ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes
Agribusiness
Agroecotechnology
Animal Husbandry
Marine Science
Aquaculture

Provided by
Universitas Halu Oleo

Version: 25 September 2026

Table of Content

A About the Accreditation Process 4

B Accreditation Status 6

Result Overview 6

Fulfilment of the Accreditation Criteria 7

Prerequisites and Requirements 9

Accreditation History 9

C Characteristics of the Degree Programmes 10

D Peer Report for the ASIIN Seal 11

1. The Degree Programme: Concept, content & implementation 11

2. Exams: System, Concept and Organisation 24

3. Resources 27

4. Transparency and documentation 32

5. Quality management: quality assessment and development 35

E Additional Documents 37

F Comment of the Higher Education Institution (17.07.2025) 38

G Summary: Expert recommendations (05.08.2025) 51

H Comment of the Technical Committee 08 – Agriculture, Forestry, and Food Science (11.09.2025) 53

I Decision of the Accreditation Commission (26.09.2025) 56

J Fulfilment of Requirements (25.09.2026) 59

Analysis of the experts and the Technical Committee/s (16.09.2026) 59

Decision of the Accreditation Commission (25.09.2026) 64

K Resumption of the procedure for Ba Aquaculture and Ba Animal Husbandry 65

Comment/opinion of the university (19.07.2026) 65

Assessment of the experts (08.09.2026) 66

Assessment of the Technical Committee (16.09.2026) 68
Decision of the Accreditation Commission (25.09.2026) 68

Appendix: Programme Learning Outcomes and Curricula 70

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Agribisnis	Agribusiness	ASIIN	The National Accreditation Agency for Higher Education of Indonesia, 05.04 2022-21.05. 2026	08
Agroteknologi	Agriculture	ASIIN	The National Accreditation Agency for Higher Education of Indonesia, 04.06.2022 - 05.21.2026	08
Peternakan	Animal Husbandry	ASIIN	The National Accreditation Agency for Higher Education of Indonesia, 09.25.2018 - 09.25.2023	08
Ilmu Kelautan	Marine Science	ASIIN	The National Accreditation Agency for Higher Education of Indonesia, 03.11.2020 - 03.11.2025	08
Budidaya Perairan	Aquaculture	ASIIN	The National Accreditation Agency for Higher Education of Indonesia, 31.05.2023 - 31.05.2024	08
Date of the contract: 27.03.2023 **Submission of the final version of the self-assessment report:** 29.08.2024 **Date of the onsite visit:** 03.-04.02.2025				

[1] ASIIN Seal for degree programmes.

[2] TC: Technical Committee for the following subject areas: TC 08 - Agriculture, Forestry, and Food Sciences

at: Campus Universitas Halu Oleo, Kendari, Indonesia	
Peer panel: PD Dr. rer. nat. habil. Sonja Kleinertz, Rostock University; PD Dr. med. vet. Angela Schwarzer, LMU Munich; Rara Diantari, University of Lampung; Robi Agustiar, Indonesian Cattle and Buffalo Farmers Association & Indonesian Animal Science Society Anggi, Hasanuddin University	
Representative of the ASIIN headquarter: Sascha Warnke	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 10, 2015 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 25.09.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Agribusiness	Accredited with requirements	26.09.2025 - 17.04.2027
Ba Agriculture	Accredited with requirements	26.09.2025 - 17.04.2027
Ba Animal Husbandry	Accredited with requirements	25.09.2026 - 16.01.2028
Ba Marine Science	Accredited with requirements	26.09.2025 - 17.04.2027
Aquaculture	Accredited with requirements	25.09.2026 - 16.01.2028

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Agribusiness	Ba Agroecotechnology	Ba Animal Husbandry	Ba Marine Science	Ba Aquaculture
1 Degree programme: Concept, Content & Implementation					
1.1 Objectives and learning outcomes (intended qualification profile)	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.2 Title of the degree programme	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.3 Curriculum	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.4 Admission requirements	**Not fulfilled** Requirement A 3	**Not fulfilled** Requirement A 3	**Not fulfilled** Requirement A 3	**Not fulfilled** Requirement A 3	**Not fulfilled** Requirement A 3
1.5 Workload and credits	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.6 Didactics and teaching methodology	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation					
2 Exams: System, Concept and Organisation	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3 Resources					
3.1 Staff and staff development	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3.2 Student support and student services	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Agribusiness	Ba Agroecotechnology	Ba Animal Husbandry	Ba Marine Science	Ba Aquaculture
3.2 Funds and equipment	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
4 Transparency and Documentation					
4.1 Module descriptions	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
4.2 Diploma and Diploma Supplement	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
4.3 Relevant rules	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development					
5 Quality Management: Quality Assessment and Development	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fulfilled

Prerequisites and Requirements

Requirements

For all programmes

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Agribusiness	Sarjana Pertanian/Bachelor of Agriculture)	/	6	Full time	/	8 semesters	144 credits or 244,8 ECTS	1981
Agrotechnology	Sarjana Pertanian/Bachelor of Agriculture	/	6	Full time	/	8 semesters	144 credits or 244,8 ECTS	1981
Animal Husbandry	Sarjana Peternakan/ Bachelor of Animal Husbandry	/	6	Full time	/	8 semesters	144 credits or 244,8 ECTS	1997
Marine Science	Sarjana Sains/Bachelor of Science)	/	6	Full time	/	8 semesters	144 credits or 244,8 ECTS	2013
Aquaculture	Sarjana Perikanan/Bachelor of Fisheries)	/	6	Full time	/	8 semesters	144 credits or 244,8 ECTS	1995

[3] EQF = The European Qualifications Framework for lifelong learning

D Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

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

Evidence:

- Self-assessment report
- Module-objective matrices
- Diploma supplement
- Discussion during the audit

Preliminary assessment and analysis of the peers:
The Bachelor's degree programmes under review, namely Agribusiness, Agrotechnology, Animal Husbandry, Aquaculture, and Marine Science, at Universitas Halu Oleo have articulated clear and structured Programme Educational Objectives (PEOs), grounded in national policy directions and stakeholder needs. These PEOs are informed by graduate profiles, which have been developed through a combination of market needs analysis, user satisfaction surveys, and annual tracer studies. Such measures demonstrate the commitment to relevance and responsiveness in curriculum development.

Each study programme outlines distinct graduate profiles that reflect the anticipated roles and career paths of its graduates. For instance, the Agribusiness programme identifies roles such as Agribusiness Manager, Policy Determinator, and Research Assistant, while the Marine Science programme includes profiles such as Marine Consultant and NGO staff. These profiles are not only aligned with employment sectors but also reflect the breadth of skills and competencies required in both public and private spheres.

The profiles appear to be appropriately diverse and suited to the current and emerging demands of the labour market, as evidenced by their formulation through stakeholder consultation and verified by regular tracer studies. The profile updates and curriculum revisions—such as those in 2018 and the temporary revisions in 2023—demonstrate responsiveness to both government regulation and employer expectations.

The process of deriving Programme Learning Outcomes and (PLO) subsequently translating them into Intended Learning Outcomes (ILO) is thorough and systematic. The PLOs are informed by the graduate profiles and PEOs and subsequently refined with stakeholder involvement, including students, alumni, employers, and academic staff.

Each programme has clearly defined ILOs, structured across multiple domains—attitude, skills, knowledge, and competencies. For instance:

- Agribusiness includes outcomes such as the application of agribusiness theories in community development, and the ability to use digital technologies for problem-solving.
- Agrotechnology emphasises sustainability, data analysis, and adherence to good agricultural practices, especially in maritime contexts.
- Animal Husbandry focuses on ethical practice, technological competence, and leadership in resource management.
- Aquaculture incorporates biosecurity, biotechnology, and ecosystem-based aquaculture approaches.
- Marine Science highlights field research skills, application of marine technology, and adaptive thinking.

The ILOs across all programmes are appropriately mapped to both the Subject Specific Criteria (SSC) and to broader academic and professional expectations. This alignment is vital for ensuring coherence across intended graduate attributes and the operational curriculum. The assessors note that the first ILO in each study programme refers to attitude.

It is observed that the first Intended Learning Outcome for the Ba Agribusiness and Ba Animal Husbandry explicitly reference religious values or being religious as part of the expected graduate attributes. While character development is an important aspect of higher education, the integration of religious identity into learning outcomes may raise concerns about inclusivity, especially in diverse and pluralistic academic contexts. In contrast, the other programmes emphasise ethics, good character, professionalism, and social responsibility, which are universally applicable and more aligned with international standards for learning outcomes in higher education. The assessors consider this latter approach more appropriate for ensuring that learning outcomes remain relevant, inclusive, and accessible to all students regardless of personal belief.

Curriculum development is guided by a dedicated Curriculum Development Team and implemented through faculty-level workshops. The university demonstrates a proactive approach to curriculum review, particularly in response to shifts in policy and stakeholder

expectations. For example, the 2018 revision addressed ILOs that were no longer considered aligned with stakeholder needs, while the 2023 revisions were initiated in response to the five-year curriculum review cycle and updates in national regulation.

The involvement of both internal (lecturers, students, education staff) and external stakeholders (industry users, alumni, government representatives) in profile validation and curriculum refinement is confirmed by the stakeholders present during the audit. This collaborative approach helps ensure that graduate attributes remain aligned with evolving societal and professional contexts.

Stakeholder engagement appears robust, with input from both internal and external constituencies. The use of tracer studies as a diagnostic and evaluative tool is especially noteworthy. These studies support ongoing monitoring and help identify areas for improvement. Additionally, the publication of graduate profiles and ILOs on programme websites and social media channels enhances transparency and accessibility.

In summary, the objectives and learning outcomes of the degree programmes reviewed are well-articulated, responsive to labour market needs, and aligned with national higher education policies and Subject Specific Criteria (SSCs). The structured approach to curriculum design, stakeholder involvement, and evidence-based revision practices is appropriate and aligns with good practice in higher education quality assurance. However, the Agribusiness and Animal Husbandry programmes include references to religious values in their Intended Learning Outcomes, which differ from the more inclusive, ethics-based approach adopted by the other programmes.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-assessment report
- Directorate General of Higher Education, Research and Technology Number 163/E/KPT/2022
- Discussion during the audit

Preliminary assessment and analysis of the peers:

The name of the degree programme is regulated in accordance with the official nomenclature set by the Ministry of Higher Education, as stipulated in Directorate General Decree Number 163/E/KPT/2022 dated 18 July 2022. The programme names accurately reflect the

curriculum content and graduate profile, and there has been no reported confusion among stakeholders regarding its relevance. The language of instruction is Bahasa Indonesia.

The assessors reviewed the documentation in preparation for the audit and found that the programme names are used consistently across all official materials.

Criterion 1.3 Curriculum

Evidence:

- Self-assessment report
- Module handbooks
- Curriculum books
- Module-objective matrices
- Statistical data and evluations
- Chancellor Regulation No. 1 of 2021
- Chancellor Regulation No. 1354 of 2018
- Discussion during the audit

Preliminary assessment and analysis of the peers:

Content and Structure

The curricula of the five Bachelor degree programmes – Agribusiness, Animal Husbandry, Aquaculture, Marine Science, and Agrotechnology – follow a broadly similar structural approach intended to organise the students' progression through their studies. Each programme begins with general foundational courses covering basic sciences, mathematics, language, and civic education, aimed at establishing a baseline of knowledge. Subsequent years introduce more specialised courses related to each field, increasing in complexity, with some inclusion of research methods and scientific principles. Elective courses are offered in the later stages, allowing some degree of specialisation, while practical components such as community service, internships, or fieldwork are integrated to provide applied experience. The final stages typically require the completion of a research project or thesis. Seminars and workshops are included, generally targeting communication and professional skills development. From the fifth semester, students may choose elective courses or participate in the national "Freedom to Learn – Independent Campus" (MBKM) initiative, which promotes student mobility and practical experience. Up to 20 credits may

be earned through MBKM, which includes studying at other institutions or engaging in relevant internships. An exception to this structure is in the curriculum of the Ba Marine Science, where the English course has been moved to the seventh semester to help students prepare for English fluency tests.

The Agribusiness curriculum focuses on economic, managerial, and entrepreneurial aspects of agriculture. It covers agricultural economic decision-making, marketing management, business communication, financial management, and agribusiness institutions. The programme also includes courses on agricultural policy, risk management, community development, and sustainable agricultural development, blending social science perspectives with business applications.

The Animal Husbandry curriculum emphasises the biological and technological aspects of livestock production. It includes subjects such as animal nutrition, reproduction, breeding, and physiology, as well as meat and dairy science and technology. The programme also covers livestock business economics, animal waste management, health science, and animal biotechnology. Practical skills are addressed through courses on abattoir techniques, hatchery management, and livestock agribusiness.

The Aquaculture curriculum centres on the science and management of aquatic farming systems. It features courses on freshwater and marine aquaculture management, aquaculture biotechnology, fish health and nutrition, hatchery management, and environmental management. The curriculum also addresses industry development, aquaculture engineering, technopreneurship, and regulations, with practical fieldwork and seminar components integrated throughout.

The Marine Science curriculum deals primarily with the natural sciences related to marine and coastal environments. It includes studies in marine biology, oceanography, marine ecology, marine chemistry and biochemistry, marine geology, and climatology. Additional specialised subjects cover marine pollution, coastal resource rehabilitation, marine conservation, marine bioprospecting, and disaster mitigation. Practical skills such as SCUBA diving and remote sensing are also part of the curriculum.

The Ba Agrotechnology curriculum focuses on applied plant sciences and agricultural technology. It covers experimental design, plant physiology, weed management, agricultural microbiology, plant breeding, and agroecosystem analysis. Other specialised topics include sustainable agriculture, seed science and technology, plant biochemistry, and fundamentals of extension and communication. Elective courses and community service components provide opportunities for practical experience.

The review of the five curricula highlights noticeable overlaps in course content across several semesters and academic levels. For example, in the Animal Husbandry programme, topics related to reproduction management such as animal reproduction science, reproduction technology and science, and breeding science are covered multiple times, sometimes without clear progression. Similarly, nutrition-related courses like animal nutrition, feed technology, and feed quality control appear throughout the curriculum in ways that may seem repetitive.

In the Aquaculture curriculum, foundational subjects including fish health management, hatchery management, and feed technology are revisited across different courses, which can contribute to a somewhat fragmented learning experience. The Marine Science programme also addresses core themes such as marine biology, marine microbiology, aquatic ecology, ichthyology, and eco-biology repeatedly, although without clear integration or progression. Agribusiness and Agrotechnology similarly feature recurring topics in economics, management, and communication.

While these overlaps are surely intended to reinforce key concepts, the assessors note that the extent of repetition could be reduced to improve curriculum clarity and efficiency. This feeling is exacerbated by the assessors' observation that there is insufficient room to cover all necessary material adequately. The assessors suggest that better harmonisation of course content would help streamline the programmes, offering students a more cohesive and well-structured academic experience. They recommend reviewing the curricula with the aim of aligning content more closely and minimising unnecessary duplication.

A major concern raised by the assessors regarding the programmes that involve live animals—particularly Animal Husbandry and Aquaculture—is the insufficient integration of biosecurity protocols and animal welfare standards, both in the curriculum and in practice. Observations during site visits reveal that internationally recognised biosecurity measures are not consistently implemented at the facilities where animals are kept. These include basic practices such as controlled facility access and structured health monitoring—standards commonly promoted by the World Organisation for Animal Health (WOAH) and other international regulatory bodies.

Equally critical is the lack of attention to animal welfare. The assessors note that it is questionable if "Five Freedoms" of animal welfare are systematically implemented in both theory and practice. These Five Freedoms, developed by the UK's Farm Animal Welfare Council and widely accepted globally, define the minimum standards for ethical treatment of animals:

1. Freedom from hunger and thirst – by ensuring access to fresh water and a suitable diet.
2. Freedom from discomfort – by providing a suitable environment, including shelter and a resting area.
3. Freedom from pain, injury, or disease – through prevention and prompt treatment.
4. Freedom to express normal behaviour – via sufficient space and appropriate social interaction.
5. Freedom from fear and distress – by ensuring conditions that avoid mental suffering.

These principles are not explicitly embedded in the current curriculum, and there is limited evidence that students are exposed to them in either theoretical or practical settings. This omission is problematic given that graduates from these programmes are likely to assume responsibilities in animal management, where adherence to welfare standards is not only ethically necessary but also often legally required. The assessors emphasise that Animal Husbandry, in particular, would benefit from an expanded and more systematic inclusion of animal behavioural science, not only as a welfare concern but also as a fundamental aspect of effective and sustainable management.

The lack of space in the curriculum to accommodate these essential topics was noted as an ongoing challenge. This structural imbalance, combined with the limited treatment of animal welfare, reinforces the need for a comprehensive curriculum review. The assessors recommend that the Ba Animal husbandry and the Ba Aquaculture be revised to better incorporate biosecurity principles and animal welfare frameworks—particularly the Five Freedoms—and that a dedicated focus on behavioural science be strengthened to align with international standards and ethical expectations.

In this context, the assessors suggest the university consider adopting a One Health perspective within the curriculum. The One Health approach, which recognises the interconnectedness of human, animal, and environmental health, would provide a holistic and future-oriented framework for education and research in the fields of animal production, aquaculture, and sustainable rural development. Embedding One Health principles could also enhance the relevance and international profile of the study programmes, and support graduates in addressing complex challenges at the interface of food production, zoonotic diseases, environmental degradation, and public health.

A final point raised by the assessors concerns the extent to which the academic programmes reflect the university's stated vision. The vision – "Becoming a world-class university in the management and development of coastal, marine and rural areas by 2045" – emphasises a strong orientation toward maritime and rural development. However, this

focus is not clearly embedded across the curricula. While there are individual courses that engage with coastal and marine issues, the overall structure and emphasis of the programmes do not consistently highlight the unique regional context or leverage it as a distinctive academic strength.

The university itself acknowledges this tension. On the one hand, the maritime theme is central to its identity; on the other, it is cited as a reason for declining student interest, suggesting a gap between institutional aspirations and the perceived attractiveness or relevance of the programmes. The assessors suggest that the curricula could be more purposefully aligned with the university's vision — not only to strengthen academic coherence, but also to communicate a clearer sense of direction and distinctiveness to prospective students. This might involve integrating regional case studies, enhancing interdisciplinary connections between land and sea-based approaches, and promoting applied learning opportunities linked to local challenges and industries.

Student mobility

Student mobility is formally supported through the national Merdeka Belajar Kampus Merdeka (MBKM) policy, as stipulated in Chancellor Regulation Number 1 of 2021. This framework grants students the right to spend up to three semesters outside their home study programme, earning between 20 and 24 credits per semester — up to a maximum of 60 credits. Eight types of activities are recognised within MBKM, including student exchanges, internships, teaching assistance, research, humanitarian work, entrepreneurship, independent studies and projects, and village-building initiatives (Thematic Real Work Lectures).

The university presents MBKM as a flexible, student-centred approach to achieving intended learning outcomes (ILOs). Students may complete their degrees through a combination of traditional coursework and external activities. Prior to MBKM, the Pertukaran Mahasiswa Nusantara (PERMATA) programme also facilitated domestic student exchange, particularly for students in the Animal Husbandry and Marine Science programmes. According to the self-assessment report, interest in such programmes is consistently high, and some students have actively participated.

Indeed, the assessors positively note that several students have made use of MBKM opportunities within Indonesia. Participants have completed exchange semesters at institutions such as Hang Tuah University (Surabaya), Andalas University (Padang), and Universitas Padjadjaran (Sumedang). These experiences contribute meaningfully to the students' academic and personal development and demonstrate that the institutional infrastructure for mobility is functional, at least at the national level.

However, while students express interest in international mobility — with aspirations to study in countries such as Japan, Korea, or Germany — structural and financial constraints significantly limit actual participation. A planned exchange to Germany in 2023, for example, did not proceed due to visa difficulties and the expectation that students self-finance such opportunities. While MBKM activities such as English workshops and soft-skills training are well-received, international mobility remains the exception rather than the rule.

The assessors note that the existing policy framework and current examples of national mobility provide a strong foundation for student exchange. To build on this progress and extend opportunities more broadly—particularly at the international level—further institutional support would be beneficial. Enhancing funding schemes, developing strategic partnerships, and streamlining credit recognition processes could help ensure that student mobility becomes a more accessible and routine part of the academic experience for a wider range of students.

Periodic review of the curriculum

As already outlined in Criterion 1.1, the assessors note that the curriculum is reviewed every four to five years, in line with the implementation of Intended Learning Outcomes (ILOs). This periodic review ensures a logical module sequence that supports students in completing their studies within the standard time frame. The process is documented on the study programme's website and is guided by Chancellor's Regulation No. 1354 of 2018. Measures such as the integration of the Merdeka Belajar Kampus Merdeka (MBKM) programme with a maximum course conversion of 20 credits per semester, regular evaluations of on-time graduation, and the involvement of students in lecturer research are noted as supporting mechanisms. The assessors find this approach to curriculum review sensible and appreciate the concrete examples provided.

Criterion 1.4 Admission requirements

Evidence:

- Self-assessment report
- Website of the university
- Statistical data on admission
- Ministerial Regulation No. 48/2022
- Regulation No. 48 of 2022 issued by the Ministry of Education, Culture, Research, and Technology

- Discussion during the audit

Preliminary assessment and analysis of the peers:
Universitas Halu Oleo (UHO) applies three nationally standardised admissions routes across all its undergraduate study programmes: SNBP (Selection Based on Achievement), SNBT (Test-Based National Selection), and SMMPTN (Independent University Selection). These routes are governed by Regulation No. 48 of 2022 issued by the Ministry of Education, Culture, Research, and Technology. Admissions are conducted once a year and are based on applicants' academic records or results from computer-based tests, depending on the selection route. No separate criteria are applied to distinguish between national and international students, and admission requirements are binding and publicly accessible.

Admissions statistics for the period 2019–2021 demonstrate some variation in applicant volume and enrolment across programmes. For instance, the Animal Husbandry programme had 355 applicants in 2019, with 195 students ultimately registering. This number increased significantly in 2021, when 256 students were registered from 321 applicants, indicating a relatively high conversion rate. By contrast, Marine Science and Aquaculture attracted fewer applicants and showed lower enrolment numbers. In 2021, Marine Science received 146 applications, resulting in only 63 registered students; Aquaculture had just 71 applicants, with 22 students registered.

In terms of inclusivity, the assessors appreciate that UHO accommodates students with disabilities in accordance with Ministerial Regulation No. 48/2022 and internal policies. However, they note the current exclusion of students with colour blindness in the admission regulations. In practice, employment opportunities in most of these fields are not strictly barred to colour-blind individuals, and therefore this restriction appears unjustified. The assessors recommend removing this exclusion to ensure a more equitable admissions process.

Overall, the assessors find that the admissions policy is consistent with national regulations and has improved in transparency and documentation.

Criterion 1.5 Workload and Credits

Evidence:

- Self-assessment report
- Module handbooks
- National Standard for Higher Education No. 3 of 2020
- Discussion during the audit

Preliminary assessment and analysis of the peers:
The study programmes at Universitas Halu Oleo (UHO) operate within the national credit system framework, known as SKS (Satuan Kredit Semester), as regulated by the Indonesian National Standard for Higher Education (No. 3 of 2020). This system structures learning activities around student workload, where one SKS corresponds to a total of three hours of student effort per week per semester, encompassing contact hours, structured assignments, and independent learning. Most modules carry a weight of 3 SKS, with final research projects typically accounting for 6 SKS, reflecting their substantial contribution to the achievement of intended learning outcomes (ILOs).

Each course includes 16 sessions per semester, and the course workload is explained to students in the course outline at the beginning of the semester. Lecturers provide guidance on how much time should be spent on self-study and structured tasks, although actual student engagement outside the classroom can vary. While lecturers aim to calibrate workload appropriately, it is acknowledged that students report a high burden, particularly in relation to structured assignments. Peaks in workload tend to occur toward the end of the study period, with final projects and multiple concurrent deadlines contributing to perceived stress.

To support students, the university has mechanisms in place such as academic advising, counselling services, and extracurricular opportunities that provide community and stress relief. Students openly report that while the academic workload is demanding, these support structures help them manage expectations and stress. Regular dialogue with academic staff has also improved understanding of the educational purpose of assignments. Nonetheless the assessors suggest looking into the workload peaks and try to restructure the curricula appropriately.

The conversion from SKS to ECTS is formally outlined, with a ratio of 1 SKS ≈ 1.7 ECTS. However, the assessors find that this conversion is not fully equivalent, as the basis for calculation differs between systems. The SKS model emphasises hours of instruction and tasks more than the overall student workload as calculated in the ECTS framework. A more outcome- and workload-based method of conversion would ensure better comparability in international contexts.

Regarding student mobility, the assessors appreciate that workload accumulated through MBKM (Merdeka Belajar Kampus Merdeka) activities can be transferred back into SKS, provided that students consult in advance with their departmental coordinator. These consultations help align the chosen activities with ILOs. Supervisors are appointed to ensure appropriate academic oversight, and credit transfer is based on a structured process involving evaluation of the learning content and duration.

Despite these efforts, the assessors observe that monitoring and evaluation of MBKM activities remain inconsistent across programmes. In some cases, the learning outcomes and workload of external MBKM placements are not clearly documented or harmonised with internal programme expectations. The assessors encourage the university to strengthen its mechanisms for quality assurance, documentation, and feedback to ensure that MBKM activities are consistently integrated into the curriculum and contribute meaningfully to the student's academic progress.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-assessment report
- Module handbooks
- Discussion during the audit

Preliminary assessment and analysis of the peers:
The assessors find that the teaching methods across the five study programmes are clearly documented in the module handbooks and generally implemented in a structured and consistent manner. While traditional lectures continue to form the core of instructional delivery, there is an evident and welcome shift toward more student-centred approaches. Methods such as project-based learning, self-study, tutorials, group discussions, and case studies are increasingly used to foster critical thinking, teamwork, and independent learning. These approaches support not only the mastery of subject-specific knowledge but also the development of essential soft skills, including communication and problem-solving, which are highly valued by employers.

Efforts are also being made to enhance English language competence. One day per week has been designated as "English Day," encouraging both staff and students to practice academic English in a more immersive setting. In parallel, international classes are being prepared, even though there is currently no substantial international student body. The assessors appreciate this forward-looking approach and encourage the university to proceed with offering selected classes in English. This would not only benefit local students and improve their global competitiveness but would also help strengthen the teaching staff's capacity to deliver courses in English, thus laying the groundwork for future internationalisation.

The programmes include varying forms of practical experience, ranging from laboratory work and field-based training to internships and community-based projects. In Animal Husbandry, for example, students undertake a one-month industrial internship worth 4 SKS. This internship is supported by a wide network of around 75 external partners, including

private companies, governmental agencies, and research organisations. Students gain insights into the working environment, sometimes including exposure to applied research, although it remains unclear how this aligns with the graduate profile, which currently does not explicitly include research competences. Aquaculture students also undertake internship experiences, although more detail would be beneficial to understand their structure and intended learning outcomes. Marine Science students receive comprehensive field training in mapping, scuba diving, and monitoring of coral reefs and mangrove ecosystems. These practical components are well-aligned with the learning outcomes of the programme and provide essential competencies for work in the field, and particularly the opportunity to get certified in scuba diving is a very positive signal. In Agrotechnology, students are involved in hands-on activities from the beginning, such as planting in the university's field laboratory. Excursions and field trips are integrated into the curriculum to connect theory with practice. The Agribusiness programme also provides opportunities for applied learning through collaborations with NGOs and internship placements, including fieldwork in areas like Papua.

Students generally appreciate the availability of practical components in their study programmes, as well as the growing variety of teaching methods. However, they also express a desire for more direct exposure to the professional world through guest lectures and interactions with practitioners. This feedback is echoed by industry partners, who support the idea of deeper collaboration with the university. The assessors therefore recommend that all programmes further expand their engagement with industry professionals, for instance by offering more regular lectures from practitioners, organising case-based workshops, or inviting alumni to speak about their career paths.

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

Regarding the usage of the term “religious values” in some of the Intended Learning Outcomes, the university responds: “It is important to clarify that the term “*religious values*” in this context does not solely refer to specific religious practices or affiliations. Rather, it reflects the internalization of ethical conduct, integrity, spiritual awareness, and moral responsibility […]. However, we acknowledge that assessors’ concern that the term may not be universally inclusive and could potentially be interpreted as limiting in a diverse global setting.” The university proposes a course of action which the assessors agree with. Next to the given explanation the assessors emphasise that the interpretation of “religious values” is particularly unfavourable in this context because the other study programmes make use of other phraseology.

Regarding the overlaps of courses, the university acknowledges the need to re-evaluate and structure the curricula in a more concise way. The assessors welcome these planned changes to the curricula.

Concerning the topics of live animals the university acknowledges shortcomings and have devised an action plan to enhance biosecurity and integrating the five freedoms for land animals and fishes. The assessors are looking forward to seeing these changes implemented.

The admission requirements, which categorically exclude individuals with colour blindness, are supposed to be reviewed. The university will adjust the requirements to be fairer and more accessible for individuals with colour blindness if future employment appears feasible. The assessors welcome this review, particularly because they see no reason for colour-blind students to unable to work in the fields.

Regarding the conversion of credit points the university plans to revisit the course workload. The student workload will be monitored for all study programmes under review and adjustments to the ECTS points given will be implemented thereafter.

Considering all the points made by the university the assessors come to the conclusion the criterion 1 is not fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, concept and organisation

Evidence:

- Self-assessment report
- Module handbooks
- Statistical data
- Discussion during the audit

Preliminary assessment and analysis of the peers:
The evaluation of student learning at Universitas Halu Oleo employs a diverse range of assessment methods, including written exams, quizzes, presentations, performance demonstrations, and research papers. The selection of these evaluation forms is carefully aligned with the Course Objectives, which in turn are derived from the overall Learning Outcomes

of the study programmes. To ensure comprehensive assessment, multiple strategies such as course examinations, observations, portfolios, assignments, quizzes, and peer feedback are combined to measure the achievement of each intended learning outcome. Detailed mappings of assessment strategies to learning outcomes are documented in official appendices and consistently reflected in the Course Outlines.

Students undertake two major exams each semester: a mid-term exam and a final exam. The schedule for these exams is established at the beginning of the academic year through a formal Rector's Decree, providing clear and stable planning for both staff and students. In addition to these exams, continuous assessments—including quizzes, assignments, presentations, and other forms—are carried out throughout the semester, following the structure outlined in each course's syllabus and approved by the Head of Study Program. The university's Standard Operating Procedures (SOP) allow for make-up exams or deadline extensions in case students are unable to participate due to legitimate reasons such as illness or extracurricular commitments. Special provisions are also in place to accommodate students with disabilities, ensuring equitable access to assessment. The academic calendar includes a designated preparatory period, often called the Consolidation or Calm Week, which allows students adequate time for revision before exams. Exam schedules are announced at least one week in advance to facilitate study planning.

Assessment criteria and passing requirements are communicated transparently to students at the start of each course and are included in the course outlines. These criteria are established in accordance with the Rector's Regulation on Academic Regulations, specifically relating to the assessment of learning outcomes. Final grades and evaluation results are made accessible through the university's Academic Information System (SIAKAD) or Learning Management System, ensuring timely and transparent feedback.

Learning evaluations are consistently based on detailed rubrics and assessment indicators included in course outlines, ensuring alignment with learning outcomes. The quality assurance teams at the faculty and study program levels actively review exam questions and assignment workloads to maintain appropriateness in relation to credit values and the expected time required for students to complete them.

During the audit, the assessors review the exams and bachelor theses and confirm their adherence to the European Qualifications Framework Level 6 (EQF6). The assessments align well with the expected learning outcomes at this level, demonstrating appropriate complexity, independence, and critical thinking skills. It is not fully clear whether publishing the bachelor thesis is mandatory for graduation. If publishing is indeed required, the assessors recommend reconsidering this policy, as it may place unnecessary pressure on stu-

dents and limit graduation opportunities. Instead, emphasis should remain on the academic quality and successful defence of the thesis rather than its publication. Additionally, industrial partners note during the audit that students' soft skills appear to be underdeveloped. To address this, it may be beneficial to introduce more diverse assessment methods, potentially including soft skills-focused evaluations as part of final examinations, to better support the development and measurement of these essential competencies. This should, of course, not result in a higher workload for the students.

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

The assessors take issue with the students' obligation to publish a Bachelor's thesis as part of their graduation. In their feedback, the university explains that the publishing aspect is not an actual graduation requirement but a "requirement for taking diplomas and transcripts". According to ASIIN criterion 4, however, issuing diplomas and their supplements are tied to graduation only. The assessors ask the university to reevaluate the importance of publishing a Bachelor's thesis: While undoubtedly a valuable experience – particularly with the internal journals offered –, the Bachelor's degree does not aim for students to do research or publish until a higher degree is obtained. The assessors look forward to the decision made by the university during the fulfilment of requirements.

The assessors consider criterion 2 to be not fulfilled.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-assessment report
- Staff handbook
- Education and Culture Ministry Regulation No. 3 of 2020
- Discussion during the audit

Preliminary assessment and analysis of the peers:
The study programmes under review are staffed by lecturers whose academic qualifications meet the national requirements as stipulated in the Indonesian Teacher and Lecturer Law. All teaching staff hold at least a Master's degree, with academic ranks ranging from teaching assistant to professor. Their qualifications and academic positions are documented and are used as a basis for the assessment by the expert team.

The academic staff's responsibilities include teaching, research, and community service, as required by national regulations (Education and Culture Ministry Regulation No. 3 of 2020). Their workload ranges from a minimum of 12 to a maximum of 16 SKS per semester, and is reviewed internally via the SISTER platform. In addition to permanent lecturers, the programmes regularly involve external professionals and industry practitioners through guest lectures, which are conducted both online and on-site. These guest lectures are organised in accordance with clearly defined qualification standards.

Support staff provide essential assistance in administrative, academic, and laboratory processes. Their roles are structured in line with institutional needs and capacities, and professional development is fostered through periodic workshops and training programmes conducted at various organizational levels.

The study programmes demonstrate a strong link between research, community service, and teaching. Lecturers actively incorporate the results of their research and service activities into course content, thus contributing to the ongoing development of the curriculum and ensuring the relevance and timeliness of academic materials. This integration is well-aligned with the learning outcomes, and in many cases, students are directly involved in these activities, particularly in research, providing an important opportunity to enhance their skills and academic maturity.

Staff development is further promoted through regulations that encourage ongoing academic and professional qualification. Each faculty periodically assesses its staffing needs based on its strategic plan (RENSTRA) and the current academic profile, thereby allowing for targeted and forward-looking staff recruitment.

During interviews, it is noted that more experienced staff, many of whom completed PhDs abroad (e.g., Australia), display a high level of English proficiency. In contrast, younger lecturers tend to prefer speaking Indonesian. While it is unclear whether this preference is situational, the assessors find this noteworthy, especially given that younger generations in Indonesia generally have stronger English skills due to greater exposure via the internet and digital media. The assessors recommend that efforts be made to support younger lecturers in improving their English proficiency, which would enhance both their teaching and academic communication skills.

The possibility of involving visiting lecturers is used strategically to enrich the programmes. Their qualifications are carefully matched to the learning objectives of the modules they teach. However, as noted earlier in section 1.6, the university could further explore increasing the involvement of lecturers from industry to strengthen practical relevance and enhance students' exposure to real-world applications. This is voiced by both the students and the industrial partners.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-assessment report
- Tour of the facilities
- Discussion during the audit

Preliminary assessment and analysis of the peers:
Student support at Universitas Halu Oleo encompasses both academic and non-academic areas. Academic support services include academic consultation, guidance for final assignments, assistance with scientific article writing, and academic administration. Non-academic student services focus on three main areas: reasoning, interests and talents; career and entrepreneurship guidance; and welfare.

Support for reasoning, interests and talents is facilitated through various facilities such as a sports centre, sports stadium, tennis and basketball courts, a mosque, arts performance spaces, and secretariat rooms for student organisations and Student Activity Units (UKM).

The university provides organised student services for numerous student bodies including the Student Consultative Assembly (MPM), Student Executive Body (BEM), Faculty Student Representative Councils (DPMF), and various departmental and study programme associations. Student Activity Units cover a wide range of activities from sports and arts, diving, Indonesian Red Cross voluntary work, scouting, search and rescue, student military regiments, to mosque-related student groups.

Career and entrepreneurship guidance is coordinated centrally by the Student Entrepreneurship and Career Development Unit (UPT PK2M), in collaboration with study programmes. Services include career planning, job application training, and lectures or discussions with industry practitioners and business leaders. Entrepreneurship support offers training and business incubation consultation, alongside dedicated spaces for entrepreneurship expos and dissemination of job information.

Welfare services comprise counselling, scholarships, and health services. Counselling is provided through UHO's counselling unit and academic advisors. A wide range of scholarships are available, including the Smart Indonesia Card Scholarship (KIP), regional scholarships from various regencies and provinces, and other financial aid programmes such as tuition fee discounts and exemptions. Health services are offered via the Faculty of Medicine's health clinic.

The assessors observe that there could be potential benefits in organising a job fair or similar event to facilitate more direct interaction between students and industry representatives. Such an initiative would present an excellent opportunity for students to explore employment prospects, gain insight into industry expectations, and establish valuable professional networks. At the same time, it would offer industry partners a chance to engage with emerging talent, promote their organisations, and identify suitable candidates for recruitment. While not currently part of the existing support services, introducing a job fair could enhance the connection between academic preparation and real-world career pathways, benefiting both students and the local industry ecosystem.

Criterion 3.3 Funds and equipment

Evidence:

- Self-assessment report
- Tour of the facilities
- Discussion durin the audit

Preliminary assessment and analysis of the peers:

The facilities to support tridharma (three pillars of higher education) activities in the study programme are funded by UHO BLU. BLU stands for Badan Layanan Umum (Public Service Agency), which is a financial management status granted to public universities in Indonesia, allowing them greater autonomy and flexibility in managing their funds while remaining accountable to the government. The fund at the study programme level is managed by the faculty. The operational fund is given to study programmes in the forms of regular study programme activities, facilities for lecturers' research and community service, other scientific activities such as seminars, and student activities. In addition, the funding of the Study Programme can be obtained via cooperation grants by the local government for research and community services, analysis fees for lecturers and researchers, and facilities rent fees. The study programme also cooperates with many institutions in conducting the tridharma activities. Tridharma activities conducted by study programmes are supported by facilities provided by the university.

The university offers a broad range of facilities to support its various study programmes. The general learning infrastructure includes lecture rooms, the dean's office, lecturers' rooms, seminar and meeting rooms, basic chemistry, physics, and biology laboratories, a library, and an integrated language service unit.

For the Agribusiness programme, there are specialised facilities such as the Agribusiness Laboratory, Agricultural Extension Laboratory, Audiovisual Laboratory, Analytical Laboratory, Greenhouse, and Field Laboratory.

The Agrotechnology programme is supported by the Agronomy Unit Laboratory, Agrotechnology Laboratory, Plant Pest Unit, Soil Unit Agrotechnology Laboratory, Analytical Laboratory, and Field Laboratory.

Animal Husbandry facilities are extensive and include the Animal Nutrition and Feed Science Laboratory, which consists of units for animal feed analysis, feed technology, and agrostology. The Livestock Production Science Laboratory comprises units for livestock physiology, production, health, poultry, genetics and breeding, agribusiness, product technology, and beef livestock. There are also working units and livestock units, including caged and free-range chickens, quail, mice, goats, and cows. The campus also has ranches for beef cattle, goats, and swamp buffaloes, as well as a greenhouse, organic garden, honey bee hive, compost house, business incubator, tractor garage, and feed factory.

The Marine Science programme benefits from a Marine Science Laboratory, Laboratory of Computation, GIS and Modelling Laboratory, Aquatic Productivity and Environment Laboratory, Aquatic Resources Ecology and Conservation Laboratory, and a Field Laboratory.

The Aquaculture programme has specialised facilities including laboratories for fish farming, hatchery and fish production, aquatic productivity and environment, fish capture technology, computing, GIS and modelling. It also has practicum ponds for freshwater aquaculture and mariculture field laboratories located in Tapulaga and Lalowaru Field Station in Lalowaru, North Moramo Sub-district, South Konawe Regency.

During the assessors' visit and tour of the facilities, several concerns about the condition of the equipment and laboratory environments became apparent. While the study programme provides essential infrastructure, including computer rooms and various machinery, much of the equipment is outdated and shows signs of wear. Despite this, students are allowed to use the laboratories independently after receiving proper orientation, which supports hands-on learning. For example, in the Agribusiness laboratories, software such as SPSS is available, enabling students to develop important quantitative analysis skills. However, the overall condition of the facilities suggests a need for upgrades to better support current educational demands.

Significant shortcomings are observed in terms of safety and biosecurity, particularly within the biology and chemistry laboratories. The biology lab and the chemistry labs currently lack formal biosecurity protocols and fail to comply with established standards. In addition to the labs themselves, animal housing facilities such as aquariums, pens, and enclosures for livestock and other study animals do not appear to meet adequate welfare and biosecurity standards such as the "five freedoms" principles. Basic safety measures are insufficient across these environments: chemicals are frequently left unsecured, safety signage is minimal, and overall laboratory and animal facility security is inadequate. These deficiencies present tangible risks to the health and safety of students, staff, and the animals involved, while also raising concerns about the study programme's compliance with accepted best practices for laboratory safety and animal welfare.

The assessors acknowledge that the shortcomings identified are serious and largely linked to financial constraints. While adherence to international standards is essential for accreditation, the assessors recognise that some challenges—particularly those requiring significant investment—cannot be resolved immediately. Therefore, they believe that these issues should be addressed through a structured improvement plan within the accreditation period, rather than leading to an outright rejection at this stage. This approach allows the institution to demonstrate its commitment and capacity to meet standards fully over time, rather than being prematurely penalised for factors that require longer-term solutions.

Accordingly, the assessors require a detailed and realistic action plan outlining how the research laboratories and associated facilities will be improved over the course of the accreditation cycle. This plan must address the challenges posed by ageing infrastructure,

incorporate robust measures for animal welfare, and prioritise the enhancement of biosecurity protocols and incorporate the 5 Freedoms Principle to livestock and aquaculture units. The future of the accreditation is contingent upon the development and implementation of this plan.

Furthermore, the assessors stress that security measures, particularly those related to laboratory safety and chemical storage, are non-negotiable and must be established and enforced immediately to protect students, staff, and research subjects.

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

Regarding the English skills of the younger lecturers the university states that trainings have taken place but maybe too unfrequently. The university aims to "increase the intensity of the training and develop more contextual modules tailored to teaching and international publication needs. [They] will also encourage greater participation from young lecturers by providing incentives and integrating language training into their career development plans".

Concerning the laboratories and their equipment the university has brought forth an action plan for improvement. The assessors look forward to seeing these changes implemented.

Taking into account the feedback from the university, the assessors consider criterion 3 to be not fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Module handbooks

Preliminary assessment and analysis of the peers:
The assessors review the module handbooks provided by the university and confirm that they contain all essential information required for transparency and academic coherence. Each module includes the title, the name(s) of the person(s) responsible, the applied teaching methods, as well as the credit allocation and corresponding workload. Furthermore, the handbooks clearly outline the intended learning outcomes and provide a concise description of the module content. Admission and examination requirements are also documented, alongside a detailed explanation of the forms of assessment and the method by

which the final module grade is determined. Recommended literature is listed for each module, and the date of the most recent amendment is included, indicating efforts to keep the curriculum updated.

However, the assessors note with concern that in several instances, the literature cited is considerably outdated. For example, in the animal husbandry module Abattoir and Slaughter Techniques, one of the core references is "Meat Inspection and Veterinary Public Health in Australia" published in 1987. Reliance on such dated materials risks perpetuating practices that may no longer align with current international standards, particularly in a field that is closely linked to evolving regulations and ethical considerations. The assessors recommend that the university undertake a systematic review of all reading lists and replace or supplement older sources with more current, scientifically robust, and internationally recognised literature.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Exemplary diplomas
- Exemplary diploma supplements
- Exemplary transcripts of record

Preliminary assessment and analysis of the peers:
Shortly after graduation, students receive a Certificate, a Transcript of Records, and a Diploma Supplement (Surat Keterangan Pendamping Ijazah – SKPI). The assessors confirm that the SKPI includes all necessary information, such as evidence of competencies gained through academic and extracurricular activities, in accordance with national standards and the ECTS User's Guide.

Criterion 4.3 Relevant rules

Evidence:

- Self-assessment report
- University website
- Faculty websites
- Discussion during the audit

Preliminary assessment and analysis of the peers:

The operational procedures of Universitas Halu Oleo (UHO) are governed by its Statute, which serves as the university's fundamental regulation. This is stipulated in the Regulation of the Minister of Education and Culture Number 43 of 2012 concerning the Statute of Universitas Halu Oleo (State Gazette of the Republic of Indonesia Number 660, Year 2012). The Statute outlines the rights and responsibilities of students, academic staff, and the institution itself. It defines students as individuals—either from within Indonesia or abroad—who meet the necessary requirements and are registered at UHO for the purpose of developing their potential as professionals, academics, or practitioners. The full Statute is accessible via the university's official website (www.uho.ac.id).

According to the Statute, students are expected to develop their academic and personal potential in line with national education standards, adhere to all university rules, and contribute positively to the institution's reputation. In return, they are entitled to participate in academic and extracurricular activities, make use of university facilities and support services, and organise themselves through student bodies and associations. These rights and obligations are further detailed in the university's Academic Regulations and the respective Faculty Academic Guides. New students are informed of these regulations during the compulsory New Student Admission Event, and the information is also available on the faculty websites.

The assessors observe that, while the university does publish relevant information about study programmes and academic regulations, much of it is currently only available in Bahasa Indonesia. They recommend significantly expanding the English-language content on the official website to better serve international students. While it is commendable that UHO actively engages with students via social media, the assessors caution that prospective students—especially from abroad—require accessible and comprehensive programme information via the website itself. Improving online visibility and clarity, particularly in English, is seen as essential for supporting UHO's internationalisation efforts.

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

Regarding the literature in the module handbooks, the university aims to update the reading material to more current and international literature.

The website, which is automatically translated, lacks information in English, of which the university is aware. They plan to improve this situation. The assessors look forward to seeing these changes implemented.

Taking into account this feedback, the assessors consider criterion 4 to be partially fulfilled.

5. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-assessment report
- IQA reports
- Website of the university and faculties
- Discussion during the audit

Preliminary assessment and analysis of the peers:

As was mentioned throughout the audit, Universitas Halu Oleo (UHO) has a robust quality management system in place, ensuring continuous improvement of its study programmes through periodic quality cycles. The study programmes implement an Internal Quality Assurance System (IQAS), which is regularly audited by internal quality auditors under the coordination of UHO's quality assurance unit. Audit results are systematically followed up with targeted improvements to maintain and enhance academic standards.

In recent years, several study programmes have adopted external quality assurance certifications, such as ISO 9001:2015 and ISO 21001:2018, reflecting UHO's commitment to aligning its academic services with international standards. Furthermore, the study programmes have been accredited by Indonesia's National Accreditation Agency with the highest accreditation score, demonstrating sustained academic excellence.

Lecturer performance is regularly evaluated by students, supporting ongoing enhancements in teaching quality. Competency tests and certifications for students are also conducted to strengthen core skills within specific study areas.

The study programmes actively promote student research by supporting the publication of experimental results in national and international journals and encouraging dissemination through seminars. Stakeholder feedback is regularly collected through surveys to evaluate alumni performance and identify areas for curriculum improvement. The curriculum itself undergoes periodic revision, and learning outcomes are continuously assessed to maintain alignment with academic goals.

Students play a vital role in quality assurance by providing constructive feedback via questionnaires at the end of each semester. Their input is used as a basis for internal evaluation and development discussions among teaching staff and university leadership, fostering a collaborative environment for quality enhancement. Importantly, students are assured that their feedback will not negatively affect their academic progression.

Overall, the assessors recognise that Universitas Halu Oleo has established a comprehensive and effective quality management system that actively involves all stakeholders in ongoing improvement efforts. The university demonstrates a strong commitment to academic excellence, with systematic internal and external quality assurance mechanisms supporting the maintenance of high standards. The active involvement of students in quality evaluation and the university's responsiveness to stakeholder feedback reflect a student-centred approach. These strengths provide a solid foundation for the continued development and internationalisation of UHO's study programmes, positively contributing to the institution's reputation and sustainability.

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

The assessors consider this criterion to be fulfilled.

E Additional Documents

No additional documents needed.

F Comment of the Higher Education Institution (17.07.2025)

The following quotes the comment of the institution:

The Response to the Draft of ASIIN Accreditation Report

Bachelor Degree Programme:

Agribusiness, Agrotechnology, Animal Husbandry, Marine Science, Aquaculture

No.	Criteria/Sub Criteria	Panel's Findings	Responses
1	**The Degree Programme: Concept, content & implementation**		
1.1	Objectives and learning outcomes of a degree programme	It is observed that the first Intended Learning Outcome for the Ba Agribusiness and Ba Animal Husbandry explicitly references religious values or being religious as part of the expected graduate	It is important to clarify that the term *"religious values"* in this context does not solely refer to specific religious practices or affiliations. Rather, it reflects the internalization of ethical

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		attributes.	conduct, integrity, spiritual awareness, and moral responsibility — qualities that are essential for producing graduates who act with honesty, empathy, and accountability in their personal and professional lives. However, we acknowledge the assessor's concern that the term may not be universally inclusive and could potentially be interpreted as limiting in a diverse academic and global setting. In response, the programs have taken the following actions: 1. Reassessing the use of the term "religious" in the attitudinal learning outcomes to better align with inclusive, universal values and international academic standards. 2. Reformulating the learning outcome to emphasize broader and more widely accepted values. For example: *"Demonstrate integrity, professional ethics, social responsibility, and spiritual awareness in fulfilling academic and professional duties."* 3. Maintaining the core essence of moral and ethical character, ensuring these values continue to be nurtured through both academic and non-academic learning processes, while using terminology that is inclusive and globally

No.	Criteria/Sub Criteria	Panel's Findings	Responses
			comprehensible. 4. Engaging stakeholders (students, faculty, alumni, and industry partners) in the revision process to ensure that the redefined values remain aligned with national education standards, institutional identity, and expectations of the global academic and professional communities. The Agribusiness study programme is scheduled to undertake a curriculum revision in September 2025, and the attitude-related Intended Learning Outcomes (ILOs) will be adjusted to be more inclusive and universal. The Faculty of Animal Husbandry has established a curriculum revision finalization team for the Animal Husbandry study programme. The Animal Husbandry study programme is scheduled to undertake a curriculum revision in August 2025. One of the agenda items is to revise the Intended Learning Outcome (ILO) related to religious values in order to make it more universal and inclusive.
1.3	Curriculum	● While these overlaps are surely intended to reinforce key concepts, the assessors note that the extent of repetition could be reduced to improve curriculum clarity and efficiency.	**Clarification:** - Because there are 2 orientations in the UHO Vision

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		● A major concern raised by the assessors regarding the programmes that involve live animals (particularly Animal Husbandry and Aquaculture) is the insufficient integration of biosecurity protocols and animal welfare standards, both in the curriculum and in practice. Equally critical is the lack of attention to animal welfare. The assessors note that it is questionable if "Five Freedoms" of animal welfare are systematically implemented in both the theory and practice. These principles are not explicitly embedded in the current curriculum, and there is limited evidence that students are exposed to them in either theoretical or practical settings. The lack of space in the curriculum to accommodate these essential topics was noted as an ongoing challenge. This structural imbalance, combined with the limited treatment of animal welfare, reinforces the need for a comprehensive curriculum review. .	(Maritime and Rural), this will be the material for curriculum revision. For Fisheries and Marine, it is necessary to enrich the rural orientation because maritime is already dominant. Meanwhile, 3 Study Programs (Agriculture and Animal Husbandry) need to enrich the maritime orientation in their curriculum - Animal Husbandry is preparing biosecurity protocols at livestock barn facilities. Attached to the action plan in point 3.3 - Currently, the fulfilment of the five freedom criteria for livestock has been carried out. Starting from improving health, fulfilling concentrated feed, and repairing cages/supporting facilities. - The enforcement and implementation of biosecurity SOPs and fish welfare aspects in the Aquaculture Program have been outlined and integrated into the curriculum of the Aquaculture Study Programme through related courses, and are evaluated every semester by the Internal Quality Assurance Unit (SPMI) of Fisheries and Marine UHO.

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		● A final point raised by the assessors concerns the extent to which the academic programmes reflect the university's stated vision. The vision – "Becoming a world-class university in the management and development of coastal, marine and rural areas by 2045" – emphasises a strong orientation toward maritime and rural development. However, this focus is not clearly embedded across the curricula. While there are individual courses that engage with coastal and marine issues, the overall structure and emphasis of the programmes do not consistently highlight the unique regional context or leverage it as a distinctive academic strength.	
1.4	Admission requirements	● However, they note the current exclusion of students with colour blindness in the admission regulations. In practice, employment opportunities in most of these fields are not strictly barred to colour-blind individuals, and therefore this restriction appears unjustified. The assessors recommend removing this exclusion to ensure a more equitable admissions	Basically, the restriction for color blind applicants has been implemented to ensure the smooth learning process, especially in study programs that require the ability to distinguish colors accurately. However, we understand the importance of providing equal opportunities for all prospective students. Therefore, we will review this policy by considering inclusivity and future em-

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		process. ● Overall, the assessors find that the admissions policy is consistent with national regulations and has improved in transparency and documentation.	ployment opportunities. If feasible, we will adjust the requirements to be fairer and more accessible for individuals with color blindness.
1.5	Workload and Credits	The conversion from SKS to ECTS is formally outlined, with a ratio of 1 SKS ≈ 1.7 ECTS. However, the assessors find that this conversion is not fully equivalent, as the basis for calculation differs between systems. The SKS model emphasises hours of instruction and tasks more than the overall student workload as calculated in the ECTS framework. A more outcome- and workload-based method of conversion would ensure better comparability in international contexts. The assessors observe that monitoring and evaluation of MBKM activities remain inconsistent across programmes. In some cases, the learning outcomes and	**International Credit Conversion:** We are currently mapping the comparison of credit systems with international standards (e.g. ECTS). Adjustments will be made through a revision of academic guidelines planned in the odd semester of the 2025/2026 academic year. **Student Workload:** We will instruct each study program to evaluate the workload per course through lecturer forums and student surveys. The results of the evaluation will be the basis for adjusting the Semester Learning Plan so that the workload is more evenly distributed throughout the semester, effective from the next semester. **Student Assistance:**

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		workload of external MBKM placements are not clearly documented or harmonised with internal programme expectations. The assessors encourage the university to strengthen its mechanisms for quality assurance, documentation, and feedback to ensure that MBKM activities are consistently integrated into the curriculum and contribute meaningfully to the student's academic progress.	We will strengthen the integration of counselling and academic mentoring services through an integrated online-based system. Socialization and training for supervisors will be carried out so that services are more actively reaching students. **MBKM Monitoring and Evaluation:** C urrently the system is being prepared, but to run the MBKM program, UHO refers to: 1. the MBKM Regulation of the Ministry of Research, Technology and Higher Education, 2. the UHO Rector Regulation number 1, 2021 about UHO MBKM Policy and 3. the UHO Community Service MBKM guideline
1.6	Didactic and Teaching Methodology		To strengthen the linkage between academia and industry needs, we will take the following steps: 1. Regular Guest Lectures: Schedule guest lectures at least once per semester in each study program, by presenting industry practitioners relevant to the scientific field.

No.	Criteria/Sub Criteria	Panel's Findings	Responses
			2. Case-Based Workshop: Develop a workshop program that uses real-world case studies from the industrial world, in collaboration with business partners. This workshop is designed to train students in applicable problem solving. 3. Alumni Engagement: Create a database of alumni who work in the industry sector and invite them regularly as speakers in public lectures, career discussions, or soft skills training. All of these activities will be included in the annual work plan of the faculty/study program and monitored through a report on the implementation of academic activities.
2	**Exams: System, Concept and Organisation**		
2.1	Evaluation and Examination System	**Assessor's Notes:** • The final evaluation has met the standards of EQF Level 6 (Bachelor-level qualification in Europe).	**Clarification:** 1. For International Class, publication obligations are not a requirement for passing. As for regular class, the publication of national journals is a requirement for taking diplomas and transcripts (not a graduation

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		• However, it remains unclear whether the publication of the thesis is a graduation requirement. If so, the assessors recommend placing greater emphasis on academic quality and the oral defense, rather than on the obligation to publish. • Industry partners have noted that students' soft skills need to be strengthened. The assessors suggest incorporating a soft skills-based assessment component into the final examination, without imposing an excessive workload on students.	requirement) because this is one of the indicators of SN-DIKTI (National Standards of Higher Education in Indonesia) Exceedance 2. Each faculty has a national journal to facilitate the publication of student articles 3. The soft skill aspect as an assessment component can be a balance for curriculum revision. Also, if I'm not mistaken, it is included in the MBKM learning with a minimum of 10 credits
3	**Resources**		

No.	Criteria/Sub Criteria	Panel's Findings	Responses
3.1	Staff and Development	Younger lecturers tend to prefer speaking Indonesian. While it is unclear whether this preference is situational, the assessors find this noteworthy, especially given that younger generations in Indonesia generally have stronger English skills due to greater exposure via the internet and digital media. The assessors recommend that efforts be made to support younger lecturers in improving their English proficiency, which would enhance both their teaching and academic communication skills.	English language training has actually been conducted, particularly through faculty development programs. However, we acknowledge that its implementation has not been optimal in terms of frequency, the relevance of materials offered, and participant engagement. As a follow-up, we plan to increase the intensity of the training and develop more contextual modules tailored to teaching and international publication needs. We will also encourage greater participation from young lecturers by providing incentives and integrating language training into their career development plans.
3.2	Student Support and Student Services	The assessors observe that there could be potential benefits in organising a job fair or similar event to facilitate more direct interaction between students and industry representatives. Such an initiative would present an excellent opportunity for students to explore employment prospects, gain insight into industry expectations, and establish valuable professional networks. At the same time,	**Clarification:** The job fair has become an annual agenda at UHO, organized by the Academic Support Unit for Student Entrepreneurship and Career Development (PK2M). Information about the job fair is widely disseminated through the official social media accounts of the university and PK2M, as well as various online news platforms in Southeast Sulawesi. Currently, the

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		it would offer industry partners a chance to engage with emerging talent, promote their organisations, and identify suitable candidates for recruitment. While not currently part of the existing support services, introducing a job fair could enhance the connection between academic preparation and real-world career pathways, benefiting both students and the local industry ecosystem.	job fair is held once a year. Moving forward, we are committed to increasing the frequency of this event to 2–3 times per year to better serve our students and industry partners.
3.3	Funds and equipment	● During the assessors' visit and tour of the facilities, several concerns about the condition of the equipment and laboratory environments became apparent. While the study programme provides essential infrastructure, including computer rooms and various machinery, much of the equipment is outdated and shows signs of wear. ● The biology lab and the chemistry labs currently lack formal biosecurity protocols and fail to comply with established standards. In addition to the labs themselves, animal housing facilities such as aquariums, pens, and enclosures for livestock and other study animals do not appear to meet adequate welfare	**Clarification:** This section, which was included as a response, is as follows: 1. Laboratories SOP 2. Sample application letter for Ethical Clearance, and Letter of Approval from the Ethics Commission 3. SOP Laboratories Work Safety

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		and biosecurity standards such as the "five freedoms" principles. Basic safety measures are insufficient across these environments: chemicals are frequently left unsecured, safety signage is minimal, and overall laboratory and animal facility security is inadequate ● Accordingly, the assessors require a detailed and realistic action plan outlining how the research laboratories and associated facilities will be improved over the course of the accreditation cycle. ● Furthermore, the assessors stress that security measures, particularly those related to laboratory safety and chemical storage, are non-negotiable and must be established and enforced immediately to protect students, staff, and research subjects.	
4	**Transparency and documentation**		
4.1	Module Description	The assessors note with concern that in several in-	**Clarification:**

No.	Criteria/Sub Criteria	Panel's Findings	Responses
		stances, the literature cited is considerably outdated. For example, in the animal husbandry module Abattoir and Slaughter Techniques, one of the core references is "Meat Inspection and Veterinary Public Health in Australia" published in 1987.	Furthermore, teaching materials will be updated by prioritizing international standard sources.
4.2	Relevant rules	The assessors observe that, while the university does publish relevant information about study programmes and academic regulations, much of it is currently only available in Ba hasa Indonesia.	**Clarification:** Currently, the university website (https://uho.ac.id) is published in a bilingual format, featuring an auto-translate option via the Indonesian-English flag icon located in the top right corner. However, some content remains untranslated automatically. We are committed to promptly improving the university, faculty, and study program websites to ensure that 100% of the content can be automatically translated into English, making the information more accessible and informative for international students and the global community.

G Summary: Expert recommendations (05.08.2025)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label
Ba Aquaculture	With requirements for one year	30.09.2031	–
Ba Marine Science	With requirements for one year	30.09.2031	--
Ba Animal Husbandry	With requirements for one year	30.09.2031	--
Ba Agrotechnology	With requirements for one year	30.09.2031	--
Ba Agribusiness	With requirements for one year	30.09.2031	--

Requirements

For all programmes

A 1. (ASIIN 1.1) Reformulate the Intended Learning Outcome 1 so that it focuses on ethics.

A 2. (ASIIN 1.3) The curricula need to be updated to avoid overlaps in content, and harmonized to facilitate the study process.

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

A 4. (ASIIN 1.5) Verify the students' total workload and award the ECTS points accordingly. Define how many hours of students' workload are required for one ECTS point.

A 5. (ASIIN 1.5) Avoid peaks in workload, especially in the eighth semester.

A 6. (ASIIN 2) Publishing a Bachelor thesis should not be part of the final exam.

A 7. (ASIIN 2) Introduce assessment methods that help with soft skill development.

A 8. (ASIIN 3.1) The English skills of the younger lecturers must be supported further.

A 9. (ASIIN 3.3) Develop an action plan for the update of the research labs.

A 10. (ASIIN 3.3) All laboratories need to follow international standards with respect to safety measures.

A 11. (ASIIN 4.3) The information about the study programmes must be readily available on the website. It is necessary to expand the English translation of the website.

A 12. (ASIIN 4.1) The literature in the module handbooks needs to be updated and put in a clear and uniform citation form.

For the Ba programmes Animal Husbandry and Aquaculture

A 13. (ASIIN 1.3) The curriculum needs to be updated to meet international standards, particularly regarding biosecurity and animal welfare according to five freedom principles.

For the Ba programme Animal Husbandry

A 14. (ASIIN 1.3) Animal behavior science needs to be reflected in the curriculum.

Recommendations

For all programmes

E 1. (ASIIN 3.2) It is recommended to implement a job fair to facilitate interactions between industrial partners and students.

E 2. (ASIIN 1.6) It is recommended to give students more chances to improve their English competences.

E 3. (ASIIN 1.5) It is recommended to better monitor and evaluate the MBKM.

E 4. (ASIIN 1.3) It is recommended to implement the One Health concept.

E 5. (ASIIN 3.3) It is recommended to update the facilities.

E 6. (ASIIN 1.6 / 3.1) It is recommended to organize more lectures from the industry.

H Comment of the Technical Committee 08 – Agriculture, Forestry, and Food Science (11.09.2025)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses that numerous deficiencies, some of them serious, were found, which is reflected in 14 conditions and 6 recommendations made by the expert group. Taking into account the severity of the conditions, the Technical Committee discussed whether the programmes could be accredited at all, but then decided in favour of the three degree programmes Ba Marine Science, Ba Agrotechnology and Ba Agribusiness based on the expert group's already extensive discussion of this topic. However, the TC members consider the shortcomings in the Ba Aquaculture and Ba Animal Husbandry programmes to be too great to recommend accreditation at this stage, as in addition to the general requirements, essential subject-specific content that corresponds to the current international state of the art in the subject areas is lacking. The TC therefore proposes that these programmes be suspended. Fulfilment of the curricular requirements proposed by the expert panel (A 13 + A 14) is to be formalised as a prerequisite for resuming the procedure.

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

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**
Ba Aquaculture	Suspension	--	–
Ba Marine Science	With requirements for one year	30.09.2031	--
Ba Animal Husbandry	Suspension	--	--
Ba Agrotechnology	With requirements for one year	30.09.2031	--
Ba Agribusiness	With requirements for one year	30.09.2031	--

Prerequisites

For the Ba programmes Animal Husbandry and Aquaculture

V 1. (ASIIN 1.3) The curriculum needs to be updated to meet international standards, particularly regarding biosecurity and animal welfare according to five freedom principles.

For the Ba programme Animal Husbandry

V 2. (ASIIN 1.3) Animal behavior science needs to be reflected in the curriculum.

Requirements

For all programmes

A 1. (ASIIN 1.1) Reformulate the Intended Learning Outcome 1 so that it focuses on ethics.

A 2. (ASIIN 1.3) The curricula need to be updated to avoid overlaps in content, and harmonized to facilitate the study process.

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

A 4. (ASIIN 1.5) Verify the students' total workload and award the ECTS points accordingly. Define how many hours of students' workload are required for one ECTS point.

A 5. (ASIIN 1.5) The workload needs to be distributed equally across the semesters.

A 6. (ASIIN 2) A publication of the bachelor's thesis has to be voluntary and must not to be used as a prerequisite for graduation, degree conferral or issuance of any official documentation.

A 7. (ASIIN 2) Introduce assessment methods that help with soft skill development.

A 8. (ASIIN 3.1) The English skills of the younger lecturers must be supported further.

A 9. (ASIIN 3.3) Develop an action plan for the update of the research labs.

A 10. (ASIIN 3.3) All laboratories need to follow international standards with respect to safety measures.

A 11. (ASIIN 4.3) The information about the study programmes must be readily available on the website. It is necessary to expand the English translation of the website.

A 12. (ASIIN 4.1) The literature in the module handbooks needs to be updated and put in a clear and uniform citation form.

Recommendations

For all programmes

E 1. (ASIIN 3.2) It is recommended to implement a job fair to facilitate interactions between industrial partners and students.

E 2. (ASIIN 1.6) It is recommended to give students more chances to improve their English competences.

E 3. (ASIIN 1.5) It is recommended to better monitor and evaluate the MBKM.

E 4. (ASIIN 1.3) It is recommended to implement the One Health concept.

E 5. (ASIIN 3.3) It is recommended to update the facilities.

E 6. (ASIIN 1.6 / 3.1) It is recommended to organize more lectures from the industry.

I Decision of the Accreditation Commission (26.09.2025)

Assessment and analysis for the award of the ASIIN seal:

The Accreditation Commission discusses the procedure, especially with respect to the Bachelor´s programmes Aquaculture and Animal Husbandry, for which the TC 08 recommended a suspension of the procedure. It is discussed whether a suspension is necessary, as it should generally be possible to update the curricula to the international standard regarding animal welfare principles and animal behaviour within one year. However, as these curricular topics constitute basic international principles which are also applied in Indonesia, it follows the reasoning of the Technical Committee that an international accreditation should not be awarded if these basic standards are not met. It therefore decides to suspend the procedure for these two programmes with two prerequisites for up to 18 months.

Besides this, the Accreditation Commission also discusses the nature and formulation of requirement A6. It is of the opinion that the publication of the Bachelor´s thesis should not be prohibited. Instead, the requirement has to address the problem of prolonged study times which is caused by this publication obligation, and the Accreditation Commission reformulates the requirement in this regard.

Moreover, the Accreditation Commission criticises the former requirement A7 which is not clearly formulated. In that regard, the Accreditation Commission also considers that the development of soft skills is not only a matter of the assessment methods. After a discussion, it decides to cancel it as a requirement and instead introduce it as a recommendation to strengthen the soft skill development aspect in the assessments.

The Accreditation Commission decides to award the following seals:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**
Ba Aquaculture	Suspension	--	–
Ba Marine Science	With requirements for one year	30.09.2031	--
Ba Animal Husbandry	Suspension	--	--

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label
Ba Agrotechnology	With requirements for one year	30.09.2031	--
Ba Agribusiness	With requirements for one year	30.09.2031	--

Prerequisites

For the Ba programmes Animal Husbandry and Aquaculture

V 1. (ASIIN 1.3) The curriculum needs to be updated to meet international standards, particularly regarding biosecurity and animal welfare according to five freedom principles.

For the Ba programme Animal Husbandry

V 2. (ASIIN 1.3) Animal behaviour science needs to be integrated in the curriculum.

Requirements

For all programmes

A 1. (ASIIN 1.1) Reformulate the Intended Learning Outcome 1 so that it focuses on ethics.

A 2. (ASIIN 1.3) The curricula need to be updated to avoid overlaps in content, and harmonized to facilitate the study process.

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

A 4. (ASIIN 1.5) Verify the students' total workload and award the ECTS points accordingly. Define how many hours of students' workload are required for one ECTS point.

A 5. (ASIIN 1.5) The workload needs to be distributed equally among the semesters.

A 6. (ASIIN 2) The publication of the bachelor's thesis has to be organised in a way that it does not prolong the study time.

A 7. (ASIIN 3.1) The English skills of the younger lecturers must be supported further.

A 8. (ASIIN 3.3) Develop an action plan for the update of the research labs.

A 9. (ASIIN 3.3) All laboratories need to follow international standards with respect to safety measures.

A 10. (ASIIN 4.3) The information about the study programmes must be readily available on the website. It is necessary to expand the English translation of the website.

A 11. (ASIIN 4.1) The literature in the module handbooks needs to be updated and put in a clear and uniform citation form.

Recommendations

For all programmes

E 1. (ASIIN 3.2) It is recommended to implement a job fair to facilitate interactions between industrial partners and students.

E 2. (ASIIN 1.6) It is recommended to give students more chances to improve their English competences.

E 3. (ASIIN 1.5) It is recommended to better monitor and evaluate the MBKM.

E 4. (ASIIN 1.3) It is recommended to implement the One Health concept.

E 5. (ASIIN 3.3) It is recommended to update the facilities.

E 6. (ASIIN 1.6 / 3.1) It is recommended to organize more lectures from the industry.

E 7. (ASIIN 2) It is recommended to strengthen the development of soft skills also reflected in additional assessment formats.

J Fulfilment of Requirements (25.09.2026)

Analysis of the experts and the Technical Committee/s (16.09.2026)

Requirements

For all degree programmes

A 1. (ASIIN 1.1) Reformulate the Intended Learning Outcome 1 so that it focuses on ethics.

Initial Treatment	
Experts	**Fulfilled** Vote: per majority Justification: The experts confirm that the requirement is fulfilled. For most of the programmes, ILO 1 now explicitly refers to responsible, honest and ethical behaviour, academic integrity and professional ethics while religious terminology was replaced with a universal formulation emphasising ethical values. Only for Ba Marine Sciences, the ethics focus is not explicitly reflected in the presented ILOs. However, as no allusions to religious terminology are included either which was the underlying scope of the requirement, the majority of experts still considers the set of ILOs and their formulation adequate for the programme so that the requirement can be considered fulfilled.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 2. (ASIIN 1.3) The curricula need to be updated to avoid overlaps in content, and harmonized to facilitate the study process.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: Based on the report on the curricular review and restructuring as well as the provided revised curriculum documents, the experts conclude that the criticised extent of content-wise

	overlaps has been adequately reduced, resulting in structurally consistent curricula which fulfil the requirement.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

Initial Treatment	
Experts	**indecisive** Vote: tied Justification: The experts agree that the substance of the requirement is addressed: the draft Academic Regulation introduces an inclusive admission policy that no longer excludes applicants with colour vision deficiency. However, according to the submitted progress report, the revised regulation (Rector Regulation on Academic Regulations) is still scheduled for discussion and formal approval by the University Senate and has not yet been formally adopted. The peer assessment remains indecisive between considering the requirement as not (yet) fulfilled, pending formal approval, or considering it fulfilled on the basis that the regulation has been amended in line with the ASIIN recommendation.
TC 08	**Not fulfilled** Vote: unanimous Justification: The Technical Committee recognises the progress of the university in redesigning the admission policy with respect to the critical aspects. However, it supports the approach of continuing to monitor the implementation process until the end by reviewing it in another treatment.

A 4. (ASIIN 1.5) Verify the students' total workload and award the ECTS points accordingly.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: The experts consider the requirement to be fulfilled. The verified workload calculation – including the SKS–ECTS conversion, credits per semester and course structure – has been incorporated into the Module Handbook, curriculum documents

	and programme information. Aquaculture provides the most complete evidence (explicit SKS–ECTS conversion, credits by semester, workload discussion); the experts noted that the other programmes document this in less detailed but still sufficient.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 5. (ASIIN 1.5) The workload needs to be distributed equally among the semesters.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: The experts consider the workload to be distributed more evenly across the semesters following the restructuring incorporated into the 2026 Curriculum, with the final semester(s) reserved largely for the thesis so that students can focus on it – a distribution the experts regard as reasonable.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 6. (ASIIN 2) The publication of the bachelor's thesis has to be organised in a way that it does not prolong the study time.

Initial Treatment	
Experts	**Fulfilled** Vote: per majority Justification: The experts agree that the now intended arrangement is appropriate: the University stipulates that scientific publication requirements shall not delay graduation or extend the study period, e.g., by organising the relevant semester for the seminar and undergraduate thesis without additional compulsory coursework. However, it is emphasised that this policy change also requires formal approval by the University Senate to be considered fully fulfilled.
TC 08	fulfilled

	Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 7. (ASIIN 3.1) The English skills of the younger lecturers must be supported further.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: The experts consider the requirement fulfilled for all programmes and appreciate the range of measures implemented to support the English proficiency of younger lecturers such as re-curring “English Day” activities, English training, cooperation with the University language centre, and encouragement to participate in international conferences and seminars. The progress report documents these actions across the programmes.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 8. (ASIIN 3.3) Develop an action plan for the update of the research labs.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: The experts consider that action plans for develop-ing/updating the research laboratories have been prepared: each programme identified the specific issues in its laboratories and set out measures such as additional and more suitable equipment, clearer standard operating procedures and staff training which the experts consider sufficient. Additional suggestions by the experts for further improvement are providing training for students acting as laboratory/practical-course assistants, and including clearer SOPs in the development plan.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 9. (ASIIN 3.3) All laboratories need to follow international standards with respect to safety measures.

Initial Treatment	
Peers	**Fulfilled** Vote: unanimous Justification: The experts consider the implementation of international laboratory safety standards sufficient to fulfil the requirement. The programmes have adapted safety SOP protocols to their respective workflows and laboratories (supported, among others, by ISO 9001/21001 certification, OHS SOPs and hazard/risk analysis). The experts confirm that the programmes adapt the safety protocols sufficiently, noting that implementation has started and is being rolled out.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 10. (ASIIN 4.3) The information about the study programmes must be readily available on the website. It is necessary to expand the English translation of the website.

Initial Treatment	
Experts	**Fulfilled** Vote: unanimous Justification: The experts acknowledge the notable improvement: programme information has been made more readily available and the programme websites have been expanded bilingually, enhancing public information services and international visibility. However, the coverage of the English translation is not yet complete across all programmes. The requirement is therefore fulfilled in substance but should be completed by ensuring full English translations for all programmes.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

A 11. (ASIIN 4.1) The literature in the module handbooks needs to be updated and put in a clear and uniform citation form.

Initial Treatment	
Peers	**Fulfilled** Vote: unanimous Justification: The experts note that both programmes organised a workshop on updating the reference literature and course learning materials, and consider the requirement fulfilled for the programmes reviewed based on the literature reference lists in the module handbooks.
TC 08	fulfilled Vote: unanimous Justification: The Technical Committee confirms the assessment of the experts without changes.

Decision of the Accreditation Commission (25.09.2026)

The Accreditation Commission recognises the progress of the university in redesigning the admission policy with respect to the critical aspects. However, it decides to follow the proposal of the Technical Committee to monitor the implementation process until the end by reviewing it in a second treatment.

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Marine Science	Requirement A3 not fulfilled	6 months prolongation
Ba Agrotechnology	Requirement A3 not fulfilled	6 months prolongation
Ba Agribusiness	Requirement A3 not fulfilled	6 months prolongation

K Resumption of the procedure for Ba Aquaculture and Ba Animal Husbandry

Comment/opinion of the university (19.07.2026)

Regarding V1:

(ASIIN 1.3) The curriculum needs to be updated to meet international standards, particularly regarding biosecurity and animal welfare according to five freedom principles.

Animal Husbandary:

The existing curriculum has been enhanced through the revision of the Course Learning Plans (RPS) for three courses to strengthen students' understanding of biosecurity and animal welfare based on the internationally recognised Five Freedoms principles. The revised courses include: (a) Livestock Behaviour and Ethology, (b) Animal Health, and (c) Abattoir and Slaughtering Techniques.

A revised curriculum for 2026 has been developed and officially approved for implementation starting with the 2026 student cohort. The new curriculum further strengthens the integration of animal welfare and biosecurity by introducing two dedicated courses that specifically address these topics: (a) Animal Behaviour and Welfare, and (b) Animal Health.

To ensure the effective implementation of biosecurity principles in both teaching and research activities, the Faculty has established a Biosecurity Implementation Team. This team is responsible for coordinating, monitoring, and promoting the consistent application of biosecurity standards across educational and research activities.

To ensure that animal welfare principles are systematically integrated into teaching, research, and community engagement activities, the Faculty of Animal Husbandry has established an Animal Ethics Committee. The Committee is responsible for developing and implementing ethical clearance procedures and ensuring that all activities involving animals comply with national animal welfare standards and ethical principles.

Aquaculture:

The curriculum has been comprehensively revised to strengthen the integration of biosecurity and animal welfare principles within the Study Programme and to ensure alignment with current developments in animal science education.

A dedicated Course Learning Plan (RPS) has been developed for the Biosecurity and Animal Welfare course, clearly defining the intended learning outcomes, course content, teaching and learning strategies, assessment methods, and updated reference materials.

The Biosecurity and Animal Welfare course has been implemented in the even semester of the 2025/2026 Academic Year, providing students with systematic learning experiences that enhance their understanding and application of biosecurity measures and animal welfare principles in professional practice.

Regarding V2:

V 2. (ASIIN 1.3) Animal behaviour science needs to be integrated in the curriculum.

The Course Learning Plans (RPS) for two courses have been revised to strengthen the integration of animal welfare principles into the curriculum. The revised courses are: (a) Livestock Behaviour and Ethology, and (b) Abattoir and Livestock Slaughtering Techniques. In addition, a new course entitled *Animal Behaviour and Welfare* has been introduced in the 2026 curriculum to provide more comprehensive and dedicated coverage of animal welfare concepts and practices.

The Faculty of Animal Husbandry has established an Animal Ethics Committee to oversee and monitor the implementation of animal welfare principles across the University's Tri Dharma activities, including education, research, and community engagement. The Committee ensures that all activities involving animals are conducted in accordance with applicable ethical principles and national animal welfare standards..

Assessment of the experts (08.09.2026)

For the Ba programmes Animal Husbandry and Aquaculture

V 1. (ASIIN 1.3) The curriculum needs to be updated to meet international standards, particularly regarding biosecurity and animal welfare according to five freedom principles.

The experts consider this prerequisite substantively addressed for both Animal Husbandry and Aquaculture. Judging from the presented revised curriculum documents, for Aquaculture, the revised Intended Learning Outcome 1 and the curriculum now explicitly integrate biosecurity and animal welfare. For Animal Husbandry, the new compulsory module “Biosecurity and Animal Welfare” addresses the Five Freedoms and the Five Domains Model, and the related modules (e.g. “Animal Behaviour and Welfare”, “Animal Health”) were formally revised and approved in February 2026. The practical implementation of animal welfare concepts in the facilities and teaching environment was additionally evidenced by video footage, and the experts welcome the shown free-range enclosures and periodic outdoor access for cattle and goats (Animal Husbandry) as well as the pre-dissection sedation

of fish (Aquaculture), concluding that animal welfare is meaningfully considered in both programmes and that the procedure can be resumed.

However, two points remain open for clarification and further development rather than as deficiencies: (1) the formal approval/ratification decree for Curriculum 2026 (Animal Husbandry) is still pending, since the progress report states approval while the supporting appendix still describes it as “in the final approval process”; and (2) the fish sedation protocol in Aquaculture (method, species suitability, minimisation of stress and pain) is suggested to be specified.

for the Ba programme Animal Husbandry

V 2. (ASIIN 1.3) Animal behaviour science needs to be integrated in the curriculum.

Animal behaviour science has been integrated into the curriculum through a dedicated new module that systematically covers ethology (ethogram, social, reproductive, maternal, feeding and play behaviour), while the existing “Animal Behaviour and Assessment Science” module was formally revised to link behavioural science with welfare principles which is demonstrated by an approval document dated February 2026. Therefore, the experts consider this prerequisite to be successfully addressed, allowing to proceed with the accreditation procedure.

Besides this, the experts consider the requirements and recommendations that were given also to the other programmes of this cluster. Most of the requirements have already been demonstrated to be fulfilled. The exception is requirement A3 which still needs to be fulfilled as the redesigned admission policy which discards the discriminatory regulation banning colour-blind students has not yet been formally adapted. Therefore, the experts propose issuing this as a requirement also for these two programmes together with all recommendations.

Assessment of the Technical Committee (16.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and follows the assessment of the experts without changes.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Aquaculture	With requirements for one year	30.09.2032
Ba Animal Husbandry	With requirements for one year	30.09.2032

Decision of the Accreditation Commission (25.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Accreditation Commission discusses the procedure and follows the proposal of the experts and the Technical Committee without changes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Aquaculture	With requirements for one year	30.09.2032
Ba Animal Husbandry	With requirements for one year	30.09.2032

Requirements

For all programmes

A 3. (ASIIN 1.4) Students must not be excluded from admission based on color blindness.

Recommendations

For all programmes

E 1. (ASIIN 3.2) It is recommended to implement a job fair to facilitate interactions between industrial partners and students.

E 2. (ASIIN 1.6) It is recommended to give students more chances to improve their English competences.

E 3. (ASIIN 1.5) It is recommended to better monitor and evaluate the MBKM.

E 4. (ASIIN 1.3) It is recommended to implement the One Health concept.

E 5. (ASIIN 3.3) It is recommended to update the facilities.

E 6. (ASIIN 1.6 / 3.1) It is recommended to organize more lectures from the industry.

E 7. (ASIIN 2) It is recommended to strengthen the development of soft skills also reflected in additional assessment formats.

Appendix: Programme Learning Outcomes and Curricula

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Agrotechnology:

1. Able to internalize academic values, norms, and ethics (Attitudes; ILO 1)

2. Able to internalize the spirit of independence, team work, hardworking, and entrepreneurship (Attitudes; ILO2)

3. Able to understand current theoretical concepts and regulations in the fields of agronomy, plant breeding, seeds, and weeds (Knowledge; ILO3)

4. Able to understand research methodology, experimental design, technological engineering, design, survey methods, and statistical methods in data analysis for drawing conclusions/decisions (Knowledge; ILO4)

5.Able to apply logical, critical, systematic, and innovative thinking in the context of crop production bus iness and the development or implementation of science (General Skills; ILO 5)

6. Able to carry out supervision and evaluation as well as utilize information and communication technology to increase the effectiveness and efficiency of the completion of work according to the field of expertise (General Skills; ILO 6)

7. Able to apply basic concepts that support the application of the field of agrotechnology, especially in data analysis for drawing conclusions/decisions (Specific Skills; ILO 7)

8. Able to apply the science of agronomy, plant breeding, seeds, and weeds as well as plant production engineering principles that are oriented towards effectiveness, efficiency, quality, and sustainability of resources in accordance with good agricultural practices in maritime areas (Specific Skills; ILO 8)

9. Able to apply the quality improvement management cycle (identification, planning, implementation, and evaluation) in a sustainable, health, and safe manner in the field of agrotechnology with the latest and environmentally friendly technology (Specific Skills; ILO 9)

The following **curriculum** is presented:

0 Appendix: Programme Learning Outcomes and Curricula

Sem	Credits (ECTS)	Number of Courses	COURSE GROUPS OF AGROTECHNOLOGY STUDY PROGRAM (ECTS)							
VIII	6 (10.8)	1	Bachelor Thesis (10.8)							
VII	11 (19.8)	4	Community Service Program (7.2)	Seminar (1.8)						EC
VI	21 (37.8)	7	EC (Elective Courses)							
V	21 (37.8)	7	EC (Elective Courses)							
IV	23 (41.4)	8	Experimental Design (5.4)	Plant Physiology (5.4)	Weed Management (5.4)	Agricultural Microbiology (5.4)	Agroecosystem Analysis (3.6)	Fundamentals of Plant Breeding (5.4)		EC
III	21 (37.8)	7	Fundamentals of Extension & Communication (5.4)	Research Methodology (5.4)	Plant Biochemistry (5.4)	Agricultural Ecology (5.4)	Seed Science and Technology (5.4)	Sustainable Agriculture (5.4)		EC
II	21 (37.8)	8	Citizenship (3.6)	Entrepreneurship (3.6)	Maritime Concept (3.6)	Fundamentals of Plant Protection (5.4)	Introduction to Agribusiness (5.4)	Applied Statistics (5.4)	Basics of Genetics (5.4)	Agroclimatology (5.4)
I	21 (37.8)	9	Religion (3.6)	Pancasila (3.6)	Bahasa Indonesia (3.6)	English (3.6)	Information Technology (3.6)	Introduction to Agricultural Science (3.6)	Fundamentals of Soil Science (5.4)	Fundamentals of Agronomy (5.4)	Botany (5.4)

Color code meaning: Mandatory Courses, General Courses, Core Courses, Elective Course

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Agribusiness:

1. Students are able to show religious values, uphold human values, discipline, nationalism and respect diversity; have responsibility, social sensitivity, independence, and entrepreneurship; and be able to work together and contribute to civilization based on Pancasila values (Attitude; ILO1).

2. Students are able to apply logical, critical, systematic and innovative thinking in the implementation of science and technology and be able to make the right decisions according to their expertise (Skill; ILO2).

3. Students are able to formulate the implications of the development of science and technology independently, quality and measurable (Skill; ILO3).

4. Students able to evaluate and publish the implementation of science and technology to prevent plagiarism (Skill; ILO4)

5. Students able to maintain and develop working networks with supervisors, colleagues, peers both inside and outside the institution (Competence; ILO5)

6. Students able to identify problems, compile, plan and formulate and apply agribusiness theories and concepts in the development of coastal and rural communities (Competence; ILO6)

7. Students able to apply quantitative and qualitative methods and recommend alternative solutions to problem solving (Competence; ILO7)

8. Students able to apply digital technology in solving society's problems (Competence; ILO8)

9. Students apply the philosophical foundations, theories, methods and techniques of agribusiness needed for the development of coastal and rural communities (Knowledge; ILO9)

The following **curriculum** is presented:

0 Appendix: Programme Learning Outcomes and Curricula

Course Structure Matrix in the Agribusiness Study Program Curriculum

Semes-ter	Semester Credit Units	Number Of Courses	COMPULSORY									ELECTIVE							MBKM					
VIII	11	1	*Skripsi/ Thesis*																					
VII	24	10	Community Service Program	*Seminar/ workshop*								Agricultural Economic	Decision Making Method	Agricultural Politic	Mapping and Conflict Resolution				Risk management	Agribusiness Institutions	Sociology of Agricultural Economics	Scientific Writing Techniques	Agricultural Anthropology	Occupational Health and Safety
VI	37	13										Business Communication	Coastal and Inland Planning of Development	Agricultural Extension and Management of Development	Participatory Planning and Development	Facilitation and Monitoring Techniques	Econometrics		Research and Capita Selecta of Agribusiness	Marketing Management	Consumer Behavior Analysis	Implementation of Agribusiness Entrepreneurship	Financial Management	Management Production and Operations
V	37	13										Production Economics	Natural Resources and Environmental Management	Business Information System	Strategic Management	Community Development of Agribusiness	Accounting of Cost	Human Resources Economics	*Shariah* Economics	Industrial and Organizational Psychology	Sustainable Agricultural Developme nt	Advertising and Sales Promotion	Preparation and Evaluation of Agribusiness Community Empowerme nt Programs	Local Agricultural Wisdom
IV	20	7	International Business	Agribusiness Marketing	Entrepre-neurship	Macro economics	Law and Ethics of Business					Operational Research	Accounting of Cost											
III	21	7	Basics of Soil Science	Agricultural Information Technology (IT) and Multimedia	Basics of Plant Protection	Method Analysis of Data Agribusiness	Agricultural Research and Methodology	Micro economic				Study of Feasibility Investment Agribusiness												
II	20	8	*Kewarga-negaraan*	Maritime Insight	Business of Statistics	Basics of Agronomy	Basics of Agricultural Extension and Communication	Basics of Farming	Basic of Accountancy	English														
I	21	9	Religion	Pancasila	*Bahasa Indonesia*	Introduction to Agricultural Science	Mathematical Economics	Basics of Agribusiness	Basics Of Management	Introduction to Economics	Agricultural of Socio-Anthropology													
JML	193	69																						

Color code meaning

- : Compulsory Courses Study Program
- : National and Universitas Halu Oleo Compulsory Courses
- : Faculty Compulsory Courses
- : Elective Courses
- : MBKM Elective Courses

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Animal Husbandry:

1. Student be religious, uphold academic ethics, and be nationalistic (ILO 1)

2. Students be active in creating prosperity for the nation (ILO 2)

3. Students to think logically, innovative, and collaborative in science and technology application (ILO 3)

4. Students able to evaluate and solve problems systematically (ILO 4)

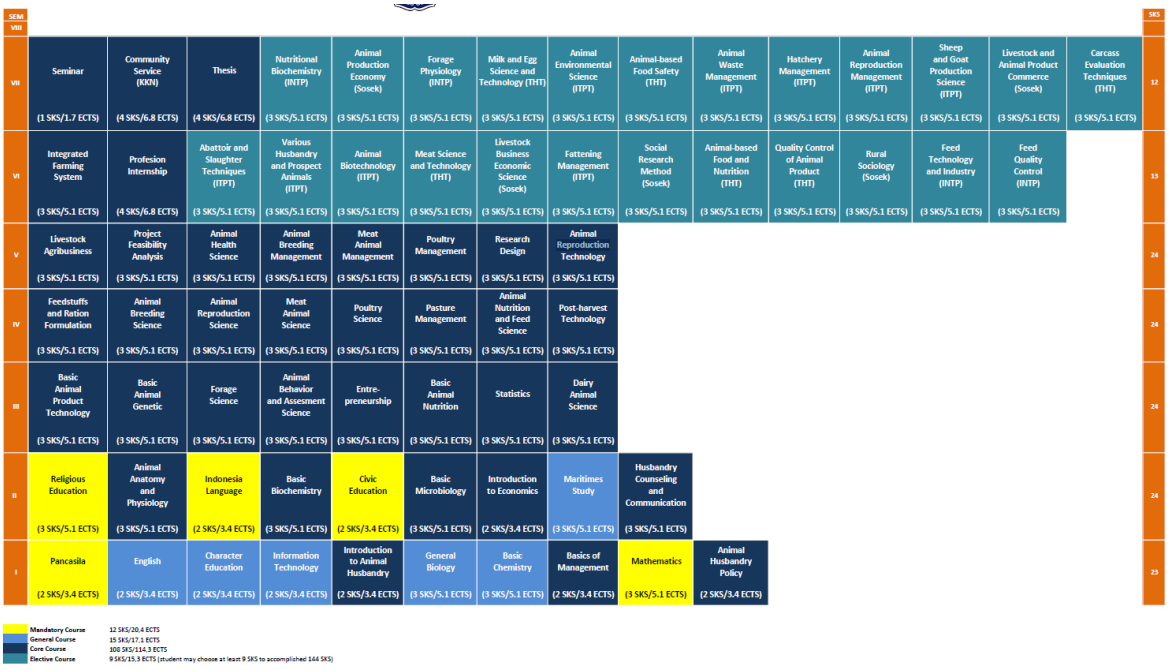
5. Students able to apply animal husbandry technology efficiently, effectively, and continuously (ILO 5)

6. Students have to entrepreneurship and leadership spirits in planning, implementing, and evaluating animal husbandry resources' management (ILO 6)

7. Students have to mastering continuous animal husbandry science and technology (ILO 7)

8. Students have to the ability to implement common science and managerial of animal husbandry in work environment (ILO 8)

The following **curriculum** is presented:



According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Marine Science:

1. Demonstrate a responsible attitude towards work independently, innovative thinking and logically, adaptive to the changes and challenges in the field of marine science and technology. (ILO 1)

2. Deep understanding the basic concept of marine science and technology. (ILO 2)

3. Able to carry out marine surveys, coastal mapping, marine data collection and analysis. (ILO 3)

4. Able to apply and develop marine science and technology in the fields of marine bio-ecology, oceanography, marine conservation and marine living resources. (ILO 4)

The following **curriculum** is presented:

Smtr	PROGRAM PEMBELAJARAN DALAM PROGAM STUDI							
VIII	Community Service Program (4 SKS/6.8 ECTS)	Seminar (1 SKS/1.7 ECTS)	Final project (6 SKS/10.2 ECTS)					
VII	English (2 SKS/3.4 ECTS)	Elective Courses (4 SKS/6.8 ECTS)	Elective Courses (4 SKS/6.8 ECTS)					
VI	Elective Courses (4 SKS/6.8 ECTS)	Elective Courses (4 SKS/6.8 ECTS)	Elective Courses (4 SKS/6.8 ECTS)	Elective Courses (4 SKS/6.8 ECTS)	Elective Courses (4 SKS/6.8 ECTS)			
V	Entrepreneurship (2 SKS/3.4 ECTS)	Coastal and Marine Resources Rehabilitation and Restoration (3 SKS/5.1 ECTS)	Disaster Mitigation & Climate change adaptation (3 SKS/5.1 ECTS)	Marine Ecotourism (3 SKS/5.1 ECTS)	Marine Conservation (3 SKS/5.1 ECTS)	Strategy Environment Assessment (3 SKS/5.1 ECTS)	Coastal Dynamic (3 SKS/5.1 ECTS)	
IV	Scientific Method (2 SKS/3.4 ECTS)	Quantitative Ecology (3 SKS/5.1 ECTS)	Marine Acoustics and Instrumentation (3 SKS/5.1 ECTS)	Marine Bioprospecting (3 SKS/5.1 ECTS)	Marine Pollution (3 SKS/5.1 ECTS)	Sampling Method (3 SKS/5.1 ECTS)	Geography Information System (GIS) (3 SKS/5.1 ECTS)	Maritime Regulation and Policy (2 SKS/3.4 ECTS)
III (22 SKS/37.4 ECTS)	Ichthyology (3 SKS/5.1 ECTS)	Aquatic Ecology (3 SKS/5.1 ECTS)	Coralogy (3 SKS/5.1 ECTS)	Exploration of Marine Resources (3 SKS/5.1 ECTS)	Marine Biochemistry (3 SKS/5.1 ECTS)	Marine Chemistry (3 SKS/5.1 ECTS)	Remote Sensing (2 SKS/3.4 ECTS)	Marine Climatology (2 SKS/3.4 ECTS)
II (20 SKS/34 ECTS)	Maritime Perspective (2 SKS/3.4 ECTS)	Marine Geology (2 SKS/3.4 ECTS	SCUBA Diving (3 SKS/5.1 ECTS)	Marine invertebrates (3 SKS/5.1 ECTS)	Planktonology (3 SKS/5.1 ECTS)	Marine Sedimentology (2 SKS/3.4 ECTS)	Marine Microbiology (3 SKS/5.1 ECTS)	Citizenship (2 SKS/3.4 ECTS)
I (20 SKS/34 ECTS)	Introduction of Marine and Fisheries (2 SKS/3.4 ECTS)	Introduction of Oceanography (3 SKS/5.1 ECTS)	Marine Botany (3 SKS/5.1 ECTS)	Marine Biology (3 SKS/5.1 ECTS)	Swimming & Basic of Diving (3 SKS/5.1 ECTS)	Religion (2 SKS/3.4 ECTS)	Indonesian Language(2 SKS/3.4 ECTS)	Pancasila (2 SKS/3.4 ECTS)

Color Description		SKS/ECTS
	Mandatory courses	19 SKS/32.3 ECTS
	Faculty Compulsory Courses	19 SKS/32.3 ECTS
	Study Program Courses	79 SKS/134.2 ECTS
	Elective Courses	28 SKS/47.6 ECTS

According to the self-assessment report the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Aquaculture:

1. Internalise good characters and attitude such as honest, have leadership spirit, innovative, lawful and team work ability that have social sensitivity and concern for society and the environment (ILO 1)

2. Understand the basic sciences to support aquaculture system and production (ILO 2)

3. Able to collect and analyze and interpret data in the field of aquaculture by utilizing the latest technological information and writing according to scientific procedures. (ILO 3)

4. Demonstrate the ability to use English as foreign language in literature search either scientific or popular articles. (ILO 4)

5. Able to design aquaculture production systems appropriately in accordance with sustainable and efficient aquaculture management principles or good aquaculture practices (ILO 5)

6. Able to apply feed production technology based on the nutrient needs of aquaculture commodities by considering the environmental safety of cultured organisms. (ILO 6)

7. Able to apply principles in managing fish health, ranging from diagnozing, preventing and treating disease for successful production and sustainability of aquaculture by considering food safety and the use of environmentally friendly medicinal ingredients. (ILO 7)

8. Able to apply the science and technology in aquaculture engineering including recycle aquaculture system; fish transportation; environmental monitoring, as well as aquaculture development such as structuring and expanding cultivation areas to be productive and sustainable by applying best aquaculture practices and ecosystem approach to aquaculture. (ILO 8)

9. Able to apply basic genetics, reproduction and biotechnology to increase cultivation production (ILO 9)

The following **curriculum** is presented:

SEM									
VIII	Community Service Program (4 SKS/6.4 ECTS) ILO 1, 3, & 4	Field Practice (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Seminar (1 SKS/1.6 ECTS) ILO 1 & 3	Undergraduate Thesis (6 SKS/9.6 ECTS) ILO 1, 2, 3, 4, 5, 6, 7, 8, & 9					
VII	Environmental Problems and Impact Analysis (3 SKS/4.8 ECTS) ILO 1, 5, & 8	Brackish Aquaculture Management (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Freshwater Aquaculture Management (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Aquaculture Industry Development (3 SKS/4.8 ECTS) ILO 5, 6, 7, 8, & 9	Fisheries Extension and Communication (2 SKS/3.2 ECTS) ILO 1 & 3	Aquaculture Technopreneurship (2 SKS/3.2 ECTS) ILO 1 & 8			
VI	Aquaculture Biotechnology (3 SKS/4.8 ECTS) ILO 6, 7, 8, & 9	Coral Cultivation (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Marine Aquaculture Management (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Fish Health Management (3 SKS/4.8 ECTS) ILO 7, 8, & 9	Hatchery Management (3 SKS/4.8 ECTS) ILO 5, 6, & 9	Aquaculture Environmental Management (3 SKS/4.8 ECTS) ILO 5, 7, & 8	Feed Material and Production Technology (3 SKS/4.8 ECTS) ILO 6, 7, & 8		
V	Aquascape (3 SKS/4.8 ECTS) ILO 5 & 8	Fisheries Biology (3 SKS/4.8 ECTS) ILO 2, 8, & 9	Abalone Cultivation (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Lobster Cultivation (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Seaweed Cultivation (3 SKS/4.8 ECTS) ILO 5, 6, 7, & 8	Fish Nutrition (3 SKS/4.8 ECTS) ILO 6, 7, 8, & 9	Aquaculture Regulations and Implementation (2 SKS/3.2 ECTS) ILO 1 & 8	Aquaculture Engineering (3 SKS/4.8 ECTS) ILO 5 & 8	Fish Reproduction (3 SKS/4.8 ECTS) ILO 5 & 9
IV	Live Feed Culture and Maintenance (3 SKS/4.8 ECTS) ILO 5 & 6	Aquatic Animal Physiology (3 SKS/4.8 ECTS) ILO 6, 7, & 9	Limnology (3 SKS/4.8 ECTS) ILO 2 & 5	Water Quality Management (3 SKS/4.8 ECTS) ILO 5, 7, & 8	Scientific Methods in Aquaculture (2 SKS/3.2 ECTS) ILO 1 & 3	Fishing Methods and Practices (3 SKS/4.8 ECTS) ILO 2 & 8	Fish Parasites and Diseases (3 SKS/4.8 ECTS) ILO 7, 8, & 9	Introduction to Fisheries and Aquaculture Processing Technology (3 SKS/4.8 ECTS) ILO 2 & 6	Experimental Design (2 SKS/3.2 ECTS) ILO 2 & 3
III	Aquatic Ecology (3 SKS/4.8 ECTS) ILO 2, 5, & 8	Aquatic Invertebrates (3 SKS/4.8 ECTS) ILO 2, 5, & 8	Fundamentals in Aquaculture (3 SKS/4.8 ECTS) ILO 5, 6, 7, 8, & 9	Genetics and Fish Breeding (3 SKS/4.8 ECTS) ILO 7 & 9	Ichthyology (3 SKS/4.8 ECTS) ILO 2, 5, & 8	Fisheries and Marine Entrepreneurship (2 SKS/3.2 ECTS) ILO 1	Aquatic Microbiology (3 SKS/4.8 ECTS) ILO 5, 6, & 7	Fisheries and Marine Sociology (2 SKS/3.2 ECTS) ILO 1 & 8	
II	Biochemistry (3 SKS/4.8 ECTS) ILO 6, 7, & 9	Basic Physics (3 SKS/4.8 ECTS) ILO 2, 5, & 8	Indonesian Citizenship (2 SKS/3.2 ECTS) ILO 1	Introduction to Oceanography (3 SKS/4.8 ECTS) ILO 2 & 5	Swimming and Basic Diving (3 SKS/4.8 ECTS) ILO 1, 3, & 5	Statistics (3 SKS/4.8 ECTS) ILO 2, 3, & 8	Information Technology (2 SKS/3.2 ECTS) ILO 3 & 4	Maritime Knowledge and Insight (3 SKS/4.8 ECTS) ILO 1, 2, & 5	
I	Indonesian Language (2 SKS/3.2 ECTS) ILO 1 & 3	Basic English (2 SKS/3.2 ECTS) ILO 3 & 4	Basic Biology (3 SKS/4.8 ECTS) ILO 2, 7, & 9	Basic Chemistry (3 SKS/4.8 ECTS) ILO 2, 6, & 7	Basic Mathematic (3 SKS/4.8 ECTS) ILO 2, 3, & 8	Pancasila (2 SKS/3.2 ECTS) ILO 1	Religion (3 SKS/4.8 ECTS) ILO 1	Introduction to Fisheries and Marine Science (2 SKS/3.2 ECTS) ILO 2	