



ASIIN Seal Accreditation Report

Bachelor's Degree Programmes
Animal Husbandry
Agribusiness
Agrotechnology

Provided by
University of Islam Malang

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Peternakan	Animal Husbandry	ASIIN	-	08
Agribisnis	Agribusiness	ASIIN	-	08
Agroteknologi	Agro-technology	ASIIN	-	08
<p>Date of the contract: 07.12.2020</p> <p>Submission of the final version of the self-assessment report: 05.10.2021</p> <p>Date of the onsite visit: 07.-09.02.2022</p> <p>at: online</p>				
<p>Peer panel:</p> <p>Prof. Dr. Jürgen Braun Nuertingen-Geislingen University</p> <p>Prof. Dr. Matthias Gauly University Bozen-Bolzano</p> <p>Prof. Dr. Gerhard Schleining University of Natural Resources and Life Sciences Vienna</p> <p>Robi Agustiar Indonesian Animal Science Society</p> <p>Naufal Primiditya University Gadjah Mada</p>				
<p>Representative of the ASIIN headquarter: Daniel Seegers</p>				
<p>Responsible decision-making committee: Accreditation Commission for Degree Programmes</p>				
<p>Criteria used:</p> <p>European Standards and Guidelines as of May 15, 2015</p>				

¹ ASIIN Seal for degree programmes

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

A About the Accreditation Process

ASIIN General Criteria, as of December 10, 2015 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture as of March 27, 2015	
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B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Animal Husbandry	S.Pt. (Bachelor of Animal Husbandry)	1. Animal husbandry 2. Production 3. Feed science	6	Full time	/	8 semesters	144 credits (240 ECTS)	Annually /
Agribusiness	S.P. (Bachelor of Agriculture)	1. Agriculture 2. Agribusiness 3. Entrepreneurship	6	Full time	/	8 semesters	144 credits (240 ECTS)	Annually /
Agro-technology	S.P. (Bachelor of Agriculture)	1. Agriculture 2. Plantation 3. Horticulture	6	Full time	/	8 semesters	144 credits (240 ECTS)	Annually/

For the Bachelor's degree programme Animal Husbandry, the institution has presented the following profile in the self-assessment report:

The objectives of AH Study Programme are formulated as follow:

1. Producing qualified and reliable graduates of Animal Husbandry Science and Technology.
2. Producing Science and Technology Animal Husbandry as a solution for current and future problems.
3. Disseminating science and technology developed by the AH Study Programme to solve problems faced by communities in the field of animal husbandry.
4. Producing Human Resources with good character as well as Islamic teaching of Ahlusunnah Waljama'ah.
5. Achieving good governance in the internal management of the AH Study Programme.

³ EQF = The European Qualifications Framework for lifelong learning

B Characteristics of the Degree Programmes

For the Bachelor's degree programme Agribusiness, the institution has presented the following profile on its website:

1. Carry out education and teaching to produce graduates who are professional in the field of agribusiness and have an entrepreneurial spirit, have good character, are independent, are able to compete and cooperate.
2. Carry out research and community service in the field of agribusiness and entrepreneurship in accordance with the development of science and technology.
3. Carry out cooperation in the field of agribusiness and entrepreneurship with government and private institutions.

For the Bachelor's degree programme Agrotechnology, the institution has presented the following profile on its website:

1. Carrying out professional education in the field of agrotechnology with an entrepreneurial spirit.
2. Implementing, developing, and utilizing science and technology in research and community service in the field of agrotechnology.
3. Realizing a well-managed Agrotechnology Study Programme.
4. Carrying out cooperation in the field of agrotechnology with government and private institutions.

C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

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

Evidence:

- Objective-module-matrices
- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Module descriptions
- Website
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers refer to the respective ASIIN Subject-Specific Criteria (SSC) of the Technical Committee 8 (Agriculture, Nutritional Sciences and Landscape Architecture), the objective-module-matrices for each degree programme, the matching learning objectives and the modules as a basis for judging whether the Intended Learning Outcomes (ILO) of the Bachelor's degree programme Animal Husbandry, the Bachelor's degree programme Agribusiness and the Bachelor's degree programme Agrotechnology correspond with the competences as outlined by the SSC. They come to the following conclusion:

The descriptions of the qualification objectives are comprehensive and include the achieved competencies and possible career opportunities of the graduates. Furthermore, students, lecturers and industry representatives confirm that they are involved in the ongoing development and updating process of the ILO.

The ILOs of the study programmes are deduced from the Programme Learning Outcomes (PLO), which are a specification of the more general profile, presented as vision and mission of the three programmes.

Judging from a table that links graduate profiles of the Bachelor's degree programme Animal Husbandry with the intended learning outcomes and an objective-module-matrix that delineates in which modules students learn the skills purposed in the ILO, the peers see that the objectives and intended learning outcomes of the Bachelor's degree programme Animal Husbandry are suitable to produce qualified graduates and fulfil the Indonesian Qualification Framework (IQF). The Bachelor's degree programme Animal Husbandry enables its graduates to work as farm managers, farm entrepreneurs, livestock community leaders and animal husbandry implementers and developers.

The PLO of the Bachelor's degree programme Agribusiness fulfil the Indonesian Qualification Framework (IQF) standard for undergraduate education and are in line with the faculty's mission and vision. Graduates are envisaged to facilitate societal development and to work as consultants, managers or entrepreneurs in the agricultural industry. The consistency with the university's mission is achieved by producing graduates with strong enthusiasm to learn and master the knowledge of Agribusiness. UNISMA has formulated ten PLOs, which are in line with the SSC of the technical committee 08.

According to the self-assessment report, graduates of the Agrotechnology degree programme are enabled to work in industries specializing in agriculture, fertilizer production, plantation food, horticultural or forestry commodities for example. The PLO of the Bachelor's degree programme Agrotechnology fulfil the Indonesian Qualification Framework (IQF) standard for undergraduate education and are in line with the faculty's mission and vision.

In summary, the auditors are convinced that the intended qualification profiles of the three undergraduate programmes under review allow students to take up an occupation which corresponds to their qualification. The industry representatives who are currently employing many graduates of UNISMA confirm this statement. The peers agree that the qualification objectives of all programmes adhere to level 6 of the European Qualification Framework, which relates to Bachelor's programmes and to the respective ASIIN Subject-Specific Criteria of the Technical Committee 8. They aim at the acquisition of subject-specific competences and are generally formulated clearly and precisely.

The peers appreciate that a regular revision process for the objectives, learning outcomes and curricula of the programmes is in place. Every four years, a larger revision takes place that includes internal as well as external stakeholders, while minor changes are made regularly. The students, alumni and representatives of schools and the private sector confirm that they are actively involved in these processes. In order to institutionalize the communication between the industry representatives and UNISMA as well as to promote equal opportunities for all companies, it is recommended to implement an industry board.

Criterion 1.2 Name of the degree programmes

Evidence:

- Self-Assessment Report
- Diploma Supplements
- Discussions during the audit
- List of laboratory equipment

Preliminary assessment and analysis of the peers:

The titles of the degree programmes follow the rules for naming study programmes set by the Indonesian Ministry of Education. The peers hold the opinion that the English translation and the original Indonesian name of the Bachelor's degree programmes Agribusiness corresponds with the intended aims and learning outcomes as well as the main course language. In the opinion of the peers, this does not fully apply to the Agrotechnology programme, as the objectives and outcomes tend to focus more on plant production and less on technological content in agriculture. In the view of the peers, an adaptation of the programme' title is desirable. As the peers could learn during the audit, it has been decided that the name of the Bachelor's degree programme Animal Husbandry will be changed to the more suited and accepted term Animal Science. The peers appreciate this change.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Academic guidelines
- Module descriptions
- Objective-module-matrices
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The curricula of the three degree programmes are designed to comply with the programme objectives and learning outcomes, and they are subject to constant revision processes. As

such, the curricula are reviewed regularly and commented on by students and teachers as well as by external stakeholders such as alumni or partners from government and the private sector. Regular changes are made to ensure that the curricula are up to modern standards. Besides, the objectives and learning outcomes defined by UNISMA itself, the curricula also take into account the Indonesian standards of higher education and the Indonesian national qualifications framework as well as the recommendations from industry.

All three Bachelor's degree programmes under review are designed for four years and at least 144 credit semester units (SKS) need to be achieved by the students (this is equivalent to 240E CTS).

All undergraduate programmes at UNISMA are designed to be completed in eight semesters or four academic years with a maximum of 14 semesters or seven academic years. Each semester is equivalent to 16 weeks of learning activities, including one week for midterm exams and one week for final exams. The odd semester starts in August and ends in January of the following year, while the even semester lasts from February to July.

Regular students take 18 credits every semester, while outstanding students may take up to 24 credits. Therefore, outstanding students are enabled to complete the Bachelor's degree in less than 4 years. However, this case is rare since the workload of the undergraduate programmes is rather high anyway and designed for a four-year study programme.

Usually during the last year of studies, students must complete the community service. The peers discuss with the programme coordinators about the content and the goal of this course. The programme coordinators explain that community service is compulsory for all Indonesian students. It has a minimum length of four weeks and often takes place in villages or rural areas where students stay and live together with the local people. The course is designed to allow students to apply their knowledge based on their field in order to empower society. Since the community service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the community service in order to advance the society and bring further development about. The peers learn during the audit that the students work on concrete tasks/content in coordination with their supervisors and that they are well supervised in the process. This course was introduced at all Indonesian Universities in 1971. The assessment of the community service consists of a work plan, programme implementation, and activity report. The peers understand that students should work for the benefit of the community and the Indonesian society during the community service and support this concept.

Since UNISMA has the goal to become internationally more visible and wants to further internationalise its degree programmes, the peers discuss with the programme coordinators and students if any classes in the three degree programmes are taught in English. The

programme coordinators explain that usually all courses are delivered in Bahasa Indonesia (Indonesian language), but most of the teaching materials (teaching slides) are provided in English. Information about the curriculum is available for students in the online management system and on the programme's homepage. The students confirm that some presentations are done in English, and English textbooks are used. However, students should be encouraged to speak English actively. This could be achieved, e.g. by discussing international papers or giving oral presentations in English. Nevertheless it is recommended to start with the implementation of some courses taught totally in English by qualified teachers to enable foreign students to spend 1 full semester at UNISMA.

The curriculum of the Bachelor's degree programme Animal Husbandry reflects the demands of UNISMA's stakeholders and the Indonesian society and has been developed in accordance with the guidelines of the Directorate of Higher Education (DHE). It comprises 58 courses and consists of 144 Indonesian credit points (SKS), which are distributed as follows: 134 SKS compulsory courses including Field Work Practices (3SKS), Community Service (3SKS) and Thesis (6SKS) and 10 SKS for elective courses. The average study duration is 8.76 semesters. The courses in the first semester convey basic knowledge in natural science as well as ethical values and language proficiency in Indonesian and English and an introduction to livestock science. Starting from semester two, the curriculum focuses on subjects specializing in Animal Husbandry, Production and Feed Science while there will always be a module concerning Islamic religion, as UNISMA's goal is to educate students into faithful citizens. In addition to courses that are about Poultry Science, Beef and Cattle Science, Animal Miscellaneous Science, Breeding Science and Feeding Science, the Bachelor's degree programme Animal Husbandry offers modules, which cover management aspects in the related fields. Within the sixth and seventh semester students are able to choose five elective courses to sharpen their profile. The seventh semester also contains the Field Work Practice, which enables students to gain experience in an industry environment. It is scheduled for six months but can be prolonged to 12 months. The final semester comprises the Thesis and the Community Service, which serves as another option for students to apply their knowledge.

The Bachelor's degree programme Agribusiness is similarly structured as the previously discussed programme and distributes its credits between elective and compulsory courses almost in the same ratio. Compulsory courses are accounted for by 135 credits and elective courses sum up to 7 credits. The curriculum also has the same share of courses that focus on personality development and the impartment of general knowledge in natural sciences. The mandatory courses on the different areas of Agribusiness, such as Micro Economics, Introduction to Agribusiness, Agribusiness Institutions and Basic Soil Science are taught within semester three to six and are divided into three areas of specialization: Agriculture,

Agribusiness and Entrepreneurship. Starting from semester five students have the chance to choose elective modules such as Leadership, Project Evaluation or International Economics. The last two semesters again follow the same structure as the Animal Husbandry curriculum.

The Bachelor's degree programme Agrotechnology assigns 124 credits to 48 compulsory courses and 21 credits to 14 elective courses. While the first two years are filled with compulsory courses, the students get to choose their elective courses from semester five to seven. The eighth semester comprises the bachelor thesis. The curriculum covers a variety of courses such as Introduction to Agricultural Sciences, Plant Physiology, Soil Fertility and Health, Food Crop Cultivation Technology, Sustainable and Agroecosystem Management.

From the peers perspective it would be recommendable to add a course on law and quality management, which should comprise practical training exercises on quality management tools. The course should cover an overview of quality and management systems, certification schemes, methods to measure quality and exercises on tools to analyze failures (e.g. quality control charts, pareto diagram, Ishikawa), QFD (quality function deployment), Methods for continuous improvement: Kaizen, 5S, Lean Production, TPM (Total productive maintenance), Sampling strategy, etc..

Further a course on occupational safety, safety and health protection in agriculture could be added to the curriculum. This could comprise to recognize and analyze hazardous situations, identify preventive measures, technical, organizational and personal measures for accident prevention and occupational disease control, Hazardous substances in agriculture, strategies and best practices for the practical implementation of safety measures.

Overall, the peers are satisfied with the curricula of all programmes. They see that the programmes are well-structured and that the modules build on each other in a reasonable way, enabling the students to effectively reach the learning outcomes as laid down for the programmes as a whole. Nevertheless, the low proportion of elective modules allows only limited individual profiling of students. The peers suggest increasing the number of elective modules students can choose from to enable an active choice mechanism.

With regard to the internships, the peers learn that the fieldwork practice in companies usually takes 1 month. It allows the students to apply the skills they learned in the programmes in a real working environment. The university has established useful guidelines for these internships and every student has one advisor at the company and one at the university to ensure that the work contributes to achieving the programme's learning outcomes. As the peers could learn in the student's session though, the students would appreciate to extend the time they spent at the companies. The peers agree that spending more time to apply the acquired skills and knowledge would be recommendable. Moreover, it

could be helpful for students to be able to manage their internship applications via the Learning Management System (LMS) in order to get a better overview. Therefore, the peers recommend making use of the progressive LMS and to update it with a new function.

Furthermore, the peers discuss with UNISMA the ways in which the students can improve their English proficiency. They learn that in the Bachelor's degree programmes the lecturers try to implement English lectures and English assignments to increase the overall English proficiency of their students. Additionally, English literature is suggested for the individual modules in the module descriptions. In all study programmes, students have the possibility of joining the English study club, which is offered by the Language Centre. Students can obtain English certificates there, for example, by taking the TOEFL ITP. The peers appreciate these efforts.

Finally, the peers ask how the teaching staff and the prospective employers evaluate the soft skills of the students. They learn that the students from UNISMA are particularly trustworthy and adhere deeply to the university's ethical code. In spite of this, the industry representatives also underline that specific soft skills such as the ability to communicate with clients, to publically speak and present in front of an audience and the graduate's self-confidence could still be improved. They also see room for improvement regarding the entrepreneurial skills of the students (communication, leadership, how to make a business plan, project management: planning of resources, gantt chart, etc.). Consequently, the peers recommend strengthening those skills by providing feedback to students on their performance.

In summary, the peers are satisfied with the curricula but advise UNISMA to consider the industry's needs when it comes to the development of the curriculum. This implies the demanded soft skills as well as the demands of international labor markets.

Criterion 1.4 Admission requirements

Evidence:

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

Preliminary assessment and analysis of the peers:

According to the self-assessment report, admission of new students to UNISMA is governed by different modes of entry. The different modes of entry are designed not only to select the best students from high schools but also to provide opportunities for high school students from all over Indonesia and non-Indonesian countries.

There are four different paths of admission into the Bachelor's degree programmes:

1. The regular admission demands a predeposit paired with the registration by filling in a form on UNISMA's website.
2. The Islamic boarding school is addressing applicants that have passed the registration test at UNISMA and want to deepen their knowledge in Islamic law and the holy Quran.
3. Scholarships are awarded to students who have passed High School with a good degree or have been successful in non-academic fields such as politics or sports.
4. The transfer type admission path enables students from other universities or countries to apply. The application needs to include a conversion transcript from the intended study programme, a transfer letter from the original university and a translation of the diploma.

The tuition fees for the programmes are determined by all stakeholders, the faculties, the Rectorate and the Foundation. There are different levels for these fees, depending on the parents' income. During the registration process students can apply for the reduction of their tuition fees. Furthermore, there are various options for scholarships that cover the tuition fees.

The admission website informs potential students in great detail about the requirements and the necessary steps to apply for admission into the programmes. Since the rules are based on decrees by the Ministry of Education and on the university's written regulations, the peers deem them binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

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

Criterion 1.1.:

The peers appreciate that UNISMA followed the recommendation and has started to establish an industry board.

Criterion 1.2

The peers understand that UNISMA has to follow the rules of the Indonesian Ministry of National Education regarding the names of their study programmes. They accept the explanation of UNISMA, which has led to a better understanding of the circumstances.

Criterion 1.3

The peers appreciate that UNISMA has handed in a list of courses that are already taught in English. They encourage the university to keep up their commitment. Further, the university names courses that contain contents the peers were missing. The peers appreciate the explanation but since they could not find the listed contents in the module descriptions they ask UNISMA to either integrate the contents addressed in the report or to designate them in the module descriptions.

The university clarifies that the internship duration has been extended to six months and that the LMS is gradually developed to support the organisation of the internship. The peers appreciate this clarification and advise to keep up this process.

UNISMA accepts the suggestions regarding the improvement of specific skills demanded by the industry representatives.

The peers consider criterion 1 to be fulfilled.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules
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Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Module descriptions
- Objective-Module-Matrices
- Curriculum handbooks of the degree programmes
- Discussions during the audit
- Overview of student mobility

Preliminary assessment and analysis of the peers:

The Bachelor's degree programmes under review are designed for 4 years and the students need to achieve 144 SKS in the Bachelor's degree programmes Animal Husbandry, Agribusiness and Agrotechnology (which is equivalent to 240 ECTS). Each semester is equivalent to 16 weeks of learning activities, including one week for midterm exams and one week for final exams.

After analysing the module descriptions and the study plans, the peers confirm that all degree programmes under review are divided into modules, and that each module is a sum of coherent teaching and learning units. All programmes contain adequate practical elements and allow the students to define individual focuses through broad ranges of electives and specialization areas.

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

International Mobility

The Self-Assessment Report as well as the discussions make clear that becoming an international acknowledged university is one of UNISMA's primary goals. The peers point out that international mobility, with regard to the lecturers as well as to the students, is a key factor in these efforts.

The peers learn that UNISMA already provides some opportunities for students to conduct internships and study semesters abroad. As they could learn during the audit, the international conference is a highly valued opportunity among students. The international office helps to recognize courses for both Indonesian and abroad students. There are cooperation agreements with organisations in neighbouring countries (for instance, in Australia, Japan, Thailand, Malaysia, Taiwan, Russia) partly regarding student exchange, partly regarding research collaboration. Due to funds from the Ministry of Education, UNISMA is able to support students and lecturers with scholarships to take part in international exchange programmes. During the Covid-19 pandemic these exchanges have partly taken place as online courses. This way, UNISMA maintained the possibility without endangering students and lecturers.

The students can best realise such a stay in semesters 3 to 6 of the Bachelor's degree programmes or, in case of a shorter stay, during the holidays. As they confirm, there are no problems with credit transfer or the organisation of student mobility.

The peers appreciate the efforts undertaken by the university to foster student mobility as it is very useful for students to spend some time abroad to improve their English proficiency, to get to know other educational systems and research organisations, and to enhance their job opportunities.

As the peers could learn from the students during the audit, the possibilities to go abroad and be exposed to international conferences, for example still offer room for improvement. Based on the discussions during the audit, the peers recommend to further promote international mobility for both students and staff. The peers highlight the potential for character as well as professional development for both groups while improving their English language proficiency at the same time.

Criterion 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Study plans of the degree programmes
- Curriculum handbooks of the degree programmes
- Survey of student satisfaction related to the workload
- Module descriptions
- Discussions during the audit
- Students handbook

Preliminary assessment and analysis of the peers:

Based on the National Standard of Higher Education of Indonesia, the four programmes use a credit point system called SKS, which is regulated as follows:

- 1 CP of teaching covers 50 minutes contact + 60 minutes assignment/tutorial + 60 minute of self-studies per week
- 1 CP of practical work covers 170 minutes per week

In comparison to the ECTS credit system, wherein 1 ECTS equals 25-30 hours of students' workload, it is determined that 1 CP is awarded for 170 minutes of work per week. One semester usually consists of 14 lecture meetings. The students' workload (contact hours

and self-studies) is measured in Indonesian credit points (SKS), and converted to the European Credit Transfer System (ECTS). According to the legal requirements, the actual number is 144 SKS (240 ECTS) for the Bachelor's degree programmes.

The workload is spread relatively evenly with each semester containing between 18 and 24 SKS in the three programmes according to the regular study plan. The workload of the last two semesters is markedly reduced to give the students enough time for their theses as well as to already start looking for a job. However, the effective number of credit points that students may take per semester depends on their average Grade Point Average (GPA), yet the maximum amount of credit points is 24. This mechanism is supposed to ensure that the students can really handle the workload. It also means that, theoretically, students can finish their studies in less than 8 semesters. The peers confirm that the distinction between classroom work and self-studies is made transparent and is in line with the credits awarded.

The students confirm that the workload is high but remains manageable for them. They are still able to work part-time jobs and have time for family, friends and their hobbies. Additionally, the peers see that more than 65% of all students graduate on time and that almost no student dropped out of the degrees programmes in the last 2 years. This verifies that all three degree programmes under review can be completed in the expected period.

Criterion 2.3 Teaching methodology

Evidence:

- Photos and videos of laboratories
- Self-Assessment Report
- Module descriptions
- Samples of lecturer evaluation by students
- Websites
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The three programmes under review make use of several different educational methods for each course such as interactive lectures, small group discussions, problem-based learning, project-based learning, collaborative learning, laboratory practical work, computer-based assignments, excursions and final tasks consisting of internship, student community service, seminars, final project and case-study.

UNISMA has the goal to support the transition from a teacher-centred to a student-oriented and Outcome-Based Education (OBE) approach in order to involve all students in the learning process and to develop their thinking and analytical skills. They introduced the idea of OBE in 2016 and have therefore revised all of their curricula and trained their staff to implement the new approach appropriately. Other teaching methods that pay tribute to the general idea of OBE are Project-Based Learning, Problem Based Learning, Student Centred Learning and Cooperative Learning. All of these methods are supposed to prepare students for their future employment and strengthen soft skills as well as subject specific competences.

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

UNISMA has introduced its LMS before the Covid-19 pandemic and has profited from this farsighted decision, as it is its main tool to organise teaching and exams. Therefore, each teacher or professor must upload his or her teaching materials and working procedures to the LMS.

During the classes, active and interactive teaching methods (e.g., lectures, discussions, reports, presentations and group work) are applied. UNISMA wants to encourage students to gain knowledge from different scientific areas and wants to introduce them to research activities. This should ultimately contribute to the transition from a teacher centred learning approach to a student-centred learning approach. The teaching and learning are supported by a broad range of media, both traditional (books, papers) and online (videos, presentations etc.). During the Covid-19 pandemic, UNISMA has swiftly switched to online and hybrid learning with videoconferences, recorded videos and other media.

Another tool UNISMA uses to improve the diversity of teaching and learning is the invitation of guest lecturers from the industry or alumni who are able to convey practical experiences and present examples of how the contents of the three undergraduate programmes are applied in practice. The peers welcome this approach and recommend deepening the efforts since they could learn during the discussion with the industry representatives that this exchange is highly valued by them and that all parties benefit from the opportunity to cooperate.

During the discussions with the programme coordinators and the teaching staff, the peers learn that the teaching staff tries to implement English assignments such as presentations

and written homework to support the English language proficiency of the students. Some of the face-to-face teaching is also held in English depending on the lecturer. The peers also learn that it is not always easy to convince the older colleagues of the teaching staff to adapt to new approaches and the demand of English teaching. They therefore recommend to keep all staff members engaged in the changing environmental demands.

Criterion 2.4 Support and assistance

Evidence:

- Self-Assessment Report
- Curriculum handbooks for all degree programmes
- Students handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:

In order to support students in completing their studies on time with good achievements, the university and the faculty provide a variety of different staff members such as academic advisors, thesis advisors, counsellors, laboratory and student assistants, academic and personal support and assistance through various means. The main contact person for every student is their academic advisor, who is assigned to them in their first semester. An academic advisor shall help them to develop an adequate schedule for their studies, choose electives according to their skills and interests and support them in case of academic and non-academic problems. Each student has the opportunity to meet with their academic advisor, who is also responsible for monitoring their study progress, at least three times per semester. Furthermore, there are supervisors for the thesis, the fieldwork practice and the community service who give advice on specific issues related to these aspects. At the beginning of each semester, the GPA provides direction for the students regarding their study plans, targets to be achieved and strategies for selecting courses. During the semester, the GPA monitors the academic progress of the students. At the end of the semester, the GPA evaluates the student's achievement under their supervision by checking the GPA that the students achieve. In UNISMA, this mentoring process is supported by the presence of the Information System on Academic, Research and Community Service (SIAP) that facilitates the GPA to monitor the academic progress and approval for semester plans as well as the final undergraduate thesis.

UNISMA also provides counselling regarding non-academic problems. The psychological counselling helps and guides students who have individual problems, such as anxiety, depression or other personal or psychological issues.

There are many scholarships offered to students (e.g., from private companies, the government or other foundations). This includes scholarship for students from low-income families and for those with high academic achievements. New students can attend classes to develop their effective learning and soft skills.

Every student who enrolls for the thesis or final project course will be assigned one or two thesis supervisors. The role of the thesis supervisors is to help students to complete their thesis research; they also monitor the progress of the thesis in order to ensure the completion of the thesis in the intended amount of time.

All students at UNISMA have access to the LMS. By using LMS, lecturers can upload their syllabus and learning materials or modules as well as assignment for students. Through LMS, students can also interact with other students and lecturers.

The peers notice the good and trustful relationship between the students and the teaching staff. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully and without delay. The students are well-informed about the services available to them.

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

Criterion 2.1

The peers appreciate UNISMA's additional information provided regarding international mobility. UNISMA underlines that they are increasing the financial support for lecturers and students who take part in international mobility programmes.

The peers consider criterion 2 to be fulfilled.

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation
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Evidence:

- Self-Assessment Report
- Module descriptions
- Examination regulations
- Curriculum handbooks for all degree programmes

- Samples of student's work (projects, exams and thesis)
- Statistical data
- Websites
- Academic Calendar

Preliminary assessment and analysis of the peers:

Each course has to determine objectives, which support the achievement of the Programme Learning Outcomes of the respective programme. Accordingly, each course must assess whether all defined learning outcomes stated in the module description have been achieved.

According to the self-assessment report, quizzes, tests, practical performances, assignments, small projects and presentations are implemented to assess the students' achievement of the learning outcomes. At the first meeting of a course, the students are informed about what exactly is required to pass the module. The form and length of each exam is mentioned in the module descriptions for Animal Husbandry, Agribusiness and Agrotechnology that are available to the students via UNISMA's homepage and the LMS. It is common to hold small quizzes every two or three weeks, but there are generally no unscheduled tests. The students are informed about mid-term and final exams via the academic calendar. The final grade of each module is calculated based on the score of these individual kinds of assessment. The exact formula is given in the module handbook. UNISMA uses a grading system with the grades A, B, C, D and E, where a C (equivalent to a Grade Point of 2) is necessary to pass a module and a B (equivalent to a Grade Point 3) is necessary to pass the final project. Students who get an E are obliged to retake the course and the exam in the regular semester or in short/intermediate semester.

Based on the academic regulation, to be eligible to take the final exam, students must attend at least 75 % of the total course sessions. Students can contact their supervisor if they cannot attend 75% of the total courses sessions due to extracurricular activities or illness. If the faculty leader acknowledges the activities or in case of any illness, the student has an official medical leave letter, those students can still take the final exam. The arrangement to re-sit and exam can be adjusted in advance as compensation for the student's disability by providing the evidence. Furthermore, students who are not able to attend the final exam due to illness or other reasons can provide proof and take the follow-up exam scheduled by the study programme.

The peers discuss with the students how many and what kind of exams they have to take each semester. They learn that for most courses there is one mid-term exam and one final

exam every semester. For other courses, there is only one final exam every semester. Usually, there are additional practical assignments or quizzes. The final grade is the sum of the sub exams. The students appreciate that there are several short exams instead of one big exam as this requires them to continuously study during the entire semester and not having to solely work for one final exam at the end of the semester. The students also confirm that they are well-informed about the examination schedule, the examination form and the rules for grading.

Students are required to write a bachelor thesis in the last year of their studies. They are admitted to write their thesis if they have achieved 120 SKS with a minimum GPA of 2.0 and no E grades and a D grade in maximum 10% of their courses. The time limit for students to complete the thesis is 12 months, starting from the title approval. After completing the work on the thesis, the student has to present and defend the results in front of teachers and fellow students. During their writing and research process two supervisors support the students. The peers inspect a sample of examination papers and final theses and are overall satisfied with the general quality of samples.

The peers conclude that the criteria regarding the examination system, concept, and organisation are fulfilled and that the examinations are suitable to verify whether the intended learning outcomes have been achieved.

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

UNISMA does not comment on this criterion in its statement. The peers consider criterion 3 to be fulfilled.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self-Assessment Report
- Staff Handbook
- Samples of lecturer evaluation by students
- Study plans of the degree programmes
- Module descriptions

Education and functional academic positions	AH	AB	AT
Professor		1	2
Associate Professor			
Doctoral	5	2	5
Master	3	1	
Assistant Professor			
Doctoral	1	4	3
Master	3	3	4
Lecturer			
Doctoral			
Master	3	4	2
Total			
Doctoral	6	5	10
Master	9	7	6

- Websites
- Discussions during the audit

Preliminary assessment and analysis of the peers:

At UNISMA, the staff members have different academic positions (see table below). There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students and other supporting activities. For example, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research and supervision depend on the academic position. The main difference of tasks and responsibilities based on academic staff position lies in the proportion of teaching and research activities. The higher the academic staff position is, the greater is the proportion of research activities, but the lower is the proportion of teaching activities. Overall, the staff members state that their tasks are distributed about evenly between administrative, teaching and research activities.

The university provides the following table, showcasing the amount of lecturers for each study programme:

The number of lecturers and supporting staffs meets the national criteria for higher education and, therefore, adheres to the regulation of the ministry. As the peers deem the number of full professors rather low, they asked the teaching staff if they would like to further qualify themselves to be full professors in the future. They learn that the full professorship can only be attained by collecting scores due to publications and teaching experience. The score will be better for publications in renowned journals or if the publication gains international recognition. Taking the next step to the associate or full-professorship level can therefore take several years. As these titles do not fully reflect the qualification of the teaching staff, the peers are still satisfied with the overall composition of the teaching staff.

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

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

Criterion 4.2 Staff development

Evidence:

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

Preliminary assessment and analysis of the peers:

According to the self-assessment Report, UNISMA encourages the continuing professional development of its staff. As UNISMA has already identified their number of full professors as one of their weaknesses, various scholarships and funds are used to support lecturers in applying for professorships or to conduct research for the purpose of academic development and recognition. New lecturers are obliged to engage in didactical and pedagogical training and in international collaborations.

The peers appreciate the analysis of the university and support their plan of action. They recommend to further support their teaching staff in their academic development. This means to deal with administrative hurdles as well as financial support and to relieve the staff from teaching duties to create time for scientific and publication efforts.

The faculty is committed to supporting academic development through domestic and overseas training for teaching staff, even though their competency and expertise have already met the government standard. These trainings aim to improve their teaching, their didactical abilities and their soft skills. The peers appreciate these offers and recognise the efforts which are undertaken to ensure both the quality of teaching and the non-academic support and guidance coming from the lecturers. The Bureau of Academic Administration and Cooperation manages a large number of cooperations with foremost Indonesian and Asian universities but also other universities worldwide, for example, in Malaysia, Australia, Taiwan and Russia. However, the peers recommend that the research and teaching staff should intensify international cooperation and exchange with partners also outside the mentioned areas.

The peers appreciate UNISMA's commitment and understand the potential these cooperations depict. Judging from the English language proficiency of the lecturers and their actual abroad experience presented during the audit, the peers recommend further promoting the existing possibilities for international exchange and advising the lecturers to seek for cooperation not only in Asia but also around the world. The peers emphasise that this will not only strengthen the staff members personal competences but will also lead to the improvement of the curricula of all programmes due to new incoming ideas and the tracking of current developments in the field of studies.

Criterion 4.3 Funds and equipment

Evidence:

- List of laboratories and equipment
- Photos and videos of the facilities
- Partnership agreements
- Recapitulation of budget
- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The university and the faculty are mainly funded by the Indonesian government through the tuition fees, the foundation and through grants for research projects. The figures presented by the university show that the faculty's income is stable, and the funding of the degree programmes is secured. All expenses made at UNISMA have to be accounted by the

Rector to the foundation. The academic staff emphasise that from their point of view, the three undergraduate programmes under review receive sufficient funding for teaching and learning activities. The students confirm this positive impression and state their satisfaction with the available resources.

In preparation of the audit, the university provides a number of videos showing the laboratories of the programmes. During the online visit, the laboratories, the teaching farms, the lecture rooms and the library were shown in more detail. The peers notice that the facilities are in a very good condition and seem as if they had been fully modernised. Students and teaching staff are satisfied with their functionality. The central library, the libraries of the different departments as well as the reading room of the faculties are well-equipped overall.

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

Criterion 4.1

UNISMA names lecturers who are proposing for professorship. The peers acknowledge the efforts to further qualify their staff.

Criterion 4.2

The peers are certain that the introduction of the industry board will allow a more systematic inclusion of the industries needs.

The peers consider criterion 4 to be fulfilled.

5. Transparency and documentation

Criterion 5.1 Module descriptions
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Evidence:

- Module descriptions
- Websites

Preliminary assessment and analysis of the peers:

The module handbooks for all three programmes have been published on UNISMA's website and are thus accessible to the students as well as to all stakeholders. The peers observe that they contain information about the people responsible for each module, the teaching

methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, the forms of assessment, the applicability, the admission requirements and details explaining how the final grade is calculated.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Sample Transcript of Records for each degree programme
- Sample Diploma certificate for each degree programme
- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the peers:

The peers confirm that the students of all three degree programmes under review are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Transcript of Records lists all courses that the graduate has completed, the achieved credit points, grades and cumulative GPA. The Diploma Supplements contain all the necessary information about the degree programmes.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Reports
- Curriculum handbooks for all degree programmes
- Academic Guidelines
- Examination regulations
- All relevant regulations as published on the university's website

Preliminary assessment and analysis of the peers:

The peers confirm that the rights and duties of both UNISMA and the students are clearly defined and binding. All rules and regulations are published on the university's website and

hence available to all stakeholders. In addition, the students receive all relevant course material in the language of the degree programme at the beginning of each semester.

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

UNISMA does not comment on this criterion in its statement. The peers consider criterion 5 to be fulfilled.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

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

Preliminary assessment and analysis of the peers:

The peers discuss the quality management system at UNISMA with the programme coordinators. The peers learn that there is an institutional system of quality management aimed at continuously improving the degree programmes. They also learn that three levels of quality assurance implementation exist. At the university level, the Quality Assurance Agency (QAA) is obliged to coach, coordinate, monitor and evaluate the implementation of quality assurance processes. On the faculty level, the Quality Assurance Unit (QAU) is assigned with assessing the quality of teaching, research and community service, the quality and quantity of the infrastructure as well as the faculty governance, academic processes and achievements of the study programmes. On the third level, the Quality Assurance Group (QAG) ensures the implementation of quality assurance measures at the study programme level. At the end of every year, an Internal Quality Audit (IQA) is conducted to evaluate the implementation of academic and non-academic quality management efforts. Since UNISMA is striving to become an internationally acknowledged university, the reliance on students' feedback and the necessity to ensure and improve the employability of

the graduates are of major importance to the coordinators. Internal evaluation of the quality of the degree programmes is mainly provided through student, alumni and employer surveys. The students give their feedback on the courses by filling in the questionnaire online. The course evaluations are conducted at the end of each semester; the questionnaire was developed by the course survey committee and includes questions with respect to the course in general and about the teachers' performance. Further, surveys are carried out by gathering statistics about graduates and alumni. The discussion with the students revealed that those in charge are always eager and open for feedback aside from the official evaluations, and that students have the impression that their comments are taken into consideration with regard to the further improvement of the programmes. This becomes apparent in the constant curricular revision process that is performed under participation of students and industry partners. The industry representatives confirm in the discussion that the university is eager to receive feedback about new developments and trends and the employability of their graduates. What the industry partners are missing, however, is the systematic inclusion to review the curriculum of the study programme. This, however, is important as the curriculum should prepare the students for the current trends and tribulations of the work place.

Concerning the internal feedback loops, the results of the course evaluations are centrally assessed and analysed before they are communicated to the Academic Administration and Cooperation Board and the Head of the Study Programme. They would then be responsible to initiate any measures if problems or needs for improvement have been detected. A summary of the results is made accessible to the students. In case the satisfaction of the students with staff members is deficient, the Head of the Study Program will contact the respective teacher, discuss the issue and propose solutions. If no improvement can be achieved over a longer period, the staff member will be dismissed. Thus, the peers agree that the quality management circles at UNISMA are well-established and work under participation of all stakeholders.

In summary, the peer group confirms that the quality management system at UNISMA is, besides the mentioned deficit, suitable to identify weaknesses and to improve the degree programmes steadily.

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

UNISMA does not comment on this criterion in its statement. The peers consider criterion 6 to be fulfilled.

D Additional Documents

No additional documents needed

E Comment of the Higher Education Institution

UNISMA provides a detailed statement and the following additional documents:

Attachment C.1.1. Faculty of Agriculture_Industry Board Committee_Indonesian Version

Attachment C.1.1. Faculty of Animal Husbandry_Industry Board Committee_Indonesian Version

Attachment C.1.2. Ministry of Education Decree_Naming Study Program_Indonesian Version

Attachment C.1.3.1. AB_Subject Module_Human Resource Management

Attachment C.1.3.1. AB_Subject Module_Production and Operations Management in Agribusiness

Attachment C.1.3.1. AB_Subject Module_SM Healthy Food Agroindustry

Attachment C.1.3.1. AT_Subject Module_Healthy Agriculture_ NHT

Attachment C.1.3.1. AT_Subject Module_Physiology-and-Technology-of-Postharvest

Attachment C.1.3.1. AT_Subject Module_Soil and Crop Management NHT_New

Attachment C.1.3.1. AT_Subject Module_Soil and Plant Analysis Techniques_new

Attachment 1.3.2. Guidelines of the Implementation of Independent Campus, Freedom Learning Program of UNISMA_Indonesian Version

Comments/Recommendations from ASIIN	Comments of the Higher Education Institution (UNISMA)
<p>The peers appreciate that a regular revision process for the objectives, learning outcomes and curricula of the programmes is in place. Every four years, a larger revision takes place that includes internal as well as external stakeholders, while minor changes are made regularly. The students, alumni and representatives of schools and the private sector confirm that they are actively involved in these processes. In order to institutionalize the communication between the industry representatives and UNISMA as well as to promote equal opportunities for all companies, it is recommended to implement an industry board.</p>	<p>We accept the recommendation. We formed a team to evaluate and ensure that all collaborating companies/industries are in accordance with the criteria in each study program in the future.</p> <p>Please see attachment C.1.1.</p>

<p>The titles of the degree programmes follow the rules for naming study programmes set by the Indonesian Ministry of Education. The peers hold the opinion that the English translation and the original Indonesian name of the Bachelor's degree programmes Agribusiness corresponds with the intended aims and learning outcomes as well as the main course language. In the opinion of the peers, this does not fully apply to the Agrotechnology programme, as the objectives and outcomes tend to focus more on plant production and less on technological content in agriculture. In the view of the peers, an adaptation of the programme' title is desirable. As the peers could learn during the audit, it has been decided that the name of the Bachelor's degree programme Animal Husbandry will be changed to the more suited and accepted term Animal Science. The peers appreciate this change.</p>	<p>The naming of the Agrotechnology Study Program is based on the Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia Number: 163/Dikti/Kep/2007 concerning the Arrangement and Codification of Study Programs in Higher Education. In the document it is explained that the field of Agricultural Science is divided into two study programs for the Undergraduate program, namely Agribusiness and Agrotechnology/Agroecotechnology. Other fields of science are Agricultural Industrial Technology and Agricultural Engineering Sciences.</p> <p>Technological terminology in the Agrotechnology Study Program in Unisma is related to plant production technology, not food processing technology or technology-machinery or agricultural mechanization.</p> <p>In 2021 we have reconstructed the curriculum according to the development of plant production technology, such as adding new courses namely Internet of Things of Agriculture, Healthy Agriculture, Organic Farming and Certification, Modern Urban Farming Technology, and Industry Plant Processing Technology.</p> <p>Please see attachment C.1.2.</p>
<p>Since UNISMA has the goal to become internationally more visible and wants to further internationalise its degree programmes, the peers discuss with the programme</p>	<p>We have a strong commitment to gradually prepare courses full in English.</p>

<p>coordinators and students if any classes in the three degree programmes are taught in English. The programme coordinators explain that usually all courses are delivered in Bahasa Indonesia (Indonesian language), but most of the teaching materials (teaching slides) are provided in English. Information about the curriculum is available for students in the online management system and on the programme's homepage. The students confirm that some presentations are done in English, and English textbooks are used. However, students should be encouraged to speak English actively. This could be achieved, e.g. by discussing international papers or giving oral presentations in English. Nevertheless it is recommended to start with the implementation of some courses taught totally in English by qualified teachers to enable foreign students to spend 1 full semester at UNISMA.</p>	<ol style="list-style-type: none"> 1. Agrotechnology: Bioremediation, Physiology and Post-Harvest Technology, Soil and Crop Management. 2. Agribusiness: Project Evaluation, Leadership 3. Animal Husbandry: Breeding Management, Animal Feed Ingredients and Formulation Science, Beef and Cattle Science, Animal Breeding Science, Animal Reproduction Technology.
<p>From the peers perspective it would be recommendable to add a course on law and quality management, which should comprise practical training exercises on quality management tools. The course should cover an overview of quality and management systems, certification schemes, methods to measure quality and exercises on tools to analyze failures (e.g. quality control charts, pareto diagram, Ishikawa), QFD (quality function deployment), Methods for continuous improvement: Kaizen, 5S, Lean Production, TPM (Total productive maintenance), Sampling strategy, etc..</p> <p>Further a course on occupational safety, safety and health protection in agriculture could be added to the curriculum. This could comprise to recognize and analyze hazardous situations, identify preventive measures, technical, organizational and personal measures for accident prevention and occupational disease control, Hazardous substances in agriculture, strategies and best practices for the practical implementation of safety measures.</p>	<p>The courses on law and quality management are as follows:</p> <ol style="list-style-type: none"> 1. Agribusiness: Healthy Food Agroindustry comprises of materials for quality management and product quality in agribusiness 2. Agrotechnology: Soil and Crop Management, Physiology, and Postharvest Technology. <p>The courses on occupational health and safety are as follows:</p> <ol style="list-style-type: none"> 1. Agribusiness: Operation Production Management and Human Resources Management 2. Agrotechnology: Healthy Agriculture, Soil and Corp Analysis Techniques

	Please see attachment C.1.3.1
<p>With regard to the internships, the peers learn that the fieldwork practice in companies usually takes 1 month. It allows the students to apply the skills they learned in the programmes in a real working environment. The university has established useful guidelines for these internships and every student has one advisor at the company and one at the university to ensure that the work contributes to achieving the programme's learning out-comes. As the peers could learn in the student's session though, the students would appreciate to extend the time they spent at the companies.</p> <p>Moreover, it could be helpful for students to be able to manage their internship applications via the Learning Management System (LMS) in order to get a better overview. Therefore, the peers recommend making use of the progressive LMS and to update it with a new function.</p>	<ol style="list-style-type: none"> 1. In accordance with the 2021/2022 independent learning curriculum, the implementation of internships/Field Work Practices in companies has been extended to 6 months. 2. LMS is developed gradually to support the internship process and student mentoring. <p>Please see attachment C.1.3.2</p>
<p>Finally, the peers ask how the teaching staff and the prospective employers evaluate the soft skills of the students. They learn that the students from UNISMA are particularly trust-worthy and adhere deeply to the university's ethical code. In spite of this, the industry representatives also underline that specific soft skills such as the ability to communicate with clients, to publically speak and present in front of an audience and the graduate's self-confidence could still be improved. They also see room for improvement regarding the entrepreneurial skills of the students (communication, leadership, how to make a business plan, project management: planning of resources, gantt chart, etc.). Consequently, the peers recommend strengthening those skills by providing feedback to students on their performance.</p>	<p>We are committed to following up on the results of the satisfaction survey of graduate users by improving some of the suggested aspects.</p>
<p>As the peers could learn from the students during the audit, the possibilities to go abroad and be exposed to international conferences, for example still offer room for improvement. Based on the discussions during the audit, the</p>	<p>We are committed to increasing international mobility for lecturers and students in the form of improving the language skills of lecturers</p>

<p>peers recommend to further promote inter-national mobility for both students and staff. The peers highlight the potential for character as well as professional development for both groups while improving their English language proficiency at the same time</p>	<p>and students through English courses at the Foreign Language Development Center (FLDC) Unisma and increasing the amount of financial support for lecturers and students who take part in international mobility programs.</p>
<p>The number of lecturers and supporting staffs meets the national criteria for higher education and, therefore, adheres to the regulation of the ministry. As the peers deem the number of full professors rather low, they asked the teaching staff if they would like to further qualify themselves to be full professors in the future. They learn that the full professorship can only be attained by collecting scores due to publications and teaching experience. The score will be better for publications in renowned journals or if the publication gains international recognition. Taking the next step to the associate or full-professorship level can therefore take several years. As these titles do not fully reflect the qualification of the teaching staff, the peers are still satisfied with the overall composition of the teaching staff.</p>	<p>Some lecturers are in the process of proposing professorship. They are:</p> <ol style="list-style-type: none"> 1. Agribusiness: Dr. Masyhuri Mahfudz, MP, Dr Dwi Susilowati, MP. 2. Agrotechnology: Dr. Ir Mahayu Woro Lestari, MP, Dr. Ir. Anis Sholihah, MP. 3. Animal Husbandry: Dr. Ir. Mudawamah, M.Si, Dr. Ir. Usman Ali, MP.
<p>The faculty is committed to supporting academic development through domestic and over-seas training for teaching staff, even though their competency and expertise have already met the government standard. These trainings aim to improve their teaching, their didactical abilities and their soft skills. The peers appreciate these offers and recognise the efforts which are undertaken to ensure both the quality of teaching and the non-academic support and guidance coming from the lecturers. The Bureau of Academic Administration and Cooperation manages a large number of cooperations with foremost Indonesian</p>	<p>We have initiated Cooperation in the field of research and scientific publications with non-Asian Universities such as visits to La Trobe University and Melbourne University, both are in Australia</p> <p>Please see attachment C.4.2</p>

and Asian universities but also other universities worldwide, for example, in Malaysia, Australia, Taiwan and Russia. However, the peers recommend that the research and teaching staff should intensify international cooperation and exchange with partners also outside the mentioned areas.

The peers appreciate UNISMA's commitment and understand the potential these cooperations depict. Judging from the English language proficiency of the lecturers and their actual abroad experience presented during the audit, the peers recommend further promoting the existing possibilities for international exchange and advising the lecturers to seek for cooperation not only in Asia but also around the world.

F Summary: Peer recommendations (05.05.2022)

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Animal Husbandry	Without requirements	--	30.09.2027
Ba Agribusiness	Without requirements	--	30.09.2027
Ba Agrotechnology	Without requirements	--	30.09.2027

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to promote the academic mobility of teaching staff and students and to cooperate with further international universities.
- E 2. (ASIIN 1.3 & 4.2) It is recommended to enhance the English communication skills of the teaching staff and the students.
- E 3. (ASIIN 4.2) It is recommended to support the teaching staff in their academic development.
- E 4. (ASIIN 6) It is recommended to further strengthen the cooperation with industry and to make better use of opportunities to include guest lecturers from industry into the teaching.
- E 5. (ASIIN 1.3) It is recommended to use the learning management system for the organisation of the internship.
- E 6. (ASIIN 5.1) it is recommended to specify in the module descriptions which courses cover contents such as business communication, leadership and occupational safety.

G Comment of the Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture (13.06.2022)

Assessment and analysis for the award of the ASIIN seal:

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

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Animal Husbandry	Without requirements	--	30.09.2027
Ba Agribusiness	Without requirements	--	30.09.2027
Ba Agrotechnology	Without requirements	--	30.09.2027

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to promote the academic mobility of teaching staff and students and to cooperate with further international universities.
- E 2. (ASIIN 1.3 & 4.2) It is recommended to enhance the English communication skills of the teaching staff and the students.
- E 3. (ASIIN 4.2) It is recommended to support the teaching staff in their academic development.
- E 4. (ASIIN 6) It is recommended to further strengthen the cooperation with industry and to make better use of opportunities to include guest lecturers from industry into the teaching.
- E 5. (ASIIN 1.3) It is recommended to use the learning management system for the organisation of the internship.

E 6. (ASIIN 5.1) it is recommended to specify in the module descriptions which courses cover contents such as business communication, leadership and occupational safety.

H Decision of the Accreditation Commission (24.06.2022)

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

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

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Animal Husbandry	Without requirements	--	30.09.2027
Ba Agribusiness	Without requirements	--	30.09.2027
Ba Agrotechnology	Without requirements	--	30.09.2027

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is recommended to promote the academic mobility of teaching staff and students and to cooperate with further international universities.
- E 2. (ASIIN 1.3 & 4.2) It is recommended to enhance the English communication skills of the teaching staff and the students.
- E 3. (ASIIN 4.2) It is recommended to support the teaching staff in their academic development.
- E 4. (ASIIN 6) It is recommended to further strengthen the cooperation with industry and to make better use of opportunities to include guest lecturers from industry into the teaching.

- E 5. (ASIIN 1.3) It is recommended to use the learning management system for the organisation of the internship.
- E 6. (ASIIN 5.1) It is recommended to specify in the module descriptions which courses cover content such as business communication, leadership, and occupational safety.

Appendix: Programme Learning Outcomes and Curricula

Programme Learning Outcomes Animal Husbandry:

CODE	Graduate Profile	Ability Description	CODE
PLO 1	Farm Manager	Being able to lead a division in a company or agency, both government and private, especially in the livestock sector Being able to make the right decision based on analysis of information and data, and provide instructions in determining various alternative solutions independently and in groups	ILO 2 ILO 9 ILO 10
PLO 2	Farm Entrepreneur	Being able to build and develop a business in the livestock sector, either on their own or in joining a group Being able to be responsible for their own work and can be given responsibility for the achievement of the organization's work in the field of animal husbandry	ILO 2 ILO 7 ILO 8 ILO 10
PLO 3	Livestock Community Leader	Being able to be the initiator of development in the community in the field of animal husbandry or other related fields Being able to apply the animal husbandry expertise and utilizing science and technology in the field of animal husbandry to solve the problems and can adapt the encountered situation	ILO 6 ILO 9 ILO 10
PLO 4	Animal husbandry implementer and developer	Mastering basic science and developing innovative technology in the field of animal husbandry Mastering the theoretical concepts of animal husbandry in general and its development	ILO 1 ILO 3 ILO 4 ILO 5 ILO 10

Intended Learning Outcomes Animal Husbandry:

Code	Intended Learning Outcomes (ILO)
ILO 1	Have a good knowledge of basic livestock and social science that support livestock production
ILO 2	Have a creative and innovative attitude in the field of livestock in accordance with professional ethics
ILO 3	Able to apply various fundamental technologies in the field of livestock
ILO 4	Able to design and conduct experiments and data interpretation to solving livestock problems
ILO 5	Able to combine theory and practice in increasing livestock production
ILO 6	Have practical skills in solving livestock problems and related fields
ILO 7	Able to choose and use tools, processes and methods in accordance with the provisions on health, safety, social, ecology and law as well as Halalan Thoyiban
ILO 8	Able to choose project management methods and practice in independent and/or group businesses in livestock sector
ILO 9	Able to communicate and present in scientific and management fields
ILO 10	Able to behave in accordance with the professional ethics code and be responsible in the field of animal husbandry based on the teachings of Islam Ahlusunnah wal Jama'ah

Bachelor Degree Animal Husbandry Curriculum:

SEMESTER	TOTAL CREDIT	COURSE OF ANIMAL HUSBANDRY STUDY PROGRAM								
1	32.19	Islamic Religion 1 (3.40 ECTS)	Pancasila (3.40 ECTS)	Indonesian (3.40 ECTS)	English (3.40 ECTS)	Biology (4.99 ECTS)	Mathematic (3.40 ECTS)	Laboratory Technology (3.40 ECTS)	Management Science (3.40 ECTS)	Introduction to Livestock Science (3.40 ECTS)
2	29.42	Islamic Religion 2 (3.40 ECTS)	Animal Anatomy and Physiology (4.99 ECTS)	Statistic (3.29 ECTS)	Genetics (4.99 ECTS)	Biochemistry (4.99 ECTS)	Scientific Writing and Seminar Technique (1.70 ECTS)	Animal Nutrition Science (3.29 ECTS)	Environmental Science and Climatology (3.40 ECTS)	
3	35.15	Islamic Religion 3 (3.40 ECTS)	Agrostology (4.99 ECTS)	Microbiology (4.99 ECTS)	Introduction to Livestock Economics Science (3.40 ECTS)	Beef and Cattle Science (4.99 ECTS)	Dairy Science (4.99 ECTS)	Poultry Science (4.99 ECTS)	Animal breeding Science (3.40 ECTS)	
4	35.15	Islamic Religion 4 (3.40 ECTS)	Citizenship (3.40 ECTS)	Beef and Cattle Management (4.99 ECTS)	Dairy Management (4.99 ECTS)	Poultry Management (4.99 ECTS)	Animal Feed Ingredients Science (4.99 ECTS)	Reproduction Science (4.99 ECTS)	Livestock Marketing (3.40 ECTS)	
5	33.56	Islamic Religion 5 (3.40 ECTS)	Basic Animal Products Technology (4.99 ECTS)	Animal Miscellaneous Science (3.40 ECTS)	Computer Application (3.40 ECTS)	Ruminant Feed Science (4.99 ECTS)	Poultry and Non-Ruminant Feed Science (4.99 ECTS)	Reproduction Technology (4.99 ECTS)	Sociology and Extension (3.40 ECTS)	
6	35.37	Islamic Religion 6 (3.40 ECTS)	Elective Course 1 (3.40 ECTS)	Research Methodology (3.40 ECTS)	Experimental Design (3.40 ECTS)	Meat and Leather Science and Technology (4.99 ECTS)	Animal Miscellaneous Management (4.99 ECTS)	Animal Health Science (4.99 ECTS)	Entrepreneurship (3.40 ECTS)	Elective Course 2 (3.40 ECTS)
7	24.95	Milk and Egg Science and Technology (4.99 ECTS)	Elective Course 3 (3.40 ECTS)	Elective Course 4 (3.40 ECTS)	Feed Technology (4.99 ECTS)	Elective Course 5 (3.40 ECTS)	Field Work Practice (4.77 ECTS)			
8	14.31	Community Service (4.77 ECTS)	Undergraduate Thesis (9.54 ECTS)							
	240 ECTS									

Programme Learning Outcomes Agribusiness

Code	Graduate Profile according to Programme Learning Outcomes (PLO)	Code
PLO 1	Manager	ILO 3
		ILO 4
		ILO 9
		ILO 10
PLO 2	Entrepreneur	ILO 1
		ILO 6
		ILO 7
		ILO 8
PLO 3	Facilitator of Society Development	ILO 2

Code	Graduate Profile according to Programme Learning Outcomes (PLO)	Code
PLO 4	Agribusiness Consultant	ILO 5

Intended Learning Outcomes Agribusiness:

Code	Intended Learning Outcomes (ILOs)
ILO 1	Being able to receive and respond to concerns about entrepreneurship, agribusiness, and green food with full responsibility
ILO 2	Knowing and understanding the principles of Agribusiness science, social science, economics, and agricultural engineering as the foundation for innovative Agribusiness disciplines
ILO 3	Knowing the concept of Agribusiness Ethics and quality protection in a multidisciplinary context for sustainable Agribusiness
ILO 4	Understanding the project management methods, business practices, risks and environment changes which are more competitive
ILO 5	Being able to combine theory and practice by applying various fundamentally oriented methods to solve specific practical problems related to Agribusiness
ILO 6	Being able to plan, conduct and evaluate projects in accordance with the techniques, methods, limitations, as well as interpret data and draw conclusions
ILO 7	Being able to implement Agribusiness Entrepreneurs that meet the rules of health and food safety
ILO 8	Being able to solve problems, topics, and processes related to Agribusiness Entrepreneurs according to problem solving concepts and strategies
ILO 9	Being able to work efficiently, independently and cooperate in teams by using various methods to communicate effectively in scientific community and society
ILO 10	Behaving according to the code of ethics and Agribusiness Entrepreneur profession responsibilities including management and

Code	Intended Learning Outcomes (ILOs)
	marketing, project management, acquisition, personnel management, and control.

**BACHELOR DEGREE
AGRIBUSINESS STUDY PROGRAM**

Semester	1	Islamic studies I (3.34)	Agriculture Sociology (5)	Agricultural Introduction (5)	Pancasila (3.34)	English (3.34)	Biology (5)	Mathematical Economic (5)	Basic Management (5)	
	2	Islamic Studies II (Aqidah) (3.34)	Food and Society (3.34)	Citizenship (3.34)	Introduction to Agricultural Economics (5)	Entrepreneurship (3.34)	Basic Accounting (5)	Indonesian Language (3.34)	Agricultural extension and communication (5)	Basic Agronomy (5)
	3	Islamic studies III (Syari'ah) (3.34)	Macro economics (5)	Basic soil science (5)	Micro economics (5)	Basic crop protection (5)	Statistics (5)	Introduction to agribusiness (5)	Ethics and business communication (3.34)	
	4	Islamic studies IV (Akhlak) (3.34)	Micro business management and entrepreneurship (5)	Marketing of agricultural products (5)	Islamic economics (5)	Management of agribusiness (5)	Agribusiness institutions (5)	Econometrics (5)	Farming science (5)	
	5	Islamic studies V (aswaja) (3.34)	Agroindustry (5)	Management of marketing (3.34)	SIM agribusiness (3.34)	Operation research (5)	Production and operations management in agribusiness (5)	Consumer behavior (5)	Agricultural cooperative (3.34)	Economic production (5)
	6	Islamic studies VI (agribusiness in islamic perspective) (3.34)	Agricultural development (5)	Society empowerment in agribusiness (5)	Social research methodology (5)	Managerial economics (5)	Leadership (3.34)	Project evaluation (3.34)	Local wisdom (3.34)	
	7	Agribusiness applied management (5)	Field Practice (5)	Community service program (5)	International economics (5)	Human resources management (3.34)				
	8	Undergraduate thesis (10)								

Programme Learning Outcomes Agrotechnology:

Code	Programme Learning Outcomes (PLO)	Code
PLO-1	Being able to plan, manage and make land management decisions for crop production efforts	ILO-1
		ILO-2
		ILO-6
		ILO-9
		ILO-10
PLO-2	Being able to develop programs, prepare materials, apply media, methods, evaluate and carry out agricultural counseling assessments	ILO-2
		ILO-3
		ILO-5
		ILO-9

Code	Programme Learning Outcomes (PLO)	Code
		ILO-10
PLO-3	Being able to capture opportunities, plan and conduct sustainable crop production efforts	ILO-2 ILO-7 ILO-9 ILO-10
PLO-4	Being able to identify problems, plan, implement, and analyze research results in the field of plant production technology and present in the form of written and oral scientific works	ILO-2
		ILO-4
		ILO-8
		ILO-9
		ILO-10

Intended Learning Outcomes Agrotechnology:

Code	Intended Learning Outcomes (ILO)
ILO 1	Having good and deep knowledge in basic agricultural disciplines that support the field of Agrotechnology
ILO 2	Having a creative and innovative thinking for their work in accordance with professional ethics in the field of agriculture
ILO 3	Having the ability to identify and formulate problems in the field of agrotechnology and other related fields of science
ILO 4	Being able to find references, plan and apply various research methods in the field of Agrotechnology
ILO 5	Being able to know the technical, healthy, safe, and social implications of agricultural practices
ILO 6	Being able to plan, solve problems, and manage plant production systems
ILO 7	Being able to create business opportunities in the field of plant production
ILO 8	Being able to use tools, methods, and processes to solve various field problems in agriculture

Code	Intended Learning Outcomes (ILO)
ILO 9	Being able to work either independently or in a team, and use various methods of communication
ILO 10	Behaving in accordance with the code of professional ethics in the field of agriculture based on Islamic teaching Ahlusunnah wal Jama'ah

**BACHELOR DEGREE
AGROTECHNOLOGY STUDY PROGRAM**

Semester	1	Islamic Religion I (3,40)	Pancasila (3,40)	Agricultural Biology 4,99 (3,40+1,59)	Introduction to Agricultural Science 3,29 (1,70+1,59)	Agricultural Mathematics 3,29 (1,70+1,59)	English I 3,29 (1,70+1,59)	Agricultural Physics 4,99 (3,40+1,59)	Agroclimatology 4,99 (3,40+1,59)	Biochemistry 4,99 (3,40+1,59)
	2	Islamic Religion II (3,40)	Indonesian 3,29 (1,70+1,59)	Introduction to Agricultural Economics 4,99 (3,40+1,59)	Statistics 3,29 (1,70+1,59)	Plant Genetics 4,99 (3,40+1,59)	Plant Physiology 4,99 (3,40+1,59)	Basic Soil Science 4,99 (3,40+1,59)	Basic of Agronomy 4,99 (3,40+1,59)	Citizenship (3,40)
	3	Islamic Religion III (3,40)	Basic Plant Protection 4,99 (3,40+1,59)	Agricultural Sociology 3,29 (1,70+1,59)	Seed Technology and Production 4,99 (3,40+1,59)	Agricultural Mechanization 4,99 (3,40+1,59)	Soil Fertility and Health 4,99 (3,40+1,59)	Basic of Microbiology 4,99 (3,40+1,59)	English II (3,40)	Agricultural Ecology 4,99 (3,40+1,59)
	4	Islamic Religion IV (3,40)	Entrepreneurship 4,99 (3,40+1,59)	Plant Growth and Production Analysis 4,99 (3,40+1,59)	Plant Breeding 4,99 (3,40+1,59)	Food Crop Cultivation Technology 4,99 (3,40+1,59)	Integrated Pest and Disease Management 4,99 (3,40+1,59)	Soil and Crop Management 4,99 (3,40+1,59)	Horticultural Crop Cultivation Technology 4,99 (3,40+1,59)	
	5	Islamic Religion V (3,40)	Experimental Design 4,99 (3,40+1,59)	Plant Propagation 4,99 (3,40+1,59)	Physiology dan Crop Production Technology 4,99 (3,40+1,59)	Biopharmaceutical Cultivation Technology 3,29 (1,70+1,59)	Pesticides and Its Application Techniques 3,29 (1,70+1,59)	Plantation and Industrial Crop Cultivation Technology 4,99 (3,40+1,59)	Agricultural Biotechnology 4,99 (3,40+1,59)	Agricultural Extension and Communication 4,99 (3,40+1,59)
	6	Islamic Religion VI (3,40)	Sustainable Agriculture 4,99 (3,40+1,59)	Bioremediation 3,29 (1,70+1,59)	Soil and Plant Analysis Techniques 3,29 (1,70+1,59)	Techniques of Landless Cultivation 3,29 (1,70+1,59)	Agribusiness Management 4,99 (3,40+1,59)	Mushroom Breeding and Cultivation Technology 4,99 (3,40+1,59)	Research Methodology and Philosophy of Science 4,99 (3,40+1,59)	
	7	Community Service Program 4,99 (3,40+1,59)	Field Work Practice 4,99 (3,40+1,59)	Landscape Architecture 3,29 (1,70+1,59)	Agroecosystem Management 4,99 (3,40+1,59)					
	8	Undergraduate thesis (6,47)	Seminars and Publications (3,40)							