



**ASIIN Seal**

## **Accreditation Report**

**Bachelor's Degree Programs**

*Animal Husbandry*

*Animal Husbandry Pangandaran Campus*

**Doctoral Program**

*Animal Husbandry*

Provided by

**Universitas Padjadjaran (Unpad) – Indonesia**

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## A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for <sup>1</sup>	Previous accreditation (issuing agency, validity)	Involved Technical Committee (TC) <sup>2</sup>
Sarjana Peternakan	Bachelor in Animal Husbandry	ASIIN	National Accreditation Body for Higher Education (BAN-PT). Valid until December 28, 2027	08
Sarjana Peternakan Kampus Pangandaran	Bachelor in Animal Husbandry Pangandaran Campus	ASIIN	National Accreditation Body for Higher Education (BAN-PT). Valid until May 11, 2026	08
Doktor Ilmu Peternakan	Doctor in Animal Husbandry	ASIIN	National Accreditation Body for Higher Education (BAN-PT). Valid until September 13, 2027	08
<p><b>Date of the contract:</b> 28.03.2023</p> <p><b>Submission of the final version of the self-assessment report:</b> 18.09.2023</p> <p><b>Date of the on-site visit:</b> 13. – 14.12.2023</p> <p><b>At:</b> Universitas Padjadjaran, Jatinangor Campus</p> <p><b>Location:</b> Sumedang, Indonesia.</p>				
<p><b>Expert panel:</b></p> <p>Prof. Dr. Bernhard Hiebl, University of Veterinary Medicine, Hannover</p> <p>Dr. Elisa Herawati, Universitas Sebelas Maret</p> <p>Ilham Akbar, Nutricell Pacific</p> <p>Rifda Annisa, student at IPB Bogor</p>				
<p><b>Representative of the ASIIN headquarter:</b> Dr. Emeline Jerez</p>				

<sup>1</sup> ASIIN Seal for degree programs

<sup>2</sup> TC: Technical Committee for the following subject areas: TC 08 – Agriculture, Forestry and Food Sciences

<b>Responsible decision-making committee:</b> Accreditation Commission for Degree Programs	
<b>Criteria used:</b>  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 Programs

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF <sup>3</sup>	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor program in Animal Husbandry	S.Pt. / B.Sc.	Animal Husbandry	Level 6	Full time	No	8 semesters	144 credits equivalent to 230.4 ECTS	Annually First offered in September 1963
Bachelor program in Animal Husbandry Pangandaran Campus	S.Pt. / B.Sc.	Animal Husbandry	Level 6	Full time	No	8 semesters	144 credits equivalent to 230.4 ECTS	Annually First offered in September 2016
Doctoral program in Animal Husbandry	Dr.	Animal Husbandry	Level 8	By Research	No	6 semesters	42 credits equivalent to 67.2 ECTS	Biannually First offered in September 1982

**The experts acknowledge and consider the contextual framework within which the Bachelor's and Doctoral study programs currently being assessed are offered:**

Universitas Padjadjaran (Unpad) is a public institution of higher education that was established in 1957. The university is located in the province of West Java, Indonesia, and its primary campus is situated in Jatinangor, Sumedang. Unpad's other campuses are Dipati Ukur in Bandung, Garut, and Pangandaran. The Pangandaran campus is approximately 169 kilometers away from the main campus.

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<sup>3</sup> EQF = The European Qualifications Framework for lifelong learning

Accounting over 38,000 enrolled students, the university offers 190 educational programs. These range from vocational and undergraduate to postgraduate programs, including specialist, professional, master's, and doctoral programs. The university comprises 16 faculties and a Postgraduate School that oversees the master and doctoral programs in interdisciplinary science and carries out quality assurance duties for postgraduate programs organised by faculties.

As per its vision statement, the University aims to “become a world-renowned university bringing great impacts on society”. In the 2024 QS World Universities Ranking, Unpad is ranked 7th in Indonesia and got in the range of rankings of 661-670th in the world.

### **The Faculty of Animal Husbandry**

Fakultas Peternakan was established in 1963, and currently offers undergraduate, master's, and doctoral-level study programs in Animal Husbandry. According to the information provided on its website, the Faculty has over 4,300 Bachelor's, 162 Master's, and 84 Doctorate graduates. Graduates have gone on to work in various sectors, such as the government, private sector, entrepreneurship, agribusiness, banking, education, and research and development centres.

The Faculty's vision is "to become a research-based and internationally competitive study program/faculty management unit, and has a commitment to excellence in science and technology of environmentally friendly animal husbandry by 2024. In realising this vision, the Faculty of Animal Husbandry's mission is:

- “1) Implementing the Tridharma of Higher Education that is able to meet the demands of the community who use higher education services in the field of environmentally friendly animal husbandry
- 2) Conducting research that is internationally competitive and relevant to the demands of higher education service users in advancing intellectual development and welfare of the livestock community
- 3) Organizing professional and accountable management of higher education to improve the image of higher education
- 4) Forming academic people who uphold the nobility of local culture and national culture in the diversity of world cultures
- 5) Building an academic corporation with both national and international stakeholders.”

Currently, the Faculty of Animal Husbandry pursues ASIIN accreditation for the ***Bachelor in Animal Husbandry (Jatinangor campus), Bachelor in Animal Husbandry Pangandaran Campus*** and ***Doctoral program in Animal Husbandry***.

For the ***Bachelor's degree program in Animal Husbandry (Jatinangor campus)***, Unpad has presented the following objectives in its self-assessment report:

**Study Program Objectives:**

1. "Produce independent and competitive graduates, based on noble characters in the development of environmentally friendly animal husbandry science and technology.
2. Develop and conserve local livestock resources in an effort to empower sustainable livestock-oriented communities."

Similarly, the self-assessment report outlines the objectives for the ***Bachelor's degree program in Animal Husbandry Pangandaran Campus*** as follows:

**Study Program Objectives:**

1. "Produce graduates who are faithful and devoted to God Almighty.
2. Produce independent and empowered graduates competitiveness is based on noble character in the development of environmentally friendly animal husbandry science and technology.
3. Develop and preserve local livestock resources in an effort to empower communities that are oriented towards sustainable livestock production."
4. Establish cooperation in the field of Higher Education Tri Dharma with various parties, both national and international."

***Both Bachelor's degree programs*** share an identical intended graduate profile, which is presented in the Academic Guidelines:

**Graduate's profile**

- "Manager, manager/leader in a work unit/company.
- Entrepreneur, and entrepreneur who builds and develops a business in the livestock sector, either on his own or joins a group.
- Community leaders, leaders, and drivers of development in the community in the field of animal husbandry/related to animal husbandry.
- Application and development of science, mastering basic knowledge in the field of animal husbandry, and starting to develop innovative technology in the field of animal husbandry."

For the ***Doctoral program in Animal Husbandry***, Unpad has presented the following profile in the self-assessment report:

**Study Program Objectives:**

1. “Able to formulate research plans based on solving problems of the livestock community, implement, interpret research results and disseminate the results through seminars and scientific publications as well as intellectual property right.
2. Able to explore Animal Husbandry science through research with inter, multi, or transdisciplinary approaches which lead to the production of tested and original scientific works in the form of scientific publications in reputable international scientific journals.
3. Able to solve complex science and technology problems in the field of animal husbandry by providing solutions through inter-, multi-, or transdisciplinary approaches, both through research and development as well as scientific approaches in analysis and synthesis.”

**Doctoral Program Graduate Competencies:****“Attitudes and Values**

1. Fear God Almighty.
2. Have good morals, ethics and personality in completing their duties.
3. Act as a proud citizen and love the homeland and support world peace.
4. Able to work together and have high social sensitivity and concern for society and the environment.
5. Appreciate the diversity of cultures, views, beliefs, and religions as well as the opinions/original findings of others.
6. Uphold law enforcement and have the spirit to put the interests of the nation and the wider community first.

**General Job Skills**

1. Able to develop new knowledge, technology, and or art in their scientific field or professional practice through research, to produce creative, original, and tested works.
2. Able to solve science, technology, and or art problems in their scientific field through inter, multi or transdisciplinary approaches.
3. Able to manage, lead, and develop research and development that is beneficial for science and the benefit of mankind, as well as being able to gain national and international recognition.

**Supporting Competencies**

1. Able to deepen or expand Animal Husbandry science through research with an inter, multi, or transdisciplinary approach which leads to the production of tested and original scientific works in the form of scientific publications in accredited scientific journals that are recognized nationally or internationally.

2. Able to solve complex science and technology problems in the field of animal husbandry by coming up with the latest solutions through inter-, multi-, or transdisciplinary approaches, both through research and development as well as scientific approaches in analysis and synthesis.

**Other competencies**

1. Able to manage, lead and develop research as learning material and update animal husbandry science.
2. Mastering the latest philosophy of animal husbandry theory and other relevant theories (agriculture, demography, economics, biology) and developing theories and or science and technology in the field of environmentally friendly animal husbandry.”

As discussed with the Rector’s Office representatives, Unpad’s vision, as stated in the 2020-2024 Strategic Plan, is to become a world-renowned university bringing great impacts on society. Therefore, pursuing international accreditation aligns with the institutional goals. It is a means to enhance its international reputation and foster more collaborations and partnerships.

The experts thank Unpad leadership for the insightful presentation on the strategic goals of the institution. They commend the demonstrated commitment to stand behind the programs under review and their willingness to support this accreditation process.



## C Expert Report for the ASIIN Seal

### 1. The Degree Program: Concept, Content & Implementation

<b>Criterion 1.1 Objectives and Learning Outcomes of a Degree Program (Intended Qualifications Profile)</b>
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**Evidence:**

- Self-Assessment Report
- Objective-Module Matrices (Modules to LOs)
- Faculty of Animal Husbandry's website: <https://peternakan.Unpad.ac.id/>
- Curriculum documents, all programs under review
- Discussions during the audit

**Preliminary assessment and analysis of the experts:**

Learning Outcomes

The program learning outcomes (PLOs) of the **Bachelor in Animal Husbandry, Jatiningor and Pangandaran campus**, are developed based on the program objectives and a process involving stakeholders and benchmarking to various animal husbandry-teaching universities at both domestic and international levels. The Bachelor's programs' PLOs align with the Indonesian National Qualification Framework, the National Higher Education Standards, the Animal Husbandry Higher Education Leaders Forum, the vision and mission of Unpad and the mandate of the Faculty of Animal Husbandry.

Based on national regulation, the PLOs of both Bachelor's programs under review (see [Appendix](#)) are distinguished as aspects of Attitude (sikap), Knowledge (pengetahuan), General Skills (kemampuan umum), and Special Skills (kemampuan khusus).

The **Doctoral program in Animal Husbandry** is a by-research study program, and its learning outcomes are designed based on the presented graduate profile and refer to the Indonesian National Qualifications Framework and National Higher Education Standards. Together with this, the doctoral program has adopted ASIIN Accreditation criteria that include research, soft skills, and mobility. The PLOs are prepared based on the results of workshops that consider input from various interested parties, including the Faculty of

Animal Husbandry academic community and stakeholders, including graduate users and government and private institutions in the livestock sector. The workshops are conducted through focus group discussions and online surveys.

The University presents tabular mappings of linkages between modules and PLOs within the provided documentation for the three programs under review.

#### Graduate Qualification Profiles

The graduates from the ***Bachelor in Animal Husbandry (Jatinangor and Pangandaran Campus)*** are expected to develop their careers as managers, organisational leaders, and entrepreneurs and have the ability to apply animal husbandry science and technology. The ***Doctoral program in Animal Husbandry*** graduates are expected to have superior/reliable and independent competencies according to their fields as academics/researchers in animal husbandry, bureaucrats in government and research directors/consultants in the livestock industry.

During the discussion with the expert panel, most students and alumni expressed their satisfaction with the programs under review, the learning they deliver, and future job prospects. The experts' impression is that the students are highly motivated and engaged with the challenges the programs face for their future development. In connection to this, the expert team commend Unpad for fostering open communication channels across its different structures. It is noted that not only lecturers and program coordinators are aware of the University's challenges, but also the students. The students are clearly aware that sustainability is something that the University should focus on for the future, in addition to climate change and animal welfare.

On their part, industry representatives from both private and public sectors equally conveyed their satisfaction with Animal Husbandry graduates, highlighting the University's overall reputation in the field. In particular, the industry partners confirmed their eagerness to take in students and graduates from the programs under review, citing their overall good qualifications, soft skills, attitude and ability to find creative solutions.

#### Review of Learning Outcomes

The University's self-assessment report states that learning outcomes and curricula are reviewed every five years. Minor evaluations on the progress of the learning outcomes are conducted each semester without restructuring. These reviews involve internal and external stakeholders and benchmarking with other national and international universities. In agreement with this, the program coordinators highlighted during the on-site visit that focus group discussions support curriculum evaluation and that various student and staff surveys are conducted for review and quality management purposes.

In 2020, *the Bachelor's degree curriculum* underwent a major revision due to the implementation of the Independent-Learning Campus (MBKM) policy. The last revision of the curriculum, which occurred in 2021, is a minor revision of the 2020 version. The 2021 curriculum revision (see [Appendix](#)) aligns with Unpad's vision and mission relating to outcome-based education (OBE) and its commitment to improving the quality of education and graduates.

The *Doctoral program in Animal Husbandry* switched to a research-based curriculum in 2016. The curriculum is likewise reviewed every five years based on stakeholder feedback.

**In their assessment of this criterion, the ASIIN expert team comes to the following conclusions:**

Unpad has defined program objectives and program learning outcomes (PLOs) to describe the profile and the goals of the three programs under review. The program objectives outline general purposes, while the PLOs provide specific details on the competences that students should acquire during their studies. The PLOs have been designed by considering the Indonesian National Qualification Framework, the provisions of the corresponding Indonesian professional and scientific associations and using the instrument of internal and external benchmarking.

The experts verified that PLOs are arranged in line with the programs' objectives and considered them reasonable and well-founded.

It is clear to the experts that Animal Husbandry students come to Unpad due to its research profile, which they consider a unique selling feature. Based on the feedback from most students and industry representatives, the experts believe that the imparted qualification profiles satisfy the expectations of all parties involved. These profiles allow the students to obtain employment that corresponds to their qualifications once they graduate.

From the provided documentation, their exchanges during the audit, as well as the further discussion of the University's quality assurance mechanisms under [Criterion 1.3](#) and [Criterion 5](#) below, the experts gain the impression that appropriate, recurring review mechanisms concerning the objectives and learning outcomes of the programs under review are in place.

**However, there is room for improvement in how stakeholders are provided with crucial information on the program objectives and learning outcomes, as these details are not directly accessible on the respective website. Additionally, the link for the Bachelor in Animal Husbandry Pangandaran Campus leads to a blank page, providing no details about the program.**

Aside from this, the experts attest that the learning outcomes of the programs under review correspond to level 6 (Bachelor's programs) and level 8 (Doctoral program) of the European Qualification Framework (EQF), respectively. Moreover, the experts assess that the outlined objectives suffice the Subject-Specific Criteria of ASIIN's Technical Committee 08 - Agriculture, Forestry and Food Sciences. Further discussion of the curricula will follow in [Criterion 1.3](#).

### **Criterion 1.2 Name of the Degree Programme**

#### **Evidence:**

- Self-Assessment Report
- Faculty of Animal Husbandry's website: <https://peternakan.Unpad.ac.id/>
- Curriculum Documents, all programs under review
- Sample Diploma for each degree program
- Sample Diploma Supplement for the Bachelor's program

#### **Preliminary assessment and analysis of the experts:**

As outlined by the University in the self-assessment report, the naming of the degrees awarded follows the regulation of the Minister of Research, Technology and Higher Education No. 257/M/KPT/2017.

Graduates of the Bachelor's programs in Animal Husbandry are conferred the title Sarjana Peternakan (S.Pt.) or Bachelor of Science (B.Sc.). Meanwhile, doctoral program graduates receive the title Doktor (Dr), signifying Doctor in Animal Husbandry.

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

### **Criterion 1.3 Curriculum**

#### **Evidence:**

- Self-Assessment Report
- Faculty of Animal Husbandry's website: <https://peternakan.Unpad.ac.id/>
- Curriculum Documents, all programs under review.
- Discussions during the audit

### **Preliminary assessment and analysis of the experts:**

The curricula, structure, and composition of the study programs under review are presented in the University's provided "Curriculum Documents", including the academic guidelines and module handbooks. As per the self-assessment report, the programs have been aligned with the Indonesian Qualification Framework, the National Standards for Higher Education and the Indonesian Animal Husbandry Higher Education Leaders Forum and have been benchmarked against local and international universities and current market trends.

### **Bachelor in Animal Husbandry (Campus Jatinangor and Pangandaran)**

Both *Bachelor's programs in Animal Husbandry* are full-time and comprise 144 Indonesian credits (*Satuan Kredit Semester, SKS*, equivalent to 230.4 ECTS).

#### **Structure of the Programs**

The expected study duration is eight semesters (four years). 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 January, and the even semester lasts from February to June.

The curricula of the undergraduate courses under review consist of a grouping of subjects (MK) into six study areas (BK) based on the agreement of the Animal Husbandry Higher Education Leaders Forum. Of the six study areas, lecture materials on Complementary Science and Technology (BK-2) and Higher Education Characteristics (BK-4) can be obtained outside the study program.

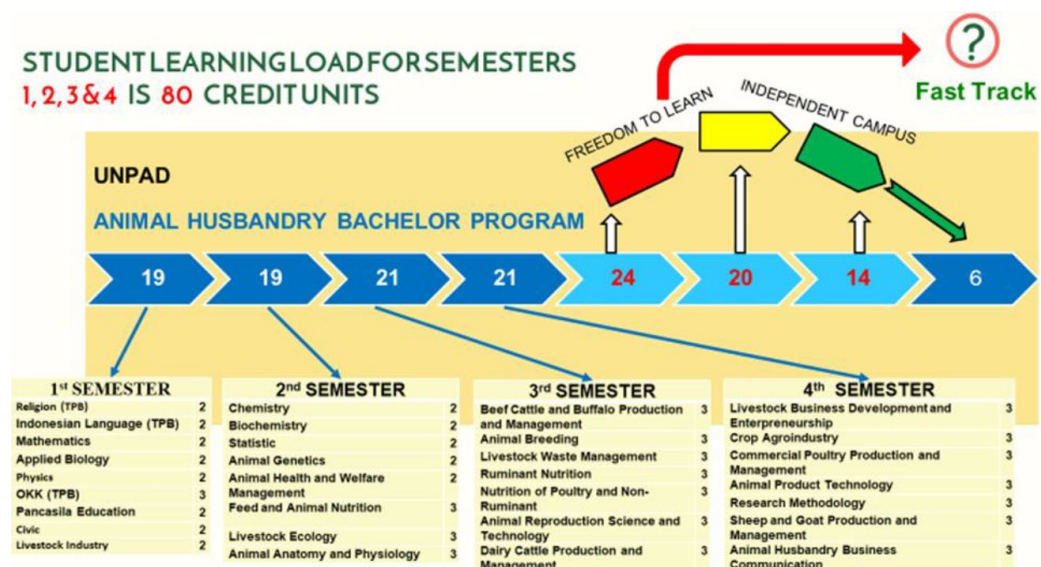
<b>Study areas</b>	<b>Group of subjects</b>	<b>Total SKS</b>	<b>Total ECTS</b>
BK-1. Animal Husbandry Science Core	<ul style="list-style-type: none"> <li>• Development of livestock business</li> <li>• Thesis</li> </ul>	14	22.4
BK-2. Complementary Science and Technology	<ul style="list-style-type: none"> <li>• General basic knowledge</li> <li>• Basic Character Building</li> </ul>	38	60.8
BK-3. Supporting Science and Technology	<ul style="list-style-type: none"> <li>• Basic science of animal husbandry</li> <li>• Livestock production system</li> </ul>	44	70.4
BK-4. Higher Education Characteristics	<ul style="list-style-type: none"> <li>• Optional (Bina Mulya Hukum and environment)</li> </ul>	5	8
BK-5. Developed Science and Technology	<ul style="list-style-type: none"> <li>• Livestock business management</li> <li>• Integrated livestock system</li> <li>• Quality assurance and the Livestock industry</li> </ul>	29	46.4
BK-6. Science and Technology for the Future	<ul style="list-style-type: none"> <li>• Basic science of animal husbandry</li> <li>• Livestock production system</li> </ul>	14	22.4
<b>Total</b>		<b>144</b>	<b>230.4</b>

*Composition of Bachelor's curricula. Source: Academic Guidelines, Unpad.*

## Contents

As outlined above, the two Animal Husbandry undergraduate curricula consist of various course categories. The arrangement of courses according to the semester sequence (1st to 8th Semester) and study load considers the distribution of independent learning courses scheduled for the 5th, 6th, and 7th semesters.

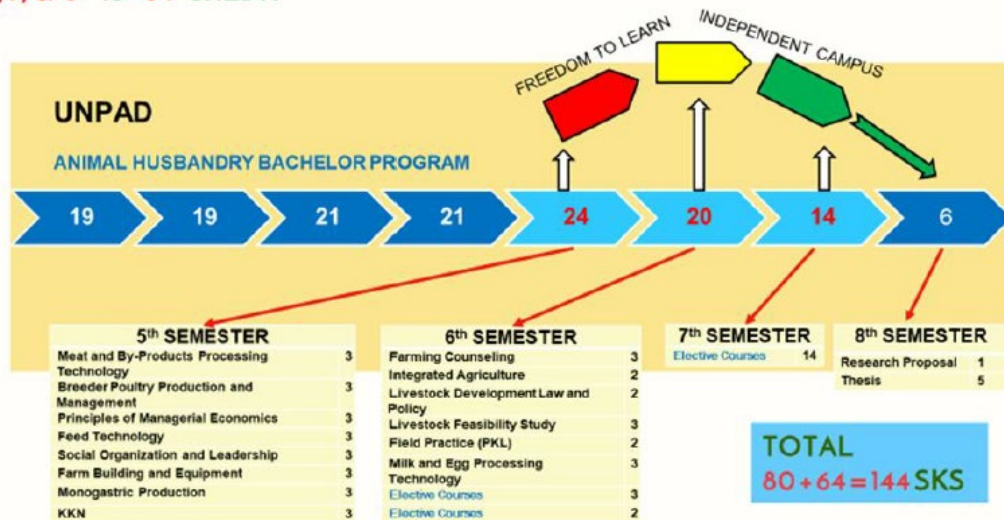
The study program includes courses for the 1st, 2nd, 3rd, 4th, and 8th semesters (see figures below). The courses offered during the 5th, 6th and 7th semesters are flexible and can be completed independently or as off-campus activities. These courses can be evaluated based on the combination of results from partner companies where students can complete internships, portfolios, reports, special assignments, or written tests. Students who take full-time independent study (three semesters equal to 60 credits) return to on-campus learning in the 8th semester to complete their research proposal seminar and undergraduate thesis.



*Course distribution 1st, 2nd, 3rd, and 4th semesters. Source: Self-Assessment Report, Unpad.*

Students who have completed independent campus learning but are unable to convert all of their independent courses (less than 60 credits) due to constraints in their field, are still required to complete the remaining credits by taking several courses offered in the 5th to 7th semesters through long-distance learning (PJJ). The elective courses offered should vary to support credit fulfilment based on the MBKM activities taken (see [Appendix](#) for the full list of electives offered).

## STUDENT LEARNING LOAD FOR SEMESTERS 5, 6, 7, & 8 IS 64 CREDIT



*Distribution of Convertible 5th to 8th-semester courses from Independent Learning – Independent Campus Program (MBKM). Source: Self-Assessment Report, Unpad.*

The final **Thesis** is preceded by a “**Research Proposal**” seminar in which students learn to create and defend a suitable project. The preparation for research begins in the 4th semester by following the Research Methods course.

With regard to the Bachelor’s curriculum, the expert group asked the program coordinators for a number of clarifications:

- The experts asked how the topics of climatic change, digitalisation strategies, and new concepts in animal welfare within the field of animal husbandry are incorporated. Program coordinators explained that these concepts are embedded into the curriculum. Students are exposed to topics related to animal welfare, and in alignment with the university's emphasis on sustainability, there is a focus on environmentally friendly practices.
- Concerning the timing of students' initial practical training with animals, the experts learned that it formally commences in the 4th semester. Nonetheless, students gain access to learning opportunities earlier. They receive training on animal handling using dummy models before engaging with live animals.

Based on the provided documentation and their discussions during the audit, the expert team attests that both Bachelor's degree programs comprise modules with coherent teaching and learning units. Independent Learning – Independent Campus activities (MBKM) appear to be well-integrated into the new curriculum, and the supervision by the Faculty of Animal Husbandry guarantees their respective quality in terms of relevance, content, and structure.

## Internships

Internships are integrated into the Bachelor’s programs through the Independent Learning - Independent Campus (MBKM) activities. These activities encompass eight components, representing a mode of autonomous and flexible learning:

<b>Internship/ Work practice</b>	Internship activities at a company, non-profit foundation, multilateral organisation, government institution, or start-up.
<b>Project in the village</b>	Social projects to assist people in rural or remote areas in developing the people's economy, infrastructure, and others.
<b>Teaching in schools</b>	Teaching activities in elementary, middle and high schools for several months. Schools can be in urban or remote locations.
<b>Student exchange</b>	Taking classes or semesters at foreign and domestic universities, based on cooperation agreements that have been entered into by the Government.
<b>Research</b>	Academic research activities. Both science and social humanities, which are carried out under the supervision of lecturers or researchers.
<b>Entrepreneurial activity</b>	Students develop entrepreneurial activities independently as evidenced by explanations/proposals for entrepreneurial activities and evidence of consumer transactions or employee pay slips.
<b>Independent studies/projects</b>	Students can develop a project based on a special social topic and can work together with other students.
<b>Humanity project</b>	Social activities for a foundation or humanitarian organisation approved by universities both at home and abroad.

*Eight Learning Activities Off-Campus. Source: Academic Guideline, Unpad.*

During the audit, industry representatives confirmed that their companies have received students as interns. They see these internships as opportunities for long-term recruitment. Moreover, industry partners confirmed that the University maintains agreements with them, and they have benefitted from hosting Animal Husbandry students.

## Mobility

During the audit, the students confirmed to the experts that Unpad promotes student mobility in the Bachelor’s student journey. In agreement with this, a few attendees confirmed that they had either conducted mobility abroad or planned to do so.

Regarding credit recognition, the experts learned that credit transfer from studies attended outside Unpad is facilitated through international and local agreements. As for funding opportunities to support students’ mobility abroad, students and program coordinators confirmed the availability of scholarships. These include the international student exchange program for undergraduate students called IISMA, established in 2022 by the Ministry of Research, Technology, and Higher Education to encourage more students to participate in international mobility.

The experts reviewed the data presented in the University's self-assessment report and, based on that, **identified a crucial imperative for the institution to strengthen its focus on**



**enhancing student mobility.** They advocate for increased quantitative participation **but emphasise the qualitative aspects associated with internationalisation purposes, including introducing more intercultural competencies at both the student and teaching staff levels.**

Connected to the above, the experts see room to enrich the curriculum with international perspectives and collaboration. As stated by students during the audit, the overall classroom language is Bahasa Indonesia, with sporadic presentations and information provided in English. In this context, the experts are convinced that **students could derive significant benefits from increasing international classes in the Bachelor’s curriculum. They also see value in intensifying the programs’ efforts to enhance students’ proficiency levels in the English language.**

#### Curriculum Review

As mentioned under Criterion 1.1, the learning outcomes and curricula of the programs under scrutiny are reviewed every 5 years, involving feedback from students, staff, alumni, and industry partners.

Inquired about how large and small companies are recognised in the curriculum, the program coordinators shared that both are considered through direct feedback and insights from alumni and students who are interns at those companies. This valuable feedback is used to improve the curriculum. During the audit, industry representatives confirmed their involvement in the curriculum review process to the expert group.

In summary, the experts are satisfied with the provided information concerning the programs’ curricular review procedures.

#### Doctoral program in Animal Husbandry

Discussed in section D 2 of the “Additional Criteria for Doctoral Programs”.

<b>Criterion 1.4 Admission Requirements</b>
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#### **Evidence:**

- Self-Assessment Report
- Study Programs & Admission Guide brochure, Unpad
- Unpad website: <https://www.Unpad.ac.id/en/>
- Unpad admission website: <http://smup.Unpad.ac.id/>
- Unpad academic calendar: <https://ppid.Unpad.ac.id/dokumen/kalender-kegiatan-akademik-universitas-padjadjaran-tahun-akademik-2023-2024/>

- Statistical data about the progress of studies for the degree programs under review
- Discussions during the audit

### Preliminary assessment and analysis of the experts:

#### **Bachelor in Animal Husbandry (Campus Jatinangor and Pangandaran)**

Admission and selection of the prospective bachelor's program students are delimited by Regulation of the Minister of Education and Culture No 6/2020 concerning Admission of New Undergraduate Students in State Higher Education Institutions. At Unpad, the Rector's Regulation No. 570/UN6.RKT/Kep/HK/2022 establishes Selection Guidelines. The admission requirements, schedule, registration venue, and selection test are announced on Unpad's admission webpage and thus accessible to all stakeholders.

Admissions for the undergraduate programs are organised in several ways, as described as follows:

1. SNMPTN (National Entry Selection of Public Universities): Selection mechanism Based on academic performance at high school.
2. SBMPTN (Joint Selection for State University Admission: Selection mechanism based on a nationwide selection test held annually for university candidates.
3. Local Admission (Achievement and private and international classes): The selection mechanism is based only on nationwide selection tests or Unpad local tests.

Intake is possible annually, with studies starting in August. The intake capacity per cohort is 350 students for the ***Bachelor in Animal Husbandry (Jatinangor campus)*** and 30 students for the ***Bachelor in Animal Husbandry Pangandaran Campus***. As part of its self-assessment report, the University has provided the following student numbers:

Year	Active Student		Academic Leave		Student Resign		Student Drop-out		Pass		Student Mobility		Total Student
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
2022/2023	322	98,77	0	-	4	1,23	0	-	0	-	0	-	326
2021/2022	339	97,69	0	-	8	2,31	0	-	0	-	0	0	347
2020/2021	340	95,21	0	-	17	4,79	0	-	0	-	0	0	355
2019/2020	315	95,81	0	-	13	3,89	0	-	0	-	1	0,30	334
2018/2019	282	67,83	0	-	28	8,92	0	-	72	22,93	1	0,32	314

*Student Statistics at the Bachelor's level. Source: Self-Assessment Report, Unpad.*

The Bachelor's programs being reviewed do not have an international class program. During the discussion with the teaching staff, the experts were informed of an ongoing plan to introduce a class to be conducted in English. Simultaneously, ongoing initiatives are aimed at integrating the English language into the instructional activities of several courses.

**As mentioned, the experts see value in incorporating international classes within both programs.**

The experts confirm that the admission requirements support the Bachelor students in achieving the intended learning outcomes. This finding is also supported by the “drop-out” statistics (including resigns) provided by the Faculty, which indicate that most students graduate, although, as discussed in the following section, exceed the standard study period.

### **Doctoral program in Animal Husbandry**

Applicants for doctoral studies in Animal Husbandry at Unpad need to fulfil a number of prerequisites. Besides having a Master's or Applied Master's or diploma in Specialist Education, they need to provide an IELTS score of a minimum of 5.0 or equivalent proof. Moreover, applicants must score at least 500 on the Academic Ability Test (TKA). They must succeed in an interview with an academic panel, attach a letter of willingness to mentor, possess two letters of recommendation from a lecturer or university leader and have a statement of purpose. Students of the Master's, Applied Master's, or Specialist Programs at Unpad can apply via the Fast Track program.

Admission is possible biannually for the August and February intake. The University has provided the following enrolment numbers as part of its self-assessment report.

Year	New students		Graduated		Academic Regulation		Resign		Drop Out		Total
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	
2020/2021	8	100%	0	0%	8	100%	0	0%	0	0%	8
2019/2020	2	100%	0	0%	2	100%	0	0%	0	0%	2
2018/2019	13	100%	0	0%	13	100%	0	0%	0	0%	13
2017/2018	2	100%	0	0%	2	100%	0	0%	0	0%	2

*Student Statistics at the Doctoral level. Source: Self-Assessment Report, Unpad.*

In the course of the discussion with the program coordinator, the experts sought clarification on the doctoral program's intake capacity per cohort, noting that only 8 out of 25 available study places were occupied in 2020/2021. The program coordinator explained that the program strongly emphasises research, and strict publication requirements are in place. Although they attract applicants with a robust interest in research, such a strong focus contributes to the lower occupancy. **The experts believe the current average number of graduates per cohort (5 students) has implications for the program's resources and installed capacity. They believe that the total student capacity of the doctoral program should be adapted to the actual needs.**

In assessing this criterion, the experts find that (prospective) students are informed in detail about the requirements and the necessary steps to apply for admission into the programs under review. The corresponding rules and regulations are binding and transparent and are

based on decrees by the Ministry of Research, Technology and Higher Education and on the University's written regulations.

### **Criterion 1.5 Workload and Credits**

#### **Evidence:**

- Self-Assessment Report
- Curriculum Documents, all programs under review
- Credit conversion tables; all programs under review
- Academic Guidelines, all programs under review
- Discussions during the audit.

#### **Preliminary assessment and analysis of the experts:**

At Unpad, all study programs must follow the Indonesian credit system (SKS) regulations. Drawing on the self-assessment report, one SKS equals 1.6 ECTS. Each credit is distributed between guided and independent learning activities, as well as between face-to-face activities, laboratory activities/practicum, and project and field practice. According to the National Standards for Higher Education (SNPT), the learning activities are lectures, responses and tutorials, seminars, and practicum. One credit of lecture and practicum is equivalent to 170 minutes per week per semester, with 50 minutes for a face-to-face activity, 60 minutes for structured assignments, and 60 minutes for self-study.

Additionally, for a research-based program such as the ***Doctoral program in Animal Husbandry***, the SNPT stipulates that 1 credit for a seminar is equivalent to 100 minutes of contact and 70 minutes of self-study, while 1 credit for publication of scientific articles is equivalent to 170 minutes of self-study.

#### **Bachelor in Animal Husbandry (Campus Jatinangor and Pangandaran)**

As noted earlier, the Bachelor's program curriculum requires a minimum study load of 144 credits (230.4 ECTS). Unpad assesses the study workload through recurring student satisfaction surveys and feedback meetings with the Faculty leadership. The satisfaction survey reports provide evidence of these assessments (more information is available under [Criterion 5](#)). During the on-site visit, the expert panel confirmed with the program coordinators that student workload is monitored through student surveys and lecturer feedback. On their part, students did not account for any critical imbalance or excessive workload during the audit. They reported having sufficient time to participate in extracurricular activities and meet external commitments.

Bachelor students are required to attend their classes in line with established regulations. They must be present for at least 80% of lectures unless defined otherwise for a specific course and 100% of lab practice. If a student's attendance falls below these percentages, they are not allowed to attend the final examination. For Bachelor's students, the maximum study duration is 7 years (14 semesters).

### **Doctoral program in Animal Husbandry**

The doctoral program has a minimum requirement of 42 credits (67.2 ECTS). Similar to the Bachelor's programs, Unpad monitors the study workload by conducting regular student satisfaction surveys and engaging in feedback sessions with the Faculty leadership. The doctoral degree can be completed in a standard study period of 3 years and a maximum of 7 years (14 semesters).

Unpad provided statistical data about the average study length for the programs and the number of dropouts. According to the data, the average time required to complete studies for the *Bachelor in Animal Husbandry (Jatinangor campus)* amounts to 4.6 years (student's batch 2018) and for the Bachelor in *Animal Husbandry Pangandaran campus*, 4.4 years (student's batch 2017). Considering that some students do not successfully finish their studies within the standard time frame, the experts discussed potential bottlenecks with the program coordinators. **As further elaborated upon in Criterion 3.2, the experts believe that students having to fund their own research might contribute to delays, along with a lack of proactive planning for publication.**

Aside from this, the figures presented by the university show that almost all students complete the study programs, with a low number of dropouts and resigns having declined in the past years. These data confirm that the programs under review can be successfully completed.

The experts confirm that comprehensive regulations for the transfer of credits obtained outside of Unpad exist. The experts as well as attest that the program's module handbooks clearly distinguish between credits given for various forms of supervised studies and self-study time.

The experts are generally satisfied with the way Unpad and the Faculty of Animal Husbandry administer the system of academic credits. All in all, the experts confirm that a credit system centred on student workload is in place, that this workload encompasses both contact hours and self-study time and that credits are granted in accordance with the associated workload.

**Criterion 1.6 Didactic and Teaching Methodology****Evidence:**

- Self-Assessment Report
- Educational Standards UNDAP
- Academic Guidelines, all programs under review
- Sample Semester Learning Plan as part of the Academic Guidelines for the Bachelor's programs under review
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

In its self-assessment report, Unpad records that appropriate didactical instruments and methods are implemented for the programs under review. The variations in learning methods and tools are adjusted to the level of knowledge, skills, and competences set in each module. The teaching staff at Unpad uses a Semester Learning Plan to document the instruments and methods for a course. This plan is reviewed and adjusted periodically to keep up with scientific and technological developments. The learning process in a course should include both online and offline modes of learning. The online method should be carried out both synchronously and asynchronously.

The university's approach to learning is student-centred and involves teaching methods that prioritise the student's involvement in the learning process. Government regulations and internal curricula have recently focused on increasing problem-based and project-based learning. This approach helps students collect and analyse data, problem-solve, and present research results in laboratory and field settings. The Independent Learning-Independent Campus (MBKM) policy has been integrated into the Bachelor's curriculum to give students more flexibility in achieving their goals. With MBKM, students can learn from different institutions, industries, and communities, allowing for a more student-centred approach to education. Furthermore, the availability of laboratory facilities, including education, research, advanced labs, and field labs, will enable students to conduct independent research.

Moreover, the Faculty works on exposing all students to relevant external parties through seminars by industry experts, internship offers, and partnerships with foreign institutions.

The program coordinators for the programs under review point to the information in the module handbooks, which clearly state the teaching methods applied in each learning unit, with practical instructions for laboratory work, learning resources and the learning plan and assessment. The Integrated Academic and Information System (SIAT) has been used by

lecturers for learning and teaching processes, especially for supporting the hybrid learning system.

All relevant programs have courses on research methodology. Depending on their academic level, these courses guide students in developing, writing, and publishing papers, theses, and dissertations. To prevent plagiarism, an anti-plagiarism software subscription is used. 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 that 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.

***Availability of information on Bachelor's programs' objectives and learning outcomes***

After reviewing the provided links, the experts confirm that they are functional, meaning all stakeholders can access information on the program objectives and learning outcomes of the Bachelor in Animal Husbandry offered at both the Jatinangor and Pangandaran campuses. The experts appreciate the ongoing effort to update and translate the website content into English and believe that there is no need to issue a recommendation in this regard.

***Enhancing Bachelor students' intercultural competencies and English language proficiency***

The experts acknowledge the University's active involvement in providing internship opportunities for students in partnership with institutions in Australia and Japan. They also appreciate that a bridging program will be conducted in collaboration with France's National Research Institute for Agriculture, Food and Environment (INRAE) and that a Double Degree Program with Universiti Malaysia Kelantan (UMK) will be finalised in 2024. In addition, the experts commend the University for introducing several programs aimed at enhancing the inclusion of international perspectives in the Bachelor's curriculum and improving students' English language skills. However, as these initiatives are intended for future development, the expert group retains its initial recommendations in this matter.

***Increasing international classes within both Bachelor's programs***

As mentioned above, the expert team acknowledges the University's plan to enhance the intercultural environment within the Bachelor's program at the Jatinangor and Pangandaran campuses. However, as these initiatives are yet to be implemented, the experts stand by their initial recommendation in this regard.

***Adapting the total student capacity of the doctoral program to the current situation***

The expert team takes note of the University's update on Ministerial Regulation No. 53 of 2023, which affects the doctoral program study process. According to this regulation, students are allowed to choose the dissertation pathway, instead of focusing solely on publication, for their final doctoral project.

The experts understand that the new option of having a final project without publication may attract doctoral candidates who work in institutions, such as lecturers and other government institutions (non-researchers). However, as an increase in demand for the doctoral program is a possibility for the future, the experts maintain their initial recommendation.

***Ensuring timely graduation for the Bachelor's degree students***

The experts appreciate the clarification that bachelor's students are not required to publish their research and that, according to Minister of Education and Culture Regulation No 53 of 2023, alternative final reports such as thesis, prototype, project, or similar forms of assignments, individually or in groups, are acceptable.

Regarding the study duration for Bachelor's degree students, the experts commend the planned initiatives for 2024, notably the curriculum revision scheduled between March and June. This revision aims to allow students the option of completing their studies in 3.5 years (7 semesters), which is particularly appreciated. However, the expert panel stands by its recommendation as the University's statement only mentions future developments and no concrete steps have yet been taken.

Apart from the previously mentioned recommendations, the experts confirm their preliminary assessments and see this criterion as fulfilled.



## 2. Exams: System, Concept and Organisation

<b>Criterion 2 Exams: System, Concept and Organisation</b>
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### Evidence:

- Self-Assessment Report
- Module descriptions, all programs under review
- Academic Guidelines, all programs under review
- Unpad academic calendar <https://ppid.Unpad.ac.id/dokumen/kalender-kegiatan-akademik-universitas-padjadjaran-tahun-akademik-2023-2024/>
- Examination-related Standard Operating Procedures (SOP)
- Samples of student's work (projects, exams and thesis)
- Discussions during the audit.

### Preliminary assessment and analysis of the experts:

#### Forms of Examinations and Exam Schedule

According to the self-assessment report, formative and summative assessments evaluate students' academic performance.

Exams and the corresponding assessment rubrics measure students' learning outcomes (knowledge, skills and attitudes) according to a predefined grading scale reference. The module handbook specifies the course's intended learning outcomes and identifies the types of examinations used to assess the achievement of these learning objectives. Various assessment methods are used, such as written assignments, quizzes, tests, reports, practical lab assignments, project reports, presentations, and oral exams. The course contract and the lecturer determine whether the examination methods are written, oral, offline or online.

At the first meeting, students are informed of what is required to pass the respective module, including correction and grading as part of the Semester Learning Plan. The form and length of each exam are specified in the course descriptions available to the students via the university's Integrated Academic Information System (SIAT). Through the latter, lecturers conduct quizzes and examinations and provide feedback on their assessments. The students also learn about mid-term and final exams via the academic calendar. Midterm examinations typically occur during the seventh and eighth sessions, with final examinations in the fifteenth and sixteenth.

The experts confirm that all examinations and their conduct across the different qualification levels are governed by a range of university regulations.

Concerning the assessment of students' internships, the experts see evidence that students are required to document any soft and technical skills they have obtained and submit a final report. Assessment is made in collaboration between the students' host company internship supervisor and a staff member responsible for the internship from the University's side.

#### Grading and Graduation Requirements

The final grade of each module is a combination of the scores of the individual types of assessment. The final grade required to pass the module is given in the module handbook. 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: A ( $\geq 80$ ); B (68-79); C (56-67); D (45-55); and E ( $< 45$ ). In general, the minimum final score to pass a course is 46 (D).

Based on the self-assessment report, students are required to attend a minimum of 80% of lectures and 100% of practical sessions to be allowed to take the final examination. However, if students face exceptional circumstances, such as emergencies, hospitalisation, or bereavement, which prevents them from sitting for midterms or final exams, they may be eligible to take a follow-up exam. The lecturer or Faculty will determine the time for the makeup exam, and students must provide suitable evidence to support their request.

Final grades are available on students' academic accounts in SIAT no later than 2 weeks after the last exams. When students have objections to their exam results, they have the chance to appeal directly to the concerned lecturer within two days after the time of announcement of the grade. The students confirmed that an appeal mechanism exists if they perceive their grades as unfair.

In order to graduate, Bachelor's students must have completed the required 144 credits with a minimum GPA of 2.5 without any E grades and a D mark not exceeding 20% of the total credits taken. They are also required to have completed community service and to have accumulated a certain amount of student activities. The maximum study period for undergraduate students is 14 semesters, except for students who get an extension of their studies.

Unpad has a policy on academic integrity in all student activity, including examinations and assignments. According to the "Student Code of Ethics", if students engage in plagiarism, they will face sanctions that correspond to the severity of their actions. 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.

### Thesis

As per the academic guidelines, the final assignment for the last year of undergraduate programs is an independent project that is mandatory for graduation. This assignment involves preparing, making, and presenting the research proposal, conducting research in the laboratory/field, analysing and interpreting data, writing scientific papers in the form of a thesis, as well as participating in undergraduate sessions to maintain a comprehensive thesis and test the students' knowledge of livestock materials.

For the final assessment of the final project, the learning outcomes are measured and evaluated based on the results of student performance in the undergraduate thesis examination, which includes a comprehensive assessment of student knowledge in Animal Husbandry.

**In their assessment of this criterion**, the expert group finds that appropriate rules and regulations, which govern the examination systems university-wide, are in place. These rules and regulations are adequately communicated and transparently published. The students also confirm during the audit that they are well-informed about the examination schedule, form, and grading rules. Additionally, they are given sufficient time to prepare for the exams adequately.

Following their perusal of a sample of assessments, the experts sought clarification from the teaching staff regarding exams relying only on true/false responses, expressing concern that this format might not guarantee a genuine understanding of the material. The teaching staff clarified that such assessments constitute approximately 25% of the overall evaluation, which involves other formats, including multiple-choice questions and written tasks.

**The expert group also examined a selection of final theses/dissertations and determined that they were of an appropriate academic level, but focused more on practical application than basic research. The experts acknowledged the University's strong partnerships with industry, which have contributed significantly to developing industry-relevant knowledge. However, as the field is already well-established, the experts see the need for the academic programs being reviewed to increase their focus on basic research.**

Further discussion concerning the Doctoral program is provided in [section D 4](#) of the “Additional Criteria for Doctoral Programs”.

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

The expert team thanks the University for the provided statements and additional documentation concerning criterion 2.

#### ***Use of True-False form at the Bachelor's level***

Regarding the need for further clarification concerning the use of the True-False form for exams at the Bachelor's level, the experts acknowledge the revision made to the Quality Procedure for the Management of Quiz, Midterm Exam (UTS), and Final Exam (UAS). The procedure states that examination questions (quizzes, UTS, and UAS) consist of multiple-choice questions and essays, and these align with the Course Learning Outcomes (CPMK). Exam questions cannot be in T-F (True-False) form. Based on this explanation, the experts see no need to propose any further recommendations in this regard.

#### ***Strengthening the efforts dedicated to basic research.***

The experts recognise the wide spectrum of research conducted at the Faculty of Animal Husbandry, ranging from basic to applied research, with a particular recognition of the strength of the latter. They also commend the University for implementing various strategies to improve lecturers' research skills and promote grant applications from both internal and external sources. Nonetheless, the experts retain their suggestions in the hope that the applied strategies could also result in an increased emphasis on basic research.

In summary, setting aside the aforementioned recommendation, the experts see this criterion as fulfilled.

## **3. Resources**

### **Criterion 3.1 Staff and Staff Development**

#### **Evidence:**

- Self-Assessment Report
- Staff Handbooks and Lecturer Profiles, all programs under review
- Guide Pradja Brata, Padjadjaran University Academic Recognition Program
- Guidelines for implementation of lecturer performance incentives
- Discussions during the audit

## **Preliminary assessment and analysis of the experts:**

### Staff

At Unpad, the staff members have different academic positions. There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. In addition, the responsibilities and tasks of a staff member concerning teaching, research, and supervision depend on the academic position.

According to the self-assessment report, the Faculty of Animal Husbandry's teaching staff consists of 5 full professors (6%), 23 associate professors (27%), 49 assistant professors (58%) and 7 lecturers (8%).

### **Bachelor in Animal Husbandry (Campus Jatinangor and Pangandaran)**

The Indonesian government has set specific staff-student ratios for universities, which are outlined in the Ministry of Education, Culture, Research and Higher Education's regulation. The ideal ratio of staff to active students is 1:20 - 1:30. Currently, *the Bachelor in Animal Husbandry* at Jatinangor campus has a ratio of 1:15.80, while at Pangandaran has a ratio of 1:8.88.

### **Doctoral program in Animal Husbandry**

The self-assessment report also provides information on the teaching staff of the *Doctoral program in Animal Husbandry*. The program has 8 professors, 9 head lecturers, and 1 lecturer. Additionally, 5 temporary lecturers are invited from other universities, including Universiti Putra Malaysia, Universiti Malaysia Kelantan, and University Sains Malaysia. The ratio of lecturers to active students in the doctoral program is 1:26.67, which complies with Indonesian government regulations.

The expert team confirmed that the lecture-to-student ratio in the programs under review meets a good standard. **They hope that the Faculty can maintain this standard in the future.**

During the on-site visit, the expert team sought additional clarification on staff recruitment, selection, and promotion. Of particular interest to them was whether the university had established criteria and policies that prioritise international experience. Regarding recruitment, the program coordinators explained that the units are asked to report any existing recruitment needs, which is informed to the University's upper levels, which decide upon the hiring of additional staff.

According to the self-assessment report, the University seeks to recruit staff with outstanding academic records and skills from both Unpad and other universities. Starting

in 2020, the University has been implementing the "Pradja Brata" program, with a focus on "Talent Recruitment with High Quality and Academic Reputation". The main objectives of this program are to attract young talents, increase the number of international faculty, improve the quality and quantity of international publications, and enhance the university's academic reputation. The recruitment process is carried out through three different schemes.

1. Adjunct Professor from University Abroad
2. High-quality talent Lecturer and
3. High-Quality Postdoctoral Researcher.

Regarding promotion, lecturers who are public servants have to 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 (Tridharma Perguruan Tinggi). In order to be promoted to the position of a full professor, the applicant must hold a doctoral degree.

The experts commend the university's approach to attracting new academic staff. However, as [Criterion 1.3](#) outlines, more attention needs to be paid to incorporating additional intercultural skills. **To promote these skills among teaching staff, the experts recommend adapting the recruitment and promotion processes to prioritise this aspect in decision-making. By doing so, the institution can ensure greater availability of staff members who are already aware of the intricacies of publishing in international journals, as well as the procedures involved in applying collaboratively for international projects, among other aspects.**

#### Job Conditions and Performance Review of Staff

According to the University's relevant policy, lecturers are required to fill out the Lecturer Workload form (BDK) at the beginning of the semester related to the plan to carry out standard tasks and functions, which are equivalent to a minimum load of 12 credits and a maximum of 16 credits of the so-called Tri Dharma.

Unpad has established evaluation methods based on staff performance targets in the three Tri Dharma categories. Every semester, the university staff are required to record their relevant activities in teaching, research and community service via their account on the staff portal (<https://staff.Unpad.ac.id>). The head of the department is responsible for approving the performance documents submitted by the department staff. The lecturer's activities in the field of research and other activities are approved by the Vice Dean, followed by the Dean's approval. The university offers incentives to staff based on their

total Tri Dharma points earned in a semester.

For the sake of performance evaluation and as outlined under [Criterion 5](#), compulsory course evaluations are submitted by the students for each course. As confirmed by the program coordinators during the audit, the outcomes of these evaluations contribute to the overall staff assessment.

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.

#### 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.

To support this process, Unpad offers a range of training opportunities. The Teaching and Learning Innovation Center is responsible for improving the quality of education and teaching provided by the University. The Center offers programs designed to enhance pedagogic skills, such as PEKERTI for junior lecturers and the Applied Approach (AA) for all lecturers. Another area of training is the use of online learning media such as e-learning and Live Unpad, as well as writing teaching materials. Additionally, academic staff can improve their skills through degree and non-degree training programs from Indonesian universities and abroad.

Financial resources are 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 Unpad by hosting international scientific events and inviting international guest lecturers.

The experts discuss the opportunities to develop their skills with the members of the teaching staff and learn that the teachers are satisfied with the internal qualification

program at Unpad. This provides them opportunities to improve their didactic abilities, spend time abroad 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. **During the audit, nonetheless, the experts were under the impression that an area for improvement is the English language skills among teaching staff.**

In the discussions with the expert team, the lecturers confirmed that a range of professional development options are available to them at Unpad. The experts appreciate the university's efforts to support teaching staff in developing their skills. **However, to improve the lecturers' English proficiency, the recommendation is to provide additional opportunities for language training. Creating an environment where both students and lecturers can comfortably use English, such as by having students who are accustomed to English communication, could help in enhancing overall proficiency. Additionally, the experts suggest including English sentences alongside reports written in Indonesian to promote bilingual proficiency.**

During the interviews, teaching staff expressed satisfaction with their working conditions and professional development chances and exhibited a strong commitment to their students. The expert group commend the teaching staff for their motivation and willingness to support the University in meeting its strategic goals. As regards the students, they are equally satisfied with the approachable, enthusiastic, and motivated teaching staff as well as with the learning environment.

### **Criterion 3.2 Funds and equipment**

#### **Evidence:**

- Self-Assessment Report
- University website: <https://www.Unpad.ac.id/>
- Study Programs & Admission Guide brochure, Unpad
- List of Cooperation Agreements and MoUs, all programs under review
- Visitation of participating institutes and laboratories on the Sumedang (Jatinangor) campus during the audit.
- Discussions during the audit.



## **Preliminary assessment and analysis of the experts:**

### Funding

According to information provided by the representatives of the rector's office during the audit, the University's primary funding sources are the Indonesian government and tuition fees, each contributing one-third of the funding. Additionally, Unpad generates another one-third of its income through other endeavours, including research projects, training and workshop sessions, consultancy, and the development of learning modules.

As discussed with the program coordinators, there is basic funding from the faculty for teaching, research and community service. Additional funds from grants can be applied through government and non-government organisations/institutions for research and teaching projects, student and staff exchange, community engagements, and equipment. According to the Unpad admission guide brochure, presented as part of the self-assessment report, the tuition fee for the Bachelor's program taught in Bahasa Indonesia is 6,500,000 IDR (380 Euro/semester) per semester plus development funds for 35,000,000 IDR paid only once on entrance (2,060 Euro). For the doctoral program, the tuition fee is 13,000,000 per semester (765 Euro/semester).

**Regarding tuition fees, and as highlighted in Criterion 1.5, the experts learned during their discussion with Bachelor's students that some are required to cover expenses for consumables during their thesis projects. While acknowledging the support provided by lecturers who involve students in research projects, the expert team consider that as students have already paid their study program fees, these fees should include the necessary lab work. The team recommends evaluating whether adjustments to the Bachelor programs' thesis requirements are necessary to prevent this issue from potentially hindering students' timely graduation.**

### Collaborations

As part of its self-assessment report, the University provided a list of collaboration agreements with both local and international universities, as well as company partners. This was also reflected during the discussion round with industry representatives and the visitation of the facilities on site, where collaborations with various companies were highlighted.

### Infrastructure and technical equipment

During the audit, the expert group visited the following Jatinangor campus' facilities in order to assess the quality of infrastructure and technical equipment:

1. Central Laboratory – Universitas Padjadjaran
2. Kandaga – Central Library – Universitas Padjadjaran

3. Teaching Farms – Faculty of Animal Husbandry
  - a. Dairy cattle teaching farm
  - b. Beef cattle teaching farm
  - c. Dairy goat teaching farm
4. Laboratory of Animal Reproduction – Faculty of Animal Husbandry
5. Laboratory of Animal Nutrition and Biochemistry - Faculty of Animal Husbandry
6. Commercialized Test Laboratory - Faculty of Animal Husbandry

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

**The visited research and teaching laboratories do not comply with European safety standards due to outdated fire protection technology and missing periodic maintenance of safety-relevant research devices (centrifuges, safety cabinets). It is necessary to improve this situation, especially with regard to the maintenance of the equipment. Some of the newer machines will especially need regular maintenance to ensure that data collection remains accurate.**

The experts see, however, that the spatial and technical possibilities are adequate to comprehensively achieve the intended learning objectives of the curriculum in both the Bachelor's programs and in the Doctoral program for all relevant target animal species (in particular goats, sheep, poultry).

However, as noted earlier in Criterion 2, the facilities confirm the impression that research conducted at the Faculty is mainly applied research. It would be advisable to strengthen the basic research conducted as well.

Concerning the Pangandaran campus, the experts gained insights into the facilities through the self-assessment report and discussions with program coordinators, teaching staff, students, and alumni. **While noting the similarity in objectives and curricular structures across the Bachelor's programs, the experts observed differences in infrastructure. Acknowledging the importance of the Pangandaran campus for the students and local community, they strongly recommend aligning the conditions with those established on the main campus, particularly in areas such as animal housing.**

Aside from the above, the experts find no severe bottlenecks due to missing equipment or a lack of infrastructure. The expert team commend the University and the Faculty of Animal Husbandry for investing in a modern teaching room that supports hybrid lecturing, showcasing adaptability in response to the challenges posed by the Covid pandemic. They also appreciate the robust collaboration between faculties, wherein lecturers collaborate seamlessly, sharing resources, lectures, and devices. In discussions with the expert team,

the students confirm that they are generally satisfied with the available facilities and equipment.

Overall, the auditors can confirm that facilities are sufficient for guaranteeing the sustenance of all programs under review.

#### Supporting resources for staff

Lecturers can apply for staff exchange abroad involving research and publication, being a guest lecturer or reviewer. Lecturers usually go to universities that have a Memorandum of Understanding (MoU) with Unpad or a Letter of Agreement (LoA) with the Faculty. Over the past five years, lecturers have been sent to partner universities in countries such as the Netherlands, Malaysia, Philippines, Thailand, Saudi Arabia, South Korea, Iran, the UK, and Pakistan. In terms of research, funding is obtainable through various sources, including the University, government, and national and international institutions.

The University provides support for lecturers to disseminate the results of their research through the Directorate of Research and Community Services. Asked by the experts, the teaching staff confirmed the existence of service units dedicated to assisting with paper and proposal writing, as well as obtaining patents. The expert team commends the University for supporting academic staff in these activities.

#### Supporting resources for students

As mentioned previously, Unpad has an integrated academic and information system called "SIAT" through which students have access to lectures, materials, student-lecturer interactions, as well as for administrative processes. During the auditors' exchanges with students and alumni during the on-site visit, the latter also emphasised their satisfaction with SIAT online services.

Every student is assigned to an academic advisor lecturer who is responsible for student activities from beginning to end. The students confirm 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 peer tutors at the start of their studies, as well as on several dedicated support units, such as the Integrated Service Center (ULP, for information and communication technology), the library, and career and counselling services. Furthermore, various events and developmental programs are organised for students to engage in outside the classroom.

The experts attest that there is a good and trustful relationship between the students and the teaching staff; 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.

**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.

***Maintaining a good lecture-to-student ratio in the Bachelor's programs***

Regarding the suggestion to maintain a good lecture-to-student ratio in the future, the experts welcome the intended efforts to recruit 20 new staff members from 2028 to 2034. No additional recommendations are deemed necessary by the experts in this matter.

***Higher priority to international experience in the recruitment process***

The experts commend the University for promoting intercultural skills among all teaching staff through diverse policies and programs. They appreciate the invitation to adjunct professors and guest lecturers, enriching course content and contributing to joint research and publications. Furthermore, the expert team supports the university's initiatives to recruit staff from various fields to support animal husbandry development, as well as the encouragement provided to staff to pursue doctoral studies. However, considering the university's comprehensive plan to recruit 20 new members from 2028 to 2034, the experts retain their recommendation and suggest prioritising international experience in the recruitment process.

***Enhancing teaching staff's intercultural competencies and English language proficiency***

Regarding the need for additional opportunities for English language training for teaching staff and increased exposure to in-class activities conducted in English to enhance student proficiency, the experts welcome the various initiatives that the Faculty seeks to implement. They see the benefit of introducing English-only classes for faculty immersion, English courses led by native speakers, reports and theses written in English, and a weekly English communication day. However, as these actions are yet to be implemented, the expert panel retains its recommendation in this regard.

***Guaranteeing that costs associated with the Bachelor's thesis are covered by the program***

The experts take note of the Ministry of Education's Regulation No. 25 of 2020, which outlines the guidelines for determining study program fees for students at Unpad. They

acknowledge that certain cost components, such as the research conducted by students for their thesis, are not covered under the regulation. The experts appreciate the Faculty's efforts to alleviate the financial burden on students during the completion of their final projects. This includes making it possible for students to choose the type of research they would like to conduct and participate in research projects financed by internal and external sources. Nonetheless, the experts believe more could be done to expand affordable options for students to conduct their theses. This could be achieved, for example, by increasing the number of government-funded research projects that cover the associated costs or by fostering collaborations with the private sector.

***Ensuring that the labs comply with international working safety standards (for all programs)***

The experts commend the Faculty for prioritising the health and safety of laboratory personnel and preventing environmental contamination from hazardous materials. They appreciate the proposed enhancements, such as the utilisation of protective clothing, ventilation, provision of safety equipment, inspection and maintenance, as well as waste management protocols, contamination prevention measures, and biological safety standards. While acknowledging the ongoing implementation of remedial actions, the experts maintain their requirements for all programs under review as per the applicable criteria in this regard. They ask the University to fully execute the necessary corrective measures in order to ensure that the laboratories comply with international working safety standards as part of the fulfilment of requirements in due time.

***Regular maintenance of the equipment to ensure that data collection remains accurate (for all programs)***

The experts have reviewed the statement provided and acknowledge that the Faculty monitors the implementation of the Unpad's quality procedure PM-UNPAD-FPt-7.1.7, focusing on the maintenance and repair of laboratory equipment. However, since no evidence is presented regarding the actual implementation of this procedure for maintenance and repair purposes, the experts maintain their recommendation.

***Ensuring that the infrastructure at the Pangandaran campus is equal to that of the main campus***

The expert team acknowledges the significance of the Pangandaran campus (PSDKU) for communities in remote areas, particularly in southern West Java. They recognise the importance of establishing necessary infrastructure for animal husbandry education in this region. The experts are pleased to note Unpad's strategic decision to expedite PSDKU's development by placing it under a special directorate, enabling additional funding beyond

the Faculty's allocation. Moreover, collaborative efforts with the local government, specifically Pangandaran Regency in West Java, are underway to secure suitable land for constructing animal husbandry education infrastructure, with a focus on animal housing facilities. However, as the outlined developments are a possibility for the future, the experts maintain their initial recommendation.

Apart from the previously mentioned points, the experts confirm their preliminary assessments and see this criterion as fulfilled, subject to the outlined requirements and recommendations.

## 4. Transparency and Documentation

### Criterion 4.1 Module Descriptions

#### Evidence:

- Self-assessment report
- Unpad website: <https://www.Unpad.ac.id/en/>
- Faculty of Animal Husbandry's website: <https://peternakan.Unpad.ac.id/>
- Module Descriptions, all programs under review

#### Preliminary assessment and analysis of the experts:

The module descriptions for the programs under review were provided as appendices to the self-assessment report.

The experts confirm that the module descriptions contain information about the persons responsible for each module, the language, the teaching methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, and the assessment forms. **However, the module descriptions seem not to provide details explaining how the final score is calculated.**

**Furthermore, the provided information appears to be unavailable through the respective programs' websites. To ensure accessibility to all interested stakeholders, the module descriptions need to be made publicly accessible in full.**

<b>Criterion 4.2 Diploma and Diploma Supplement</b>
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**Evidence:**

- Self-Assessment Reports
- Sample Transcript of Records, all programs under review
- Sample Diploma/Degree Certificate, all programs under review
- Sample Diploma supplements, Bachelor's programs under review

**Preliminary assessment and analysis of the experts:**

According to the information provided in the self-assessment report, students from the programs under review receive after graduation a Diploma Certificate, accompanied by 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 Animal Husbandry.

Along with these documents, the Bachelor's program graduates receive a Diploma Supplement, which is an official statement letter issued by the Faculty of Animal Husbandry. It contains all necessary information about the degree program, including learning outcomes, 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. The experts confirm that the students of the Bachelor's degree programs under review are awarded a Diploma Certificate, as well as a Transcript of Records and a Diploma Supplement. The students of the Doctoral program are awarded a Diploma Certificate, and a Transcript of Records. The Transcript of Records lists all the courses the graduate has completed, the achieved credits, grades, cumulative GPA, and the seminar and thesis title.

<b>Criterion 4.3 Relevant Rules</b>
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**Evidence:****Self-Assessment Report**

- Self-assessment report
- All relevant regulations as published on the university's webpage: <https://ppid.Unpad.ac.id/dokumen/>

**Preliminary assessment and analysis of the experts:**

The auditors confirm that the rights and duties of both Unpad 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.

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

The expert team thanks the University for the provided statements and additional documentation concerning criterion 4.

***Module Description***

The experts have considered the University's statement regarding the module descriptions and the request for information on how the final score is calculated. The accumulated grades for each course are included in the Module Description or Semester Learning Plan (Rencana Pembelajaran Semester, RPS). Both lecturers and students can access the RPS on LiVE-Unpad (Learning Management System Unpad). The assessment system is also listed in the RPS and the Learning Contract, and students can view the value of each component in the LiVE-Unpad Grader. Consequently, the experts see no need to propose any further recommendations on this issue.

***Transparency and availability of information on the website***

Concerning the request to make the module descriptions publicly available in full to ensure accessibility to all interested stakeholders, the experts appreciate the Faculty's effort to elevate the quality of its website. They welcome the actions undertaken to prepare a comprehensive module description, which will be made available on the Faculty of Animal Husbandry website, in alignment with the panel observation. Therefore, the experts find no need to suggest any additional recommendations regarding this matter.

In summary, the experts confirm their preliminary assessment and see this criterion as fulfilled.

## **5. Quality management: quality assessment and development**

<b>Criterion 5 Quality management: quality assessment and development</b>
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**Evidence:**

- Self-Assessment Report



- Unpad Quality Assurance Unit (SPM) website: <https://spm.Unpad.ac.id/>
- Quality Policy, Internal Quality Assurance System 2016 – 2020, Unpad
- BAN-PT Accreditation Certificate, all programs under review
- ISO 9001:2015 Certificate, Faculty of Animal Husbandry
- Samples of Customer (Student) Satisfaction Survey reports, general and per course, 2022-2023
- Tracer Study of Animal Husbandry Study Program Report Year 2018 - 2021
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

Universitas Padjadjaran and the Faculty of Animal Husbandry present a comprehensive system of external and internal quality assurance. This system has been institutionalised in line with Government regulations and is periodically evaluated and updated. Quality assurance processes at Unpad are led by the Quality Assurance Unit (SPM), supported at the faculty and study program levels by a team of lecturers and education personnel who have additional quality assurance-related tasks. Responsibility for the quality assurance system at the faculty and program level lies with the Dean and the head of the program.

Based on the Unpad Quality Policy, the study programs undergo internal screening processes employing student surveys, lecturer performance assessments 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 the Integrated Academic and Information System (SIAT). This is end-of-semester feedback that the students must submit in order to access their final grades on the system (<https://students.Unpad.ac.id/>). The course evaluation results are relayed to the individual lecturers.

In addition to end-of-semester surveys, regular assessments are conducted, using Google Forms, of both general student satisfaction with academic processes and facilities and with various aspects of the courses. Links to these Customer (Student) Satisfaction Surveys are distributed to all active students in the study programs. The resulting data is analysed and presented to the Dean for collaborative discussions on improvement needs with the Head of the programs. The experts had access to samples of Customer (Student) Satisfaction Survey reports (Student) for 2022-2023.

The existence of such evaluation instruments was confirmed by program coordinators, students and lecturers of the respective programs during the audit. Reportedly, the Faculty

also consistently holds meetings with students every semester to directly gather their feedback. Notes and documentation from these meetings are maintained as a record.

Asked about how students are informed about the evaluation results, the program coordinators explained to the experts that student representatives are involved in the Board of Trustees. Therefore, they are aware of the evaluation reports. The experts, nonetheless, believe that there is a need to **establish a systematic way to inform students about the outcomes of course evaluations. Structured communication can enhance transparency, motivate honest feedback, and allow the recognition of student opinions more effectively.**

Aside from such internal quality assurance mechanisms, recurring external quality assurance exercises at Unpad and the Faculty are related to the legal obligation to submit every degree program for accreditation to the National Indonesian Accreditation Agency (BAN-PT) in addition to the compulsory institutional accreditation. The programs under review have attained the highest accreditation level, designated as the "A" level, by BAN-PT. Along with these national procedures, the pursuit of international certifications, such as ISO 9001:2015, reflects the Faculty of Animal Husbandry's commitment to enhancing educational standards.

During the audit, the program coordinators confirmed that alumni surveys are conducted shortly after graduation, followed by another survey six months and one year later. Additionally, feedback is sought from industry representatives and other stakeholders.

In the discussion with the experts, the alumni confirmed that these 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.

Overall, the expert panel has a positive impression of the quality assurance system for the programs under review. Quality management has a high priority within the university, and various functioning structures have been created in this regard. They consider Unpad and the Faculty of Animal Husbandry to conduct a sufficient number of evaluations to survey the opinions of students, stakeholders, and staff on a regular basis. The results of these processes are incorporated into the continuous development of the programs under review.

**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.

***Student feedback***

In regard to the advised approach to the student feedback cycle, the experts have reviewed the University's statement. However, the comments provided do not seem to address the raised issue, which pertains to the periodic evaluations using the feedback gathered through student questionnaires on service quality rather than assessment outcomes. The experts see room to establish a more systematic way to inform the students about the results of their feedback. The expert group retains its initial recommendation.

Aside the above, the experts confirm their preliminary assessments and see this criterion as fulfilled subject to the outlined recommendation.

## **D Additional Criteria for Structured Doctoral Programs**

### **Criterion D 1 Research**

**Evidence:**

- Self-Assessment Report
- Samples of student dissertations and publications
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

As outlined under [section B](#), the Doctoral Program in Animal Husbandry at Unpad aims to qualify for research in the area of Animal Husbandry, with a focus on solving problems of the livestock community.

To this end, students of the program are encouraged to conduct and disseminate research with inter, multi, or transdisciplinary approaches that pursue the application of Animal Husbandry science. In agreement with this, doctoral students stated to the expert group during the audit that the contexts of their dissertation encompass a variety of topics, including areas such as animal welfare, indigenous livestock and sustainability.

All in all, the expert panel sees this criterion as fulfilled.

### **Final assessment of the experts after the comment of the Higher Education Institution regarding criterion D 1**

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.

### **Criterion D 2 Duration and Credits**

#### **Evidence:**

- Self-Assessment Report
- Academic Handbook Postgraduate Doctoral Program of Animal Husbandry Science 2022, Unpad
- Discussions during the audit.

#### **Preliminary assessment and analysis of the experts:**

The doctoral program in Animal Husbandry under review consists of a minimum of 42 Indonesian credits (*Satuan Kredit Semester, SKS*).

#### Structure of the Program

The expected study duration is six semesters (3 years), starting in February and August, respectively. In regard to the maximum duration, Unpad implements a limit of seven years (14 semesters) in line with government regulations. An extension of the study period may be granted only under special circumstances.

Doctoral candidates are required to engage in research and publication throughout their period of study and have to complete certain courses during the first year of the program. As explained by the program coordinators to the experts, the initial year involves doctoral qualification and developing the research proposal. Consequently, the total number of credits a student completes depends on prior research and academic background, as well as the research topic.

Addressing the expert panel's concerns about workload, doctoral students confirmed during the audit that the workload is manageable, allowing them to maintain a balance between studies and other commitments.

#### Contents

The cumulative study for the Doctoral program consists of the following:

- 1) Doctoral Qualification Competency with a minimum of 12 credits,
- 2) Research Proposal Seminar (SUR) 5 credits,
- 3) Seminar on Research Results (SHR) 5 credits,
- 4) Dissertation Manuscript Study (PND) 6 credits,
- 5) Publication of Scientific Articles in Reputable International Journals 9 credits,  
and
- 6) Doctoral Promotion Session (SPD) 5 credits.

The doctoral qualification program consists of basic research skills, knowledge dissemination/development skills, and career development skills. Students can take the components of knowledge dissemination/development skills and career development skills at universities or other institutions.

All in all, based on the provided documentation and their discussions during the audit, the expert group attests that modules within the doctoral program serve to achieve the intended academic qualification. Through the offered structure, students are able to individualise their doctoral journey. The expert panel thus sees this criterion as fulfilled.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion D 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.

**Criterion D 3 Soft Skills and Mobility**

**Evidence:**

- Self-Assessment Report
- List of Cooperation Partners Doctor Program
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

As part of their studies, doctoral students are exposed to a number of industry, guest lectures as well as networking events with the aim of fostering their research capacities and publication skills.

Through knowledge dissemination and development skills, as well as career development competency clusters, doctoral students are encouraged to engage in international collaboration and mobility. This includes participation in research and teaching activities, as well as speakers in international seminars or conferences.

All in all, the expert panel sees this criterion as fulfilled.

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

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.

**Criterion D 4 Supervision and Assessment**

**Evidence:**

- Self-Assessment Report
- Customer (Student) Satisfaction Survey Report, Study Program Doctor of Animal Husbandry, 2023
- Academic Handbook Postgraduate Doctoral Program of Animal Husbandry Science 2022, Unpad
- Sample Academic Transcript
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

At the doctoral level, modules, as well as research work, are graded on a letter grade scale as displayed below:

Grade	Score	Meaning
A	4	Excellent
B	3	Good
C	2	Fair
D	1	Poor
E	0	Fail
L	-	Pass by RLP

*Course Grading System. Source: Sample Academic Transcript doctoral program, Unpad.*

The final work of a doctoral program is a dissertation or a collection of scientific articles. This work is based on research results and follows scientific methods and rules. The final scientific work can only be compiled after the student has at least one publication and submits two drafts of other publications.

For their dissertation, doctoral students within the Animal Husbandry program receive guidance from a so-called Promoter Team, comprised of a head of promoter and co-

promoters. Additionally, an examiner team comprised of three lecturers are appointed by the Dean to evaluate the dissertation manuscript. Evaluations of the final scientific work are divided into the forms of research proposal seminar, scientific article, research results seminar, dissertation manuscript study, and doctoral promotion session.

The *research proposal seminar* serves as a student's dissertation research plan, providing an open scientific forum for attendance by both students and lecturers. On a scoring range of 0 – 100, the passing threshold for the research proposal seminar is A ( $\geq 80$ )/B (68-79). If a student fails the seminar twice, they cannot continue their studies. During the research process, students write three *scientific articles* that are in accordance with dissertation research. The *research results seminar* is a forum attended by both students and lecturers, held after students have conducted research in the context of preparing a dissertation. The pass grade limit for the research results seminar is the same as or above 75. The *dissertation manuscript* that has been completed and approved by the promoter team is submitted for further study by the reviewers. Students are entitled to advance to the doctoral promotion session if the average final score is at least 68. Finally, the *doctoral promotion session* critically assesses the entire dissertation by the examiners.

All in all, the expert panel sees this criterion as fulfilled.

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

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.

#### **Criterion D 5 Infrastructure**

##### **Evidence:**

- Self-Assessment Report
- List of e-resources as part of the self-assessment report
- Library website: <https://lib.unpad.ac.id>
- Visitation to research labs.

##### **Preliminary assessment and analysis of the experts:**

As highlighted by the University in their self-assessment report and during the audit, doctoral students can draw from a range of facilities to support their timely graduation, including dedicated workspaces, research labs, as well as library access to books, journals, and anti-plagiarism checkers.

The audit team visited the facilities provided for doctoral students at the Jatinangor campus to evaluate the infrastructure and technical equipment. As indicated in [criterion 3.2](#), the experts stress the need for the research labs to comply with international working safety standards. Additionally, they emphasise the critical importance of regular equipment maintenance to ensure that data collection remains accurate.”

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

The experts thank the University for the provided statements and additional documentation concerning criterion D5.

***Ensuring that the labs comply with international working safety standards***

Addressed under [Criterion 3](#).

The experts confirm their preliminary assessments and see this criterion as fulfilled, subject to the requirement outlined under Criterion 3.

**Criterion D 6 Funding**

**Evidence:**

- Self-Assessment Report
- Samples of Research Collaboration Agreements
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

Funding for research is accessible through multiple sources, including the university itself, research grants from the Indonesian government, or external organisations, the latter drawing from Unpad’s network of industry collaborations. Further relevant aspects are discussed under [criterion 3.2](#).

All in all, the expert panel sees this criterion as fulfilled.

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion D 6:**

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.



<b>Criterion D 7 Quality Assurance</b>
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**Evidence:**

- Self-Assessment Report
- Quality Policy, Internal Quality Assurance System 2016 – 2020, Unpad
- Statistical Data of Doctor Degree as part of the self-assessment report
- Academic Handbook Postgraduate Doctoral Program of Animal Husbandry Science 2022, Unpad
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

Based on the data provided in the self-assessment report, the experts confirm that the university collects student progression data, including drop-out rates and GPA averages for each doctoral student cohort. **However, in considering the on-time graduation of its doctoral students as a key performance indicator, the University should also monitor and provide data on the average study time.**

The experts attest that academic guidelines are provided to the doctoral students to support their doctoral journey. Furthermore, Unpad pursues a strict scientific integrity policy. Further relevant aspects are discussed under [Criterion 5](#) and [Criterion D 4](#).

**Final assessment of the experts after the comment of the Higher Education Institution regarding criterion D 7:**

The experts thank the University for the provided statements and additional documentation concerning criterion D7.

***Monitoring of key performance indicators for the doctoral program***

The experts appreciate the multilevel monitoring schemes for the doctoral programs. Every semester, students are required to complete a study plan using a web-based system, and their progress is assessed at the end of the semester. If students fail to meet their goals, automated notifications are sent through the system. Additionally, the head of the study program sends progress recap letters to both students and their supervisors every semester. Student-supervisor meetings must take place at least three times per semester, and promoters are required to submit reports on student progress to the head of the study program at the end of each semester. Overall, the experts do not see a need to issue a further recommendation in this regard.

All in all, the experts see this criterion as fulfilled.

## **E Additional Documents**

Before preparing their final assessment, the experts ask for the following missing or unclear information together with the comment of the Higher Education Institution on the previous chapters of this report:

None

## F Comment of the Higher Education Institution (15.02.2024)

The institution provided the following additional information:

- Evidence 1: Faculty website links <https://peternakan.unpad.ac.id/>; <https://peternakan.psdku.unpad.ac.id/en/>
- Evidence 2.1: Letter of Assignment (English-based Lecturer)
- Evidence 2.2: Work Agreement\_1 and Work Agreement\_2
- Evidence 3.: Japan Internship Agreement
- Evidence 5.: Minister of Education and Culture Regulation Number 53 of 2023
- Evidence 6.: Minister of Education and Culture Regulation Number 53 of 2023
- Evidence 7.: Exams Management Procedure (Quiz, UTS, and UAS)
- Evidence 8.1: poster lecturer research skills development
- Evidence 8.2: research and community service grant guidelines
- Evidence 8.3: research and community service guidelines
- Evidence 8.4: BRIN research and innovation funding
- Evidence 8.5: lecturer incentive for 10% WoS
- Evidence 11.: Letter of Assignment English-based Lecturer
- Evidence 12.: Minister of Education and Culture Regulation Number 25 of 2020
- Evidence 13.1: LABORATORY EQUIPMENT (MAINTENANCE AND REPAIR) AND MAINTENANCE FORM
- Evidence 13.2: Development Pangandaran Campus Animal Husbandry
- Evidence 14.1: Semester Learning Plan(RPS)
- Evidence 14.2: Learning Contract
- Evidence 16.: Quality Procedure Exams (Quizzes, UTS, and UAS)
- Evidence 17.: Invoice Safety Tools (Eyewasher)
- Evidence 18.: Monitoring Doctoral Students

The institution also provided the following statement:

### Criterion 1.1 Objectives and Learning Outcomes of a Degree Program (Intended Qualifications Profile)

In the draft report, on **p.11, line 30**, it is stated, “...there is room for improvement in how stakeholders are provided with crucial information on the program objectives and learning outcomes, as these details are not directly accessible on the respective website. Additionally, the link for the Bachelor in Animal Husbandry Pangandaran Campus leads to a blank page, providing no details about the program.”

**Response:**

“The website link is functional and can be accessed either directly or through the faculty website. Please follow the provided links in the next column.

Action Plan: The website currently exists in two versions and is predominantly in English, covering the main menu and academic matters. However, not all news content has been translated into English yet, and efforts are underway to complete this translation process.”

**Criterion 1.3 Curriculum**

On **p.16, line 22**, the experts identified “a crucial imperative for the institution to strengthen its focus on enhancing student mobility. They advocate for increased quantitative participation but emphasise the qualitative aspects associated with internationalisation purposes, including introducing more intercultural competencies at both the student and teaching staff levels.”.

In addition to that, on **p.17, line 6**, the experts mentioned “that students could derive significant benefits from increasing international classes in the Bachelor’s curriculum. They also saw “value in intensifying the programs’ efforts to enhance students’ proficiency levels in the English language.”

**Response:**

“In terms of enhancing the internal intercultural environment, our faculty has devised several programs, such as:

- Offering selected courses in English for bachelor students in Semester 4 (Even Semester Academic Year 2023/2024). The courses are Livestock Business Development and Entrepreneur, Crop Agroindustry, Commercial Poultry Production and Management, and Sheep and Goat Production and Management
- Involving adjunct professors and guest lecturers in developing course materials (including module description), teaching, and student evaluation. Adjunct professors are recognized as key contributors to curriculum development.
- Utilizing the Academic Recharging Program at the university level, which is available annually for lecturers who are willing to update their knowledge at international partner universities.
- Some lecturers are visiting lecturers at the Universiti Putra Malaysia (UPM)
- One of the student association units called Animal Husbandry English Unit (AHEU) will conduct a student essay (in English) competition in Semester 4 (Even Semester Academic Year 2023/2024).

**Student mobility/staffs**

- Student Internship programs in Australia and Japan were carried out in 2023. In 2024, with a total of 12 students will go to Japan, and 2 students will go to Australia for internship program.

- A bridging program will be conducted in collaboration with France's National Research Institute for Agriculture, Food and Environment (INRAE) and Double Degree Program with Universiti Malaysia Kelantan (UMK) will be finalized in 2024.”

#### Criterion 1.4 Admission Requirements

On **p.18, line 24**, the expert team also noted that “The Bachelor’s programs being reviewed do not have an international class program. During the discussion with the teaching staff, the experts were informed of an ongoing plan to introduce a class to be conducted in English. Simultaneously, ongoing initiatives are aimed at integrating the English language into the instructional activities of several courses. As mentioned, the experts see value in incorporating international classes within both programs.”

#### **Response:** “

- The programs aimed at enhancing the internal intercultural environment are applicable to both study programs (Bachelor Degree in Jatinangor and Pangandaran Campus).
- The evidence is the same as previous response (Number 2 and 3).”

#### Criterion 1.4 Admission Requirements

On **p.19, line 19**, the experts noted that “In the course of the discussion with the program coordinator, the experts sought clarification on the doctoral program’s intake capacity per cohort, noting that only 8 out of 25 available study places were occupied in 2020/2021. The program coordinator explained that the program strongly emphasises research, and strict publication requirements are in place. Although they attract applicants with a robust interest in research, such a strong focus contributes to the lower occupancy. The experts believe the current average number of graduates per cohort (5 students) has implications for the program's resources and installed capacity. They believe that the total student capacity of the doctoral program should be adapted to the actual needs.”

#### **Response:**

“We agree with the expert's opinion, however, we would like to add some information regarding the doctoral program study process based on the new ministerial regulations in 2023.

- According to the Ministerial Regulation no. 53 of 2023 concerning higher education standards (Chapter 20 Paragraph 3) states that the final doctoral project is not solely focused on publication. Students have the option to choose the dissertation pathway (without publication). Doctoral students who select a dissertation without publication must have one foreign examiner.
- The final project option (without publication) would attract doctoral candidates who work in institutions, such as lecturers and other government institutions (non

- researchers). Most of them take doctoral programs to enhance their careers.
- Regarding the total number of doctoral programs, according to government regulations for doctoral program accreditation, at least one new student and one graduate are required each year.”

#### Criterion 1.5 Workload and Credits

On **p.21, line 18**, the experts stated that “As further elaborated upon in Criterion 3.2, the experts believe that students having to fund their own research might contribute to delays, along with a lack of proactive planning for publication.”

**Response:** “Regarding the study duration for bachelor’s degree, there are several programs scheduled to be conducted in 2024, and information regarding about tuition fee, research, and curriculum.

- In Indonesia, tuition fees do not cover research and publication costs. However, there are some options available for student research funding, there are lecturer research projects, and a research activity regarding the Independent Learning-Independent Campus (MBKM) program.
- Curriculum revision will be conducted between March-June 2024.
- This revision aims to accommodate the possibility of students completing their studies in 3.5 years (7 semesters).
- Bachelor students are not obliged to publish their research. Based on Minister of Education and Culture Regulation Number 53 of 2023 (Chapter 18, Paragraph 9), there are alternative final reports for bachelor students in the form of a thesis, prototype, project, or other similar forms of final assignment, either individually or in groups.”

#### Criterion 2 Exams: System, concept and organization

On **p.26, line 1** of the report, the experts noted that as a result of their perusal of a sample of assessment, they “sought clarification from the teaching staff regarding exams relying only on true/false responses, expressing concern that this format might not guarantee a genuine understanding of the material. The teaching staff clarified that such assessments constitute approximately 25% of the overall evaluation, which involves other formats, including multiple-choice questions and written tasks.”

**Response:**

“- A revision has been made to the PM-UNPAD-FPt-8.4.11 Quality Procedure concerning Management of Quizzes, Midterms Exams (UTS), and Final Exams (UAS). The procedure underscores that examination questions (Quiz, UTS, and UAS) are in the form of multiple choice questions and essays, with focus adhering to the CPMK (Course Learning Outcomes). Exam questions cannot be in T-F (True-False) form.”

### Criterion 2 Exams: System, concept and organization

On **p.26, line 6** of the report, concerning the final theses/dissertations, the experts noted that “they were of an appropriate academic level, but focused more on practical application than basic research. The experts acknowledged the University's strong partnerships with industry, which have contributed significantly to developing industry-relevant knowledge. However, as the field is already well-established, the experts see the need for the academic programs being reviewed to increase their focus on basic research.”

#### **Response:**

“The study program at our faculty is Animal Husbandry, not animal science. herefore, the research conducted encompasses a spectrum from basic to applied research. Applied research is carried out to support the livestock industry and also scientific publications in international applied research journals.

The strategies applied are;

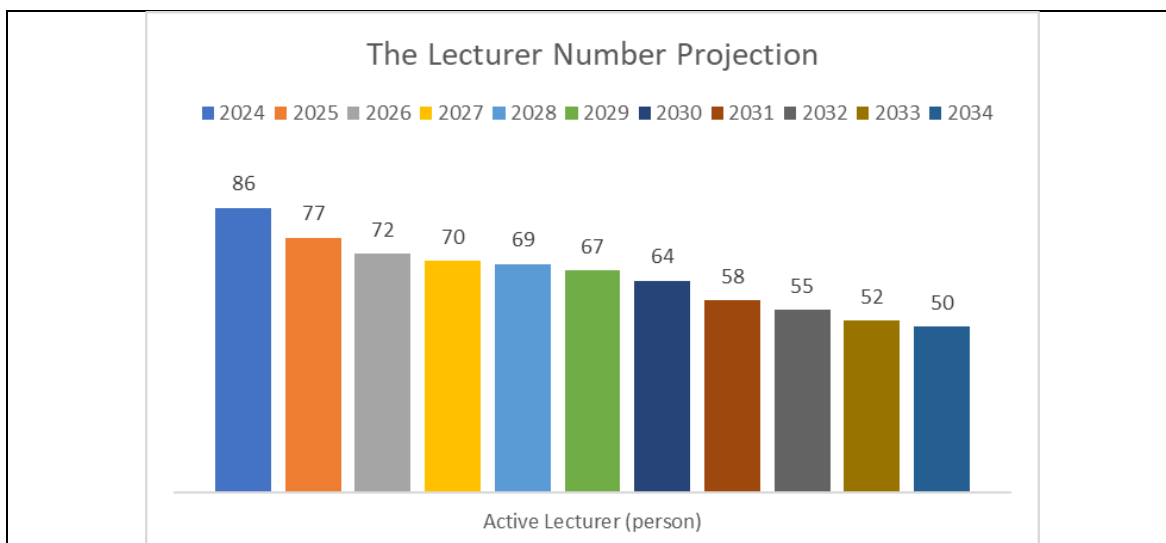
1. Strengthening the lecturer’s abilities in research skills by conducting regular training.
2. Motivating lecturers to apply the research grants under university funding schemes, which are; Academic Leadership Grant, Basic Research, and downstreamed research.
3. Encouraging lecturers to apply for funding to center Indonesian ministry
4. Encouraging lecturers to apply for research funding to the National Research Centre (BRIN).
5. Providing intensive bonuses for the publication of international articles/journals, applicable to both basic and applied research.”

### Criterion 3.1 HR Resources, Staff Development and Student Support

On **p.27, line 19** of the report, the expert panel confirmed that “the lecture-to-student ratio in the programs under review meets a good standard. They hope that the Faculty can maintain this standard in the future.”

#### **Response:**

“At the Faculty of Animal Husbandry, the number of faculty members (lecturers) is crucially determined by the ratio between faculty members and students, as regulated by the Indonesian Ministry of Education. According to regulations, the ideal ratio stands at 1 faculty member per 20 to 25 students. With the capacity to accommodate approximately 1500 students, the ideal number of faculty members should ideally range from 60 to 75.



In 2024, however, the total number of faculty members stands at 86, including 7 newly recruited members, which currently satisfies the educational requirements. Nevertheless, an anticipated decrease in faculty numbers in the coming years due to retirements prompts the need for proactive measures. To maintain the ideal ratio, we have developed a comprehensive plan to recruit 20 new members from 2028 to 2034. Notably, these new faculty members can be sourced from the Indonesian Ministry of Education (as is a state-owned university) or through independent recruitment conducted by Universitas Padjadjaran under the High-Quality Talent Recruitment Program, held annually.”

### Criterion 3.1 HR Resources, Staff Development and Student Support

On **p.28, line 11**, it is mentioned that the experts “commend the university's approach to attracting new academic staff. However, as Criterion 1.3 outlines, more attention needs to be paid to incorporating additional intercultural skills. To promote these skills among teaching staff, the experts recommend adapting the recruitment and promotion processes to prioritise this aspect in decision-making. By doing so, the institution can ensure greater availability of staff members who are already aware of the intricacies of publishing in international journals, as well as the procedures involved in applying collaboratively for international projects, among other aspects.”

#### **Response:**

“Faculty of Animal Husbandry promotes intercultural skills for all staff member through several policies and programs, i.e :

- Faculty encourages all staff members through each department to expand their collaboration at the national and international levels, focusing on academic and research activities, such as inviting adjunct professors, guest lecturers who enriched course content, and joint research and publication. Currently, the faculty has 2 (two) adjunct professors and has invited 13 foreign lecturers involved in joint supervision,



- guest lecturers in lecture series, and studium generals.
- Since 2021, the University has launched a High-quality talent lecturer scheme to recruit staff. This scheme has impacted international projects and publications, and could be a benchmark for staff recruitment in the future.
  - The Faculty will recruit staff from various science fields that support animal science development (information technology, engineering, etc.)
  - Staff with master's degree holders are required to pursue doctoral degrees overseas. Currently, three staff members with master's degrees are projected to conduct doctoral studies overseas by 2025.
  - In addition, the university provides an academic recharging scheme for short-term and postdoctoral programs overseas.”

### Criterion 3.1 HR Resources, Staff Development and Student Support

On **p.30, line 3**, of the report, it is mentioned that “the experts were under the impression that an area for improvement is the English language skills among teaching staff.”. Additionally, on the same page, line 5, the experts highlighted that “In the discussions with the expert team, the lecturers confirmed that a range of professional development options are available to them at Unpad. The experts appreciate the university's efforts to support teaching staff in developing their skills. However, to improve the lecturers' English proficiency, the recommendation is to provide additional opportunities for language training. Creating an environment where both students and lecturers can comfortably use English, such as by having students who are accustomed to English communication, could help in enhancing overall proficiency. Additionally, the experts suggest including English sentences alongside reports written in Indonesian to promote bilingual proficiency.”

#### **Response:**

“Given our faculty's expanding presence in the international academic arena where proficiency in English is essential, we have implemented several initiatives conducted in English or bilingual formats, including:

1. Introduction of classes taught exclusively in English to immerse faculty members in an English-speaking environment.
2. Organization of English courses facilitated by native speaker instructors to enhanced language proficiency among all staff members.
3. Promotion of English as the preferred language for writing internship reports and theses, with assessments weighted favorably for submissions in English.
4. Implementation of a weekly English communication policy, where both formal and informal interactions are conducted exclusively in English every Thursday as part of our one-day English program.

These initiatives aim to cultivate a conducive environment for enhancing English proficiency among faculty members, aligning with our faculty's commitment to fostering international academic engagement”

### Criterion 3.2 Funds and equipment

On **p.31, line 13**, of the report, the experts focused on the tuition fees noting that some Bachelor's students “are required to cover expenses for consumables during their thesis projects. While acknowledging the support provided by lecturers who involve students in research projects, the expert team consider that as students have already paid their study program fees, these fees should include the necessary lab work. The team recommends evaluating whether adjustments to the Bachelor programs' thesis requirements are necessary to prevent this issue from potentially hindering students' timely graduation.”

**Response:**

“- The determination of study program fees for students at Universitas Padjadjaran is governed by the regulations set forth by the Indonesian Ministry of Education, as delineated in Ministerial Regulation number 25 of 2020. This regulation has specified the methodology for calculating the unit cost of education for students enrolled in various study programs at state-owned universities. Notably, certain cost components, including research undertaken by students for their theses (Article 11, point d), are not covered by the unit cost.

The Faculty of Animal Husbandry has implemented a highly flexible policy to ease the financial burden on students during the completion of their final projects. This policy allows students to choose the type of research they wish to undertake, covering a wide range of methodologies. These include not only experimental studies that entail laboratory work and associated expenses but also literature reviews, meta-analyses, or research utilizing secondary data. Additionally, we have mandated that each lecturer undertake at least one internally or externally funded research project annually, which involves last year's students.

In this context, we can affirm that the delay in students' graduation is not due to insufficient funds for completing their final projects, but rather to non-academic factors. Our curriculum has been well-designed to facilitate timely graduation, ensuring that delays are primarily influenced by factors unrelated to academics.”

**Criterion 3.2 Funds and equipment**

On **p.32, line 6**, of the report, the experts reported that “the visited research and teaching laboratories do not comply with European safety standards due to outdated fire protection technology and missing periodic maintenance of safety-relevant research devices (centrifuges, safety cabinets). It is necessary to improve this situation, especially with regard to the maintenance of the equipment. Some of the newer machines will especially need regular maintenance to ensure that data collection remains accurate.”

**Response:**

“The Faculty of Animal Husbandry monitor the implementation of the quality procedure (PM-UNPAD-FPt-7.1.7), focused on the maintenance and repair of Laboratory Equipments.”

**Criterion 3.2 Funds and equipment**

On **p.32 line 19** of the report, it is stated that “concerning the Pangandaran campus, the experts gained insights into the facilities through the self-assessment report and discussions with program coordinators, teaching staff, students, and alumni. While noting the similarity in objectives and curricular structures across the Bachelor’s programs, the experts observed differences in infrastructure. Acknowledging the importance of the Pangandaran campus for the students and local community, they strongly recommend aligning the conditions with those established on the main campus, particularly in areas such as animal housing.”

**Response:**

“The Pangandaran Campus (PSDKU) was established as a satellite campus with the primary objective of providing higher education opportunities for communities residing in remote areas, particularly in the southern part of West Java. Despite being relatively new, the campus has yet to complete all the necessary infrastructure required for animal husbandry education. Consequently, courses that necessitate specific facilities, such as laboratories and animal housing, are currently being conducted in an integrated manner at the main campus in Jatinangor.

To expedite the development of PSDKU, Universitas Padjadjaran has made the strategic decision to place it under a special directorate. This move is aimed at facilitating accelerated growth by providing additional funding beyond what is allocated by the faculty. Furthermore, efforts are underway to collaborate with the local government, specifically the Pangandaran Regency of West Java, to secure suitable land for the construction of animal husbandry education infrastructure, with a particular focus on animal housing facilities. This collaborative initiative underscores our commitment to ensuring that PSDKU has the necessary resources to thrive and meet the educational needs of the surrounding communities.”

**Criterion 4.1 Module Descriptions**

On **p.34, line 17**, it came to the experts’ attention that “the module descriptions seem not to provide details explaining how the final score is calculated.”

Furthermore, on the same page, line 19, it is stated that “... the provided information appears to be unavailable through the respective programs’ websites. To ensure accessibility to all interested stakeholders, the module descriptions need to be made publicly accessible in full.”

**Response:**

The Module Description or Semester Learning Plan or Rencana Pembelajaran Semester (RPS) contains the accumulated grades for each course, however, because it adapts to the SAR format, the document module attached to the SAR is made simpler. Here are some information regarding grade/score:

1. Semester Learning Plan (RPS) can be seen at LiVE-Unpad (Learning Management System Unpad). Lecturers and students have accounts to enter and carry out learning activities. Example of Animal Breeding Learning Plan.

2. The assessment system is listed in the RPS and Learning Contract. Sample Lecture Contract :
3. Students can see the value of each component in the LiVE-Unpad Grader

The top screenshot shows the 'Grader report' page for 'Pemuliaan Ternak (B)'. The page displays the course path: Dashboard - Courses - 2023/2024 Ganjil - 200000 - Fakultas Pete... - 200010 - Sarjana - 200110 - Pemuliaan Ternak (B) - Grades - Grade administration - Grader report. The page title is 'Pemuliaan Ternak (B): View: Grader report'. Below the title, there is a 'Grader report' dropdown menu and a section for 'Grader report' showing 'All participants: 51/51'. A search bar with letters A through Z is visible.

The bottom screenshot shows a table of student scores for various components. The table has columns for 'First name / Last name', 'Department', 'Institution', 'Praktikum Heritabilitas', and 'Praktikum Sejarah Pem...'. The 'Overall average' is 78.65.

First name / Last name	Department	Institution	Praktikum Heritabilitas	Praktikum Sejarah Pem...
20010220085 BHIVA DIAZ BIRAWAN	Peternakan	Peternakan	80.00	80.00
20010220074 BRILIANTIRA REVI FEBRINA HUTABARAT	Peternakan	Peternakan	79.00	80.00
20010220065 DAFA HAIKAL NUZARWAN	Peternakan	Peternakan	79.00	75.00
20010220100 DHAFIN RIZKY FADHILAH	Peternakan	Peternakan	79.00	80.00
20010220082 DYANDRA ARCYANE ZAHRA GUNAWAN	Peternakan	Peternakan	80.00	80.00
20010220067 ERGIANSYAH DZAKI ALFAKHRI	Peternakan	Peternakan	78.00	80.00
20010220069 FADU FADILAH SAPUTRA	Peternakan	Peternakan	80.00	80.00
20010220060 FARIQ TSANY ARYAPUTRA	Peternakan	Peternakan	78.00	80.00
Overall average			78.65	

Aligned with the ongoing international accreditation process, we aim to elevate the quality of the primary website for the Faculty of Animal Husbandry at Universitas Padjadjaran, accessible via <https://peternakan.unpad.ac.id>, with a specific emphasis on enhancing the English version. However, adhering to university regulations, all processes aimed at enhancing the website's quality cannot be executed under the university's current active web domain ([unpad.ac.id](https://unpad.ac.id)). Instead, they must be undertaken utilizing an external domain until the improvements reach completion, after which the updated content can be migrated to the university's domain. Consequently, we are presently engaged in the temporary enhancement of the Faculty of Animal Husbandry's website at <https://kandang-unpad.net/>

Regarding your feedback concerning the module descriptions lacking details explaining how the final score is calculated and being unavailable through the respective programs' websites, we are currently preparing a comprehensive module description (referred to

as RPS). These modules have been prepared and are accessible at Semester Learning Plan (RPS in English).

Once the refinement process of these modules is completed, all of them will be made available on the Faculty of Animal Husbandry website (under: Faculty > Undergraduate > Curriculum), in alignment with your suggestions.

#### Criterion 5 Quality management: quality assessment and development

On **p.37, line 13**, it is stated that “there is a need to establish a systematic way to inform students about the outcomes of course evaluations. Structured communication can enhance transparency, motivate honest feedback, and allow the recognition of student opinions more effectively.”

#### **Response:**

“To enhance transparency in student assessment, a revision has been enacted to the PM-UNPAD-FPt-8.4.11 Quality Procedure concerning the Management of Quizzes, Midterm Examinations (UTS), and Final Examinations (UAS). As per the revision, students are granted access to their examination papers and corresponding scores within a maximum period of two weeks following the examination. The dissemination of examination results is conducted transparently. During the opening lecture session, a lecture contract is presented to students, detailing the assessment components and their respective weightings. This ensures that students are fully informed about each assessment component and its relative significance.”

#### D Additional Criteria for Structured Doctoral Programs

##### Criterion D 5 Infrastructure

On **p.42, line 19**, the experts stressed “the need for the research labs to comply with international working safety standards.” Additionally, they emphasised “the critical importance of regular equipment maintenance to ensure that data collection remains accurate.”

#### **Response:**

” Thank you for your valuable insights regarding laboratory safety standards. We recognize the paramount importance of safeguarding the health and well-being of laboratory personnel while also preventing any contamination or release of hazardous materials into the environment. In our continuous effort to enhance laboratory conditions, we have implemented the following improvements:

1. Utilization of Protective Clothing: Entrance into the laboratory necessitates the wearing of appropriate protective clothing, comprising lab coats, gloves, eye protection, and, when necessary, face shields and masks.
2. Ventilation Enhancement: Adequate ventilation systems have been installed in the laboratories to mitigate exposure to hazardous gasses and prevent the accumulation of potentially explosive vapors. Multiple exhaust fans have been strategically

positioned to optimize airflow.

3. Provision of Safety Equipment: The laboratory is equipped with essential safety equipment, including fire extinguishers, safety showers, and emergency eye wash stations, to address unforeseen incidents promptly.
4. Inspection and Maintenance Protocol: Rigorous equipment inspections are conducted following audits, with scheduled calibration to ensure optimal functionality and safety. Routine maintenance procedures are implemented to maintain equipment in good condition and clean.
5. Contamination Prevention Measures: Stringent measures have been implemented to prevent cross-contamination between samples and workspaces, as well as between various chemicals and hazardous substances.
6. Waste Management Protocols: Laboratory waste management adheres strictly to relevant regulations, encompassing segregation, secure storage, and proper disposal procedures to minimize environmental impact.
7. Biological Safety Standards: Laboratories handling biological materials strictly adhere to prescribed biological safety protocols, including the utilization of appropriate personal protective equipment and adherence to procedures aimed at mitigating the transmission of pathogens.

These improvements reflect our unwavering commitment to ensuring a safe and conducive working environment within our laboratory facilities.

#### Criterion D 7 Quality Assurance

On **p.43, line 18**, the experts highlighted “that the university collects student progression data, including drop-out rates and GPA averages for each doctoral student cohort. However, in considering the on-time graduation of its doctoral students as a key performance indicator, the University should also monitor and provide data on the average study time.”

#### **Response:**

The monitoring of doctoral programs is carried out through the following procedures:

1. Monitoring occurs at both the faculty and university levels. Each semester, students are mandated to complete a study plan using a web-based system, and their progress is evaluated at the semester's end. Should students fail to meet their goals, automated notifications are sent via the system.
2. The head of the study program sends progress recap letters to students and their supervisors every semester.
3. Student-supervisor meetings are required to take place at least three times per semester.
4. Promoters are obligated to submit reports on student progress to the head of the study program after each semester.

## G Summary: Expert recommendations (23.02.2024)

Taking into account the additional information and the comments provided 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 in Animal Husbandry	With requirements for one year	30.03.2029	-	-
Bachelor in Animal Husbandry Pangandaran Campus	With requirements for one year	30.03.2029	-	-
Doctoral program in Animal Husbandry	With requirements for one year	30.03.2029	-	-

### Requirements

#### For all degree programmes

- A 1. (ASIIN 3.2) It is necessary to ensure that the laboratories comply with international working safety standards.

### Recommendations

#### For all degree programmes

- E 1. (ASIIN 3.2) It is recommended that the equipment undergoes regular maintenance to ensure that data collection remains accurate.
- E 2. (ASIIN 2) Given that the predominant focus of research at the Faculty is primarily applied, it is recommended to strengthen the efforts dedicated to basic research.

#### For both Bachelor's degree programmes

- E 3. (ASIIN 5) It is recommended that a more systematic way to inform the student about the outcome of their feedback for program improvement is established.

- E 4. (ASIIN 1.3 and 3.1) It is recommended that more intercultural competencies be introduced at the student and teaching staff level.
- E 5. (ASIIN 3.1) It is recommended that the lecturers' recruitment process gives higher priority to international experience.
- E 6. (ASIIN 1.3 and 3.1) It is recommended that the English language proficiency of the students and teaching staff be improved.
- E 7. (ASIIN 1.3) It is recommended to increase international classes.
- E 8. (ASIIN 1.4) It is recommended to ensure that students in the bachelor's degree programs can finish on time.
- E 9. (ASIIN 1.5 and 3.2) It is recommended that the costs associated with the bachelor thesis are covered by the university.

**For the Bachelor's degree programme at Pangandaran Campus**

- E 10. (ASIIN 3.2) It is recommended to ensure that the infrastructure at the Pangandaran campus is equal to that of the main campus.

**For the Doctoral programme in Animal Husbandry**

- E 11. (ASIIN 1.4) It is recommended that the total student capacity of the doctoral program be adapted to the current situation.



## **H Comment of the Technical Committee 08- Agriculture, Forestry and Food Sciences (27.02.2024)**

The technical committee discusses the procedure and follows the assessment of the experts without any changes.

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

<b>Degree Programme</b>	<b>ASIIN-seal</b>	<b>Subject-specific label</b>	<b>Maximum duration of accreditation</b>
Ba Animal Husbandry	With requirements for one year	-	30.09.2029
Ba Animal Husbandry Pangandaran Campus	With requirements for one year	-	30.09.2029
Doctor Program in Animal Husbandry	With requirements for one year	-	30.09.2029

# I Decision of the Accreditation Commission (22.03.2024)

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

The Accreditation Commission discusses the accreditation procedure and follows the assessment of the experts and the Technical Committee without any changes.

The Accreditation Commission decides to award the following seals:

<b>Degree Programme</b>	<b>ASIIN-seal</b>	<b>Subject-specific label</b>	<b>Maximum duration of accreditation</b>
Ba Animal Husbandry	With requirements for one year	-	30.09.2029
Ba Animal Husbandry Pangandaran Campus	With requirements for one year	-	30.09.2029
Doctor Program in Animal Husbandry	With requirements for one year	-	30.09.2029

## Requirements

### For all degree programmes

- A 1. (ASIIN 3.2) It is necessary to ensure that the laboratories comply with international working safety standards.

## Recommendations

### For all degree programmes

- E 1. (ASIIN 3.2) It is recommended that the equipment undergoes regular maintenance to ensure that data collection remains accurate.
- E 2. (ASIIN 2) Given that the predominant focus of research at the Faculty is primarily applied, it is recommended to strengthen the efforts dedicated to basic research.

**For both Bachelor's degree programmes**

- E 3. (ASIIN 5) It is recommended that a more systematic way to inform the student about the outcome of their feedback for program improvement is established.
- E 4. (ASIIN 1.3 and 3.1) It is recommended that more intercultural competencies be introduced at the student and teaching staff level.
- E 5. (ASIIN 3.1) It is recommended that the lecturers' recruitment process gives higher priority to international experience.
- E 6. (ASIIN 1.3 and 3.1) It is recommended that the English language proficiency of the students and teaching staff be improved.
- E 7. (ASIIN 1.3) It is recommended to increase international classes.
- E 8. (ASIIN 1.4) It is recommended to ensure that students in the bachelor's degree programs can finish on time.
- E 9. (ASIIN 1.5 and 3.2) It is recommended that the costs associated with the bachelor thesis are covered by the university.

**For the Bachelor's degree programme at Pangandaran Campus**

- E 10. (ASIIN 3.2) It is recommended to ensure that the infrastructure at the Pangandaran campus is equal to that of the main campus.

**For the Doctoral programme in Animal Husbandry**

- E 11. (ASIIN 1.4) It is recommended that the total student capacity of the doctoral program be adapted to the current situation.

## Appendix: Program Learning Outcomes and Curricula

According to the self-assessment report and the provided “Curriculum Documents”, the following learning outcomes/intended qualifications profile shall be achieved:

### Bachelor in Animal Husbandry (Jatinangor and Pangandaran Campuses)

Elements of Learning Outcomes	LO Number	Study Program Learning Outcomes (LO)
Attitude	1	Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
	2	Cooperate and have social sensitivity and concern for society and the environment;
	3	Internalize academic values, norms, and ethics;
	4	Demonstrate an attitude of being responsible for work in their field of expertise independently;
	5	Internalize the spirit of independence, struggle, and entrepreneurship;
General Skills	6	Able to apply logical, critical, innovative, quality, and measurable thinking in carrying out types of work in the livestock sector in accordance with work competency standards;
	7	Able to examine cases of application of science, technology that pays attention to and applies humanities values according to their field of expertise in order to produce prototypes, standard procedures, designs or works of art;
	8	Able to compile and report the results of the study at point c in the form of scientific papers or design specifications in good and correct Indonesian, and publish them on the university's website;
	9	Able to make appropriate decisions in the context of solving problems in the livestock sector based on the results of data and information analysis;
	10	Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
	11	Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.
Knowledge	12	Knowledge and technology of cultivation, genetics, breeding, reproduction, nutrition and feed, health and welfare of livestock;
	13	Knowledge, organization of sustainable livestock production systems; which meets the principles of environmental, socio-economic, and livestock management conformity;
	14	The principles of processing technology and marketing of livestock products;

	15	The principles of leadership, communication, and entrepreneurship so that they can be implemented in the world of work;
	16	The concept of solving livestock problems based on science and scientific methods.
Special skill	17	Able to apply technology for cultivation, reproduction and breeding, nutrition and feed, animal health and welfare oriented towards increasing production, efficiency, quality and sustainability
	18	Able to plan, organize, implement, and evaluate effective and efficient livestock production systems both individually and in teams with a multidisciplinary and professional approach
	19	Able to analyze data-based livestock problems and present several alternative solutions that can be used as a basis for decision making with a scientific approach (data literacy);
	20	Able to implement the principles of leadership, communication, and management of livestock resources in the world of work;
	21	Able to optimize the latest information technology and communicate orally and or in writing in foreign languages to increase work and business productivity.

The following **curriculum** is presented for the **Sumedang (Jatinangor) Campus**:

No.	Code	Course	Credit
<b>1<sup>st</sup> SEMESTER</b>			
1	UNX01- 001	Religion	2 (2 – 0)
2	UNX01- 002	Pancasila Education	2 (2 – 0)
3	UNX01- 003	Civic Education	2 (2 – 0)
4	UNX01- 004	Indonesian Language	2 (2 – 0)
5	UNX01- 006	OKK (Cultivation of Creativity and Entrepreneurship)	3 (2 - 1)
6	J10A105	Math	2 (2 – 0)
7	J10A102	Biology	2 (2 – 0)
8	J10A103	Physics	2 (2 – 0)
9	J10A146	Livestock Industry	2 (2 – 0)
<b>1<sup>st</sup> Semester Total Credit</b>			19
<b>2<sup>nd</sup> SEMESTER</b>			
1	J10A106	Livestock Genetics	2 (2 – 0)
2	J10A232	Feed Ingredients and Basic Animal Nutrition	3 (2 – 1)
3	J10A233	Biochemistry	2 (2 – 0)
4	J10A234	Chemistry	2 (2 – 0)
5	J10A236	Statistics	2 (2 – 0)
6	J10A237	Farm Ecology	3 (2 – 1)
7	J10A238	Animal Anatomy and Physiology	3 (2 – 1)
8	J10A248	Livestock Health and Welfare Management	2 (2 – 0)

No.	Code	Course	Credit
<b>2<sup>nd</sup> Semester Total Credit</b>			19
<b>3<sup>rd</sup> SEMESTER</b>			
1	J10A149	Beef Cattle and Buffalo Production and Management	3 (2 – 1)
2	J10A150	Livestock Waste Management	3 (2 – 1)
3	J10A151	Livestock Reproduction Science and Technology	3 (2 – 1)
4	J10A239	Dairy Cattle Production and Management	3 (2 – 1)
5	J10A213	Livestock Breeding	3 (2 – 1)
6	J10C206	Ruminant Livestock Nutrition	3 (2 – 1)
7	J10C204	Poultry and Non-Ruminant Nutrition	3 (2 - 1)
<b>3<sup>rd</sup> Semester Total Credit</b>			21
<b>4<sup>th</sup> SEMESTER</b>			
1	J10A118	Livestock Products Technology	3 (2 - 1)
2	J10A216	Research Methodology	3 (2 - 1)
3	J10A235	Livestock Business Communication	3 (2 – 1)
4	J10A240	Livestock Business Development and Entrepreneurship	3 (2 – 1)
5	J10A241	Feed Crop Agroindustry	3 (2 – 1)
6	J10A242	Commercial Poultry Production and Management	3 (2 – 1)
7	J10A243	Sheep and Goat Production and Management	3 (2 – 1)
<b>4<sup>th</sup> Semester Total Credit</b>			21
<b>5<sup>th</sup> SEMESTER</b>			
1	J10A117	Feed Technology	3 (2 – 1)
2	J10A152	Meat and Livestock By-products Processing Technology	3 (2 – 1)
3	J10A153	Breeding Poultry Production and Management	3 (2 – 1)
4	J10A154	Farm Managerial Economics	3 (2 – 1)
5	J10A155	Monogastric Livestock Production	3 (2 – 1)
6	J10A156	Livestock Industry's Buildings and Equipment	3 (2 – 1)
7	J10A219	Social Organization and Leadership	3 (2 – 1)
8	UNX401	Community Service Program/KKN	3 (0 – 6)
<b>5<sup>th</sup> Semester Total Credit</b>			24
<b>6<sup>th</sup> SEMESTER</b>			
1	J10A119	Laws and Policies on Livestock Development	2 (2 – 0)
2	J10A127	Milk and Egg Processing Technology	3 (2 - 1)
3	J10A215	Farm Feasibility Study	3 (2 – 1)
4	J10A244	Extension of Animal Husbandry	3 (2 – 1)
5	J10A245	Integrated Agriculture	2 (2 – 0)
6	J10A400	Field Practice/PKL	2
7		Elective Courses	5
<b>6<sup>th</sup> Semester Total Credit</b>			20
<b>7<sup>th</sup> SEMESTER</b>			
1		Elective Courses	14

No.	Code	Course	Credit
<b>7<sup>th</sup> Semester Total Credit</b>			
<b>8<sup>th</sup> SEMESTER</b>			
1	J10A122	Research Proposal Seminar	1
2	J10A217	Undergraduate Thesis	5
<b>8<sup>th</sup> Semester Total Credit</b>			6
<b>Independent Study Elective Courses Independent Campus</b>			
No.	Code	Course	Credit
1	J10A128	Rural Sociology	2 (2 – 0)
2	J10A138	Beef Cattle Fattening	2 (1 – 1)
3	J10A142	Livestock Feed Industry	3 (2 – 1)
4	J10A220	Management of Livestock Reproduction	2 (1 – 1)
5	J10A222	Production of Dairy Goat and Buffalo	2 (1 – 1)
6	J10A226	Animal Nutrition and Feed Experimental Techniques	3 (2 – 1)
7	J10A228	Hatching Technology	3 (1 - 1)
8	J10A231	Livestock Products Industry Management	3 (2 – 1)
9	J10A301	Domesticable Animal Production	2 (2 – 0)
10	J10A302	Feed Additives	3 (2 – 1)
11	J10A303	Farm Agroclimatology	2 (2 – 0)
12	J10A304	Livestock Marketing and Supply Chain Management	3 (2 – 1)
13	J10B208	Pasture and Animal Grazing Management	2 (1 - 1)
14	J10C202	Production Physiology	3 (2 – 1)
15	J10D204	Principles of Food Preservation and Processing	3 (2 – 1)
16	J10D206	Food Safety and Sanitation of Animal Products	3 (2 – 1)
17	J10A131	Production of Various Poultry	3 (2 - 1)
18	J10A132	Introduction of Livestock Reproduction Biotechnology	2 (1 - 1)
19	J10A143	Abattoir and Carcass Cutting Techniques	3 (2 - 1)
20	J10A130	Food Biotechnology	3 (2 - 1)
21	J10A144	Development of Food Products	3 (2 - 1)
22	J10D202	Food Analysis	3 (2 - 1)
23	J10A112	Agribusiness Management	3 (2 - 1)
24	J10A223	Corporate and Cooperative Economics	3 (2 - 1)
25	J10A125	Economic Development	2 (2 – 0)
26	J10E206	Sociology of Development	3 (2 - 1)

The following curriculum is presented for the **Pangandaran Campus**:

No.	Code	Course	Credit
<b>SEMESTER 1</b>			
1	UNX 01 - 001	Religion	2 (2 - 0)
2	UNX 01 - 002	Pancasila Education	2 (2 - 0)
3	UNX 01 - 003	Civic education	2 (2 - 0)
4	UNX 01 - 004	Indonesian	2 (2 - 0)
5	UNX 01 - 006	OKK (Creativity and Entrepreneurship)	3 (2 - 1)
6	J10A105	Mathematics	2 (2 - 0)
7	J10A102	Biology	2 (2 - 0)
8	J10A103	Physics	2 (2 - 0)
9	J10A1 46	Livestock Industry	2 (2 - 0)
<b>Total Semester 1 Credits</b>			19
<b>SEMESTER 2</b>			
1	J10A106	Animal Genetics	2 (2 - 0)
2	J10A2 32	Basic Animal Feed and Nutrition	3 (2 - 1)
3	J10A2 33	Biochemistry	2 (2 - 0)
4	J10A 234	Chemical	2 (2 - 0)
5	J10A2 36	Statistics	2 (2 - 0)
6	J10A2 37	Livestock Ecology	3 (2 - 1)
7	J10A2 38	Animal Anatomy and Physiology	3 (2 - 1)
8	J10A 248	Livestock Health and Welfare Management	2 (2 - 0)
<b>Total SKS Semester 2</b>			19
<b>3RD SEMESTER</b>			
1	J10A 149	Beef Cattle and Buffalo Production and Management (Coastal Resource-Based Livestock Production)	3 (2 - 1)
2	J10A 150	Livestock Waste Management	3 (2 - 1)
3	J10A 151	Animal Reproductive Science and Technology	3 (2 - 1)
4	J10A2 3 9	Dairy Livestock Production and Management	3 (2 - 1)
5	J10A213	Livestock Breeding	3 (2 - 1)
6	J10C206	Ruminant Livestock Nutrition	3 (2 - 1)
7	J10C204	Poultry and Non Ruminant Livestock Nutrition	3 (2 - 1)
<b>Semester 3 Total Credits</b>			21
<b>SEMESTER 4</b>			
1	J10A118	Livestock Product Technology	3 (2 - 1)
2	J10A216	Research methodology	3 (2 - 1)
3	J10A235	Livestock Business Communication	3 (2 - 1)
4	J10A2 40	Livestock Business Development and Entrepreneurship	3 (2 - 1)
5	J10A2 41	<b>Integrated Coconut-Forage Production</b>	3 (2 - 1)
6	J10A2 42	Commercial Poultry Production and Management	3 (2 - 1)
7	J10A2 43	Sheep and Goat Production and Management	3 (2 - 1)
<b>Total Credits Semester 4</b>			21



No.	Code	Course	Credit
<b>SEMESTER 5</b>			
1	J10A117	<b>Marine and Coastal By-Products as Animal Feed</b>	3 (2 – 1)
2	J10A 152	Meat Processing Technology and Livestock By-products	3 (2 – 1)
3	J10A 153	Breeding Poultry Production and Management	3 (2 – 1)
4	J10A 154	Livestock Managerial Economics	3 (2 – 1)
5	J10A 155	<b>Miscellaneous Animal Production and Conservation</b>	3 (2 – 1)
6	J10A 156	Livestock Industry Buildings and Equipment	3 (2 – 1)
7	J10A219	Social Organization and Leadership	3 (2 – 1)
8	UNX401	Real Work Lecture/KKN	3 (0 – 6)
<b>Total Credits Semester 5</b>			24
<b>SEMESTER 6</b>			
1	J10A119	Livestock Development Law and Policy	2 (2 – 0)
2	J10A127	Milk and Egg Processing Technology	3 (2 - 1)
3	J10A215	Livestock Feasibility Study	3 (2 – 1)
4	J10A2 44	Animal Husbandry Counseling	3 (2 – 1)
5	J10A2 45	Integrated Agriculture	2 (2 – 0)
6	J10A400	Field Work Practice	2
7		Elective Courses	5
<b>Total Credit Semester 6</b>			20
<b>7TH SEMESTER</b>			
1		Elective Courses	14
<b>Total SKS Semester 7</b>			
<b>SEMESTER 8</b>			
1	J10A122	Research proposal	1
2	J10A217	Bachelor's thesis	5
<b>Total Credit Semester 8</b>			6
<b>Odd Semester Elective Courses</b>			
No.	Code	Course	Credit
1	J10A128	Rural Sociology	2 (2-0)
2	J10A138	Beef Cattle Fattening	2 (1-1)
3	J10A142	Animal Feed Industry	3 (2-1)
4	J10A301	Miscellaneous Animal Production	2 (2-0)
5	J10A302	Feed Additive	3 (2-1)
6	J10A303	Livestock Agroclimatology	2 (2-0)
7	J10A304	Livestock Marketing and Supply Chain Management	3 (2-1)
8	J10A131	Production of Various Poultry Livestock	3 (2-1)
9	J10A132	Introduction of Livestock Reproductive Biotechnology	2 (1-1)
10	J10A143	Abattoir and Carcass Crushing Technique	3 (2-1)
11	J10A130	Food Biotechnology	3 (2-1)

No.	Code	Course	Credit
12	J10A144	Food Product Development	3 (2-1)
13	J10A125	Economic development	2 (2-0)
Even Semester Elective Courses			
1	J10A220	Livestock Reproduction Management	2 (1-1)
2	J10A222	Goat and Dairy Buffalo Production	2 (1-1)
3	J10A226	Nutrition and Animal Feed Experiment Techniques	3 (2-1)
4	J10A228	Hatching Technology	2 (1-1)
5	J10A231	Livestock Product Industry Management	3 (2-1)
6	J10B208	Pastoral Management and Cattle Herding	2 (1-1)
7	J10C202	Production Physiology	3 (2-1)
8	J10D204	Principles of Food Preservation and Processing	3 (2-1)
9	J10D206	Food Safety and Sanitation of Livestock Products	3 (2-1)
10	J10D202	Food Analysis	3 (2-1)
11	J10A112	Agribusiness Management	3 (2-1)
12	J10A223	Corporate and Cooperative Economics	3 (2-1)
13	J10E206	Sociology of development	3 (2-1)

### **Doctoral Program in Animal Husbandry**

LO Number	Study Program Learning Outcomes (LO)
1	Upholding spiritual, social and academic values, maintaining norms, ethics and a strong personality, having the spirit of nationalism/love of the homeland, being responsible, disciplined, respecting diversity, and upholding law enforcement.
2	Mastering comprehensive basic knowledge in the field of animal husbandry according to their field of expertise
3	Able to develop knowledge and technology in their scientific field or professional practice through research, to produce creative, original, tested and useful work
4	Able to deepen and expand their scientific fields through the management and development of research with inter, multi or transdisciplinary approaches, so that they are beneficial for science and the benefit of mankind, and receive national and international recognition
5	Able to analyze and solve complex science and technology problems in the field of animal husbandry with the latest solutions and innovations through inter-, multi-, or transdisciplinary approaches, resulting in policy recommendations in the field of Animal Husbandry
6	Able to compose scientific arguments and communicate research results effectively in both national and international scientific forums and publish them in reputable national and international journals

The Doctor in Animal Husbandry is a by research program with the following **curricular structure**:

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Basic courses according to dissertation topic ( 3 credit ; 4.8 ECTS)	Literature study (3 credit ; 4.8 ECTS)	Research (8 credit; 12.8 ECTS)	Literature study (2 credit ; 3.2 ECTS)	Literature study ( 3 credit ; 4.8 ECTS)	Doctoral Promotion Session (SPD) (5 credit ; 8 ECTS)
Philosophy or Scientific Ethics (2 Credit ; 3.2 ECTS)	Compile the research proposal (3 credit ; 4.8 ECTS)	Analyzed the data of research (4 credit ; 6.4 ECTS)	Consultation with the promotor commision (3 credit ; 4.8 ECTS)	Compile the article (3 credit ; 4.8 ECTS)	
Methodology training and scientific writing - basic (2 credit ; 3.2 ECTS)	Discussion with the promoter (2 credit ; 3.2 ECTS)	Literature study (4 credit ; 6.4 ECTS)	Consultation with the oponent ( 2 credit ; 3.2 ECTS)	Publication of Scientific Articles in Q3 Journal (3 Jurnal) ( 12 credit ; 19.2 ECTS)	
Internship related to research proposal (4 Credit ; 6.4 ECTS)	Meeting with Promotor commision (1 credit ; 1.6 ECTS)	Compile the manuscript disertation (4 credit; 6.4 ECTS)	Revision the manuscript ( 2 credit ; 3.2 ECTS)		
Literature study (2 credit ; 3.2 ECTS)	Research (8 credit ; 12.8 ECTS)	Consultation with the promoter (3 credit ; 4.8 ECTS)			
Research dissemination/ research in context - advanced (2 credit; 3.2 ECTS)		Meeting with Promotor commision (1 credit ; 1.6 ECTS)			
Preparing for research dissemination (1 credit; 1.6 ECTS)					
Lecturer assistant (2 credit; 3.2 ECTS)					
Research Assistant (2 credit; 3.2 ECTS)					
Total 20 credit (32 ECTS)	Total 17 credit (17,2 ECTS)	Total 23 credit (36,8 ECTS)	Total 9 credit (14,4 ECTS)	Total 18 credit (28,8 ECTS)	Total 5 credit (8 ECTS)