ASIIN Seal & EQAS-Food Label

Accreditation Report

Bachelor's Degree Programmes

Agribusiness

Soil Science

Animal Science

Agricultural Product Technology

Agricultural Engineering

Provided by

Universitas Syiah Kuala – Banda Aceh, Indonesia

Version: 06 December 2024

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Program Studi Agribisnis	Agribusiness	ASIIN	BAN-PT Grade A; valid until 17.07.2023	08
Ilmu Tanah	Soil Science	ASIIN	BAN-PT Grade A; valid until 09.07.2024	08
Peternakan	Animal Science	ASIIN	BAN-PT Grade Excellent; valid until 07.06.2027	08
Teknologi Hasil Pertanian	Agricultural Product Technology	ASIIN, EQAS Food Label	BAN-PT Grade A; valid until 22.09.2025	08
Teknik Pertanian	Agricultural Engineering	ASIIN	BAN-PT Grade A; valid until 07.03.2028 IABEE Provisional; valid until 10.02.2025	08
Date of the contract: 03.05.2023 **Submission of the final version of the Self-Assessment Report:** 14.02.2024 **Date of the audit:** 07.– 08.08.2024 **At:** Universitas Syiah Kuala, Banda Aceh				
Assessment panel:				

[1] ASIIN Seal for degree programs

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

Prof. Dr. Dr. Matthias Gauly, Freie Universität Bozen Prof. Dr.-Ing. Stefan Böttinger, Universität Hohenheim Prof. Dr. Cristina L.M. Silva, Portuguese Catholic University Prof. Dr. Hermann Jungkunst, RPTU Landau M. Sc. Yayang Vionita, Verstegen Spices & Sauces BV Miss Nadilla Oktarini, student at Universitas Sriwijaya	
Representative of the ASIIN headquarter: Dr. Emeline Jerez	
Responsible decision-making committee: Accreditation Commission for Degree Programs	
Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria as of 28.03.2023 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry and Food Sciences as of 27.03.2015	

B Characteristics of the Degree Program

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 Science in Agriculture		Level 6	Full time	No	8 semesters	146 credits equivalent to 233.6 ECTS	Annually First offered in 1984

[3] EQF = The European Qualifications Framework for Lifelong Learning

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
Soil Science	Sarjana Pertanian / Bachelor of Science in Agriculture		Level 6	Full time	No	8 semesters	147 credits equivalent to 235.2 ECTS	Annually First offered in 1964
Animal Science	Sarjana Peternakan / Bachelor of Science in Animal Science		Level 6	Full time	No	8 semesters	147-148 credits equivalent to 235.2-236.8 ECTS	Annually First offered in 1960
Bachelor of Agricultural Product Technology	Sarjana Teknologi Pertanian / Bachelor of Science in Agricultural Technology	1. Food Technology 2. Agroindustrial Technology	Level 6	Full time	No	8 semesters	148 credits equivalent to 236.8 ECTS	Annually First offered in 1997
Bachelor of Agricultural Engineering	Sarjana Teknologi Pertanian / Bachelor of Science in Agricultural Technology		Level 6	Full time	No	8 semesters	148 credits equivalent to 236.8 ECTS	Annually First offered in 1997

The ASIIN experts acknowledged and considered the contextual framework within which the Bachelor's programs under review are offered:

Universitas Syiah Kuala (USK) is a state university located in Banda Aceh, Indonesia. It was officially established in 1961.

USK comprises a Medical School and 11 faculties encompassing diverse fields such as science, technology, engineering, mathematics, education, and social sciences. The university offers a wide range of educational programs, including vocational and undergraduate studies, as well as postgraduate programs such as specialist, professional, master's, and doctoral studies.

USK has a vision of "becoming an innovative, independent and leading socio-technopreneur university at the global level".

The Faculty of Agriculture[4]

Fakultas Pertanian was founded in 1964 and currently offers diploma, undergraduate, master and doctoral-level education. With over 10,000 alumni and 3,600 students, 90% of them at the undergraduate level, the Faculty's vision is "to become an international standard faculty that is innovative, independent, with agro-socio-technopreneur character in the development of sustainable agriculture".

The Faculty has presented the following mission statement on its website:

- "Organizing agricultural education to produce graduates who are competent and have agro-socio-technopreneur character;
- Carrying out research and community service in the field of innovative and adaptive agriculture;
- Strengthen and expand institutional collaboration networks in the field of productive and sustainable agriculture to develop science and technology;
- Implementing integrated quality management in the academic and non-academic fields through the application of authentic, objective, accountable, transparent and integrated principles, as well as organizing higher education with credible, transparent, accountable, responsible and fair governance".

The Faculty of Agriculture pursues ASIIN accreditation for the undergraduate study programs in Agribusiness (AGB), Soil Science (ITN), Animal Science (PET), Agricultural Product Technology (THP), and Agricultural Engineering (TP), which the University refers to by their respective acronyms within the documentation. The Faculty also pursues the award of the EQAS-Food Label for the study program in Agricultural Product Technology. The programs are introduced with the following objectives:

i. Bachelor of Agribusiness

"Objectives of AGB

• To cultivate agribusiness graduates who are highly competent, professional, self-reliant, and deeply committed to their faith, enabling them to contribute to agricultural development actively.

[4] https://fp.usk.ac.id/

• To generate cutting-edge scientific knowledge and innovations that promote agribusiness growth and sustainable agricultural practices.
• To establish a platform known as Counter Agribusiness dedicated to the application and dissemination of pioneering science and innovations within the agribusiness domain, benefiting various stakeholders.
• To institute an integrated system of quality management across the realms of education, research, and community engagement that is both efficient and characterized by active participation, transparency, and accountability.
• To provide exceptional services to all stakeholders and foster collaborative partnerships with government bodies, corporations, and industries in advancing developmental objectives".

ii. Bachelor of Soil Science

"Objectives of ITN
• To nurture a workforce in soil science and land resource management marked by unwavering faith, devoutness, excellence, professionalism, and expertise.
• To pioneer advancements in soil and land resource management, along with sustainable practices concerning local resource commodities.
• To foster the growth of entrepreneurs specialized in land resource management, thereby enhancing the production and productivity of sustainable local resources.
• To establish a network of partnerships with stakeholders in land resource management, supporting the optimization of local resource utilization and management.
• To produce scholarly work that is published in nationally and internationally recognized journals".

iii. Bachelor of Animal Science

"Objectives of PET
• To produce highly skilled graduates in the realm of animal science.
• To engage in research endeavors that contribute significantly to technological advancements and enhance the welfare of society.
• To undertake community service initiatives within the domain of animal science, benefiting both society and industry".

iv. Bachelor of Agricultural Product Technology

"**Objectives of THP**
• To apply food and agro-industrial science and technology to address challenges in the processing technology of agricultural products.
• To foster continuous self-development through lifelong learning.
• To make positive contributions to society while upholding ethical standards and integrity.
• To transform local agricultural resources into globally competitive products."

v. Bachelor of Agricultural Engineering

"**Objectives of TP**
• To cultivate professionals proficient in the principles and methodologies of agricultural engineering to manage natural resources effectively.
• To enable graduates to excel in their profession and unlock their potential through formal and informal education.
• To instill strong values and integrity in graduates, equipping them with the leadership qualities necessary for societal and professional success."

As per the discussion held with the representatives of the Rector's Office, to achieve its vision, USK is pursuing a strategy to attain world-class status by 2039, with ASIIN accreditation being crucial for reaching this ambitious goal. The assessment team commends the University for its dedicated efforts and allocation of resources to improve its national and international ranking position. This includes the effort to further increase its international profile.

C Accreditation Report for the ASIIN Seal

1. The Degree Program: Concept, content & implementation

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

Evidence:

- Self-assessment report
- Outcomes-Module-Matrices, as part of the self-assessment report
- Alignment Matrix of Programme Learning Outcomes EQAS-Food Award
- AGB website: https://agribisnis.usk.ac.id/index.php
- ITN website: https://ilmutanah.usk.ac.id/index.php
- PET website: https://peternakan.usk.ac.id/index.php
- THP website: https://thp.usk.ac.id/
- TP website: https://tp.usk.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee Agriculture, Forestry and Food Sciences and general ASIIN Criteria for the Accreditation of Degree Programmes as a basis for judging whether the intended learning outcomes of the undergraduate study programs in Agribusiness, Soil Science, Animal Science, Agricultural Product Technology, and Agricultural Engineering, as defined by USK, correspond with the competences as outlined in the SSC. They come to the following conclusions:

i. Learning Outcomes

At the program level, the experts observe two tiers of development for the educational objectives of the programs under review:

- **Program-specific Objectives (PEOs)**, which establish the program's purposes based on the defined vision and mission statements (see section B).
- **Intended Learning Outcomes (ILOs)**, which derive from the study program objectives and guide the design and assessment of the curriculum (see Appendix).

ILOs are developed based on each program's objectives, a process involving internal (students and lecturers) and external (alumni, government agencies, professional associations and industry) stakeholders, and benchmarking against pertinent national and international standards and references. The ILOs align with the Indonesian National Qualification Framework, the National Higher Education Standards, USK's vision and mission, and the mandates of the Faculty of Agriculture.

Based on the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia, KKNI*), the ILOs of the programs are distinguished as aspects of Attitude (*sikap*), Knowledge (*pengetahuan*), General Skills (*kemampuan umum*), and Special Skills (*kemampuan khusus*).

Within the provided documentation the University presents for the five programs under review, tables with the correlations between ILOs and the ASIIN Specific-Subject Criteria (SSC), as well as ILOs and courses (modules). For the Bachelor Agricultural Product Technology, the University also maps the ILOs with the corresponding EQAS LO, type of assessment, teaching and learning activities and defines the extent of alignment with EQAS LO. The auditors also verified and confirmed that the learning outcomes are published on the program websites, and thus accessible to all stakeholders.

At the module level, course learning outcomes (CLO) are defined in the respective module description. Each course also has a Semester Learning Plan as a curriculum tool where the relationship between CLO and LO is further documented.

The expert team believes that most program objectives are well-established and the intended learning outcomes are generally coherent with these objectives. The team attests that the learning outcomes of the Bachelor's programs under review correspond to level 6 of the European Qualification Framework.

ii. Graduate Qualification Profiles

Regarding the graduate profiles, the program coordinators informed the experts that these profiles are shaped by analysing job market demands. The programs align with national standards while also addressing the needs of stakeholders, who are regularly invited to provide input through surveys and focus groups.

Drawing on this stakeholder process, graduates of the Agribusiness study program are expected to embark on diverse career paths, ranging from roles as managers, agricultural entrepreneurs, decision-makers (consultants, researchers, academics), and community development specialists.

Regarding those completing the Soil Science study program, they are anticipated to possess advanced skills relevant to land resource management, enabling them to excel as land resource productivity managers, land evaluation and regional planning consultants, land resource productivity researchers, land survey and mapping implementers, agricultural and plantation entrepreneurs, and agricultural and plantation community facilitators.

In the Animal Science study program, graduates are expected to contribute with their expertise as managers/administrators, research assistants, livestock extension officers, entrepreneurs, community leaders, and knowledge implementers and developers.

The Agricultural Product Technology study program prepares students for careers as managers or supervisors, entrepreneurs, counsellors or consultants, program officers, research assistants, community leaders, and knowledge applicators and developers.

Graduates of the Agricultural Engineering study program are expected to contribute their knowledge and skills as managers/supervisors, entrepreneurs, designers and engineers, system analysts/programmers, and researchers and developers of science and technology.

Several lines of evidence indicate that students are well-prepared for entering the job market, and employers are satisfied with the knowledge and technical skills of the graduates, as well as their attitude. During the discussion with the experts, representatives from various companies confirmed their willingness to take in student interns and graduates, highlighting their ability to adapt quickly. **Nevertheless, they also underline that there is room for improvement, mainly in English writing skills and the ability to engage in interdisciplinary work and connect with individuals from other areas of expertise. The experts recommend strengthening these competencies to better prepare graduates for the dynamic and innovative challenges in the agriculture industry, which is acting on an international level.**

Likewise, students and alumni seemed overall satisfied with the programs under review, and happy to have joined USK. They expressed general satisfaction with the learning experience, and future job and academic prospects. Alumni, in particular, noted that their education at USK has positively impacted their careers.

The experts gained the overall impression that the imparted qualification profiles meet the expectations from all sides, and allow the students to take up an occupation corresponding to their qualifications upon graduation.

iii. Review of Learning Outcomes

As documented in the self-assessment report, program objectives, learning outcomes, and curricula undergo a major review every four years to remain aligned with social and

employment dynamics, governmental regulations, as well as emerging trends. These reviews include consultation with internal and external stakeholders, benchmarking processes, and graduate data through annual tracer studies. They also adhere to the guidelines set by Indonesian professional and scientific associations and the government's higher education framework.

Moreover, the assessment of ILOs is carried out each year using students' grade transcripts. At the same time, the evaluation of ILOs related to specific courses is performed every semester, with results recorded in the course portfolio (more in Criterion 5.).

When asked during the audit if the University seeks feedback on the competences of its graduates, industry representatives confirmed that several methods are used to collect their insights. This includes invitations to dedicated meetings on campus, surveys, and alumni feedback via online platforms.

From the provided documentation, their exchanges during the audit, as well as the further discussion about the University's quality assurance mechanisms under Criterion 1.3 and Criterion 5, the experts gained the impression that appropriate, recurring review mechanisms concerning the learning outcomes of the programs under review are in place.

In summary, the assessment team believes that the degree programs are designed in such a way that they meet the objectives set for them and judge the objectives and learning outcomes of the programs as suitable to reflect the intended level of academic qualification. They correspond with the ASIIN Subject-Specific-Criteria (SSC) of the Technical Committee 08 – Agriculture, Forestry and Food Sciences and suffice the ASIIN Criteria for the Accreditation of Degree Programmes.

The Faculty of Agriculture is also applying to EQAS Food Label for the degree in Agricultural Product Technology. After a thorough examination of the submitted documents and discussions during the audit, the experts conclude that the program also meets the criteria set by IFA (ISEKI-Food Association). As a result, the program qualifies for the corresponding award seal.

The Agricultural Product Technology study program covers the criteria areas outlined by IFA to a percentage of more than 80%, including food safety and microbiology, food chemistry and analysis, food processing and engineering, quality management and the law, as well as generic competences. These criteria areas ensure that students acquire knowledge and skills in ensuring the safety of food products, understanding food chemistry principles, utilising analytical techniques for food analysis, optimising food processing and engineering techniques, adhering to quality management practices and legal standards,

and developing generic competences such as critical thinking, problem-solving, teamwork, communication, and ethical decision-making.

By incorporating the criteria set by IFA into the curriculum, the Agricultural Product Technology study program ensures that graduates are well-prepared to meet international standards in the field of food science and technology.

The team appreciate that USK aims to provide graduates from the programs under review with good chances on the national job markets, as well as the opportunity to transfer to other academic programs to complete a Master's or maybe even a PhD program. Further discussion of the curricula will follow under Criterion 1.3.

Criterion 1.2 Name of the degree program

Evidence:

- Self-assessment report
- Curriculum Documents, all programs under review
- AGB website: https://agribisnis.usk.ac.id/index.php
- ITN website: https://ilmutanah.usk.ac.id/index.php
- PET website: https://peternakan.usk.ac.id/index.php
- THP website: https://thp.usk.ac.id/
- TP website: https://tp.usk.ac.id/
- Sample Diploma Certificate, all programs under review

Preliminary assessment and analysis of the experts:

The naming of the degrees awarded follows the regulation of the Indonesian Minister of Research, Technology and Higher Education No. 257/M/KPT/2017 concerning name of study program in higher education.

Graduates of the Agribusiness and Soil Science study programs receive the title *Sarjana Pertanian (S.P.)* or Bachelor of Agriculture.

Graduates of the Animal Science study program are conferred the degree *Sarjana Peternakan (S.Pt.)* or Bachelor of Animal Husbandry.

Graduates of the Agricultural Product Technology and Agricultural Engineering study programs are awarded the title *Sarjana Teknologi Pertanian (S.TP.)* or Bachelor of Agricultural Technology.

The experts confirm that the English translation and the original Indonesian names of the five study programs under review correspond to the programs' intended aims and learning

outcomes. **However, a recommendation for the University is to reflect on the naming of the study programs to determine if a change is necessary. Updating the names to be more modern, specific and attractive could improve promotion among prospective students and better align with current industry trends (e.g., Smart Agricultural Engineering, Land Resource Management instead of Soil Science).**

Criterion 1.3 Curriculum

Evidence:

- Self-assessment report
- Curriculum Documents, all programs under review
- University website: https://usk.ac.id/
- AGB website: https://agribisnis.usk.ac.id/index.php
- ITN website: https://ilmutanah.usk.ac.id/index.php
- PET website: https://peternakan.usk.ac.id/index.php
- THP website: https://thp.usk.ac.id/
- TP website: https://tp.usk.ac.id/
- USK Academic Calendar 2023/2024: https://fp.usk.ac.id/akademik/kalender-akademik
- Discussions during the audit

Preliminary assessment and analysis of the experts:

After analysing the module descriptions and the curriculum, the experts confirm that the five study programs under review are divided into modules and that each module is a sum of coherent teaching and learning units. All working practice intervals (community service and field training) are well integrated into the curriculum, and the supervision by the University/Faculty of Agriculture/Department allows for their respective quality in terms of relevance, content, and structure. In addition, the experts gain the impression that the choice of modules and the structure of the curriculum ensure that the intended learning outcomes can be achieved.

i. Structure of the Programs

Each semester is equivalent to 16 weeks, including 14 weeks of learning activities and 2 weeks for midterm and final exams. The odd semester starts in August and ends in December, and the even semester lasts from January to July. The mode of study for the five programs under review is full-time.

For the study programs in Agribusiness, Soil Science, Animal Science, Agricultural Product Technology, and Agricultural Engineering the minimum study load ranges between 146 to 148 Indonesian Credits (SKS) and have an expected duration of 8 semesters.

The curricula consist of modules in the categories of compulsory (national compulsory courses, university compulsory courses, faculty compulsory courses, department compulsory courses) and elective courses. The curricula (see figure below) integrate the Independent Leaning-Independent Campus (*Merdeka Belajar - Kampus Merdeka*, *MBKM*) program from the 5th semester. The implementation of MBKM involves learning for 3 semesters on campus, 1 semester outside the department within the university, 2 semesters of off-campus learning, and 2 semesters back on campus.

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6	SEMESTER 7	SEMESTER 8
General Education	General Education	Basic Knowledge Faculty Compulsory Courses Department Compulsory Courses	Basic Knowledge Faculty Compulsory Courses Department Compulsory Courses	Department Compulsory Courses or Independent Learning	Department Compulsory Courses or Independent Learning	Department Compulsory Courses or Independent Learning	Final Project

Figure 1: Agriculture Faculty Curriculum Mapping, Source: Presentation at Rector's representatives meeting

As seen in the Appendix, each program presents a curricular map that outlines the structure and organisation of the modules over time, including the sequence and progression by semester. However, these maps lack consistency in their presentation. The experts believe the Faculty must standardise the template and structure used for these curricular maps. This would provide a clear and uniform presentation of the curriculum, enhancing understanding for students and stakeholders and ensuring a more coherent and professional communication of the program's structure.

ii. Contents

At the beginning of the study programs, students are introduced to general education subjects such as Introduction to Agricultural Science, Pascasila and Civic Education, Bahasa Indonesia, Religion Education, English, Basic Social and Cultural Sciences, Character Development I & II and Disaster and Environmental Knowledge. These courses help students understand socio-cultural aspects and foundational principles of their discipline.

As students advance through the programs, the courses become more focused and specific, allowing them to delve deeper into the field. Practical laboratory work is incorporated into the curricula, enabling students to gain hands-on experience.

In the later stages of the programs, the curricula further narrows their focus on advanced areas. Students take specialised subjects and engage in professional development activities. They also undertake a final-year project, which may involve research or an internship. These experiences provide students with opportunities to apply their knowledge in real-world scenarios and further refine their expertise.

Students are usually required to do community service in their final year. Program coordinators explain that community service is compulsory for all Indonesian students. It lasts a minimum of four weeks and usually takes place in villages or rural areas where students stay and live with the local people. The course is designed to enable students to apply their knowledge in their field of study in order to empower society.

The experts appreciate the efforts to equip students with both theoretical knowledge and practical skills. **However, after examining the content of each program, the experts found that there are insufficient topics covering socio-environmental issues. These important aspects of the discipline are not adequately addressed or included in the curricula. During the visit, the experts engaged in discussions with the program coordinators about the importance of incorporating up-to-date content to better prepare students for the labour market and the contemporary challenges in the industry. A key recommendation is for the University to consider the possibility of integrating more relevant and modern socio-environmental topics.**

The experts also noted that the study programs appear to be isolated from one another. To enhance the educational experience, a more integrated, interdisciplinary approach should be adopted. Specifically, it is recommended that common subjects be taught collaboratively by mixed teams. This recommendation aligns with feedback from industry representatives, as outlined in Criterion 1.1, who advocated for a more interdisciplinary framework in the programs. Such an approach would better equip students to thrive in interdisciplinary work environments and align educational outcomes with industry expectations.

Another important discussion point with the program coordinators focused on the elective courses and the difference in numbers across the different programs. According to the Self-Assessment Report (Table 7), in the Agriculture Product Technology study program, the study load for elective courses is 26 SKS, which make up 17.6% of the curriculum. However, in the Animal Science study program, the workload for elective courses is only 2-3 SKS, representing 1.4 to 2% of the total. This difference seems unbalanced and is, at the same time, leading to a very limited offer in some programs. The experts strongly believe that the number of elective courses should be similar for all study programs.

iii. Internship

The internship is integrated into the Bachelor's curriculum through the MBKM program. As part of MBKM, students are allowed to undertake a study load of up to 20 credits per semester, allocated to various activities:

1. **Student exchange**, a full credit transfer activity, allowing students to take classes or semesters at partner universities, both domestic and international, based on pre-existing government agreements.
2. **Internships/work placement** occur in companies or organisations that have signed a cooperation agreement with the Faculty. Students must have completed at least five semesters of study.
3. **Humanitarian projects** allow students to engage in humanitarian learning activities with a strong sense of social responsibility that contributes to the nation's development.
4. **Entrepreneurship activities** can be undertaken independently by students and may involve mentoring or entrepreneurship development programs.
5. **Independent studies/projects** allow students to develop a project based on a specific social topic.
6. **Village development/thematic community service** involves learning activities that take place in villages.

Students participating in MBKM are required to produce activity outputs, including a report that must be consulted with their respective supervisors.

Upon reviewing the list of partners provided, the experts confirm that the Faculty maintains cooperation agreements with various institutions. During the audit, industry representatives confirmed that their companies have received students as interns. They view these internships as opportunities to collaborate with the University.

iv. Mobility

At USK, the Office of International Affairs (OIA) oversees outbound and inbound student mobility. Among the outbound mobility schemes is IISMA (Indonesian International Student Mobility Award), a government scholarship that funds Indonesian students participating in mobility programs at international universities. Inbound mobility opportunities include partial scholarships for international students, student exchange programs, and the DARMASISWA program, which aims to promote the Indonesian language and culture. Additionally, the KNB scholarship is available for international students from developing or bilateral countries.

At the Faculty of Agriculture level, efforts are being made to support OIA's initiatives and facilitate international student exchanges. As noted above, the MBKM program enables the participation of Bachelor's students in student exchanges at both domestic and international universities. The experts reviewed the student mobility for the period 2021-2023 for each program under review. They noted that only Animal Science, Agricultural Product Technology and Agricultural Engineering reported student mobility abroad with students visiting Australia, Malaysia, Portugal and Taiwan.

Table 1.1: Inbound and Outbound student mobility.
Source: Appendix Self-assessment report, USK.

Program	2021-2023 Mobility (number of students)			
	Inbound		Outbound	
	Domestic	International	Domestic	International
Agribusiness	9	-	10	-
Soil Science	6	-	4	-
Animal Science	1	-	1	1
Agricultural Product	155	-	121	3
Agricultural	-	-	11	1

Based on the evidence presented and the discussions held during the audit, the experts commend the University for its current collaboration with international partners. **However, they identified a need for the programs to strengthen their internationalisation efforts. The university is encouraged to expand its student mobility opportunities in- and outside Asia.**

In terms of credit recognition for study performance achieved abroad, students confirmed to have successfully converted credits after mobility, indicating a straightforward process (more under criterion 1.5).

v. Curriculum review

The intended learning outcomes and curricula of the five programs undergo review every four years. Last changes and adjustments were made in 2021. Since then, the programs have transitioned to a competency-based curriculum in alignment with the Indonesian National Qualification Framework.

The programs have incorporated an OBE (Outcome-Based Education) and a learning independence approach. Furthermore, the Agribusiness program has adjusted its courses to align with the needs of the graduates' employers, such as the Indonesian Agricultural Economics Association and the Indonesian Agribusiness Study Program Association. Similarly, the Soil Science program has also taken input from the employers of its graduates and the Indonesian Soil Science Association, as well as the Association of Indonesian Soil Science Study Programs. The Animal Science study program has integrated input from the

employers of its graduates and the Indonesian Feed and Nutrition Association. Additionally, the Agricultural Product Technology program has included practitioner's input to enhance courses related to food safety management and food industry regulation. Lastly, the Agricultural Engineering program has taken input from the employers of its graduates, the Indonesian Agricultural Engineering Association, and the Forum of Agricultural Engineering Study Programs to improve its curriculum.

In the course of their assessment, the experts acknowledged the Faculty's commitment to conducting regular curriculum reviews in consultation with both internal and external stakeholders. They specifically commend the teaching staff for their motivation to bring the curriculum forward.

Criterion 1.4 Admission requirements

Evidence:

- Self-assessment report
- University website: https://usk.ac.id/
- USK admission websites: https://pmb.usk.ac.id/
- USK Academic Calendar 2023/2024: https://fp.usk.ac.id/akademik/kalender-akademik
- Admission-related regulation as part of the self-assessment report
- Statistical data about the progress of studies, all programs under review
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Admission and selection of prospective students at USK are delimited by a framework for new student admissions formulated by the Bureau of Academic Administration (PMB). The Rector's Regulation No. 11/2022 establishes selection guidelines. The admission requirements, procedures, schedules, and steps are published and announced on the PMB website and are thus accessible to all stakeholders.

There are several pathways for admission:

1. SNBP—National Selection Based on Merit (former SNMPTN): This mechanism is based on the academic achievement of students during their secondary school studies.
2. UTBK-SNBT—National Selection based on Tests: This mechanism is based on reasoning and problem-solving abilities. It measures cognitive potential, mathematical reasoning, literacy in Indonesian, and literacy in English.

3. Independent selection by State Universities: This mechanism is based on independent tests and collaborative tests through a consortium of institutions, utilising scores from the test-based national selection and/or other required assessment methods.

Intake is possible annually, with studies starting in August. According to the data provided, the number of applicants for the degree programs has fluctuated but exceeds the number of available places. As shown in the table, in 2023, the admission rate was 11% for Agribusiness, 19% for Soil Science, 17% for Animal Science, 8% for Agricultural Product Technology and 25% for Agricultural Engineering.

Table 1.2: Applicants and Accepted Students, Year 2023
Source: https://data.usk.ac.id/ and Appendices

Program	Applicants	Accepted	Re-registration
Agribusiness	980	104	81
Soil Science	391	76	56
Animal Science	568	98	76
Agricultural Product Technology	889	70	60
Agricultural Engineering	447	110	85

From the discussion with the representatives of the Rector's office, the experts learned that tuition fees are divided into eight categories. For Bachelor's programs, fees can range from 500,000 to 13,362,000 IDR (approximately 28 to 750 Euro) per semester, depending on the parents' financial situation. Additionally, students from disadvantaged backgrounds may be eligible for scholarships provided by the central government, with some students studying at no cost.

In assessing this criterion, the experts find the admission rules to be binding, transparent, and based on decrees by the Ministry of Research, Technology, and Higher Education and on USK's written regulations. The assessment team also saw evidence that the University is tracking its students' progress and achievements and publicly shares this information through its data portal (https://data.usk.ac.id/).

Criterion 1.5 Workload and Credits

Evidence:

- Self-assessment report
- Curriculum Documents, all programs under review
- Rector Regulation No. 4435/UN11/KPT/2022 regarding the Determination of Student Study Load Calculation and Conversion of Credits to the European Credit Transfer and Accumulation System (ECTS) for the Faculty of Agriculture
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

Study programs at USK must follow the Indonesian credit system (SKS) regulations. At USK, the components of 1 credit in the teaching and learning process include lectures, structured assignments, and independent study, detailed as follows:

a. Lecture activities: 50 minutes per week per semester;

b. Structured assignments: 60 minutes per week per semester; and

c. Independent study: 60 minutes per week per semester.

One semester equals 16 weeks, including 2 weeks for midterm exams and final exams. Consequently, the total hours spent for 1 SKS course in one semester will be 2,380 minutes (170 minutes x 14 weeks) or 39.7 hours per semester. 1 ECTS = 25 – 30 hours, so 1 ECTS is set at 25 hours as the minimum standard = 1.6 ECTS.

The following table_shows the minimum study load required by each program under review:

Table 1.3: Total Credits (SKS)
Source: Self-assessment report, USK

Course Group	Agribusiness	Soil Science	Animal Science	Agricultural Product Technology	Agricultural Engineering
National Compulsory courses	6	6	6	6	6
University Required Courses	8	8	8	8	8
Required Faculty Courses	6	6	6	6	4
Compulsory Courses Between Study Programs	12	17	2	0	3
Required Courses of the Study Program	94	94	123	108	106
Elective Courses	**20**	**16**	**2 -3**	**26**	**21**
Total	**146**	**147**	**147 - 148**	**148**	**148**
ECTS	**233.6**	**235.2**	**235.2 – 236.8**	**236.8**	**236.8**

Upon reviewing the distribution of workload across the various course groups, the experts reaffirm the necessity for a more equitable allocation of elective courses, as highlighted in Criterion 1.3. This recommendation stems from concerns about the current imbalance in elective offerings. In particular, the Animal Science study program is noted for its limited provision, offering only 2-3 SKS (credit points) for elective courses. This narrow range may restrict students' ability to explore diverse areas within the field.

From the self-assessment report, the experts learned that student workload details are documented in module manuals and portfolios, with the evaluation of each module's workload featured in the portfolio at the end of the semester. During the audit, the

students did not report any significant imbalance or excessive workload. They mentioned to have sufficient time to participate in other activities outside study.

However, the experts could not find clear evidence confirming that instruments are in place to regularly monitor whether the credits awarded for each module correspond to the actual student workload. Consequently, together with a systematic anonymous evaluation of teaching quality, and overall study conditions, the panel asks that the University establish a formal and systematic monitoring of the actual student workload and verify the credits awarded to make the necessary adjustments.

Furthermore, after their review of the module descriptions the experts noted the following:

- There are some inconsistencies in the equivalences between workload and conversion to SKS, as well as in the conversion from SKS to ECTS. For instance, the Agribusiness study program assigns 3 SKS (4.8 ECTS) to the module 'Agronomy' (AGB 101). This involves a workload of 100 minutes of lectures and discussions per week, 120 minutes of structured tasks per week, and 190 minutes of independent activity per week, along with 100 minutes of laboratory work. **However, the Soil Science study program also assigns 3 SKS (4.8 ECTS) to, among others, the module 'Agroclimatology' (SOL 104) where the workload seems much lower, with 340 minutes of lecture per week, 100 minutes for the midterm exam in the eighth week, and the final exam in the sixteenth week. Moreover, in the Soil Science study program, module 'Environmental Impact Assessments', 3 SKS are equivalent to 3.20 ECTS.**
- **For the Animal Science and Agricultural Engineering study programs, the module descriptions do not specify the workload allocated to the different type of learning activities, including contact hours and self-study hours.**

In view of this, the experts request the University to clarify the simultaneous application of different equivalencies and the variation in workload allocation for modules with identical credits. They emphasise the importance of reviewing the information provided to stakeholders to ensure it reflects the programs in a consistent manner. Furthermore, the module description should clearly distinguish between credits given for various forms of supervised studies and self-study time (more in Criterion 4.1).

The maximum study period in the Bachelor's programs is 14 semesters. In the first and second semesters, students are required to take all the courses specified in the curriculum. For the subsequent semesters, the maximum number of credits students can take is determined by the previous semester's GPA, with a maximum of 24 SKS if the GPA is ≥ 3.50.

As shown in the table below, USK also presents key performance indicator data, including dropouts and average study period.

Table 1.4: Dropouts and average study time
Source: Self-assessment report, USK

Indicator	Agribusiness	Soil Science	Animal Science	Agricultural Product Technology	Agricultural Engineering
Dropouts (number of students between 2019-2023)	4	5	5	3	4
Average study time (in semesters)	8	10	9	10	8

The data shows a low dropout rate, suggesting that nearly all students complete the study programs. While this seems to indicate successful program completion, a closer examination reveals a discrepancy. During discussions with program coordinators, the experts referred to the self-assessment report (p. xii), which highlights a difference between the 'average starting cohort size' and the 'average number of graduates per cohort'. For example, 107 vs 89 students in Agribusiness, resulting in a difference of 18 students. This difference suggests higher dropout numbers –if defined as the number of students originally enrolled in the program who did not finish their studies- than those indicated. The same applies to the other four programs. The experts request that the Faculty clarify this discrepancy and provide their definition of 'dropout' used in the reported figures.

The data also indicates that Agribusiness and Agricultural Engineering students complete the program within the expected duration (8 semesters). **However, the experts noted that students from the Soil Science, Animal Science and Agricultural Product Technology study programs are not graduating on time, and that seems to be due to a lack of facilities (e.g., lab equipment, contact persons)** (further discussion under Criterion 3.2)**.**

The experts confirm that regulations for the transfer of credits obtained outside of USK exist (https://fp.usk.ac.id/akademik/buku-panduan-akademik-usk/buku-panduan-akademik-usk-2022).

Overall, the experts were unable to verify yet whether a workload-based credit system has been established or if credits have been allocated appropriately based on workload.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-assessment report
- Academic Guidelines, all programs under review
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In the self-assessment report, USK records that appropriate didactical instruments and methods are implemented for the five programs under review. The variations in learning methods and tools are adjusted to the level of knowledge, skills, and competences set in each module. Learning methods are listed in each course's Semester Lesson Plan (*RPS*), which serves as a roadmap for both lecturers and students during the learning process. The USK e-learning platform facilitates the distribution of educational materials, and assignments, and supports blended learning activities.

The university's approach to learning is student-centred and involves teaching methods that prioritise the student's involvement in the learning process in alignment with guidelines from the Minister of Education and Culture. The MBKM policy has been integrated into the Bachelor's curricula to give students more flexibility in achieving their goals. With MBKM, students can learn from different institutions and communities. Furthermore, the availability of laboratory facilities, including education, research, advanced labs, and field labs, enables students to conduct independent research.

Moreover, the Faculty of Agriculture exposes all students to relevant external parties through initiatives such as inviting guest lecturers and visiting professors, promoting student exchanges and internships, and establishing partnerships with international institutions.

According to the self-assessment report, the diverse array of teaching methods employed within each program, include but are not limited to lectures, student-centred learning, problem-based learning, project-based learning, practical work, field observation, seminars, presentations, group discussions, and paper writing. The module handbooks state the teaching methods applied in each learning unit, providing instructions for laboratory work, learning resources, and the learning plan and assessment. The medium of instruction is predominantly Bahasa Indonesia, although certain courses incorporate English and Bahasa Indonesia.

The five programs have courses on research methodology, which guide students in developing, writing, and publishing papers and theses. In the discussions with students, the

experts learn that they are generally satisfied with the quality of teaching and learning in the programs under review.

In summary, the expert group considers the range of teaching methods and instruments suitable to support the students in achieving the intended learning outcomes. They confirm the study concepts of all programs under scrutiny comprise a variety of teaching and learning forms as well as practical parts adapted to the respective subject culture. Finally, they attest that the imparting of academic research skills is sufficiently ensured.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 1.

(ASIIN 1.1) English writing skills and interdisciplinary work.
The experts commend the steps taken to enhance students' English proficiency, such as requiring a minimum TOEFL score for graduation and mandating the use of English every Thursday in communication and teaching. However, recognising that developing English skills and fostering interdisciplinary engagement is an ongoing challenge, they reaffirm their recommendation for further improvement in this area.

(ASIIN 1.2) Modernising study program names
The experts recognise that the University has limitations to renaming the study programs, as the naming is determined by government regulations, specifically by Decree of the Director General of Higher Education, Research, and Technology No. 163/E/KPT/2022. This decree specifies the names of study programs in both academic and professional education.

(ASIIN 1.3) Standardisation of template and structure used for curricular maps
Thank you for informing the assessment team that each department’s curricular map has been updated to align with the new curriculum for 2024-2028. The team acknowledges that this curriculum is being implemented in the current semester and will continue in the coming years. However, concerning the curricular maps and after reviewing the links provided, it is noted that the lack of consistency in the presentation persists. The experts, therefore, ask the university to ensure that the programs are presented in a standardised and consistent manner.

(ASIIN 1.3) More relevant and modern socio-environmental topics in the curriculum
The experts have reviewed the module description for "Introduction to Sustainable Agricultural Science," which is taught in the first semester and is compulsory for all departments at the Faculty of Agriculture. They appreciate that the module includes topics on modern socio-environmental issues. However, the experts stand by their

recommendation as they would like to see more relevant and modern socio-environmental topics included across the curriculum.

(ASIIN 1.3) A more Integrated, interdisciplinary approach

The experts are pleased to learn that the new curriculum starting mid-August 2024 includes three Faculty Compulsory Courses: "Introduction to Sustainable Agricultural Science", "Agrotechnopreneurship", and "Agrotechnopreneurship Practicum". These courses are taught by a teaching team comprising several study programs within the Agriculture Faculty and are also offered in other study programs within the faculty. The experts commend the efforts to develop and offer these modules; however, recognizing that this remains an ongoing challenge, they recommend pursuing further improvements in this area.

(ASIIN 1.3, 1.5) A more balanced offering of elective courses across all study programs

The experts recognise USK's efforts in regularly reviewing and updating the curriculum. According to the USK Curriculum Guidebook for 2024-2028, elective courses now make up over 20 per cent of the total study load, demonstrating a commitment to offering students a wider range of options. Considering this progress, the experts believe there is no need to make further recommendations in this regard.

(ASIIN 1.3) Further increase in international student mobility

The experts commend USK for strengthening internationalisation through initiatives such as the Student Exchange Program and Summer School Program led by USK World Class University (WCU). However, considering that this is an ongoing challenge that requires consistent and long-term effort, the experts reaffirm their initial recommendation.

(ASIIN 1.5) Monitoring of actual student workload and verification of credits awarded

The audit team acknowledges that USK sets a maximum credit limit for each semester based on the previous semester's grade point average. However, they want to emphasise that their comment was not about this policy. Instead, they are referring to the importance of gathering student perceptions on the workload for each module in alignment with ASIIN criteria. They stress the need for mechanisms to consistently assess if the credits assigned to each module align with the actual workload experienced by students.

(ASIIN 1.5) ECTS in alignment with students' actual workload

The experts acknowledge that the USK Rector's Decree No. 4435/UN11/KPT/2022 governs the Calculation of Student Study Load and Conversion of SKS to ECTS. However, upon reviewing the documentation, they observed that 1 SKS did not seem to translate to the same number of ECTS across the different programs. The experts appreciate the plans to revise and adjust the module handbooks for all courses in the five departments, which describe the workload and equivalence of SKS to ECTS according to the new curriculum. As this revision is currently underway, the experts reiterate their initial requirement.

(ASIIN 1.5) Clarification of the 'dropout' definition

The experts appreciate the explanation provided about the term 'dropout' used in the self-assessment report and the clarification regarding the differences in data. They

acknowledge that these differences are a result of students switching study programs, applying to different programs or universities, or participating in job selection processes. The experts also take note of what USK classifies as 'kick-outs', which refers to students who do not meet the minimum GPA requirement of 2.0 in semesters 4 and 6. The audit team does not see a need to request further information on this matter.

(ASIIN 1.5) Causes of students failing to graduate on time

The experts acknowledge USK's comment regarding students' delayed graduation during the COVID-19 period, attributed to restrictions on laboratory access. They take note that by the end of the 2023/2024 academic year, there has been an increase in the number of students graduating on time across the five departments. This improvement can be linked to the revitalization funds received by the Agriculture Faculty at USK for equipment procurement, as well as the implementation of the MBKM program, which facilitates an accelerated study timeline for students. The audit team does not see a need to request further information on this matter.

The experts consider criterion 1 to be partially fulfilled.

2. Exams: System, Concept and Organization

Criterion 2 Exams: System, concept and organization

Evidence:

- Self-assessment report
- Module descriptions, all programs under review
- Academic Guidelines, all programs under review
- USK Academic Calendar 2023/2024: https://fp.usk.ac.id/akademik/kalender-akademik
- Examination-related procedures and regulations
- Samples of student's work (projects, exams and thesis)
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

i. Forms of Examinations and Exam Schedule

Based on the self-assessment report, formative and summative assessments are used to evaluate students' academic performance. These assessments gauge the students' learning outcomes, including their knowledge, attitude and skills, based on a predefined grading scale reference. The assessment methods encompass student participation (e.g., presentations, discussions, and attendance), project assessments (e.g., case study-based

or project-based learning), and cognitive/knowledge assessments (e.g., quizzes, assignments, midterm exams, final semester exams, and practicum).

The Semester Learning Plan (*RPS*) specifies the course's intended learning outcomes (CLO) and identifies the types of examinations used to assess the achievement of these learning objectives. This information is also available in the module description. The assessment procedure is communicated to students during the explanation of the RPS on the first day of class.

Based on the academic calendar, 14 weeks of the semester are dedicated to lectures, and there are two exam periods. The first half of the module is evaluated through the midterm exam, conducted in week 8th/9th, while the final half is evaluated on the final exam at the end of the semester.

All in all, the experts confirm the programs use various forms of examination, which are competence-oriented. Overall, these examinations are suitable for verifying the achievement of the intended learning outcomes as specified in the respective module descriptions. The examination form is determined individually for each course based on the main content and published in the respective module description.

ii. Grading and Graduation Requirements

The final grade of each module is a combination of the scores of the individual types of assessment. The exam grade is presented in an absolute numeric value with a range of 0-100. The final grade of the course is given as a quality letter and quality score as follows:

Table 2.1: USK Benchmark Assessment
Source: Appendix Self-assessment report, USK.

Scoring Range	Category
A ≥ 87	Excellent / Exceptional
78 ≤ AB < 87	Very Good
69 ≤ B < 78	Good
60 ≤ BC < 69	Satisfactory
51 ≤ C < 60	Sufficient
41 ≤ D < 51	Poor
E < 41	Fail

Students at the Bachelor's level pass if they obtain at least a D grade, while an E is considered a fail. Based on the regulation, for Bachelor's students to be eligible to take the final exam, they must have attended at least 75% of the total 16 weeks of face-to-face meetings

To graduate from the programs, students must have completed the required 146-148 credits, scored a minimum GPA of 2.0 and no grade of E with a maximum of 5% D grades. They are also required to complete a thesis/final project work. The maximum study period

for undergraduate students is 14 semesters, except for students who get an extension of their studies.

In case a student is unable to attend examinations schedule due to a valid excuse, the lecturer may provide a subsequent exam based on the lecturer's consideration. If a student fails or earns an unsatisfactory final mark, they have the opportunity to register for remedial exams.

The assessment results from the lecturer team are recorded within the USK guardianship system. Students who receive an E grade must retake the course in the subsequent academic year. When students have objections to their exam results, they have the chance to appeal within the period established in the academic calendar. The students confirmed during the audit that an appeal mechanism exists if they perceive their grades as unfair.

USK has a policy on academic integrity in all student activity, including examinations and assignments. If students engage in plagiarism, they will face sanctions that correspond to the severity of their actions, which may range from academic penalties and suspension to expulsion. To help prevent plagiarism, the university offers teachers and students access to anti-plagiarism software, which can be used to check for similarities in written work.

iii. Thesis

In accordance with academic guidelines, Bachelor's students are required to complete a research project as their final assignment before graduation. This project involves creating and presenting a research proposal, conducting research, analysing and interpreting data, and writing a thesis. After finishing the research and thesis writing, students must defend their thesis in front of a panel of examiners, which includes their supervisor, co-supervisors and nominated lecturers related to the field of science of the research topic. When registering for Thesis/Final Project defense, Bachelor's students must submit a USK English Proficiency Test (UEPT) score with a minimum of 477 or its equivalent.

In assessing this criterion, the expert group finds that appropriate university-wide and Faculty-specific rules and procedures govern the examination systems. These rules and procedures are adequately communicated and transparently published. The students in the interviews confirmed that they were aware of all necessary information regarding examination schedules, forms, and grading rules. They are reportedly given sufficient time to prepare for the exams.

Lecturers in the discussion report that a variety of exam forms are used to check the attainment of the respective learning outcomes, including a mix of oral and written exams.

The experts acknowledge that forms and assessment rubrics to assess the quality of the student's work are available for the five programs under review.

The expert group also examined a selection of final theses and determined that they were of an appropriate academic level.

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

In the absence of further comments or relevant additional evidence by the University, the experts confirm their above preliminary assessment and see this criterion as fulfilled.

3. Resources

Criterion 3.1 HR Resources, Staff Development and Student Support

Evidence:

- Self-Assessment Report
- Staff Handbooks and Lecturer Profiles, all programs under review
- Staff-related regulation and procedures
- Discussions during the audit

Preliminary assessment and analysis of the experts:

i. Staff

The programs are facilitated by a team comprising teaching and educational support staff. Academic positions within the university encompass professors, associate professors, assistant professors, and lecturers. The specific responsibilities and duties in teaching, research, and supervision vary according to the academic position.

Based on the self-assessment report, the Agribusiness study program has a total of 34 teaching staff members: 2 full professors (6%), 11 associate professors (32%), 18 assistant professors (53%), and 3 lecturers (9%). 53% hold a doctoral and 47% a master's degree.

The Soil Science study program has 24 teaching staff members: 5 full professors (21%), 12 associate professors (50%), 4 assistant professors (17%) and 3 lecturers (13%). 75% hold a doctoral and 25% a master's degree.

The University also provides information on the academic staff for the Animal Science study program, which consists of 24 teaching staff members: 3 professors (13%), 7 associate

professors (29%), 10 assistant professors (42%) and 4 lecturers (17%). Among them, 50% hold a doctoral degree and 50% a master's degree.

The Agricultural Product Technology study program has 35 teaching staff members: 4 full professor (11%), 12 associate professors (34%), 18 assistant professors (51%) and 1 lecturers (3%). 69% hold a doctoral and 31% a master's degree.

While the Agricultural Engineering study program is supported by a team of 30 teaching members, including 2 professors (7%), 8 associate professors (27%), 19 assistant professors (63%), and 1 lecturer (3%), 80% holding doctorate degrees.

The Indonesian government has set specific in-service lecturers to active students' ratios for universities, which are outlined in the Directorate General of Higher Education's regulation. The ideal ratio of staff to active students is 1:20. Currently, Agribusiness has a ratio of 1:14, while Soil Science has a ratio of 1:13, and Animal Science has a ratio of 1:15. The ratio at Agricultural Product Technology stands at 1:13 and Agricultural Engineering at 1:14.

The expert team confirms that the ratio of lecturers to students for the Bachelor's programs is appropriate to fulfil the current needs of the programs. They appreciate the university's efforts to maintain this standard.

During the meeting with the representatives of the Rector's office, the experts inquired about the process of appointing and recruiting lecturers at USK. The University has a structured process for appointing lecturers to teach various subjects, which must be aligned with the strategic development plan. The appointment process consists of two primary systems. In the government recruitment system, recruitment is managed at the national level, where the university submits proposals for the number of lecturers needed. The government then makes the final decision on the number of positions to be filled. At the institutional level, USK recruits individuals with master's degrees and supports their further academic development. However, this approach only covers about 20% of the recruitment needs. Newly appointed lecturers typically receive contracts ranging from 2 to 5 years.

Regarding promotion, lecturers who are public servants must follow the system regulated by the government. The teaching staff's promotion to a higher academic position is based on several factors, such as achievement in teaching, research, and community service activities (*Tri Dharma Perguruan Tinggi*). In order to be promoted to the position of a full professor, the applicant must hold a doctoral degree and demonstrate robust scientific production.

ii. Job Conditions and Performance Review of Staff

USK has established evaluation methods based on staff performance targets in the so-called *Tri Dharma* activities (education, research, and community service). Monitoring and evaluation involves a lecturer performance load assessment (BKD) conducted every semester through the SISTER platform, which records achievements in the three categories. The workload of lecturers in *Tri Dharma* each semester ranges from 12 to 16 credits.

Additionally, at the end of every semester, students are required to evaluate the lecturer's performance through a student satisfaction survey. These evaluation results are used as feedback for lecturers to enhance the learning process (more under Criterion 5).

In terms of research, academic staff of the degree programs under review conduct their research projects collaboratively in research groups. Most research projects are supported by grants from the university, the government, private companies, and international institutions. The students are reportedly involved in research activities in order to support the completion of their final projects. Some researchers are also engaged in collaboration with other domestic and overseas universities as well as research centres and other institutions specifically for industry-related research. The academic staff is requested to disseminate research results at national and international conferences and publish them in reputable national and international journals. Staff members who have demonstrated exceptional accomplishments are rewarded.

iii. Staff Development

The formal recognition of the quality of academic staff within the study programs is achieved through the 'Certification of Lecturers', which is a process overseen by the government in accordance with Regulation No. 37/2009 on Lecturers.

To support this process, USK offers a range of training opportunities. The annual programs offered comprise language and research-oriented training, as well as programs designed to enhance pedagogic skills, such as Basic Technical Instructional Skills Training (PEKERTI) for junior lecturers and the Applied Approach (AA). Additionally, academic staff can improve their skills through degree and non-degree training programs from Indonesian universities and abroad.

There are opportunities for lecturers to pursue doctoral studies abroad, current destinations include Malaysia, Japan, Germany, the UK, France, the US, and Australia. Financial resources are also available for staff members to go abroad for a limited time and to participate in conferences or other events to stay up to date with the scientific

development in their area of expertise. In addition, the Faculty promotes the internationalisation process at USK by hosting international scientific events and inviting international guest lecturers. **However, based on the evidence presented, the experts believe that lecturers should further enhance their active engagement in international activities, including mobility and collaborative research with foreign partners.**

The experts discussed the opportunities to develop their skills with the members of the teaching staff and learned that the teachers are in general satisfied with the internal qualification program at USK. There are opportunities for them to improve their didactic abilities, go abroad for short terms to attend conferences and participate in workshops and seminars.

In their appreciation of this criterion, the experts come to the following conclusions:

In the experts' opinion, the teaching staff's composition, scientific orientation and qualification are suitable for successfully implementing and sustaining the programs under review.

The teaching staff was highly motivated to further improve working conditions, generally satisfied with professional development opportunities, and exhibited a strong commitment to their students.

Criterion 3.2 Funds and equipment

Evidence:

- Self-assessment report
- University website: https://usk.ac.id/
- List of projects with external funding, all programs under review
- List of partners, all programs under review
- Library website: https://library.usk.ac.id/
- Visitation of participating institutes and laboratories
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

i. Funds

According to the self-assessment report, the Faculty of Agriculture secures funding from two primary sources: the Indonesian government, allocated through salaries and

government assistance, and other sources such as student tuition fees, research grants, *Tri Dharma* collaborations, and business units.

As discussed with the program coordinators, there is basic funding for operational activities consisting of teaching, laboratory work, research, community service, and other routine tasks. Regarding research grants, the teaching staff explained to the experts that students are engaged in the implementation of externally funded projects. The experts appreciate the involvement of students and proactive efforts in securing third-party resources.

ii. Collaborations

As part of its self-assessment report, a list of local and international partners was presented. The Faculty collaborates with universities, government agencies, industries, non-governmental organisations, and businesses through the implementation of agreements and memorandum of agreement at national and international levels to support the implementation of the curriculum and *Tri Dharma* activities. The collaborators attending the discussion during the on-site visit expressed satisfaction with their partnership with the University. This was further demonstrated by their willingness to participate in the accreditation meeting.

However, as noted under Criterion 1.1 and Criterion 1.3, the experts highlight an opportunity for the University to advance its interdisciplinary approach. They recommend fostering greater synergy among the different programs by implementing collaborative teaching strategies.

iii. Infrastructure and technical equipment

During the audit, the expert group visited the listed facilities in order to evaluate whether the five programs under review are committed to supporting both practical work and research, with well-equipped facilities designed for extensive laboratory and field activities. After visiting shared facilities, the expert group was divided into five groups to focus on program-specific facilities due to time constraints:

<table>
<tr><td colspan="5">All group members:
USK Library
Atsiri Research Centre
Integrated Services (Building B) and International Class (Building D)
Teaching Factory</td></tr>
<tr><td>Group 1
Agribusiness</td><td>Group 2
Soil Science</td><td>Group 3
Animal Science</td><td>Group 4
Agricultural Product Technology</td><td>Group 5
Agricultural Engineering</td></tr>
</table>

Laboratory Department Agribusiness	Laboratory Department Soil Science	Laboratory Department Animal Science	Laboratory Department of Agricultural Product Technology (AHP-Micro-Sensor-Engineering-Pilot Plant-Management)	Laboratory Department Agricultural Engineering

In their appreciation of the quality of infrastructure and equipment, the experts come to the following conclusions:

The central library offers services to USK faculty members, administrative staff, and students. Operating hours are from 7:30 am to 10 pm on weekdays, and 8:00 am to 4 pm on Saturdays, with continuous access to online resources. The services encompass lending physical and e-books, as well as access to diverse scientific databases. E-Resources services that can be accessed in the library are Science Direct, ACS Publications, EBSCO, ProQuest, Scopus, Sage Journal Online, Emerald Insight, Springer Nature, and Clarivate Web of Science. The experts attest that both staff and students have good access to the Library. The Library's online system is appreciated by the students as it gives them 24/7 access to bibliographical resources. The experts particularly highlight the support offered to those requiring assistance with statistics.

The experts were very impressed by the work conducted at the Atsiri Research Center, a facility dedicated to the study of essential oils, particularly patchouli. This center stands out as an example of how research programs can focus on unique local products and involve students at a very good level. **In connection with the need for more multidisciplinary work, as stated above, the experts would like to see more collaborative projects like those at the Atsiri Research Center. Specifically, they advocate for increased collaboration among the programs to develop innovative products and solutions that serve and address community needs.**

Following their visit to the laboratories at the Agribusiness Department, the experts assessed the facilities as suitably equipped for practical agribusiness training. The department demonstrates a clear emphasis on cultivating entrepreneurship skills among students. The experts observed the production of organic products by students and noted the practical application of marketing strategies employed to sell these products within the local community. Additionally, the presence of an on-site coffee teaching factory provides students with hands-on experience in business management and customer interaction.

After visiting the laboratories at the Soil Science Department, the experts identified a need for improvements in both facilities and equipment to better support teaching activities. The requirement includes additional binoculars and an increased quantity of

basic laboratory equipment. These improvements are essential to strengthen the department's teaching capabilities and facilitate more effective hands-on learning experiences for students.

Following their visit to the laboratories at the Animal Science Department, the experts noted that the facilities for housing animals for research and teaching (e.g. animal handling, and demonstrations) need to be improved as soon as possible. Overall, they seem to be still in the conditions after the Tsunami. They are far away from being up to-date and suitable for training students or carrying out even simple projects. The same applies to the area of animal nutrition. There are virtually no instruments available in the laboratory. There is an urgent need for investment in basic equipment, e.g. for carrying out nutrient analyses. At the moment, only dry matter can be determined there.

During the visit to the Agricultural Product Technology laboratories, the experts were pleased to see a pilot plan laboratory and Food Stall, enabling the program to carry out coffee and other commodities processing so the products are ready to be marketed. However, a key observation was the need for a specialized laboratory dedicated to packaging. Such a facility would be essential for enhancing product quality and sustainability.

The experts also visited several laboratories of the Agricultural Engineering Department with different student projects and teaching materials:

- **Information and Energy Laboratory: Programming with Phyton, Matlab and Simulink. Programs for Ardino and microcontrollers, data acquisition of temperature and soil moisture, wireless data transfers**
- **Solar Drying Laboratory: among others a solar dryer model from Hohenheim University; biodegradable plastics from renewable raw materials**
- **Soil and Water Laboratory: among others a test bench for pressure losses in pipes, soil erosion run-off measurement**
- **Workshop: Assembly (and probably also welding) of simple machines and devices.**

The experts were impressed by the different possibilities of teaching materials for Agricultural Engineering students. Often very simple, but modern technology. However, there was always only one working place available. So, it was not possible for a group of students to work in parallel. In the experts' opinion, a higher number of basic equipment is necessary.

iv. Supporting resources for staff

Lecturers can apply for staff exchange abroad in their area of research, publication, or as guest lecturers or reviewers. In general, staff exchange is under the coordination of the international office. Lecturers involved usually go to universities that have a Memorandum of Understanding (MoU) with USK or a Letter of Agreement (LoA) with the Faculty.

The experts are provided with the list of staff exchange abroad. They can confirm that lecturers have been sent to partner universities in countries such as Germany, United Kingdom, Japan, Taiwan and Malaysia, to name a few. In terms of research, funding is obtainable through various sources, including the University, government, and national and international institutions. Asked by the experts, the teaching staff confirmed the existence of these opportunities.

v. Supporting resources for students

As mentioned previously, USK utilises online platforms serving academic and administrative purposes. Via the University Learning Management System, lecturers provide students with learning material and conduct examinations. An administrative student portal allows students access to all their academic information, including course contracts, schedules, scholarships, and academic performance. During the auditors' interactions with students on-site, the students expressed their satisfaction with these online platforms

Every student is assigned to an academic advisor lecturer who is responsible for student activities from beginning to end. The students confirmed during the discussion with the expert group that they all have an academic advisor, that they meet regularly, and that they can always contact their advisor personally and ask for help or advice.

Besides the above, students can rely on several dedicated support units, such as the Library, Career Services, Counselling and Psychological Services and accommodation facilities. Additionally, there are various events and developmental programs available for students to participate in outside of the classroom, including student organisations and clubs.

The experts noted a strong and trustful relationship between the students and the teaching staff; characterised by good communication. Enough resources are available to provide individual assistance, advice and support for all students. The support system helps students adjust to the university environment, achieve the intended learning outcomes and complete their studies successfully. The students are well-informed about the services available to them and identify themselves with the university.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 3.

(ASIIN 3.1) Lecturer's active engagement in international activities

The experts appreciate USK's support for international research and education initiatives. They commend the five departments that have received international accreditation grants and the lecturer from the Department of Agricultural Product Technology who received funding to host a lecturer from the University of Glasgow. The experts take note of the plan for the following year, which involves enhancing teaching and learning processes through collaboration with international partners and ASIIN experts. This collaboration will provide opportunities for short courses, collaborative research, and seminars at international universities for faculty and students. The experts endorse these initiatives and recommend continued efforts to enhance the teaching staff's active involvement in these activities.

(3.1) A more integrated, interdisciplinary approach

Addressed under Criterion 1.

(3.1, 3.2) More collaborative projects like those at the Atsiri Research Center

The experts are pleased to learn that in addition to the Atsiri Research Center, the Faculty of Agriculture also engages in collaborative activities and projects through various study centers, including:

1. Aceh Cattle and Local Livestock Research Center
2. Center for Rural Development and Sustainable Agriculture Research
3. Center for Agricultural Mechanization and Workshop Research
4. Aceh Coffee and Cocoa Research Center
5. Aceh Rice Research Center
6. Center for Organic Agriculture Development Research
7. Halal Research Center
8. Center for Biochar and Sustainable Tropical Forests Research

The experts strongly believe these collaborations should be further promoted and their outcomes should be documented and disseminated to enhance visibility.

(ASIIN 3.2) Improvement in facilities and equipment for teaching – Soil Science

The experts acknowledge the laboratory equipment received in mid-August and September 2024, acquired using resources from a revitalisation fund. After reviewing the provided images, the experts confirm that the teaching laboratories are now equipped with additional binoculars and other basic equipment. They also note the plan to acquire further equipment during the fiscal year 2025. The experts advocate for the implementation of this plan to enhance the department's teaching capabilities and provide hands-on experience for students.

(ASIIN 3.2) Improvement in facilities and equipment for teaching and research – Animal Science

The experts appreciate USK's commitment to upgrading the Animal Science Field Laboratory facilities. They recognise the laboratory's role as a center for practical learning and research, particularly within the framework of the MBKM program. While the experts recognise the acquisition of new equipment in 2024, they request a comprehensive overview of the new additions and future plans for further development. Additionally, they emphasise the importance of continuous improvements to the department's teaching and research laboratories, ensuring that students receive adequate practical experience.

(ASIIN 3.2) Specialized laboratory for packaging – Agricultural Product Technology

The expert group acknowledges the provided explanation and appreciates that the Department of Agricultural Product Technology will collect and organise the equipment in the Packaging Lab in accordance with their recommendations. The expert group keep the recommendation for the Department of Agricultural Product Technology to plan a specialised laboratory including equipment to characterise, develop and test materials and packages, regarding safety and food shelf-life. This type of infrastructure will be an opportunity to also support local food industries.

(ASIIN 3.2) Expansion of working space and increase in the number of basic equipment – Agricultural Engineering

The experts appreciate USK's commitment to expanding the program's laboratories to accommodate parallel classes. Several additional pieces of equipment have been proposed for the 2025 budget. However, given that the outcomes of these initiatives are anticipated in the near future, the experts maintain their initial requirement in this regard.

The experts consider criterion 3 to be partially fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-assessment report
- AGB website: https://agribisnis.usk.ac.id/index.php/academic/curriculum
- ITN website: https://ilmutanah.usk.ac.id/index.php/academic/panduan-kurikulum
- PET website: https://peternakan.usk.ac.id/index.php/academic/curriculum?view=article&id=15:strukturkurikulum2023&catid=14
- THP website: https://thp.usk.ac.id/kurikulum

- TP website: https://tp.usk.ac.id/curriculum_tp/
- E-learning USK: https://elearning.usk.ac.id/
- Module Descriptions, all programs under review

Preliminary assessment and analysis of the experts:

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

The module description is explained to class participants during the first week of lectures. The expert team confirmed that the module descriptions are available on the respective program's website, ensuring access to all interested stakeholders. Additional information on each module can be found in the Semester Learning Plan (RPS). The RPS files are stored in the USK e-learning platform, which ensures students' accessibility.

Nevertheless, as outlined in Criterion 1.5, there is missing information and inconsistencies pertaining to the workload and the conversion from SKS to ECTS that need to be addressed.

Another area for improvement is the outdated literature recommendations. The experts, therefore, request updating the bibliographical references in the module descriptions as some of them are more than 20 years old. References with the newest editions should be provided to ensure students have access to the most current and relevant information.

Additionally, it is necessary to re-write the module descriptions to provide clearer and more precise information about the qualification objectives and content of each module, ensuring clarity on what is being taught.

In specific for Agriculture Engineering, the experts noted that many subjects do not specify how the final grade is calculated. Moreover, for Animal Science, the module descriptions are only available in Indonesian. The experts ask the programs to address these issues and enhance accessibility to better accommodate international students.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-assessment report
- Sample Transcript of Records, all programs under review

- Sample Diploma/Degree Certificate, all programs under review
- Sample Diploma supplements, all programs under review

Preliminary assessment and analysis of the experts:

According to the information provided in the self-assessment report, Bachelor's students receive upon graduation a Diploma Certificate and an Academic Transcript. The issuance of Diploma certificates is the university's authority and is signed by the Rector and Dean of the Faculty of Agriculture. It also contains a National Diploma Number issued by the Indonesian Ministry of Education, Culture, Research, and Technology.

Along with these documents, the graduates receive a Diploma Supplement, an official statement letter issued by the Faculty of Agriculture. It contains information about the degree program, including program educational objectives, intended learning outcomes, relative position of the graduate's GPA, acquired soft skills and student achievement in academic, co-curricular, extracurricular, or non-formal education.

The ASIIN experts are provided with samples of these documents. They confirm that the students of the degree programs under review are awarded a Diploma Certificate, as well as a Transcript of Records and a Diploma Supplement. The Transcript of Records lists all the courses the graduate has completed, the achieved credits, grades, cumulative GPA, and the seminar and thesis title.

Criterion 4.3 Relevant rules

Evidence:

- Self-assessment report
- University website: https://usk.ac.id/
- All relevant regulations as published on the program websites and the university's website: https://lpm.usk.ac.id/dokumen-usk/

Preliminary assessment and analysis of the experts:

The auditors confirm that the rights and duties of both USK and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree programs at the beginning of each semester.

During their exchange with the representatives of the Rector's office, the experts asked about how the University handles reports of harassment and bullying. Specifically, they

wanted to know if students and staff can report incidents safely if they become victims. The response indicated that there is a unit responsible for handling these reports and that such incidents may lead to disciplinary actions. The unit promotes the program to both students and staff. Additionally, counselling services are available to provide support for those who are unwilling to report. If the problems persist, they will be escalated to the University's Ethics Commission. The experts appreciate that the University has measures in place to address this type of situations. **However, an important recommendation is for the University to establish a formal policy on this matter, ensuring that it is comprehensively developed and transparently communicated to the University community.**

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

The experts thank the University for the provided statements and additional documentation concerning criterion 4.

(ASIIN 4.1) Revision of the module descriptions – All programs
The assessment team acknowledges the University's plan to revise and update the module handbooks. However, recognising that actions are ongoing, the team emphasises the necessity for a comprehensive revision. They request that the University thoroughly update the module descriptions to address issues such as inadequate content details, outdated literature, and inconsistencies in the equivalencies between SKS and ECTS.

(ASIIN 4.3) ***Policy for the prevention and handling of harassment and bullying***
The experts appreciate the additional information regarding the policies and structures to prevent and support the victims of harassment, bullying and sexual violence. Having reviewed this information, the team concludes that no further details are required at this time.

The experts consider criterion 4 to be partially fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-assessment report
- Teaching And Learning Process (EPBM) report; all programs under review
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

USK quality management system has been institutionalised in compliance with government regulations and undergoes regular evaluation and updating. The self-assessment report indicates that quality is overseen internally by dedicated quality assurance teams/units across the program (TPMA), Faculty (SJMF), and University levels (LPM).

Based on the USK Quality Policy, the study programs undergo internal screening processes employing student surveys, lecturer performance assessments, evaluation of graduate competency achievements and data obtained from external stakeholders through tracer study and labour market observation.

According to the self-assessment report, students offer input on the teaching and learning process, lecturers' qualifications and competency, and teaching facilities through an online survey. This is end-of-semester feedback that the students must submit in order to access their final grades. In case the satisfaction of the students with staff members is deficient, the matter will be discussed in the annual semester meeting of the department. The Head of the Study Program will contact the respective teacher, discuss the issue and propose solutions. The experts had access to the Evaluation of the Teaching and Learning Process (EPBM) reports for 2022/2023.

When the students were asked about the surveys and whether they were informed of the evaluation results, they gave the feedback that the surveys did not seem to be anonymous. Additionally, it appeared that a summary of the results had not been provided to them. The experts emphasise that the students' feedback is essential for further improving the program, but it is also important to inform the students about the results and possible improvements. Anonymity needs to be ensured, and the feedback cycles need to be closed. Therefore, the experts ask the University to take corrective actions in this regard.

Moreover, as discussed under Criterion 1.5, the team did not find any evidence of a questionnaire inquiring about student workload. The team believes that these results should be also incorporated into the continuous development of the programs under review.

Annual tracer studies are conducted to gather information about graduates, utilising the University's Career Development Centre system (https://cdc.usk.ac.id/). Lecturers and supporting staff also evaluate the quality of the study program services in the learning process on an annual basis. The insights from these surveys are utilised to drive continuous improvement at both the departmental and program levels.

The existence of such evaluation instruments was confirmed by program coordinators, students and lecturers of the respective programs during the audit. Reportedly, the Vice-rector of Student Affairs consistently holds meetings with students to directly gather their feedback.

In the discussion with the experts, the alumni confirmed that tracer studies exist, and the industry representatives also confirmed that the university is open to receiving feedback about new developments and trends that could enhance the employability of its graduates.

Together with internal quality assurance mechanisms, recurring external quality assurance exercises at USK relate to the legal obligation to submit every degree program for accreditation by a recognised agency in addition to the compulsory institutional accreditation. The five study programs under review have been awarded grades “A” or “Excellent” by the National Accreditation Body for Higher Education (BAN-PT). The validity period for study program accreditation is five years.

Apart from the abovementioned issues, the expert panel holds an overall good impression of the quality assurance system for the programs under review. Quality management has been prioritised within the university, and various functioning structures have been created to support this commitment. The panel notes that both USK and the Faculty of Agriculture have implemented a series of evaluations designed to regularly gauge the perspectives of students, stakeholders, and staff.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 5.

(ASIIN 5)Anonymity and feedback cycles

The audit team acknowledges the implementation of an anonymous survey in the academic year 2023/2024, in which departments receive only the serial numbers and not the students' names. The team notes that lecturers and students are informed of the results during end-of-semester and early-semester meetings, respectively. Steps to implement feedback received are documented and evaluated in the subsequent survey. Having reviewed this information, the team concludes that no further details are required at this time.

(ASIIN 5) Questionnaire inquiring about student workload

The experts appreciate that the USK Student Satisfaction Survey includes an open-ended question that encourages students to provide a broader range of responses. However, they reiterate the necessity for the university to directly inquire about the workload and ensure that it aligns with the credits awarded.

The experts consider criterion 5 to be mostly fulfilled.

D Additional Documents

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

None

E Comment of the Higher Education Institution (30.09.2024)

The institution provided the following additional documents [the links have been deactivated]:

Comments from ASIIN Experts	Comments from USK
1. The Degree Program: Concept, Content and Implementation	
There is room for improvement, mainly in **English writing skills** and **the ability to engage in interdisciplinary work and connect with individuals from other areas of expertise**. The experts recommend strengthening these competencies to better prepare graduates for the dynamic and innovative challenges in the agriculture industry, which is acting on an **international level**.	Thank you ASSIIN Experts for the suggestion. To strengthen their English proficiency, students are required to have a TOEFL score of at least 477 to graduate. If they do not meet this score, they must take English training facilitated by USK through the Language Center. This policy has been in place since 2014 and is obeyed by all students at USK. Additionally, the Agriculture Faculty at USK has made it mandatory to use English every Thursday in communication and the teaching and learning process. This is supported by the issuance of Circular Letter of the Dean of Agriculture Faculty USK No. 2720/UN11.1.5/TU.00.00/2024. USK also facilitates new-recruiting lecturers each year, students, as well as the International MBKM Program managed by the Directorate of Education and Learning USK to compulsorily join for the English Language Improvement Training Program.
A recommendation for the University is to reflect on the **naming of the study programs** to determine if a change is necessary. Updating the names to be more modern and attractive could improve promotion among prospective students and better align with **current industry trends** (e.g., Smart	USK appreciates ASIIN experts' recommendation to change the TP Department to Smart Agricultural Engineering and the ITN Department to Land Resource Management. However, the nomenclature of the department name is regulated by the government (Decree of the Director General of Higher Education, Research, and Technology No. 163/E/KPT/2022 concerning the name of study programs in academic and professional education types).

Agricultural Engineering, Land Resource Management instead of Soil Science).	
The curricular maps are lack consistency in their presentation. The experts believe the Faculty must standardise the template and structure used for these curricular maps. This would provide a clear and uniform presentation of the curriculum, enhancing understanding for students and stakeholders and ensuring a more coherent and professional communication of the program's structure.	Thank you ASSIN experts for your concern about the consistency of the curriculum. This has been our concern as well. However, with the new policy of curriculum improvement, the circular maps from each department have been updated to follow the new curriculum 2024-2028. This curriculum is being implemented for the current semester this year and in the following years. The new curriculum can be seen on each department's website. **AGB**: https://agribisnis.usk.ac.id/index.php/academic/kurikulum/kurikulum-2024-2028 **ITN**: https://ilmutanah.usk.ac.id/index.php/academic/panduan-kurikulum **PET**: https://peternakan.usk.ac.id/index.php/academic/curriculum/kurikulum-2024-2028 **THP**: https://thp.usk.ac.id/kurikulum **TP**: https://tp.usk.ac.id/curriculum_tp/
There are **insufficient topics covering socio-environmental** issues in the curriculum. These important aspects of the discipline are not adequately addressed or included in the curricula. During the visit, the experts engaged in discussions with the program coordinators about the importance of incorporating up-to-date content to better prepare students for the labour market and the contemporary challenges in the industry. A key recommendation is for the University to consider	In the new curriculum that has been started since middle of August 2024, Agriculture Faculty USK has three Faculty Compulsory Courses, namely **Introduction to Sustainable Agricultural Science, Agrotechnopreneurship,** and **Agrotechnopreneurship Practicum**, where the three courses are taught by a teaching team that is a combination of several study programs within Agriculture Faculty USK. The three courses are also offered in other study programs within Agriculture Faculty USK. Topics on modern socio-environmental issues have also been included in the module handbook of the Introduction to Sustainable Agricultural Science.

the possibility of integrating more relevant and modern socioenvironmental topics. The experts also noted that the study programs appear to be isolated from one another. To enhance the educational experience, a more **integrated, interdisciplinary approach should be adopted.** Specifically, it is recommended that **common subjects be taught collaboratively by mixed teams**. This recommendation aligns with feedback from industry representatives, as outlined in Criterion 1.1, who advocated for a more interdisciplinary framework in the programs.	
Another important discussion point with the program coordinators focused on the elective courses and the difference in numbers across the different programs. According to the Self-Assessment Report (Table 7), in the Agriculture Product Technology study program, the study load for **elective courses is 26 SKS, which make up 17.6%** of the curriculum. However, in the Animal Science study program, the workload for **elective courses is only 2-3 SKS, representing 1.4 to 2%** of the total. This difference seems unbalanced and is, at the same time, leading to a very limited offer in some programs. The experts strongly believe that the	Thank you ASIIN experts for highlighting elective courses. Now, all USK departments have revised their curriculum, including the departments at the Faculty of Agriculture of USK. Based on the USK Curriculum Guidebook for 2024-2028, the number of elective courses offered is **≥ 20%**. Therefore, the number of elective courses offered by the Dept PET is currently 49 credits (33.79%). While other departments now have the following number of elective courses: AGB: 64 SKS (44.4%) ITN: 34 SKS (23.45%) THP: 51 SKS (35.17%) TP: 42 SKS (28.38%) The number of elective courses in the new curriculum offered by each department can be seen in each department website as written above.

number of elective courses should be similar for all study programs. Upon reviewing the distribution of workload across the various course groups, the experts reaffirm the necessity for a more equitable allocation of elective courses, as highlighted in Criterion 1.3. This recommendation stems from concerns about the **current imbalance in elective offerings**. In particular, the Animal Science study program is noted for its limited provision, offering only 2-3 SKS (credit points) for elective courses. This narrow range may restrict students' ability to explore diverse areas within the field.	
They identified a need for the programs to strengthen their internationalisation efforts. The university is encouraged to expand its **student mobility opportunities in- and outside Asia**.	To strengthen internationalization, USK facilitates the Student Exchange Program and Summer School Program managed by USK World Class University (WCU).
The panel asks that the University establish a formal and systematic monitoring of the actual student workload and verify the credits awarded.	The number of credits that students can take is monitored based on their grade point (IP) achievement in the previous semester. Courses are taken through KRS Online. Based on the USK Academic Guidebook for 2022, IP ≥ 3.5 can take a maximum of 24 credits. 3.00 ≤ IP ≤3.49 can take a maximum of 22 credits 2.50 ≤ IP ≤ 2.99 can take a maximum of 20 credits

	2.00 ≤ IP ≤ 2.49 can take a maximum of 18 credits 1.50 ≤ IP ≤ 1.99 can take a maximum of 16 credits IP <1.50 can take a maximum of 14 credits
There are **some inconsistencies in the equivalences between workload and conversion to SKS, as well as in the conversion from SKS to ECTS**. For instance, the Agribusiness study program assigns 3 SKS (4.8 ECTS) to the module 'Agronomy' (AGB 101). This involves a workload of 100 minutes of lectures and discussions per week, 120 minutes of structured tasks per week, and 190 minutes of independent activity per week, along with 100 minutes of laboratory work. However, the Soil Science study program also assigns 3 SKS (4.8 ECTS) to, among others, the module 'Agroclimatology' (SOL 104) where the workload seems much lower, with 340 minutes of lecture per week, 100 minutes for the midterm exam in the eighth week, and the final exam in the sixteenth week. Moreover, in the Soil Science study program, module 'Environmental Impact Assessments', 3 SKS are equivalent to 3.20 ECTS. For the Animal Science and Agricultural Engineering study programs, the **module descriptions do not specify the workload** allocated to the different type	Based on USK Rector's Decree No. 4435/UN11/KPT/2022 concerning Calculation of Student Study Load and Conversion of SKS to ECTS, 1 SKS = 1.6 ECTS = 170 minutes/week/semester, which consists of: a. Teaching-learning process activities (lectures): 50 (fifty) minutes per week per semester; b. Structured assignment activities: 60 (sixty) minutes per week per semester; and c. Independent activities 60 (sixty) minutes per week per semester. Module handbooks for all courses in the five departments that describe the workload and equivalence of SKS to ECTS according to the **new curriculum** are being adjusted on each department website.

of learning activities, including contact hours and self-study hours.	
The data shows a low dropout rate, suggesting that nearly all students complete the study programs. While this seems to indicate successful program completion, a closer examination reveals a discrepancy. During discussions with program coordinators, the experts referred to the self-assessment report (p. xii), which highlights a difference between the 'average starting cohort size' and the 'average number of graduates per cohort'. For example, 107 vs 89 students in Agribusiness, which result in a difference of 18 students. This difference suggests higher dropout numbers than those indicated. The same applies for the other four programs. The experts request that the Faculty clarify **this discrepancy and provide their definition of 'dropout' used in the reported figures**.	According to USK Academic Guidelines for Undergraduate Year 2022 (Page 17), dropout data are students who cannot complete their studies within 14 semesters. The difference in data is due to students who change study programs, take part in selection at other study programs or universities, or take part in job selection. Meanwhile, students who do not achieve a minimum GPA in semesters 4 and 6 (≤2) are declared Kick Outs.
Students from the Soil Science, Animal Science and Agricultural Product Technology study programs are **not graduating on time** and that seems to be due to a lack of lab equipment.	The data displayed in the ASIIN joint SAR is data at the end of the 2022/2023. The high study period in the three departments was due to the restriction on the number of students entering the laboratory during the Covid19 period (USK Rector's Circular No. B/1669/UN11/KP.11.00/2020). Meanwhile, at the end of the 2023/2024, the number of graduating on time (8-9 semesters) had increased significantly for the five departments. This increase also occurred because:

	1. Agriculture Faculty USK received revitalization funds from the Ministry of Education, Culture, Research, Technology and Higher Education to procure several equipment that supports teaching and learning process fro 2023 and 2024. 2. Agriculture Faculty USK has implemented the MBKM program which can help students accelerate their study period.
2. Exams: System, Concept and Organization	
-	-
3. Resources	
Lecturers should further enhance their active engagement in **international activities**, including mobility and collaborative research with foreign partners.	USK facilitates the International Collaborative Research, Visiting Lecturer, International Teaching Grant, and Staff Mobility and Visiting Scholar managed by USK World Class University (WCU). In 2024, Five Departments applying for ASIIN Seal has received International Accreditation Support Fund grant. Also, one lecturer from Department of Agricultural Product Technology has received Visiting Lecturer grant to invite one lecturer from The University of Glasgow, UK. In the following year, elaboration of improving the teaching and learning process in the five departments will be enhanced by involving existing international cooperation partners, including ASIIN experts so that lecturers and students of the five departments have the opportunity for short courses/collaborative research/seminars at international level universities and vice versa.
The experts highlight an opportunity for the University to advance its interdisciplinary approach. They recommend fostering greater synergy among	**Introduction to Sustainable Agricultural Science, Agrotechnopreneurship** and **Agrotechnopreneurship Practicum** are Agriculture Faculty compulsory courses where the three courses are taught by a teaching team that is a combination of several study

the different programs by implementing **collaborative teaching strategies.**	programs within Agriculture Faculty USK. The three courses are also offered in other study programs within Agriculture Faculty USK. In addition, in each department, there are some courses taught by lecturer team from other departments in Agriculture Faculty or from other faculty in USK. The selection of teaching teams from other work units is based on their competence. For example: 1. Land Fertilization course in Dept PET is taught by lecturers from Dept ITN 2. Agricultural Product Technology course in Dept AGB is taught by lecturers from Dept THP 3. Agribusiness Management course in Dept ITN is taught by lecturers from Dept AGB 4. Calculus course in Dept THP is taught by lecturers from TP 5. Basic of Agrotechnology course in Dept TP is taught by Dept Agrotechnology Furthermore, all labs within the Faculty of Agriculture USK can be accessed by all students and lecturers in the USK.
In connection with the need for more multidisciplinary work, the experts would like to see **more collaborative projects** like those at the Atsiri Research Center. Specifically, they advocate for increased collaboration among the programs to develop innovative products and solutions that serve and address community needs.	Thanks to ASIIN experts who have appreciated ARC. Additionally, Agriculture Faculty USK also has several study centers to engage more collaborative activities and projects, namely: 1. Aceh Cattle and Local Livestock Research Center 2. Center for Rural Development and Sustainable Agriculture Research 3. Center for Agricultural Mechanization and Workshop Research 4. Aceh Coffee and Cocoa Research Center 5. Aceh Rice Research Center 6. Center for Organic Agriculture Development Research

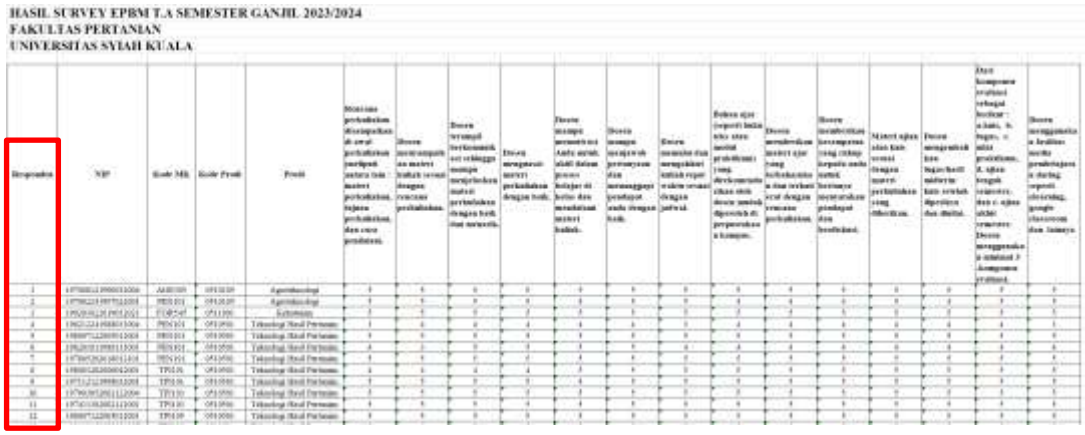
	7. Halal Research Center 8. Center for Biochar and Sustainable Tropical Forests Research
After visiting the laboratories at the Soil Science Department, the experts identified a need for improvements in both facilities and equipment to better support teaching activities. The requirement includes additional **binoculars and an increased quantity of basic laboratory equipment**. These improvements are essential to strengthen the department's teaching capabilities and facilitate more effective hands-on learning experiences for students.	Since the Faculty of Agriculture USK received the revitalization fund program, the department, not only ITN, has ordered laboratory equipment in 2023 to fulfil the laboratory equipment; however, due to the procurement process, the department received the equipment in mid-August and September 2024. Dept ITN has received additional laboratory equipment from the 2024 Revitalization Fund including binoculars and other basic laboratory equipment. Proof of pictures of additional equipment obtained from the funds can be accessed at the following GD link. Several other equipment has also been proposed to be ordered for fiscal year 2025.
Following their visit to the laboratories at the Animal Science Department, the experts noted that **the facilities for housing animals for research and teaching** (e.g. animal handling, and demonstrations) need to be improved as soon as possible. Overall, they seem to be still in the conditions after the Tsunami. They are far away from being up to- date and suitable for training students or carrying out even simple projects. The same applies to the area of animal nutrition. **There are virtually no instruments available in the laboratory**. There is an urgent need for investment in basic equipment, e.g. for carrying out nutrient	The university is fully committed to upgrading the facilities of the Animal Science Field Laboratory. Recognizing the important role of this laboratory in student training and research; the university has prioritized this upgrade to ensure it meets contemporary standards. Today, the field laboratory serves as a center for practical learning and research, especially in the Freedom to Learn - Independent Learning (MBKM) program, where students engage in practical activities in three divisions: forage, ruminant, and nonruminant. In addition to upgrading the facilities, the university has provided new animals and modern equipment to optimize the laboratory's functions. As a result, not only our own students benefit from this upgrade, but researchers and students from other institutions also utilize the upgraded facilities for various projects, reflecting the

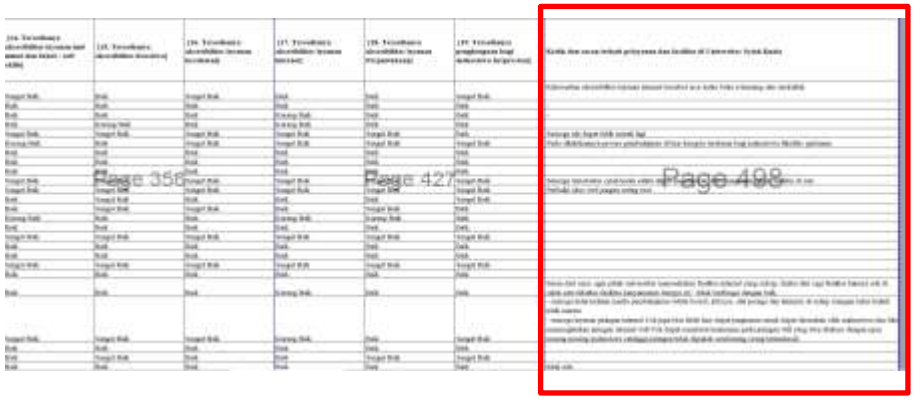
analyses. At the moment, only dry matter can be determined there.	increasing importance of the laboratory at the regional level.  Furthermore, the Animal Nutrition and Feed Technology Laboratory is a key facility in the USK Faculty of Agriculture and plays a vital role in supporting teaching and research. The laboratory is equipped with equipment for basic nutritional chemistry analysis to determine the contents of crude protein, crude fiber, lipid, ash, and dry matter (proximate analysis). Currently, the determination of dry matter and ash content has been nationally accredited (ISO 17025:2017). As a commitment of USK, new equipment has been received to Dep PET in 2024 to support laboratory activities. The equipment is Fiber Analysis Van Soest to measure ADF and NDF. New equipment also added to other laboratory such as : 1) Spectrophotometer in The Ruminant Livestock Science and Production Laboratory, 2) GCMS to measure bioactive components in The Livestock Science and Technology Laboratory and 3) CO_2 incubator in The Livestock Science and Reproduction Laboratory.

	   
During the visit to the Agricultural Product Technology laboratories, the experts were pleased to see a pilot plan laboratory and Food Stall, enabling the program to carry out coffee and other commodities processing so the products are ready to be marketed. However, a key observation was the need for a **specialized laboratory dedicated to packaging**. Such a facility would be essential for enhancing product quality and sustainability.	Thank you ASIIN experts' comment for this matter, Dept THP already has packaging equipment. However, the existence of these equipment is still scattered in several labs, not in one lab. Therefore, currently Dept THP will collect the equipment to be arranged in the Packaging Lab according to the advice of ASIIN experts.     
The experts also visited several laboratories of the Agricultural Engineering Department. The experts were impressed by the different possibilities of teaching materials for Agricultural Engineering students. Often very simple, but modern	USK has committed to expanding its laboratories to be sufficient for parallel classes. Several other equipment has been proposed for the 2025 budget year.

technology. **However, there was always only one working place available**. So, it was not possible for a group of students to work in parallel. In the experts' opinion, a **higher number of basic equipment is necessary.**	
4. Transparency and Documentation	
There is missing information and inconsistencies pertaining to the **workload and the conversion from SKS to ECTS** that need to be addressed.	Based on USK Rector's Decree No. 4435/UN11/KPT/2022 concerning Calculation of Student Study Load and Conversion of SKS to ECTS, 1 SKS = 1.6 ECTS = 170 minutes/week/semester, which consists of: a. Teaching-learning process activities (lectures): 50 (fifty) minutes per week per semester; b. Structured assignment activities: 60 (sixty) minutes per week per semester; and c. Independent activities 60 (sixty) minutes per week per semester.
The experts request updating the bibliographical references in the module descriptions as some of them are more than 20 years old. References with the newest editions should be provided to ensure students have access to the most current and relevant information. Additionally, it is necessary to re-write the module descriptions to provide clearer and more precise information about the qualification objectives and content of each module, ensuring clarity on what is being taught.	Module handbooks for all courses in the five departments that describe the workload and equivalence of SKS to ECTS according to the **new curriculum** are being adjusted on each department website.

In specific for **Agriculture Engineering**, the experts noted that many subjects do not specify how the final grade is calculated. Moreover, for **Animal Science**, the module descriptions are only available in Indonesian. The experts ask the programs to address these issues and enhance accessibility to better accommodate international students.	
Regarding **bullying**, an important recommendation is for the University to establish a formal policy on this matter, ensuring that it is comprehensively developed and transparently communicated to the University community.	FP USK has a counselling guidance team from each department to respond academic and social harassment including bullying based on USK Rector Decree No 3 Tahun 2021. Also, USK has a Task Force for the Prevention and Handling of Sexual Violence and an Integrity Zone Implementation Team based on USK Rector Decree No 26 Tahun 2024. Information regarding contact persons for reporting acts of sexual violence can be accessed at the following link: https://kemahasiswaan.fp.usk.ac.id/ 
5. Quality Management: Quality Assessment and Development	

When the students were asked about the surveys and whether they were informed of the evaluation results, they gave the feedback that the surveys **did not seem to be anonymous**. Additionally, it appeared that a summary of the results **had not been provided to them**. The experts emphasise that the students' feedback is essential for further improving the program, but it is also important to inform the students about the results and possible improvements. Anonymity needs to be ensured, and the feedback cycles need to be closed. Therefore, the experts ask the University to take corrective actions in this regard.	Since academic year 2023/2024, the survey has been anonymous. So, the department will only receive the serial number, not the student's name. The Academic Quality Assurance Team compiles the results of the survey report in each department. Then, the head of the department delivers the survey results to lecturers during the End of Semester Meeting and to students during the Early Semester Meeting. The steps to implement the input from the survey in the next learning activity were discussed. The agreement between the lecturer and the head of department about the steps was stated in the minutes of the meeting which is an inseparable part of the meeting. The agreement will be evaluated in the next survey.  HASIL SURVEY EPBM T.A SEMESTER GANJIL 2023/2024 FAKULTAS PERTANIAN UNIVERSITAS SYIAH KUALA
The team did not find any evidence of a questionnaire inquiring about **student workload**. The team believes that these results should be also incorporated into the continuous development of the programs under review.	A questionnaire inquiring about student workload is asked in the Student Satisfaction Survey (SKP) under "Criticism and suggestions regarding services and facilities at USK". So, USK, Faculty, and Department could receive that the student workload is a problem if this is collected in this survey. We are extremelly consider about the student workload question to be added in the next survey. In addition, the students determine

	the workload by themselves based on their grade point (IP) while USK has set the maximum workload per semester. 

F Summary: Expert recommendations (22.10.2024)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Bachelor Agribusiness	With requirements for one year	30.09.2030		
Bachelor Soil Science	With requirements for one year	30.09.2030		
Bachelor Animal Science	With requirements for one year	30.09.2030		
Bachelor Agricultural Product Technology	With requirements for one year	30.09.2030	EQAS-Food	30.09.2030
Bachelor Agricultural Engineering	With requirements for one year	30.09.2030		

Requirements

For all degree programmes

A 1. (ASIIN 1.3) Ensure the programs use the same template and structure to present the curriculum to students and stakeholders.

A 2. (ASIIN 1.5, 5) Implement a systematic anonymous evaluation of workload, teaching quality, and overall study conditions.

A 3. (ASIIN 1.5, 4.1) Ensure that the awarded ECTS points are aligned with the students' actual workload.

A 4. (ASIIN 4.1) Ensure a comprehensive revision and update of the module descriptions, addressing the lack of content details, outdated literature, and inconsistencies in the equivalence between SKS and ECTS.

For the Bachelor Animal Sciences

A 5. (ASIIN 3.2) Develop an action plan with clear milestones and timelines for the improvement of the facilities and the technical equipment.

For the Bachelor Agricultural Engineering

A 6. (ASIIN 3.2) Ensure the expansion of the laboratories to accommodate parallel classes effectively.

A 7. (ASIIN 3.2) Ensure the provision of an increased number of basic equipment for the teaching laboratories.

Recommendations

For all degree programmes

E 1. (ASIIN 1.1) It is recommended to further enhance students' English writing skills and their ability to engage in interdisciplinary work, enabling them to connect effectively with individuals from diverse fields of expertise.

E 2. (ASIIN 1.3) It is recommended that the programs incorporate more relevant and modern socio-environmental issues into the curricula.

E 3. (ASIIN 1.3, 3.1) It is recommended to adopt a more interdisciplinary approach, particularly by teaching common subjects collaboratively in mixed teams.

E 4. (ASIIN 1.3) It is recommended that international student mobility be further promoted and enhanced.

E 5. (ASIIN 3.1) It is recommended that teaching staff further enhance their active engagement in international activities, including mobility and collaborative research with foreign partners.

E 6. (ASIIN 3.1, 3.2) It is recommended to further increase collaboration among the programs to develop innovative products and solutions that serve and address community needs.

For the Bachelor Soil Science

E 7. (ASIIN 3.2) It is recommended that further efforts be made to improve the facilities and equipment for teaching.

For the Bachelor Agricultural Product Technology

E 8. (ASIIN 3.2) It is recommended to plan a specialised laboratory including equipment to characterise, develop and test materials and packages, regarding safety and food shelf-life.

G Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (19.11.2024)

The Technical Committee discusses the procedure and agrees with the experts concerning the requirements.

Regarding the recommendations, the Committee decides to rephrase recommendation E7 as “further efforts” might have a wide range of interpretations. The Technical Committee proposes the following phrasing for recommendation E7: “It is recommended that the university keeps improving facilities and equipment for teaching as planned.”

The Technical Committees recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Bachelor Agribusiness	With requirements for one year	30.09.2030		
Bachelor Soil Science	With requirements for one year	30.09.2030		
Bachelor Animal Science	With requirements for one year	30.09.2030		
Bachelor Agricultural Product Technology	With requirements for one year	30.09.2030	EQAS-Food	30.09.2030
Bachelor Agricultural Engineering	With requirements for one year	30.09.2030		

Requirements

For all degree programs

A 1. (ASIIN 1.3) Ensure the programs use the same template and structure to present the curriculum to students and stakeholders.

A 2. (ASIIN 1.5, 5) Implement a systematic anonymous evaluation of workload, teaching quality, and overall study conditions.

A 3. (ASIIN 1.5, 4.1) Ensure that the awarded ECTS points are aligned with the students' actual workload.

A 4. (ASIIN 4.1) Ensure a comprehensive revision and update of the module descriptions, addressing the lack of content details, outdated literature, and inconsistencies in the equivalence between SKS and ECTS.

For the Bachelor Animal Sciences

A 5. (ASIIN 3.2) Develop an action plan with clear milestones and timelines for the improvement of the facilities and the technical equipment.

For the Bachelor Agricultural Engineering

A 6. (ASIIN 3.2) Ensure the expansion of the laboratories to accommodate parallel classes effectively.

A 7. (ASIIN 3.2) Ensure the provision of an increased number of basic equipment for the teaching laboratories.

Recommendations

For all degree programmes

E 1. (ASIIN 1.1) It is recommended to further enhance students' English writing skills and their ability to engage in interdisciplinary work, enabling them to connect effectively with individuals from diverse fields of expertise.

E 2. (ASIIN 1.3) It is recommended that the programs incorporate more relevant and modern socio-environmental issues into the curricula.

E 3. (ASIIN 1.3, 3.1) It is recommended to adopt a more interdisciplinary approach, particularly by teaching common subjects collaboratively in mixed teams.

E 4. (ASIIN 1.3) It is recommended that international student mobility be further promoted and enhanced.

E 5. (ASIIN 3.1) It is recommended that teaching staff further enhance their active engagement in international activities, including mobility and collaborative research with foreign partners.

E 6. (ASIIN 3.1, 3.2) It is recommended to further increase collaboration among the programs to develop innovative products and solutions that serve and address community needs.

For the Bachelor Soil Science

E 7. (ASIIN 3.2) It is recommended that the university keeps improving facilities and equipment for teaching as planned.

For the Bachelor Agricultural Product Technology

E 8. (ASIIN 3.2) It is recommended to plan a specialised laboratory including equipment to characterise, develop and test materials and packages, regarding safety and food shelf-life.

H Decision of the Accreditation Commission (06.12.2024)

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

The Accreditation Commission discusses the procedures and agrees with the experts' suggestions and the small change in recommendation E7 proposed by TC 08.

The Accreditation Commission decides to award the following seals:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Bachelor Agribusiness	With requirements for one year	30.09.2030		
Bachelor Soil Science	With requirements for one year	30.09.2030		
Bachelor Animal Science	With requirements for one year	30.09.2030		
Bachelor Agricultural Product Technology	With requirements for one year	30.09.2030	EQAS-Food	30.09.2030
Bachelor Agricultural Engineering	With requirements for one year	30.09.2030		

Requirements

For all degree programmes

A 1. (ASIIN 1.3) Ensure the programs use the same template and structure to present the curriculum to students and stakeholders.

A 2. (ASIIN 1.5, 5) Implement a systematic anonymous evaluation of workload, teaching quality, and overall study conditions.

A 3. (ASIIN 1.5, 4.1) Ensure that the awarded ECTS points are aligned with the students' actual workload.

A 4. (ASIIN 4.1) Ensure a comprehensive revision and update of the module descriptions, addressing the lack of content details, outdated literature, and inconsistencies in the equivalence between SKS and ECTS.

For the Bachelor Animal Sciences

A 5. (ASIIN 3.2) Develop an action plan with clear milestones and timelines for the improvement of the facilities and the technical equipment.

For the Bachelor Agricultural Engineering

A 6. (ASIIN 3.2) Ensure the expansion of the laboratories to accommodate parallel classes effectively.

A 7. (ASIIN 3.2) Ensure the provision of an increased number of basic equipment for the teaching laboratories.

Recommendations

For all degree programmes

E 1. (ASIIN 1.1) It is recommended to further enhance students' English writing skills and their ability to engage in interdisciplinary work, enabling them to connect effectively with individuals from diverse fields of expertise.

E 2. (ASIIN 1.3) It is recommended that the programs incorporate more relevant and modern socio-environmental issues into the curricula.

E 3. (ASIIN 1.3, 3.1) It is recommended to adopt a more interdisciplinary approach, particularly by teaching common subjects collaboratively in mixed teams.

E 4. (ASIIN 1.3) It is recommended that international student mobility be further promoted and enhanced.

E 5. (ASIIN 3.1) It is recommended that teaching staff further enhance their active engagement in international activities, including mobility and collaborative research with foreign partners.

E 6. (ASIIN 3.1, 3.2) It is recommended to further increase collaboration among the programs to develop innovative products and solutions that serve and address community needs.

For the Bachelor Soil Science

E 7. (ASIIN 3.2) It is recommended that the university keeps improving facilities and equipment for teaching as planned.

For the Bachelor Agricultural Product Technology

E 8. (ASIIN 3.2) It is recommended to plan a specialised laboratory including equipment to characterise, develop and test materials and packages, regarding safety and food shelf-life.

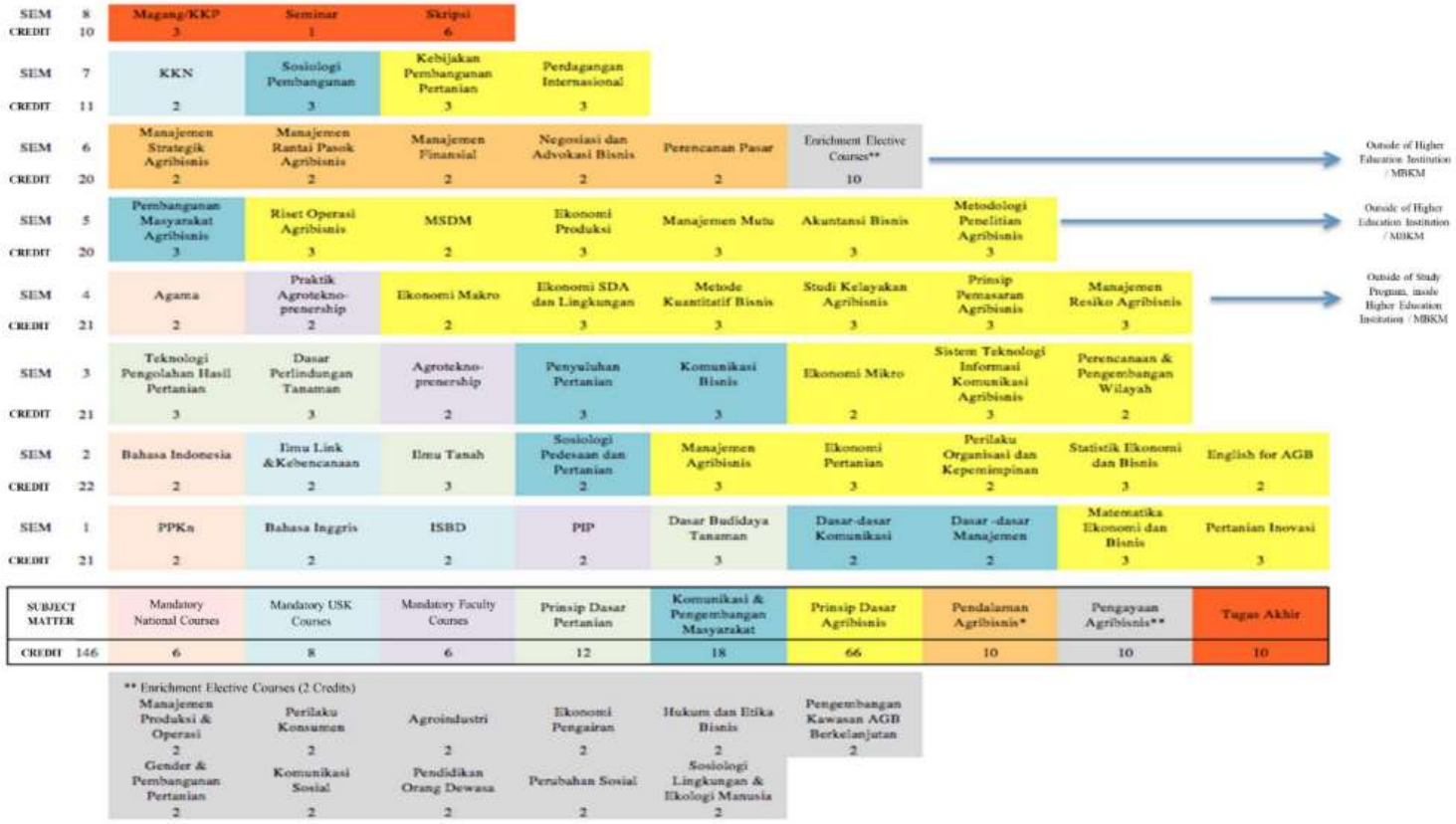
Appendix: Program Intended Learning Outcomes and Curricula

According to the provided "Curriculum Documents", the following intended learning outcomes shall be achieved:

Agribusiness

INTENDED LEARNING OUTCOMES		
1. Attitude Formulation (A):	**GLO 1.**	Able to internalize devotion to God by upholding moral and ethical values.
	GLO 2	Able to self-develop and engage in lifelong learning to contribute to society, nation, and state while respecting values of tolerance, care, and sensitivity.
2. Knowledge Formulation (K):	**GLO 3**	Understand the basic concepts of Agribusiness Management, Agricultural Economics, and Community Empowerment in integrated and sustainable agricultural development.
	GLO 4	Understand entrepreneurship concepts by applying information technology and communication management systems for integrated and sustainable agribusiness.
3. General Skills Formulation (GS):	**GLO 5**	Possess the ability for logical, critical, and systematic thinking when conducting agribusiness studies based on information and data analysis and disseminating it nationally and globally.
	GLO 6	Possess leadership skills and professionalism in applying creative and innovative agribusiness management operations.
4. Specific Skills Formulation (SS):	**GLO 7**	Possess the ability to identify, analyze, and allocate resources and production factors technically and economically in agribusiness.
	GLO 8	Possess managerial skills in ensuring the quality and risk management of agribusiness operation systems and evaluating business and commercial performance.
	GLO 9	Possess communication, negotiation, and advocacy skills in agribusiness by utilizing information technology.

The following curriculum is presented for the study program in <u>Agribusiness:</u>



Source: Outcome Based Education (OBE) Curriculum Document, as part of the Self-Assessment Report

Soil Science

INTENDED LEARNING OUTCOMES		
A. Attitude and Behavior (S)	**1**	Demonstrate a religious attitude and uphold human values in carrying out duties based on religion, morals and ethics.
	2	Play an active role in improving the quality of life in society and the nation.
B. Knowledge (P):	**1**	Mastering the concept of soil function as a natural body, planting medium, ecological subsystem and as a resource.
	2	Mastering knowledge about land and environmental resource management based on the latest and innovative technology to support sustainable agriculture and the environment.
C. General Skills (KU):	**1**	Able to apply logical, critical and innovative thinking in the context of implementing and developing science and technology in accordance with the field of expertise in soil science and land resource management.
	2	Able to identify, plan, design, evaluate and solve problems appropriately regarding land management, land resources and the environment.
	3	Able to demonstrate independent and entrepreneurial performance in the field of soil science to support sustainable agriculture.
D. Special Skills (KK):	**1**	Able to apply knowledge about soil formation and development, as well as soil investigation techniques.
	2	Able to diagnose nutrients visually and laboratory and able to prepare fertilizer recommendations.
	3	Able to apply soil and water conservation technology based on sustainable agricultural principles.
	4	Able to apply geospatial technology and land mapping surveys and regional development.

The following curriculum is presented for the study program in Soil Science:

SEM	8	Community Service Program	Practice Skills	Seminar	Thesis					
SKS	12	2 (0-2)	3 (0-3)	1 (0-1)	6 (0-6)					
SEM	7 MBKM	Student Exchange	Internship/Work Practice in Industry/Agency	Research/Research Outside USK	Entrepreneurship Program	Independent Study/Project	Building Thematic Villages/KKN			Outside PT
SKS	20	20 (0-20)	20 (0-20)	20 (0-20)	20 (0-20)	20 (0-20)	20 (0-20)			
SEM	7	Environmental Impact Analysis	Watershed Management	Agricultural Land Management	Soil Biotechnology	Land Use and Regional Development Practices	Soil Biotechnology Practice	Elective Courses/Specializations*		Inside PT
SKS	20	3 (2-1)	2 (2-0)	2 (2-0)	2 (2-0)	2 (0-2)	1 (0-1)	8 (6-2)		
SEM	6	Agrotechnopreneurship Practice	Plant Nutrition	Geographic Information Systems (GIS)	Geomorphology and Landscape Analysis	Geographic Information Systems Practice	Practice of Geomorphology and Landscape Analysis	Elective Courses/Specializations*		
SKS	19	2 (0-2)	3 (2-1)	2 (2-0)	2 (2-0)	1 (0-1)	1 (0-1)	8 (6-2)		
SEM	5	Agrotechnopreneurship	Research methods	Geography and Development of Indonesian Land	Irrigation and Drainage	Soil and Water Pollution	Soil Survey and Land Evaluation	Management of Food Crops and Plantations		
SKS	18	2 (2-0)	2 (2-0)	2 (2-0)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)		
SEM	4	Religious education	Agrohydrology	Experiment Design	Soil and Water Conservation	Soil Fertility and Fertilization	Soil Morphology and Classification	Land Surveying and Cartography		
SKS	20	2 (2-0)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)		
SEM	3	Statistics	Soil Physics	Soil Chemistry	Soil Biology	Geology and Mineralogy	Basics of Plant Protection	Fundamentals of management		
SKS	20	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	2 (2-0)		
SEM	2	Indonesian	Disaster and Environmental Knowledge	Character Development II	Basics of Soil Science	Agroclimatology	Basics of Agronomy	Plant Physiology	Remote Sensing	Remote Sensing Practice
SKS	19	2 (2-0)	2 (2-0)	Non-SKS	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	2 (2-0)	1 (0-1)
SEM	1	Pancasila and civic education	Basic Social and Cultural Sciences	Character Development I	English	Introduction to Agricultural Science	Mathematics	Physics	Chemistry	Biology
SKS	19	2 (2-0)	2 (2-0)	Non-SKS	2 (2-0)	2 (2-0)	2 (2-0)	3 (2-1)	3 (2-1)	3 (2-1)
STUDY MATERIALS		University General	General Faculty	Basic Science	Agricultural Sciences	Basic Soil Science	Applied Soil Science	SCIENCE AND TECHNOLOGY	Choice*	Thesis
SKS	147	14	6	11	20	20	24	26	16	10
		ELECTIVE COURSES*	Semester VI	Characteristics and Management of Swamp Land	Characteristics and Management of Rice Fields	Land Reclamation and Rehabilitation	Soil Taxonomy	Agroecology	Soil and Plant Analysis	Remote Sensing Applications	Regional Spatial Planning Application
			SKS 8	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	2 (2-0)	2 (2-0)	2 (2-0)	3 (1-2)
		16 credits	Semester VII	Sustainable Agriculture	Local Resource Biopesticides	Agricultural mechanization	Forest Ecosystem Services	Natural Resource and Environmental Economics	Extension and Development Communication	Agribusiness Management	Rural Sociology
			SKS 8	3 (2-1)	3 (2-1)	3 (2-1)	3 (2-1)	2 (2-0)	3 (2-1)	3 (2-1)	2 (2-0)

Source: Outcome Based Education (OBE) Curriculum Document, as part of the Self-Assessment Report

Animal Science

INTENDED LEARNING OUTCOMES		
Attitude	**1**	Devoted to God Almighty and able to show a religious attitude and uphold human values in carrying out duties based on religion, morals and ethics.
	2	Internalize values, norms, academic and scientific ethics.
Knowledge Mastery	**1**	Understanding the theoretical concepts of management and production technology, breeding, reproduction, nutrition and feed, processing of livestock products, animal health, entrepreneurship and livestock industry,
	2	Mastering the principles of environmental, social, economic sciences related to livestock business and industry with a scientific approach (experimental, quantitative and qualitative).
General Skills	**1**	Have the ability to plan, collaborate and develop science and technology in the field of animal husbandry,
	2	Able to carry out entrepreneurial managerial activities in the livestock sector based on digital information technology.
Special Skills	**1**	Being able to apply livestock technology oriented towards livestock production, reproduction and livestock product technology based on entrepreneurship and industry.
	2	Supporting national activities and local wisdom related to the fields of livestock production, reproduction and livestock product technology through research activities, community service and collaboration.

The following curriculum is presented for the study program in Animal Science:

SEMESTER	VIII	Field Practice	KKN	Seminar	Thesis				
Credit	12	3	2	1	6				
SEMESTER	VII	Poultry Breeding Technology	Livestock Environmental Impact Management	Livestock Equipment Operational Techniques	Livestock Commerce Management	Enrichment Options 1,2,3			
Credit	20	3	3	2	3	9			
SEMESTER	VI	Livestock Reproduction and Breeding Management	Dairy Industry Management	Handling and Utilization of Waste and by products	Meat livestock industry management	Animal Health and Biosecurity	Poultry Industry Management	Animal Feed Industry Management	MBKM
Credit	21	3	3	3	3	3	3	3	20
SEMESTER	V	Feed Technology and Ration Formulation	Milk Processing Technology	Poultry Ration Formulation and Production	Meat Processing Technology	Poultry Production Technology	Pasture Management	Scientific Methods and Animal Research	Agrotechnopreneurship
Credit	22	3	3	3	3	3	3	2	2
SEMESTER	IV	Experiment Design	Livestock Breeding Technology	Beef Livestock Production Technology	Dairy Livestock Production Technology	Food and Nutrition of Animal Commodities	Knowledge of Feed Ingredients	Animal Husbandry Biotechnology	Religious education
Credit	21	3	3	3	3	2	2	3	2
SEMESTER	III	Animal Nutrition	Livestock Extension	Animal Husbandry Biochemistry	Ruminology	Statistics and data analysis	Forage Production Technology	Poultry Science	
Credit	18	3	2	3	2	3	3	2	
SEMESTER	II	Agrostology	Animal Observation Science	Microbiology	Animal Physiology and Anatomy	Local Livestock Genetic Resources	Disaster and Environmental Knowledge	Character development II	Indonesian	Writing Techniques
Credit	18	2	2	3	3	2	2	0	2	2
SEMESTER	I	Computer Applications and Information Technology	Genetics	Soil Science and Land Fertilization	Veterinary Law and Livestock Policy	Zoology	Introduction to Agricultural Science	English	Pancasila and civic education	Basic Social and Cultural Sciences	Character Development 1
Credit	20	3	2	2	2	3	2	2	2	2	0

Source: Outcome Based Education (OBE) Curriculum Document, as part of the Self-Assessment Report

Agricultural Product Technology

INTENDED LEARNING OUTCOMES		
Attitude and Behaviours (S)	**1**	Fearing God Almighty, upholding the values of honesty, trustworthiness and responsibility.
	2	Moral and ethical in carrying out duties professionally.
	3	Innovative and creative in working, both independently and in teams to solve problems and challenges with lifelong learning.
	4	Sensitive and concerned about social, community and environmental developments.
Knowledge (P)	**1**	Master the theoretical concepts of mathematics, chemistry, physics, biology, microbiology and materials in the field of agricultural technology
	2	Master the knowledge of management, engineering, communication and entrepreneurship to produce products that are safe, halal and have added value.
	3	Mastering scientific principles in solving agricultural technology problems
Special Skills (KK)	Areas of Interest Food Technology	
	1	Able to process agricultural products based on biochemical and food nutrition concepts
	2	Able to design and implement food safety systems in the processing of agricultural products
	3	Able to develop and test the quality of agricultural products in a measurable manner
	Areas of Interest: Agricultural Industrial Technology	
	1	Able to design an industry that is technically and economically feasible
	2	Able to design and integrate effective and efficient industrial management systems
	5	Able to plan and control production and inventory activities throughout the agricultural industry production chain
General Skills (KU)	**1**	Able to make the right decisions in solving problems based on science and technology of agricultural products.
	2	Able to work independently or in teams across disciplines and cultures.
	3	Able to analyze data and information logically, critically and systematically.
	4	Able to communicate effectively both verbally and in writing.
	5	Able to maintain and develop work networks.

The following curriculum is presented for the study program in Agricultural Product Technology:

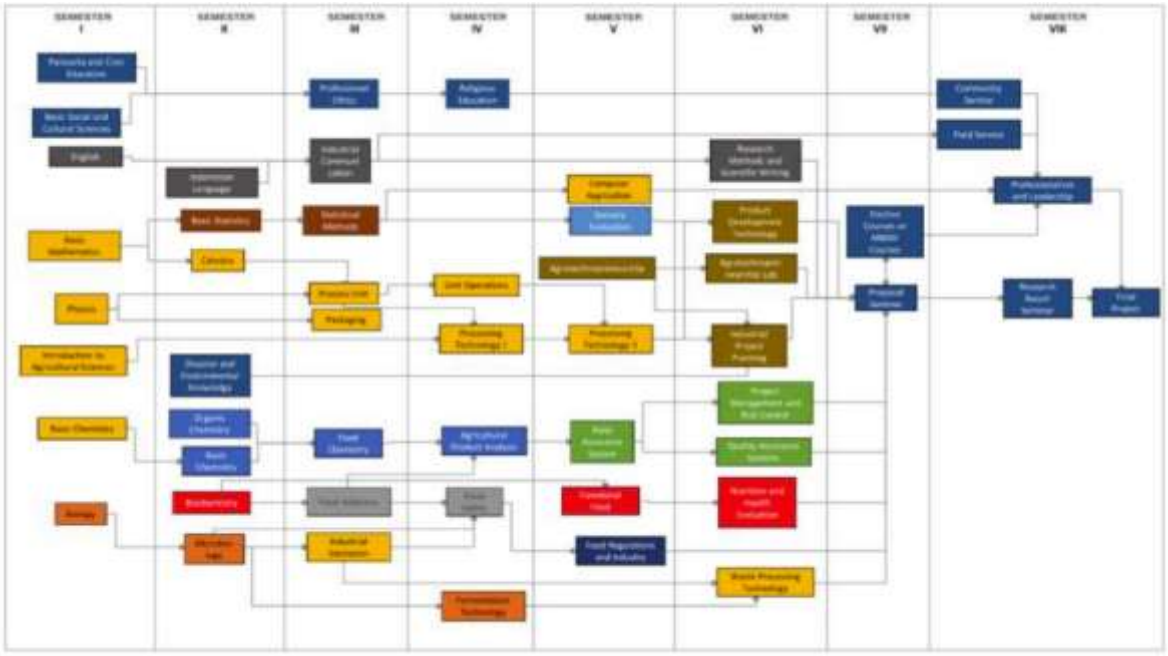


Figure 1. Curriculum Map for the Food Technology Concentration

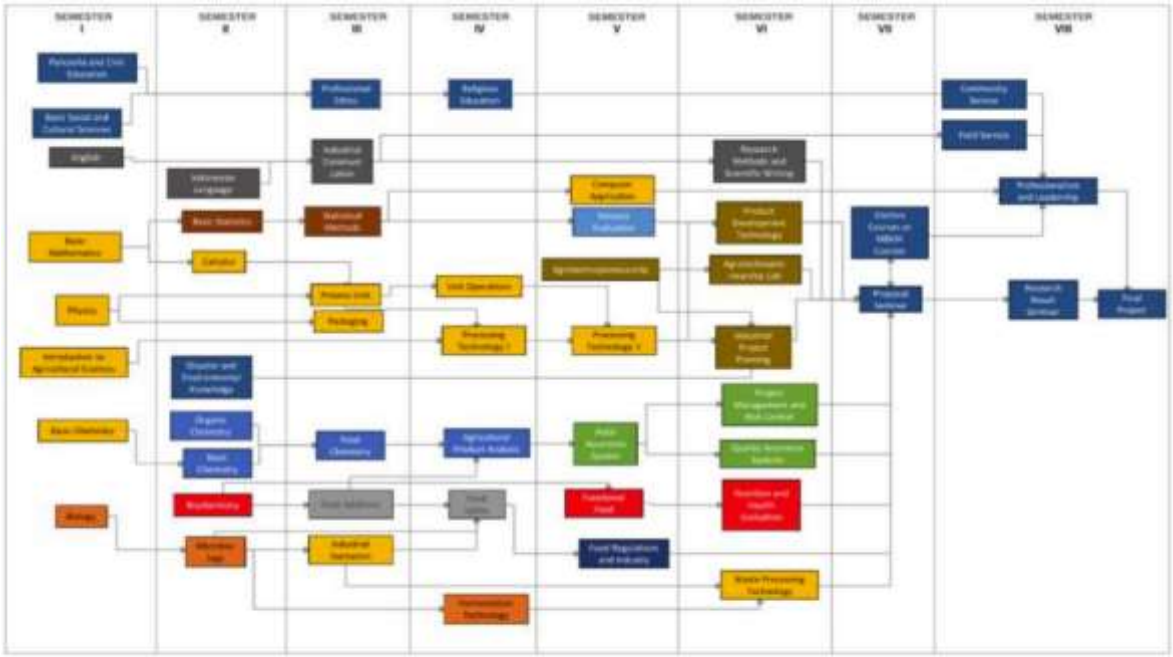


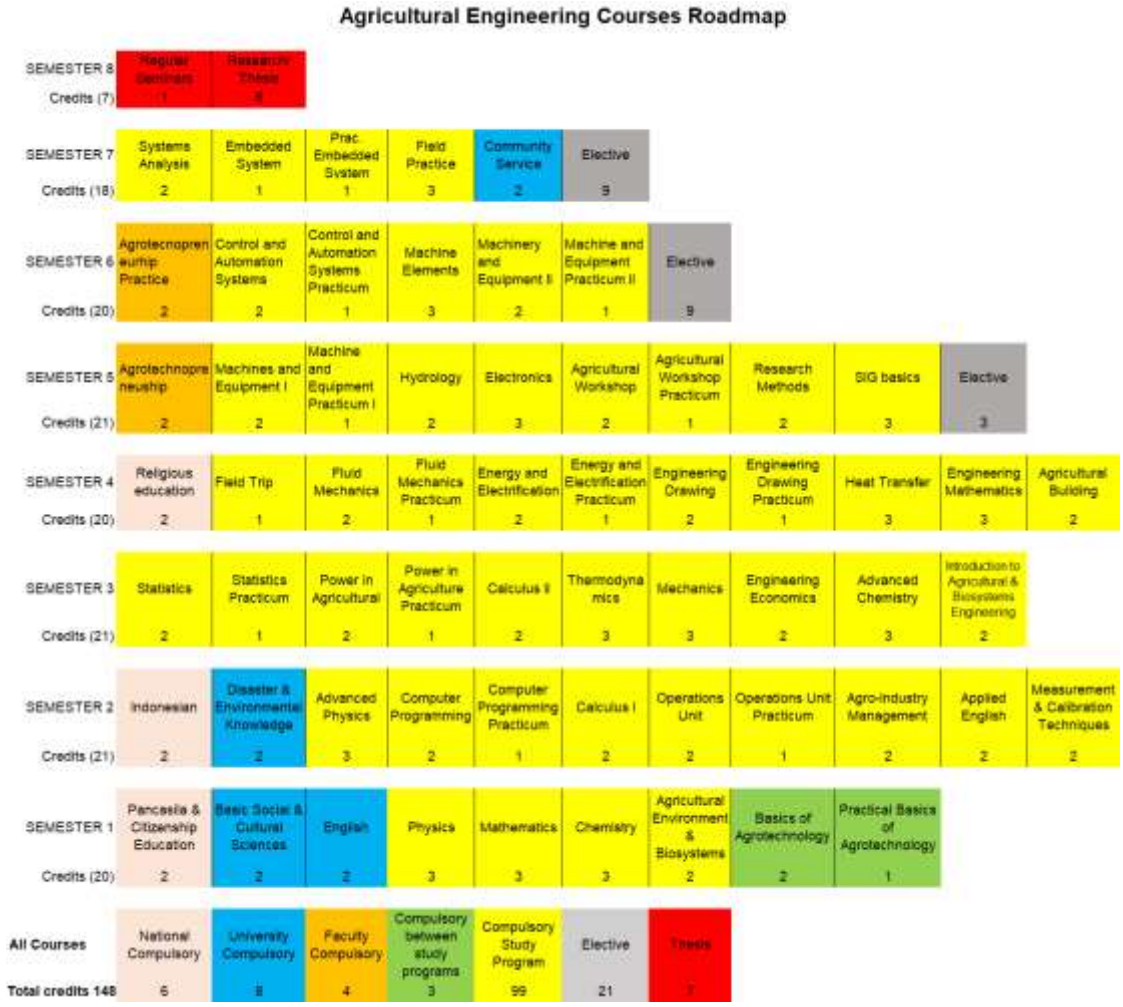
Figure 2. Curriculum Map for the Agricultural Industry Technology Concentration

Source: Outcome Based Education (OBE) Curriculum Document, as part of the Self-Assessment Report

Agricultural Engineering

INTENDED LEARNING OUTCOMES		
Attitude and Behaviours (S)	**1**	Ability to act and behave that reflects the values and norms embodied in community religion and demonstrate professional ethics in solving agricultural engineering problems.
Knowledge (P)	**2**	Ability to apply mathematics, natural sciences, information technology, and engineering in order to obtain a thorough understanding of agricultural engineering principles
	3	Ability to identify, formulate, analyze, solve problems to gain an understanding of the principles of agricultural engineering and their impacts.
Special Skills (KK)	**4**	Ability to effectively communicate orally, in writing and visually, and to work independently or in groups
	5	Demonstrate entrepreneurial abilities and awareness of the importance of lifelong learning including accessing science and technology developments related to current, relevant issues.
General Skills (KU)	**6**	Ability to design and develop technical tools and agricultural systems that are modern and efficient
	7	Ability to design and carry out laboratory and/or field experiments as well as analyze data, interpret data and draw conclusions using engineering judgment
	8	Ability to manage and utilize natural resources (agriculture, energy, and environment) and supporting resources (HR, infrastructure) optimally and sustainably and integrated across disciplines

The following curriculum is presented for the study program in Agricultural Engineering**:**



Source: https://tp.usk.ac.id/curriculum_tp/