quality assurance,
- Encouraging an academic atmosphere conducive to promoting student and educator achievement,
- Coordinating the online completion of student study plan cards together with their Academic Advisors,
- Providing consultation services for students,
- Conducting a tracer study to determine the relevance of graduates and the curriculum,
- Determination of competency standards and the number of students accepted each year together with the Head of the Department,
- Coordinating research and community service activities,
- Proposing financial budgeting for the programme, together with the Head of Economics Department.

In general, the Head of the programme takes full responsibility for the arrangement of academic activities and the organisational decisions made by the study programme as a unit under the structure of the faculty. This brings a consequence that the Head of the programme is not only an academic representative of the study programme, but also a leader of the unit. In addition, the Head of the programme also gets involved, along with the Dean and the executives of the faculty, in the decision making for strategic agendas/ policies made at the faculty level.

What is more, the Head of the study programme discusses the lecture monitoring at the end of each semester and if the lecture activities do not meet the standards, a warning will be given to the lecturer concerned with a request for improvement. Regarding the lecture material, the Head of the programme evaluates the material on a regular basis and will follow up on the results of the evaluation to ensure that the material obtained and given by lecturers to students is appropriate and support the learning process.

⁴⁸ see: Rector's Regulation of Hasanuddin University, No.25000/UN4.1/OT.10/2016 concerning Organisation and Working Procedures of Hasanuddin University Faculties and Schools, section 7 article 53 §1

⁴⁹ see: Rector's Regulation No.13/UN4.1/2018 concerning Organisation and Work Procedures of Hasanuddin University Faculties and Schools

The Head of the study programme is assisted by several staff in managing the implementation of administrative and learning activities. This division consists of an administrative executive, with sub-divisions in charge of implementing technical tasks and administrative functions. These administrative and educational staff are tasked with providing support and services for the smooth process of lectures and learning for both lecturers and students.

These include the following sub divisions:

- Education Sub Division which has the task and function of providing educational administrative support and is responsible for the creation of effective and efficient educational administration services and their implementation;
- The General and Equipment Sub-Division which has the task and function of providing general administrative support, equipment and supplies and is responsible for ensuring the effective and efficient provision of general administration services, supplies and equipment
- Finance and Personnel Sub-Division which has the task to carry out financial and personnel administration support and is responsible for ensuring and implementing effective efficient financial and personnel administration services.

In every-day operations, the section most frequently in contact with students and lecturers is the Education Sub-Division, where the education staff provide administrative services to both students and lecturers. The Education Sub-Division personnel are involved in preparing all academic activities like registration, supporting lecturers in carrying out their lectures, starting from the provision of rooms, technical equipment for lectures and preparation of lecture materials (e.g. hand-outs) required by lecturers when teaching, holding the exams, correspondence and supervision.

With respect to administrative services related to the activities of lecturers and students, the academic staff can either contact the relevant people directly or provide information through WhatsApp Groups so as to facilitate and expedite the rapid exchange of information regarding lectures and other matters related to teaching.

- For the students, the administrative staffs are assigned to facilitate with these supports:
- Guidance for arranging the thesis preparations (supervisors, title),
- Provision of technical supports when students are having the exams (act as a proctor and distribute the examination papers),
- Information of the courses offered in each semester,
- The supply of academic supplementary documents (academic transcript, KRS),
- Counselling for lecturers,
- Information about the classes and courses distribution,
- Examination scheduling (both courses and thesis),
- The evaluation of lecturer's workload.

An information about standard operating procedure (SOP) regarding the process and mechanism for any administrative arrangement would be provided in the office, so the students and lecturers

will be informed about any practicalities needed. If there is still any unclear information, the administrative staff would also provide numbers that can be called for asking for those kinds of information.

Moreover, the Head of the study programme is consistently supported by the units/divisions at University level that regularly arranges for some general administrations such as the student registration, students' selection process, payment for the educational fees and the management of graduation ceremonies.

Appraisal:

The Head of the programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. During the online conference, the panel learnt that the University offers trainings every year. What is more, the administrative staff is asked if they need to have special trainings which the University will organise. The University also gathers data on the competencies of staff in order to see whether there is need for further development. In addition, there is also training offered from the government, e.g., regarding information technologies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			MAGb, MDEP		
4.2.2	Process organisation and administrative support for students and faculty			MAGb, MDEP		

4.3 Cooperation and partnerships

Cooperations with other universities

Hasanuddin University has several partnerships for **both study programmes** with international universities for student exchange and joint research programmes, as well as for seminars, conferences, workshops, publications and visiting lecturers. All collaborations are formalised through a Memorandum of Understanding (MoU) or a Memorandum of Agreement (MoA). The partner universities are presented in the following table.

Table 8: Partner universities of Hasanuddin University

	Partner universities
America	San Diego State University (US), Board of Regents of University System of Georgia (US), Center for Southeast Asian Studies – Ohio University (US), Northern Illinois University (US)
Asia	Doshisha University (Japan), Kyoto University (Japan), Kitasato University (Japan), University College Bestari (Malaysia), Universiti Sains Malaysia (Malaysia), Universiti Selangor (Malaysia), University Tun Hussein Onn (Malaysia), The Papua New Guinea University (Papua New Guinea), Chuo University (Japan), Ehime University (Japan), Kagawa University (Japan), Kanazawa University (Japan), Kochi University (Japan), Kyushu University (Japan), Hiroshima University (Japan), NARA Institute of Science and Technology (Japan), Guizhou Normal University (China), Universitas Gadja Mada (Indonesia), Bogor Agricultural University (Indonesia)
Australia	Griffith University (AUS), Curtin University (AUS), The University of Queensland (AUS)
Europe	University of the West of Scotland (UK), Fatih University (Turkey), Università degli Studi Roma Tre (Italy)

The cooperation takes place in a unified network that is integrated throughout the range of internal institutions, starting with universities, schools/faculties and study programmes.

Among the partnerships, the **Master in Agribusiness** programme is involved in several ongoing collaborations in the fields of research and study, student exchanges, as well as research and community service. For instance, the cooperation in education and research with Kyushu University (Japan) brings guest lecturers to broaden students' knowledge.

Moreover, the Agribusiness study programme has a direct collaboration for student exchange activities since 2012; the Six-University Initiative Japan Indonesia (SUIJI programme). In addition to Hasanuddin University, the following universities are participating in this cooperation: Ehime University (Japan), Kagawa University (Japan), Kochi University (Japan), Universitas Gadjah Mada (Indonesia) and Bogor Agricultural University (Indonesia). The collaboration is based on an agreement for a SUIJI consortium for sustainable agriculture in the tropics and provides research scholarships to final year students and facilitates cultural exchanges between Indonesian and Japanese students. In the last five years, 15 students have participated in the following two SUIJI programmes:

- a) Six-University Initiative Japan-Indonesia Service Learning Programme (SUIJI), Joint Degree Master Programme, 2014-2015.
- b) Joint Education programme at Ehime University as part of the SUIJI Joint Programme for Master Students, 2019.

The main activities of students under this programme include collaborative research involving lecturers from both the Japanese partner university and the Master of Agribusiness study

programme as advisors and thesis examiners. In more detail, the activities of Master of Agribusiness students under the SUIJI programme have included:

- Collaborative research
- Attending a number of courses/subjects at the partner university
- Field trips and visits to a variety of companies
- Attending seminars held by the partner universities
- Presenting research proposals
- Presenting research results
- Accepting invitations from various institutions including schools to introduce Indonesian culture

The exchanges and sharing experienced by SUIJI programme students include:

- Sharing knowledge and information on Agribusiness and agriculture more generally
- Sharing of culture, including language and many aspects of culture

Moreover, the panel learnt during the online conference that 40 students were sent to Australian universities based on the cooperation agreements.

What is more, the study programme collaborates with the Indonesian Institute for Science (LIPI) since 2014 in terms of research and performing studies. This partnership has resulted in the development of knowledge, teaching materials and networking. Meanwhile, cooperation in the form of student exchanges as well as collaboration in research and community service with the company PT. IKI has included technical consultation and in-country student apprenticeships.

Cooperations with other institutions and corporations

The Master programmes also have promoted partnerships with other institutions and corporations to be involved in educations, researches and community developments with Indonesian and international institutions. Those partnerships are located in the field of economics, development and planning as well as agribusiness, both on national and international level. The faculties and students of the Master programmes benefit from seminars, workshops, research and community developments by giving new perspectives on the field of study and contributing to the continuous improvement of the curricula and content of learning materials. All experiences and knowledge become an important source for lecturers to deliver course materials and to supervise student theses.

The partnership agreements of the Faculty of Economics and Business and the Graduate School are listed in the following table.

Table 9: Partner institutions of Hasanuddin University

	Partner institution	Events and measures
National institutions	<ul style="list-style-type: none"> - Central Bank of Indonesia - Ministry of Finance - Anti Monopoly Commission - Board of Hajj Finance Management - Ministry of Home Affairs - Audit Board of the Republic of Indonesia - Indonesian Institute for Science - Indonesian Agricultural Economics Association (PERHEPI) - Indonesian Agribusiness Association (AAI) 	Seminars, workshops, research, development of knowledge and teaching materials, networking
International institutions	<ul style="list-style-type: none"> - JICA Indonesia (Japan International Cooperation Agency) -SEAD-USAI -The Center of International of Russia and Indonesia -The Synchrotron Light Research Institute in Thailand -International Climate Initiative (IKI) 	Participation of lecturers in the programmes, joint seminars, in-country student apprenticeships
National Corporations	<ul style="list-style-type: none"> - Telkom - PT Vale Indonesia TBK. - Pelindo - Advance Business Center - Taspen - BNI 	Seminars, workshops, research, student exchanges

Moreover, partnerships with several province and regency governments in Indonesia are conducted to support them by training staffs of the planning boards and in researches in the development of the less developed regions in eastern Indonesia.

The **Master in Development Economics and Planning** has, for instance, initiated a seminar in cooperation with the Ministry of Finance dealing with the role of taxations to fund development programmes. In another cooperation, the programme has focused on statistics and regional macroeconomic data analysis conducted in cooperation with the Bureau of Statistics in the province. The dissemination regarding the macroeconomic indicators of the province of South Sulawesi and Indonesia were also organised by inviting the facilitators from the representative of Bank Indonesia.

Seminars both national and international contribute to students' study success by improving their papers when addressing current issues in the field of study. Research collaborations benefited both faculty members and students by giving more research experiences and the newest state of art. Community developments to solve and improve societies have benefited students and faculty members as an effective way to implement and to examine theories with a real circumstance. All

experiences and knowledge become a significant source for students to arrange a higher quality in their papers and theses.

In carrying out its academic functions, the **Master in Agribusiness** programme also collaborates with other professional organisations such as the Indonesian Agricultural Economics Association (PERHEPI) and the Indonesian Agribusiness Association (AAI). All lecturers in the study programme are members of the two organisations. This collaboration is valuable with respect to scheduling general lectures for students which provide them with additional insights into the development of agribusiness and the problems and issues encountered in the field.

A membership of the two associations does not only come from academia but also agribusiness actors and policy makers in agribusiness and agriculture in a broad sense. The dissemination of knowledge and experience from and through these two associations can enrich teaching materials and can add to the discussion topics for related courses. This cooperation has also promoted regular joint conferences to discuss the further development of the programme and to develop guidelines for the desired graduate profile of the Agribusiness Master programme. This is a valuable collaboration because they are in direct contact with relevant policies and graduate users and can significantly contribute to the development of qualifications and skills, as well as to the quality of student final theses.

Appraisal:

Hasanuddin University has several formalised partnerships with other national and international universities, as well as other academic institutions and networks that also relate to the two Master programmes. However, the panel is of the view that these cooperations mostly rest on formal agreements with only minor factual cooperative activities carried out.

In the **Master of Agribusiness** programme, the SUIJI exchange cooperation with five other universities from Indonesia and Japan has existed for ten years and is inserted into the curriculum as an elective. In the last years, several students have participated in the programme which has contributed to the development of the students' qualification and skills.

For the **Master in Development Economics and Planning**, there is currently no such programme.

The panel therefore recommends broadening the cooperation with other universities, e.g., to invite foreign lecturers on a regular basis or to cooperate with an internationally oriented similar study course so get into a structured and regular exchange of students and lecturers. This exchange would be beneficial for students in order to better access the international academic discours and contribute to an improvement of the quality towards international standards.

Hasanuddin University has several formalised partnerships with business enterprises and corporation as well as other organisation both national and international that also relate to the two Master programmes. Several activities and projects are carried out within these cooperations; however, the panel is of the opinion that these cooperations should be strengthened.

In particular with regard to the **Master in Agribusiness**, the panel agrees that a stronger focus on business cooperations in agriculture should be pursued. This would improve the relevance of the programme in terms of fostering agricultural production and agribusiness activities in Indonesia.

Therefore, the panel recommends expanding the linkages with the private sector within the region. For instance, this can include lectures from industry experts under the programme curriculum, internships for students at local agribusiness enterprises, applied research of students using topics of practical relevance to the agribusiness sector, as well as cooperation agreements with agribusinesses to offer company employees access as students in the programme and to offer job placement services into the agribusiness sector for graduates from the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			MAgb	MDEP	
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			MDEP	MAgb	

4.4 Facilities and equipment

As the assessment could not take place on site due to Covid-19, the University submitted a video with an overview of the facilities.

For the Master in Agribusiness

The Graduate School of Hasanuddin University has three main three-story buildings and one two-story building. Two buildings are used for lectures, seminars, examinations, video conferences, meeting rooms, halls for doctoral promotion exams, halls for scientific conferences or seminars, lecturers' workspaces, student workspaces, forum rooms and canteens.

There is one Management Building with three floors. The 1st floor is used for administrative services, meeting rooms, halls, lecturers' work rooms, and online clinics. The 2nd floor has rooms for the Graduate School leadership (Dean and Vice Deans) including their respective meeting rooms, a quality assurance group room and an internet server room. The 3rd floor is used as the workspace for the Heads of Study Programmes, Lecturer Workspace, a Lecturer Meeting Room and journal management room, as well as workspace for international/foreign students. One building is used as a library/reading room, Student Forum room, IKA room, student workspace and for the Publication Management Center (PMC) located within the Unhas Graduate School. All these facilities can be used by the students of the programme for free. All buildings have been equipped with stable internet access for academic activities, by entering student or lecturer accounts

before browsing. If there are problems in accessing the internet, there is a hotline available to solve these issues.

The Master in Agribusiness programme has a postgraduate library room, with qualified library staff to provide the necessary information to students. The library can be visited on weekdays from 8.00 a.m. to 4.00 p.m. In addition, there is an e-Library which is continuously updated to help students search for literature. There are thousands of theses, dissertations, books and journals, which can be accessed at any time on the online database⁵⁰. Online media that is available as information for students and the general public is contained in the Postgraduate School Instagram Social Media⁵¹.

For the Master in Development Economics and Planning

In order to support the quality of the learning process, the study programme utilises a wide-range of advanced technology. To support the teaching activities, the classrooms are made comfortable by equipping the class with air conditioner and complete technical appliances like white board, projector, screen, mic and audio system. For additional facilities that support learning environment, there are also computer rooms or laboratories that are aimed for students, so that they can make use of the facility in order to work with some data analysis, as well as the libraries where the students can have access to the wide variety of textbooks, e-journals and other online learning materials. The library also serves as a study spot where students can come in for studying and gather with the fellow students for doing their group assignment. In addition, the study programme had also implemented an online study platform called Sikola, so the learning activities can still be conducted at distance, especially during the pandemic. Moreover, the study programme also supports the students for conducting extracurricular and any additional activities that students might find it useful during their study. For this purpose, there is a lecture hall that can be used to conduct academic events like seminar, general lecture and also some additional facilities like more rooms for student discussion, sport center and prayer rooms. Almost in all areas in our campus building, the internet is provided for all students, lecturers and faculty staff, so it helps in organising the activities taking place in the campus area.

The library gives access for the students to a wide variety of textbooks, articles, magazines and samples of research theses from former students. Besides, there is also digital literature like e-books, e-journals and other scientific online resources that are available for students to access from home or remotely. The literature available in the library are both in Indonesian or English language and mostly about economics and relevant topics in social sciences. During academic calendar, the library is open and can be visited from 7:00 a.m. to 4:00 p.m., while access to the online journals is always available. Library staff is there to advise students in searching for relevant literatures. There are also computers in the library that can be used by both students and library officers in looking for relevant online resources and searching for the availability of some textbooks and documents in the library. In terms of book procurement, every year the faculty library staff submits a list of book requirements to the central library for further follow up.

⁵⁰ see: <https://library.unhas.ac.id/>

⁵¹ see: https://www.instagram.com/sekolahpasca_unhas/

For both programmes, the library offers the following subscriptions for students to access:

Table 10: Journals and database subscriptions

	Database/ Journal	Link
1.	Wiley Online Library	https://onlinelibrary.wiley.com
2.	Science direct	https://sciencedirect.com/
3.	JSTOR	https://jstor.org
4.	IEEE Xplore Digital Library	https://ieeexplore.ieee.org/Xplore/home.jsp
5.	EmeraldInsight	https://www.emeraldinsight.com
6.	e-Book Cambridge	
7.	e-Book WSPC	https://www.worldscientific.com/
8.	Science Direct	
9.	Springer Link	
10.	ProQuest	

During the online conference, the panel learnt that the University also provides software, e.g., STATA and RStudio to their students for their research.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Hasanuddin University on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with Hasanuddin University students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, during the next re-accreditation process a special focus should be made on the facilities on-site. The panel welcomes that the students were all satisfied with the facilities provided.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		MAgb, MDEP		
4.4.2*	Access to literature (Asterisk Criterion)		MAgb, MDEP		

4.5 Additional services

Hasanuddin University established a specific Directorate of Alumni Affairs and Career Preparation (called DAPK) which offers career counselling and placement to students. DAPK intensively organises activities to improve the readiness of new alumni to enter the workforce. It regularly holds Hasanuddin Career Programme (HCP) every graduation period, which is quarterly. HCP is a training programme that supply students and alumni with skills such as how to write an interesting Curriculum Vitae, good public speaking, tips and tricks on psychotest and how to achieve high TOEFL score through a simulation.

Additionally, DAPK also conduct career talk regularly inviting prominent speakers from big companies to share information that is required by companies. DAPK also organises a certified internship programme to support prospective alumni to be easily absorbed in the working field. This programme is a form of collaboration with state-owned company and the Indonesian Human Capital Forum. In addition to the monthly allowance, students will obtain competency and industry certificates on condition that they pass the competency test and evaluation at the end of internship period. If the level of competence is adequate enough for the company, students can be officially recruited.

Furthermore, DAPK provides vacancy information that can be accessed at the website⁵² so that are also given benefit to have access to the University wide corporate network.

What is more, the University brings its graduates in contact with representatives from business enterprises at regular events, such as job fairs. These activities are planned on a long-time basis, performed regularly and are actively marketed. The arrangement of these services is administered by DAPK.

The DAPK also serves for all students and alumni of the University by creating a tracer study⁵³ that alumni can access online.

At University and faculty level, the alumni community of **all study programmes** actively arranges events like alumni gathering, interactive talk show, educational seminars, sport events, socialisation of job and career opportunities in their workplaces and social and charitable activities like call for donations and provision of volunteers. The members of the alumni organisation are spread in almost all locations (provinces) in Indonesia and even overseas, resulting in a widespread alumni network. This community has also managed to organise the national gathering for alumni in the vice-presidential palace of Republic of Indonesia, inviting all alumni from Indonesia and abroad. This event aims to give motivations for alumni to contribute to the development of the country and also strengthen the bond as an alumnus of the University. One of the most recent activities that has been conducted by the alumni organisation is the mass provision of vaccinations for COVID-19. Due to the network of the alumni community supported by some stakeholders and professional organisations in Indonesia, the vaccination for alumni and citizens in many regions could be successfully organised.

⁵² see: <https://cdc.unhas.ac.id/lowongan>

⁵³ see: <http://tracerstudy.unhas.ac.id>

For the **Master in Development Economics and Planning**, a separate alumni organisation was established in 2019. The organisation arranges some activities in both social and educational events and engages with alumni, students, lecturers in an event. Some of the events are workshops in career and life after campus, seminars in economic development and relevant issues and also alumni gatherings.

Master in Agribusiness alumni are also members of the Unhas Graduate School Alumni Association (IKA). The Unhas Graduate School IKA carries out various activities such as welcoming events for each graduation and participating in events, seminars and conferences organised by the Graduate School. Alumni play a major role in providing facilities such as reference materials (books) for the library. In addition, alumni also facilitate activities which are useful for the academic community and support the academic atmosphere at the Unhas Postgraduate School such as the construction of gazebos (shaded patio seating units), prayer rooms or mini mosques. Alumni inputs are also very meaningful for improving the instructional processes since they are involved in several ways in order to improve the quality of education. These include alumni participation in tracer studies, involving alumni in the teaching and learning process, e.g., by inviting alumni to give guest lectures, as well as inviting alumni to provide feedback and suggestions on the learning process. They are also invited to give their input in workshops organised by the study programme in the course of the curriculum revision process. Another important form of contribution from alumni is the building of a network that joins the Graduate School and the study programme with various parties in all parts of the country, including the remoter regions. Alumni are a powerful tool for socialisation in their respective regions of origin and institutions. The networks that can be developed through making use of the alumni can be in the form of or focused on sharing information on and cooperation in education, research and community service, opportunities for visiting professors or joint research.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources, e.g., to organise a job fair where students and potential employers can get to know each other.

An alumni organisation has been set up with the aim of developing an alumni network. The alumni network is organised on University level, faculty level as well as study programme level. This community organises regular events for students and graduates. Moreover, alumni are involved in reviewing the curricula and improving the organisation of the programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			MAgb, MDEP		
4.5.2	Alumni Activities			MAgb, MDEP		

4.6 Financing of the study programme (Asterisk Criterion)

The rules and regulations for the financing of the study programmes refer to the University's planning and budgeting system as stated in the regulations by the Trustees Council⁵⁴ about the higher educational system of planning and budgeting. The funding of the study programmes is entirely sourced from the University funding.

The funding sources include a single (comprehensive) tuition fee (UKT) paid by students at the beginning of each semester, funds allocated from the State's National Revenue and Expenditures Budget (APBN), educational assistance from scholarship providers, the grants from the Region's Revenue and Expenditure Budget (APBD), research grants from the Unhas Research and Community Service Institute (LP2M) or partner institutions. With this income structure, teaching and learning activities can run smoothly and can ensure the sustainability of the study programmes.

The cross-subsidy mechanism between study programmes is a policy implemented to ensure each study programme can carry out teaching and learning activities properly, even when they have few students in a particular intake.

Since the **Master in Agribusiness** belongs to the Graduate School, funding for academic activities in this study programme is also managed by the Allocation of Graduate School Funds. Budgetary requirements are proposed to the Graduate School, based on the needs of the study programme with respect to the learning processes in class and in the field (field practicals). They also include financing in each semester for lecturers or educators who will attend relevant seminars or conferences, training or workshops such as curriculum development or review, the Lecturer Working Group (KKD) meetings, international publication workshops, accreditation processes and others.

Appraisal:

The study programme is funded for the entire accreditation period so that students will be able to complete their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			MAGb, MDEP		

⁵⁴ See: Regulation No.46116/UN4.01/OT.10/2016

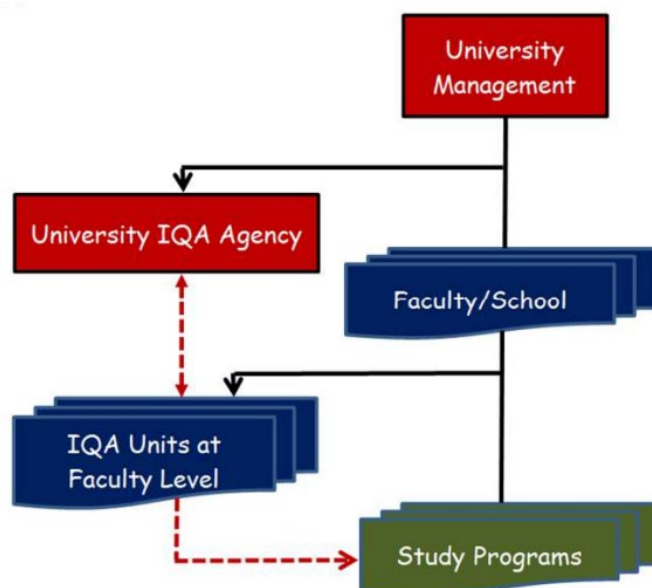
5. Quality assurance and documentation

Hasanuddin University embeds quality assurance and continuous improvement mechanisms in all major activities including education, research, community services and University management to assure their efficiency and effectiveness in pursuing its mission and meet the needs of its various client groups and stakeholders. Therefore, Unhas is committed to perform a PDCA cycle (Plan-Do-Check-Act) in its activities to benchmark partners, meeting or exceeding national and international standards, identifying opportunities for improvement through self-assessment and pursuing these opportunities in a planned and monitored way.

The Internal Quality Assurance (IQA) units are embedded within the organisational structure of the University as stipulated in the Rector's Decree. To ensure the implementation of PDCA cycle, Unhas is committed to the following quality policies:

- Developing, implementing, reviewing and promulgating governing quality documents to ensure that they remain current, are available for use and well understood;
- Establishing and monitoring performance against meaningful and measurable objectives;
- Identifying competency needs and providing appropriate training and professional development for staff members to meet those needs;
- Reviewing resources to confirm that they continue to be sufficient to meet requirements;
- Maintaining dialogue with students, other clients and stakeholders to understand their needs and expectations and determine their levels of satisfaction;
- Conducting peer reviews of major University outputs and implementing improvements suggested by peer reviewers.

Figure 4: IQA (Internal Quality Assurance) within organisational structure of UNHAS



The internal quality assurance system at University level is carried out by the Institute for Quality Assurance and Learning Development (Lembaga Penjaminan Mutu dan Pengembangan

Pendidikan-LPMPP) at University⁵⁵. To carry its duties and functions, LPMPP is under and directly responsible to the Rector and subsequently coordinates with the Vice Rector for Academic Affairs along with the Secretary of University. The task of LPMPP is to plan, implement, control and develop an academic quality assurance system and is responsible for planning and sustainable quality improvement, as well as conducting studies and developing learning systems and being responsible for the implementation of quality, relevant, effective and efficient learning processes.

At faculty level the quality assurance is carried out by the Faculty Quality Assurance Unit (Gugus Penjamin Mutu Fakultas-GPMF)⁵⁶. The task of GPM is to plan, implement, control and develop an academic quality assurance system for faculties and study programmes that is in line with the University's internal quality assurance system and is responsible for planning and sustainable quality improvement.

Both quality assurance units have the following tasks and functions on their respective level:

- a) formulation of academic quality policies in the context of achievement of academic performance targets;
- b) formulation and development of academic quality standards in line with the quality standards of higher education both nationally as well as internationally;
- c) implementation of management quality standards in line with higher education quality standards;
- d) formulation of academic quality manual;
- e) development of an information system-based academic quality monitoring and evaluation system;
- f) system development and improvement of learning quality through monitoring and evaluating of academic quality assurance activities;
- g) assessment and development of learning methods and applications;
- h) improving and developing the quality of lecturers and teaching-learning support staff;
- i) assessment and development of the curriculum in accordance with the development of national development, the development of science and technology, the demands of stakeholders, as well as the applicable rules and regulations;
- j) study and development of ways to implement academic and professional education, including the production and use of effective and efficient media and learning resources;
- k) carrying out other tasks assigned by the Chancellor/ the Dean.

The implementation of quality assurance standards at the programme level is monitored by the Head of study programmes and reporting is carried out every semester as part of the reporting on Lecturer Performance Burden (BKD). The evaluation of the implementation of the standards is carried out through the internal quality assurance system or the Internal Academic Quality Audit (AMAI) which is implemented by the Unhas LPMPP and GPM based on the Report of the Head of the study programme. The Monitoring report is filled out by the Head of the programme through

⁵⁵ according to Rector's Decree No.8/UN4.1/2018 concerning the Organisation and Management of Hasanuddin University

⁵⁶ based on Rector's Decree No.8/UN4.1/2018 concerning the Organisation and Management of Faculty and School at Universitas Hasanuddin

completing the standard evaluation through the webpage⁵⁷. The evaluation results are presented in the annual evaluation report and follow-up plan for the study programme activities.

The criteria and elements of the evaluation of the internal assurance unit refer to the National Higher Education Standards set by the Ministry of Education and Culture. The assessment includes nine criteria:

1. Vision, mission, goals and strategy;
2. Governance, management and cooperation;
3. Students and graduates;
4. Human resources;
5. Finance, facilities and infrastructure;
6. Education;
7. Research;
8. Community service;
9. Outcomes and Achievements

The quality audit at University level is conducted every end of the academic year, while at faculty or programme level is carried out every end of semester. Both quality audit at University and programme level are carried out online.⁵⁸ The results of quality audit are further discussed at coordination meeting either at University, faculty or programme levels for necessary actions and improvements.

For the technicalities and implementation, the unit of internal audit has published a manual for the Internal Audit Charter in 2017 which regulates the procedures and mechanisms for quality assurance and internal control.

Furthermore, the Ministry of Education and Culture through the University National Accreditation Agency also conducts a quality assurance monitoring for a study programme every four years. Evaluations on educational process are conducted by inviting both lecturers and students in a same forum at the end of every semester. The evaluations are determined by the results collected from the questionnaire surveys. The result of the evaluations would be presented in form of summaries, the Head of the programme will then inform the unit of quality assurance in the faculty in order to formulate feasible actions or policies responding to that input.

Evaluation by students

Evaluation by students is conducted via two online questionnaire forms⁵⁹ each semester. All evaluation activity is recorded at system and documented by faculty quality assurance unit. The first questionnaire form is referred to as the evaluation form for semester lecture activities. The questions asked are related to the types of learning applications used by the lecturers for each course, the effectiveness of learning and the obstacles experienced by the students, the availability of lesson plan and the suitability of the material with the lesson plan, the accuracy of

⁵⁷ see: <http://elpmi.unhas.ac.id/dashboard/index.php/main>

⁵⁸ see: <https://spm.unhas.ac.id/>

⁵⁹ <https://neosia.unhas.ac.id/login>

the learning schedule and the ease of understanding the material presented by the lecturers, as well as the readiness and update of lecture materials, workload of assignments, outcomes students obtain after completing the course, effective use of e-learning and access to internet. The workload of a course can slightly vary depending on its content and learning methods. Those aspects are evaluated by several topics in the student questionnaire that concern on the learning targets achievement and how the course is delivered.

The second form is called the customer satisfaction form. This questionnaire is distributed to students via Google online from the beginning to the end of each semester. It is related to student assessments of the performance of educational staff in providing administrative and information services, the duration of time for completion of each type of administrative service, student assessments of the friendliness, helpfulness of education staff in providing services, the availability of learning infrastructures and facilities, the cleanliness of classrooms and the clarity of academic administration procedures. In addition, this form is also related to student assessments of lecturers' performance in the learning process and in providing thesis mentoring services.

Students can participate voluntarily in the survey that is held every academic year. The result of students' evaluation will be analysed by the quality assurance unit at faculty level which will discuss it in the regular meeting with Dean, Vice Deans, and the Head of all study programmes. Dean and Vice Deans monitor the progress of the follow-up carried out by the study programme regularly. The results are also communicated to students through the Head of the study programme and on the University website. The Master programmes also arrange regular meetings with students once in a year. In those meetings, all improvements on academic administration and learning process will be reported and discussed. Positive responses will be recorded as good performances and the negative ones will be elaborated as inputs for a further development.

Evaluation by lecturer

Similar to students, evaluation by lecturers is conducted via an online questionnaire at the end of semester. The purpose of filling out the questionnaire is to assess the level of lecturer satisfaction related to the suitability of the teaching load, learning support facilities, working environment, guidance and supervision on learning process, student's success rate, the achievement of learning outcomes for courses they are assigned to and the adequacy of training in educational activities. All activities are documented by quality assurance unit.

The process of result analysis pass through the same procedures as students' evaluation where the result will be analysed by quality assurance unit at faculty level. The results of the evaluation are presented in a report on the lecturing process activities of that semester which is then reported to the Dean. These are then discussed in the regular meeting of the Dean, the Vice Deans and the Head of all study programmes. Issues will be also addressed in lecturers' regular meeting. Dean and Vice Deans monitor the progress of the follow-up carried out by the study programmes regularly. The results will be communicated by the Head of study programme in the lecturers' meeting before beginning of the next semester.

External evaluation by alumni, employers and third parties

External parties, alumni and employers is carried out at the University and study programme level and contribute to the development of the study programme through online tracer studies⁶⁰ that are managed centrally by the Directorate of Alumni and Career Preparation. The result of the tracer study is sent to the quality assurance unit at faculty that in turn report it to Dean, Vice Deans and Head of study programme in the regular meeting.

The quality assurance unit records all the documents regarding tracer study and meeting result. The results of the questionnaire can also be accessed by the Dean, GPM and Head of study programme. The tracer study assesses the quality of alumni in the job market indicating the quality of learning outcomes. Alumni are asked about working status, the relevance of academic background to their job, the waiting time to get job after graduation, competences obtained from the programme that contribute in handling their job, course materials that are relevant for the job and facilities provided.

While for the employers, evaluation covers aspects such as foreign language proficiency, etiquette, disciplinary knowledge, technological capabilities, communication skills, teamwork ability and self-development. They are also required to provide suggestions for the development of the study programmes. Moreover, each faculty invites all stakeholders to its anniversary day. This forum, locally called “Tudang Sipulung”, is also used to share the evaluation results to alumni and partners. In this event, the Dean encourages third parties to participate in the development of faculty, e.g., building renovation or literature supply.

The results of the tracer study are used as inputs for the improvement of curriculum and supporting academic activities in order to improve the employability of the graduates. In addition to tracer studies, the study programme also conducts interviews and focus group discussions with potential employers in order to gain information about the employer’s needs.

Programme description

All study programmes provide all information both online and offline. Interested parties can find information on the study programmes by accessing the websites of Hasanuddin University.⁶¹ The information available on the website is open to students and the public. These include:

- Accreditation status from BAN-PT
- Vision, mission, objectives and targets of the study programmes
- Graduate profiles
- Programme specifications
- Curriculum
- Lecturer profiles
- Class schedule and final semester examination schedule
- Standard operating procedures for various academic activities

⁶⁰ <https://tracerstudy.unhas.ac.id/>

⁶¹ see: <https://feb.unhas.ac.id/meppl/> ; <http://graduate.unhas.ac.id/program-studi-agribusiness/> ; <https://pasca.unhas.ac.id/> and <https://regpmb.unhas.ac.id/>

- Other documents, including guidelines for administering Master's study programmes, thesis writing guidelines, alumni tracer study results and user satisfaction surveys, information on publication
- Information on facilities and contact information

Specific information regarding foreign student's admission and scholarship, information is given on the respective website⁶².

All information on the websites are regularly updated.

In addition to being provided on the faculty website, the curriculum is also included in the Guidebook for the implementation of Masters study programmes and in the form of brochures. Course plan documentations, names of lecturers who teach the subject, lecture monitoring information, semester learning plans (RPS) and examination agendas are available to the students also on the SIKOLA platform.

Information on activities during the academic year are also available on the websites of the Faculty of Economics and Business and the Graduate School, as well as on social media platforms.

These include information on events⁶³, publications, regulations, students and alumni activities, research centers, supporting units, partnerships and calendar academic information. All the information are regularly updated. Information about study programme activities are also given to students at the first meeting of each semester.

Furthermore, the study programmes also publish an annual report that is sent to the Dean of Faculty of Economics and Business and published within the faculty annual report. The faculty report will be summarised by the University to create a University annual report for the Ministry of Education and Culture.

Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes for **both Master programmes** that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world are included in the process since they also give feedback on the study programme. Student workload, success rate and graduate employment are taken into account.

During the online conference, the panel learnt that Internal Quality Assurance Unit of the faculties have no direct access to the feedback sheets of the faculty, students and stakeholders. They do not receive the raw data, but only have access to the processed data in report form, which the

⁶² see: <https://foreignstudent.unhas.ac.id/>

⁶³ for example: <https://unhas.ac.id/v2/en/article/title/faculty-of-economics-and-business-of-universitas-hasanuddin-held-an-international-conference-icame-discussing-economic-transformation-in-the-new-normal-era/> and on <https://feb.unhas.ac.id/mepp/index.php/news/>

students also receive, for example. The University level receives the original data. Therefore, the panel strongly recommends integrating the Internal Quality Unit with the faculty quality assurance giving it the right to access the feedbacks sheets of all stakeholders.

Moreover, the actual process of quality assurance regarding the changes made in the programmes due to evaluation results were not quite clear (e.g., employers were not content with the language skills of the graduates and students would expect improvements in “labatory activity”). The panel therefore recommends deciding, in coordination with the faculty, on binding measures and timelines for introducing amendments.

Evaluation by the students and quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure (e.g., a tracer study); the outcomes are communicated and provide input for the quality development process. Regarding the evaluations, the panel recommends getting into an exchange with lecturers from the universities with similar programmes to compare and discuss positive and negative aspects.

The study programmes’ content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). Beyond that, the panel recommends publishing the documents in English on the websites in order to attract international students.

The University regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			MAgb, MDEP		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			MAgb, MDEP		
5.2.2	Evaluation by faculty			MAgb, MDEP		
5.2.3	External evaluation by alumni, employers and third parties			MAgb, MDEP		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			MAgb, MDEP		
5.3.2	Information on activities during the academic year			MAgb, MDEP		

Quality profile

HEI: Hasanuddin University

Master programmes: Master in Agribusiness (MAgb), Master in Development Economics and Planning (MDEP)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			MAgb, MDEP		
1.2*	International orientation of the study programme design (Asterisk Criterion)			MAgb, MDEP		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			MAgb, MDEP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			MAgb, MDEP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			MAgb	MDEP	
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			MAgb, MDEP		
2.2	Counselling for prospective students			MAgb, MDEP		
2.3*	Selection procedure (if relevant)			MAgb, MDEP		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				MAgb, MDEP	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			MAgb, MDEP		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			MAgb, MDEP		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				MAgb, MDEP	
3.1.3*	Integration of theory and practice (Asterisk Criterion)			MAgb, MDEP		
3.1.4	Interdisciplinary thinking			MAgb	MDEP	
3.1.5	Ethical aspects			MAgb, MDEP		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			MAgb, MDEP		
3.1.7*	Examination and final thesis (Asterisk Criterion)			MAgb, MDEP		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			MAGb, MDEP		
3.2.2*	Study and exam regulations (Asterisk Criterion)				MAGb, MDEP	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			MAGb, MDEP		
3.2.4	Equality of opportunity			MAGb, MDEP		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			MAGb, MDEP		
3.3.2*	Course materials (Asterisk Criterion)			MAGb, MDEP		
3.3.3	Guest lecturers			MAGb, MDEP		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			MAGb	MDEP	
3.4.2	Internationality of the student body				MAGb, MDEP	
3.4.3	Internationality of faculty				MAGb, MDEP	
3.4.4	Foreign language contents				MAGb, MDEP	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			MAGb, MDEP		
3.6*	Skills for employment / Employability (Asterisk Criterion)			MDEP	MAGb	
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			MAGb, MDEP		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			MAGb, MDEP		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			MAGb, MDEP		
4.1.4	Practical business experience of faculty				MAGb, MDEP	
4.1.5*	Internal cooperation (Asterisk Criterion)			MAGb, MDEP		
4.1.6*	Student support by the faculty (Asterisk Criterion)			MAGb, MDEP		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning)					X

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes)					
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			MAgb, MDEP		
4.2.2	Process organisation and administrative support for students and faculty			MAgb, MDEP		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			MAgb	MDEP	
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			MDEP	MAgb	
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			MAgb, MDEP		
4.4.2*	Access to literature (Asterisk Criterion)			MAgb, MDEP		
4.5	Additional services					
4.5.1	Career counselling and placement service			MAgb, MDEP		
4.5.2	Alumni Activities			MAgb, MDEP		
4.6*	Financing of the study programme (Asterisk Criterion)			MAgb, MDEP		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			MAgb, MDEP		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			MAgb, MDEP		
5.2.2	Evaluation by faculty			MAgb, MDEP		
5.2.3	External evaluation by alumni, employers and third parties			MAgb, MDEP		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			MAgb, MDEP		
5.3.2	Information on activities during the academic year			MAgb, MDEP		