ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes
Agricultural Product Technology
Agroecotechnology
Agribusiness

Provided by
Universitas Jambi

Version: 27.06.2025

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Teknologi Hasil Pertanian	Agricultural Product Technology	ASIIN	Board of National Accreditation for Higher Education (BAN-	08
Agroekoteknologi	Agroecotechnology	ASIIN	Board of National Accreditation for Higher Education (BAN-PT), 2019-2024	08
Agribisnis	Agribusiness	ASIIN	Board of National Accreditation for Higher Education (BAN-PT), 2020-2025	08
Date of the contract: 18.11.2022 **Submission of the final version of the self-assessment report:** 30.12.2022 **Date of the onsite visit:** 22.-23.01.2024 **at: Universitas Jambi**				

[1] ASIIN Seal for degree programmes

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

Expert panel: Prof. Dr. Matthias Gauly, University Bozen-Bolzano Prof. Dr. Siegfried Bolenz, Neubrandenburg University of Applied Sciences Prof. Dr. Jürgen Braun, Nuertingen-Geislingen University Almansyah Sinatrya, Tobaco Leaf Fitria Yasmin Mazaya, Student at Gadjah Mada University	
Representative of the ASIIN headquarter: Daniel Seegers	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 07, 2021 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Agricultural Product Technology	Sarjana Teknologi Pertanian (S.TP.) / Bachelor of Agricultural Product Technology		6	Full time	no	8 Semester	144 SKS	Annually
Agroecotechnology	Sarjana Pertanian (S.P.) / Bachelor of Agriculture	Soil Science and Land Resources Agronomy Plant Protection	6	Full time	no	8 Semester	144 SKS	Annually
Agribusiness	Sarjana Pertanian (S.P.) / Bachelor of Agriculture	Agribusiness Development Agribusiness Community Extension and Development	6	Full time	no	8 Semester	144 SKS	Annually

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

For the Bachelor's degree programme Agricultural Product Technology the institution has presented the following profile on its website:

„**VISION OF THE THP-FATETA UNJA STUDY PROGRAM**

Becoming a Superior Study Program at the International Level in the field of Agricultural Product Technology with an entrepreneurial outlook

MISSION OF THE THP-FATETA UNJA STUDY PROGRAM

1. Carrying out learning activities in the field of food technology and agricultural products to produce Bachelors of Agricultural Technology who are entrepreneurial, intelligent, creative and have noble character.
2. Developing science and technology for food and agricultural products through research activities.
3. Disseminating knowledge and technology about food and agricultural products through community service activities.
4. Developing healthy higher education governance.

OBJECTIVE

1. Producing graduates who are entrepreneurial, intelligent, creative and have noble character in the field of food technology and agricultural products.
2. Produce knowledge in the field of food technology and agricultural products and disseminate research results in the field of food technology and agricultural products.
3. Providing professional services in the field of food technology and agricultural products.
4. Realizing healthy higher education governance".

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

"**Vision of the Study Program**

in 2029 to become a superior and innovative study program that educates people with entrepreneurial character in the field of agroecotechnology.

The mission of the study program is

to provide higher education in the field of agroecotechnology to produce graduates who are superior, innovative and have an entrepreneurial character.

Study Program Objectives

1. Producing graduates who are able to apply scientific concepts and principles in the fields of soil, plants, pests and diseases and the environment, and are able to design and develop agricultural production technology within the scope of sustainable agriculture.
2. Producing graduates who have the desire to learn throughout life, have an entrepreneurial character, are ethical, moral and responsible."

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

"**Vision**

In 2029 the Agribusiness Study Program will become a Sustainable Agricultural Learning Center with Excellence, Moral and Entrepreneurial Character

Mission

- Develop institutional management that is able to provide excellent service for *stakeholders.*
- Organizing a technology-based learning process that is globally oriented.
- Organizing, developing and disseminating innovative and applicable research and community service in the field of agribusiness.
- Organizing sustainable agricultural learning that produces graduates who have morals, *entrepreneurial* character , and are able to answer global challenges.
- Organizing and developing learning to produce graduates who are creative, innovative, and able to apply science and technology in the agribusiness sector.
- Develop networks with alumni and *stakeholders* to strengthen the *entrepreneurial* character of graduates."

C Expert Report for the ASIIN Seal

1. The Degree Programmes: Concept, Content & Implementation

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

Evidence:

- Self-Assessment Report
- Study plan of the degree programmes
- Module descriptions
- Objective-Module Matrices
- Webpage of the study programmes
- Curriculum Handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The objectives of the Bachelor's Degree Programmes in Agricultural Product Technology, Agroecotechnology and Agribusiness have been developed based on the vision, mission and objectives of Higher Education as stipulated in article 5 of Law No. 12, 2012 concerning Higher Education and Decree of Ministry of Education and Culture No. 03 2021 on National Standard of Higher Education and considering also the education objectives of University of Jambi (UJ) that stated on the STATUTA of UJ as regulated based on Decree of Ministry of Research, Technology and Higher Education No. 41, 2018. The formulations of the programme objectives are as follows:

The Agricultural Product Technology Study Programme aims to cultivate ethical, disciplined, and lifelong learners with an entrepreneurial spirit among its Bachelor graduates. It aims to produce professionals who are well-versed in logical, analytical and systematic thinking.

Graduates demonstrate a combination of ethical attitudes, technical and analytical abilities, and also practical managerial skills. As professionals in the field, Agricultural Product

Technology graduates are skilled at applying their knowledge in food science and technology to produce safe and high-quality foods. The programme's continuous improvement, aligned with industry needs, ensures that graduates meet the evolving demands of the sector. This synergy between learning outcomes and graduate profiles establishes alumni of Agricultural Product Technology as competent contributors to the dynamic landscape of agricultural product technology.

The Programme Educational Objectives (PEOs) of the Agroecology study programme summarise the aim of producing graduates who are equipped with comprehensive scientific knowledge and ethical behaviour. These objectives emphasise the ability of graduates to implement sustainable agricultural practices while fostering a lifelong learning mindset and entrepreneurial spirit. The roles envisaged for graduates include managerial positions, agricultural entrepreneurship and roles as early career researchers. These objectives guide the formulation of learning outcomes in line with national standards and industry requirements.

The learning outcomes of the Agroecotechnology programme are structured to cover attitudes, knowledge, generic skills and specific skills essential for the qualification of graduates. These outcomes have been carefully developed in accordance with national higher education standards and input from relevant stakeholders. They are designed to equip graduates with a range of competences, from theoretical understanding to practical problem-solving skills. Regular evaluation and updating of these outcomes ensures their relevance and alignment with industry needs.

The objectives of the Agribusiness programme are to produce graduates who are skilled in the application of science and technology in the agricultural sector, while fostering entrepreneurial and innovative qualities. These objectives, formulated through extensive discussions and curriculum reviews with industry stakeholders and educational forums, aim to contribute to sustainable agricultural development and community prosperity. Graduates are expected to play a key role as agripreneurs, community facilitators and agribusiness consultants, responding to the evolving needs of the agricultural sector.

The learning outcomes of the Agribusiness programme include attitudes, knowledge, generic skills and specific skills that are essential to the professional competence of graduates. These outcomes are carefully designed to equip graduates with a broad range of skills, from theoretical understanding to practical problem solving. Regular curriculum reviews ensure alignment with industry needs and educational standards, enhancing graduate employability and market acceptance.

The intended profiles of Agribusiness graduates are formulated in collaboration with industry stakeholders and educational forums and reflect the dynamic landscape of agricultural

education and market demands. Graduates are expected to excel as agripreneurs, community empowerment facilitators and agribusiness evaluators/consultants. These profiles guide curriculum development and ensure that graduates are well prepared to meet the challenges of the agricultural sector.

The programmes emphasise practical application, encouraging graduates to apply their knowledge in real-life scenarios. This hands-on approach enhances their ability to make informed decisions based on data analysis. Through scientific research and effective communication of results, graduates contribute to the advancement of the agricultural sector. Specific skills include planning, implementing and evaluating agricultural production systems with a focus on efficiency and sustainability.

The three programmes under review ensure the currency of their curricula and respond to stakeholder needs through comprehensive evaluation mechanisms. Regular self-evaluation sessions assess the academic community's understanding of the programmes' vision, mission and objectives, facilitating improvements in communication and teaching materials. In addition, evaluations of learning outcomes by graduates and their peers, as well as assessments of graduates' performance in the labour market, provide invaluable insights into the effectiveness and relevance of the curriculum. These evaluations inform ongoing curriculum updates that incorporate international standards, outcomes-based education principles and innovative teaching methods to enhance graduate competencies. Stakeholder feedback, gathered through surveys and tracer studies, guides targeted interventions to address any competency gaps, ensuring that graduates are well prepared to meet industry demands and excel in their professions. Through continuous improvement initiatives and stakeholder engagement, the reviewed programmes maintain their commitment to providing high quality education and producing graduates who are equipped to succeed in their respective fields.

In discussions with stakeholders, the experts noted a high level of satisfaction with UJ graduates. The employers highlighted a distinguishing factor - UJ graduates are not afraid to get their hands dirty and demonstrate a sustained commitment to gaining practical experience in their field. Professionals praised the UJ for developing strong and hardworking students, reinforcing the university's strong reputation in this regard.

The experts engaged in discussions with UJ regarding the current state of its internationalization efforts, as it stands as one of the primary objectives of the study programmes under review: to produce graduates capable of competing on an international scale. Throughout the audit discussions, the experts noted a genuine dedication among all participating groups towards achieving this goal. However, it was also apparent that there is a collective recognition of the need for further development to consistently meet this objective.

Both staff members and students expressed a desire for expanded opportunities to enhance their English language proficiency. Therefore, the experts recommend providing more opportunities for staff and students to improve their English language skills. To facilitate this, it was suggested that lecturers be provided with additional avenues for professional development in English language instruction. By enabling lecturers to enhance their qualifications in this area, they would be better equipped to deliver lectures in English, consequently better preparing students for the demands of the international market in terms of language proficiency.

The auditors refer to the Subject-Specific Criteria (SSC) of the Technical Committee Agriculture, and Food Sciences (TC 08) as a basis for judging whether the intended learning outcomes of the three study programmes under review, as defined by UJ, correspond with the competencies as outlined by the SSC. They come to the conclusion that the objectives and intended learning outcomes of the programmes under review are reasonable and well-founded.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Webpage of the study programmes
- Curriculum Handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The auditors confirm that the English translation and the original Indonesian name of the Bachelor's degree programme Agribusiness correspond with the intended aims and learning outcomes as well as the main course language.

Regarding the name of the Agricultural Product Technology programme, the experts suggest to UJ that it should consider changing it to a more familiar and internationally recognized name, such as Food Technology or Food Science. Upon initial encounter with the programme's name, the experts found themselves uncertain about its focus and content. However, upon closer examination, it became evident that the programme closely aligns with what is typically associated with Food Technology or Food Science. Therefore, the experts propose that adopting one of these more conventional names would better reflect the programme's scope and enhance its recognition both domestically and internationally.

Concerning the name of the Agroecotechnology study programme, the experts acknowledge that the programme was established based on a decree from the General Directorate of Higher Education, merging several independent study programmes into one cohesive study programme. These courses include Agronomy, Horticulture, Plant Breeding, Landscape Architecture, Agricultural Cultivation, Soil Science, and Pest and Disease of Plant. It is understood that UJ had limited options when selecting a name for the programme.

However, upon reviewing the programme's content, the experts find that the current title does not accurately reflect its focus. The programme appears to primarily concentrate on Plant Production, making it more aptly named "Plant Production" programme. Therefore, the experts suggest reconsidering the programme's title to better align with its content and facilitate clearer understanding both internally and externally.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plan of the degree programmes
- Module descriptions
- Objective-Module Matrices
- Webpage of the study programmes
- Curriculum Handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The Ministry of National Education Decree No. 323/U/2000 defines higher education curriculum as a comprehensive framework that includes programme educational objectives (PEO), programme content, learning experiences and assessment tools. The three programmes under review structure their curricula based on the competency profile of graduates, incorporating elements of basic science, technology, industry, entrepreneurship and society according to the ministries' regulations.

Graduate profiles serve as a guiding principle in shaping course development, which translates into specific learning outcomes. Courses, as outlined in the Module Handbook and Semester Study Plan (SSP), are meticulously designed to adhere to the Outcome Based Education (OBE) approach. Across all three programmes, students are required to complete a minimum of 145 credits, with the option to extend this through additional courses.

The Agricultural Product Technology programme consists of compulsory courses totalling 122 SKS (or equivalent credits) alongside 23 elective credits, resulting in a minimum credit requirement of 145. Similarly, the Agroecotechnology programme comprises 141 credits of compulsory courses and 9 credits of elective courses. Meanwhile, the agribusiness programme entails 133 credits for compulsory courses with an additional 18 or 15 credits based on the specialization chosen (18 for Agribusiness Development and 15 for Agribusiness Community Extension and Development).

Practical application is integrated into the majority of courses, emphasising hands-on experience, which is essential for students' holistic development and preparation for their future careers in the agricultural sector.

All three programmes are designed for a duration of 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 programmes are structured to provide a comprehensive education over eight semesters. In Semester 1, students focus on general courses that enhance their learning skills, attitudes and personalities. Semester 2 introduces core courses in food technology, plant production and agribusiness, providing a foundation for further study.

Throughout the academic journey, students in the Agroecotechnology programme embark on a trajectory of specialization, delving into diverse areas such as agricultural extension, entrepreneurship, plant physiology, and biological technology. In Semester 5, the programme offers specialization routes tailored to individual interests, including Agronomy, Soil Science and Land Resources, and Plant Protection.

Each specialization path hones in on specific subjects relevant to the chosen field. For instance, Agronomy covers essential topics like food plant cultivation and genetics, while Soil Science delves deep into soil physics and chemistry. Meanwhile, Plant Protection emphasizes vital areas such as agricultural entomology and integrated pest management.

Further enriching their expertise, Semester 6 introduces specialized courses like plant breeding and weed technology. The programme places a strong emphasis on practical learning experiences, ensuring that students are well-prepared for the diverse roles awaiting them in the agricultural sector.

Similarly, students enrolled in the Agricultural Product Technology Programme undergo a structured curriculum designed to foster a deep understanding of food processing and quality assurance principles. Starting from Semester 3, students immerse themselves in

courses such as Statistical Method, Food Chemistry and Agricultural Products, Microbiology of Food and Agricultural Products, and Principles of Food Processing.

Building upon this foundation, Semester 4 offers advanced courses like Food and Agricultural Product Analysis, Packaging and Storage Technology, and Food Regulation. Practical experience is paramount, with courses like Processing Technology Practicum and Packaging and Storage Practicum providing hands-on learning opportunities.

In Semester 5, students explore specialized topics including Rubber Processing Technology, Product Development, and Industrial Sanitation and Food Safety, supplemented by real-world internships. Throughout the programme, elective courses enable students to tailor their learning journey to align with their interests and career aspirations, ultimately equipping graduates with the expertise needed to thrive in the food industry.

Likewise, students enrolled in the Agribusiness programme undergo a comprehensive educational voyage. Beginning with foundational courses in Semester 3, students gain insights into agricultural systems, economics, and statistical analysis through subjects such as Statistics, Basics of Agronomy, and Microeconomics.

Semester 4 extends this foundation with courses like Agricultural Extension, Entrepreneurship, and Production Economics, offering a broader understanding of agribusiness management. As students progress into Semester 5, they have the opportunity to specialize in either Agribusiness Development or Population, Poverty, and Marginalized Areas (PPMA), tailoring their learning experience to their chosen path.

For those pursuing Agribusiness Development, courses like Agribusiness Marketing, Operational Research, and Sustainable Agriculture are available, while students opting for PPMA delve into subjects such as Adult Education and Social Psychology, focusing on social transformation and sustainable agricultural practices.

Continuing into Semester 6, students deepen their expertise with specialized courses like Accountancy, Econometrics, and Agribusiness Research Methods. Throughout their journey, emphasis is placed on effective communication within the agricultural industry, preparing graduates for impactful contributions in the ever-evolving field of agribusiness.

Throughout the programme, elective courses allow students to tailor their learning experience to their interests and career aspirations. By the end of the programme, graduates are equipped with the knowledge and skills to navigate the complexities of the agricultural business sector and contribute to its sustainable development.

Semester 7 is dedicated to entrepreneurship and industry, preparing students to apply their knowledge in the real world. The programmes conclude with a final thesis in which

students demonstrate their mastery and understanding of the principles learned throughout the programmes. This comprehensive structure ensures that graduates are well equipped with a diverse range of skills to succeed in various aspects of agriculture and related industries.

Students are usually required to do community service in their final year. The programme coordinators explain that community service is compulsory for all Indonesian students. It lasts a minimum of four weeks and usually takes place in villages or rural areas where students stay and live with the local people. The course is designed to enable students to apply their knowledge in their field of study in order to empower society. During the audit, the experts learn that the students work on concrete tasks/contents in coordination with their supervisors and that they are well supervised in the process. The evaluation of the community service consists of a work plan, the implementation of the programme and an activity report.

In addition, students have the opportunity to enhance their practical experience through various options. The first option, the 7th semester internship, is an integral part of the curriculum. Additional options are available through the Merdeka Belajar-Kampus Merdeka (MBKM), which translates as Freedom to Learn and Independent Campus. Internships are assessed by appointed supervisors and host institutions with cooperation agreements.

Since 2020, the MBKM programme provides students with the opportunity to earn up to 40 SCU (equivalent to 2 semesters) outside the university, and up to 20 SCU (equivalent to 1 semester) outside their field of study. This programme offers various possibilities for students, including internships in industry, research, independent projects, student exchanges, teaching assistance in education units, entrepreneurship, building a village, and humanitarian projects.

The MBKM-programme is optional for students. They are required to consult with their academic supervisor to determine their relevant part of the MBKM programme and fill out a Learning Agreement accordingly. The number of credit points students can earn by participating in one of the activities in the MBKM programme for a single semester depends on their workload.

There are two ways of participating in the MBKM programme: full-time and part-time. Full-time participation means leaving the campus for a semester without attending regular lectures, while part-time participation allows students to use their free time between academic activities on campus. Through discussions, the experts found that the acceptance of this programme is remarkably high. Students appreciate and actively use the opportunity to gain credits outside the campus environment. The experts consider this programme to be an excellent addition to the curriculum, giving students the freedom and opportunity to

develop their skills in both practical and academic terms. As only a few cohorts have completed their studies within the framework of this programme, the experts speculate that the program may already be addressing the demand for enhanced entrepreneurial skills and thinking. As the outcomes of the programme become more apparent, it is anticipated that stakeholders will recognize the opportunity to shape students during their extended field stays.

Concerning the organization of the elective modules in the Agricultural Product Technology programme, the experts recognize a strong focus on Plant Products but recommend to offer as well some modules on products coming from livestock, dairy and fish.

Currently students can choose free amongst a large number of elective modules. This bears the danger, that due to lack of experience they sometimes might choose combinations of modules, which reduce the chances of graduates on the job market. Therefore, the reviewers recommend to give students more guidelines, e.g. in defining some fields of specialisation with recommended modules for each.

In the module handbook even those modules on advanced issues are labeled “No prerequisite course”. This bears the danger, that students who have not yet completely gathered the necessary basic knowledge are unable to follow-up and finally loose orientation in their study program. It is therefore recommended to define some basic modules to be passed for each advanced modules as a prerequisite of participation. The reviewers commend the robustness of the curricula, noting their alignment with the intended learning outcomes. While expressing overall satisfaction, they propose enriching the three study programmes under evaluation by incorporating distinctive focal points. Specifically, they advocate for the integration of pressing contemporary issues such as climate change, biodiversity conservation, circular economy principles and sustainability practices.

Highlighting the importance of addressing these issues on both global and local scales, the experts stress the significance of cultivating a curriculum that not only meets academic standards but also reflects the current trends and challenges in the respective fields. They emphasize the need for collaboration with industry stakeholders to gain insights into how these aspects impact local and international industries. While acknowledging the existing good connection to the industry, the experts suggest that this cooperation could be further institutionalized. This collaborative effort, if formalized, can provide valuable real-world perspectives and foster innovation in addressing industry needs while aligning educational programs with evolving industry demands. Furthermore, students express a desire for more practical experience, particularly in the Agricultural Product Technology and Agroecotechnology study programmes. They emphasise the need for field experience, including

opportunities for excursions, to enhance their learning and preparation for real-world challenges. The reviewers support this initiative, recognising its importance in providing students with a comprehensive education that addresses current global challenges in the agricultural sector.

Mobility

Based on the evaluation by the expert group, a significant concern identified within the reviewed programmes is the restricted academic mobility of UJ students. Despite a keen interest among students in studying abroad, opportunities are few and far between. Currently, the only avenue for international collaboration in student mobility is through a research project involving universities in Thailand, Malaysia, and Australia.

Enquiring about UJ's internationalisation strategy, the auditors noted that the Indonesian government's "Freedom to Learn and Independent Campus" (MBKM) policy actively supports external activities. However, despite this policy, the auditors found a lack of concrete steps taken by UJ to implement international programmes. The university lacks substantial partnerships with foreign universities and there is a notable absence of infrastructure for students seeking information about studying abroad or accessing scholarships.

However, during the audit, the experts discovered that the Agricultural Product Technology study programme and the Agribusiness study programme offer an international class taught in English. Two international students were present during the audit, enrolled in these classes. While this is a commendable approach, the experts queried during the session with the lecturers if they feel well-prepared to deliver their lectures in English at the same level as they would in Bahasa. Although the lecturers are generally content to offer the classes in English, not all of them consider themselves ready to convey the lectures with the same quality in English. Therefore, the experts maintain their recommendation to further support staff and students in improving their English language proficiency.

In summary, the evaluators note a significant lack of international student mobility in the programmes, which they deem nearly non-existent. Consequently, they propose addressing the international and mobility aspect from several angles. Firstly, they recommend increasing the number of courses taught in English and ensuring that lecturers are adequately prepared to teach in this language. Secondly, they advocate for improved dissemination of information to students regarding available opportunities for student exchanges, such as summer schools, internships, or full semesters abroad. Moreover, they suggest introducing an international class similar to the offerings in the other two programmes for the Agroecotechnology programme. Finally, they stress the importance of better communication regarding funding opportunities for these activities.

The curriculum is regularly reviewed and feedback is received from various stakeholders, including students, lecturers, alumni and private sector partners. While minor changes are made on an ongoing basis, the curriculum is revised and reviewed in more detail every four years. It is also aligned with, the Indonesian National Qualifications Framework and industry recommendations. The curricula effectively address the needs of its stakeholders and Indonesian society.

In summary, the experts gain the impression that the choice of modules and the structure of the curricula ensure that the intended learning outcomes of the respective degree programmes can be achieved, that graduates are well prepared for entering the labour market and can find adequate jobs in Indonesia. During the discussion with the experts, UJ's partner from the industry/public sector confirm that the graduates have a broad scientific education, are very adaptable, and have manifold competences, which allows them to find adequate jobs.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Decree of Minister of Research, Technology and Higher Education No. 2, 2ß15
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Reports, admission procedures and policies for new students follow the National Regulation No.2, 2015. The requirements, schedule, registration venue, and selection test are announced on UJ's webpage and thus accessible for all stakeholders.

There are three different ways by which students can be admitted to a Bachelor's programme at UJ:

1. National Entrance Selection of State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN), a national admission system, which is based on the academic performance during the high school.

2. Joint Entrance Selection of State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN). This national selection test is held every year for university candidates. It is a nationwide written test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).

3. Independent Selection (Seleksi Mandiri) students are selected based on a written test (similar to SBMPTN) specifically held by UJ for prospective students that have not been accepted through SNMPTN or SBMPTN.

4. Affirmations admission programme. The affirmation admission programme is specially developed for the new students who originally come from the underdeveloped areas and outer parts of Areas of Indonesia. The programme is managed by the Ministry of Education, Culture, Research and Technology.

An alternative enrolment avenue is available for international students. To apply to the UJ, foreign students must fulfil certain requirements. This includes being a high school graduate or equivalent, with graduation not exceeding three years from the time of registration. The originating school must be duly registered and accredited by the Ministry of Education. Additionally, language proficiency is a prerequisite: English IBT TOEFL minimum 60, CBT TOEFL minimum 173, or IELTS minimum 5.0. In the initial two years of study, foreign students are obligated to undergo the Indonesian Language Test, achieving a minimum score of 4. Opting to write a thesis in Indonesian requires proficiency demonstrated through Indonesian Language Courses for Foreigners (BIPA) with a minimum score of 3.

The auditors delve into the programmes' intake rate and reveal that each year, the number of new students admitted varies depending on the programme, ranging from 81 to 366. The Agricultural Product Technology programme has a more modest capacity, accommodating between 81 to 130 students, whereas the Agroecotechnology programme accommodates between 219 to 366 students, and the Agribusiness programme caters to between 234 to 298 students. Primarily, these students originate from Jambi or other regions of Sumatra, with the remaining portion coming from various Indonesian provinces. However, upon closer examination of the figures, the experts notice a significant decline in demand. The number of applicants has steadily decreased since 2019. While the Agribusiness programme appears to be the most stable, attracting around 1200 applicants annually, the Agricultural Product Technology programme saw 622 applicants in 2018 and only 232 in 2021, similar to the Agroecotechnology programme, which received 1315 applicants in 2018 and 908 in 2022. Despite still meeting programme capacity, the experts recommend a thorough investigation into the underlying causes of this drastic decline.

In summary, the auditors find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes but recommend to monitor the number of applicants.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Study plan of the degree programmes
- Module descriptions
- Curriculum Handbooks
- Statistical data on study progress and failure rate
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The workload of the students and lecturers is calculated based on the credits. The academic regulation issued by Rector of UJ No. 2/2017 and updated by Rector Decree No. 9/2020 article 36 regulates the workload. One credit is equivalent to 50 minutes of activities in the class room; 60 minutes conducting structure activity outside the class that is organized by lecturers and 60 minutes of self-determined activities by students. It means that one credit is equivalent to 170 minutes of workload for students as well as the lecturers every week. While for the practical works, 1 credit is equivalent to 170 minutes of practical works in the laboratory or field.

The average weekly workload for students in the Agricultural Product Technology programme comprises approximately 41 hours, including lectures, practical activities, self-learning, and fieldwork. For Agroecotechnology students, the workload is slightly higher at around 54 hours per week, encompassing similar components. Agribusiness students have the heaviest workload, averaging about 63 hours per week, covering lectures, practical work, structured activities, self-learning, fieldwork, and exams.

When considering the workload in terms of European Credit Transfer and Accumulation System (ECTS) credits, Agroecotechnology students' workload translates to approximately 29 ECTS credits per semester, while the Agribusiness programme's workload is equivalent to approximately 31.5 ECTS credits per semester. The equivalent ECTS credits for the Agricultural Product Technology programme's workload are approximately 29.35 ECTS credits per semester.

The statistical analysis from the self-assessment report over the specified years unveils a noteworthy trend: the average study duration across all programmes exceeds the standard period by 1 to 1.5 years. During the audit, the experts delved into the root causes contributing to this prolonged duration.

The university cited several factors potentially responsible for the extended study period, including challenges associated with finding suitable supervisors and thesis topics, disruptions stemming from the Covid pandemic, and the inherent complexities of research involving living materials.

While one potential solution could entail re-evaluating thesis standards, the experts advocate for a more holistic approach. They recommend vigilant monitoring of staff availability, as the audit revealed that this aspect often emerged as a bottleneck in the thesis process.

According to the university, several programmes have been implemented to support students in reducing the time spend on their theses. For example, the processes and procedures of the seminar and thesis examination have been shortened by updating the Standard of Procedures. In addition, the thesis consultancy has been adapted and an online-application named ELISTA has been introduced. In ELISTA, the time table and procedure of each activity of the thesis have been defined so that both students and supervisors now have a clear timeline to obey. The objective is to afford students more time to identify and secure a supervisor promptly. However, it's imperative to stress the necessity of closely monitoring this process and its impact on study duration.

Despite these challenges, it's noteworthy that some students successfully complete their studies ahead of the standard period. This suggests that while improvements in the thesis supervision process are warranted, the programmes' overall structure may not be the primary concern. Rather, facilitating students in finding suitable supervisors and thesis topics could lead to more timely graduations. In conclusion, the experts urge UJ to ensure that all students can complete their studies within the regular duration.

When asked about the overall workload of the students, they expressed satisfaction, stating that they are currently content and still able to engage in out-of-class activities or part-time work. In their inquiries, the experts sought students' perspectives and discovered that some students take breaks from their studies to support their families or work, facing challenges when returning to the course structure. Others choose to extend their study duration, leveraging the opportunities offered by MBKM.

In summary, the auditors gleaned from student feedback that they generally find the workload satisfactory. It was noted that significant efforts have been made in recent years to alleviate workload pressures, particularly concerning the final thesis. However, the experts underscore the importance of ongoing monitoring to track the evolution of average study durations over time.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Information on procedures of seminars, field practices and theses writing
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the self-assessment report, the teaching methods mostly applied in the programmes under review are case-based learning (CBL) and project-based learning (PBL) while during pandemic times e-learning methods were increasingly utilized.

At the university level, UJ has implemented the Institute for Learning Development and Quality Assurance, which regulates and releases documents of teaching quality and monitors the teaching quality. At the faculty level, the Academic Quality Unit is also responsible for assuring the academic quality standard of teaching.

Various teaching and learning methods (including lectures, computer training and classroom and lab exercises, individual and group assignments, seminars and projects, etc.) have been implemented. Structured activities include tutorials, homework, assignments (reading or problem exercises) and practical activities. Group project assignments are given in some courses to develop students' skills in teamwork, communication, and leadership. The assignments and exercises should help students to develop their abilities with respect to critical thinking, written/oral communication, data acquisition, problem solving, and presentations.

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

In summary, the expert group considers the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes. In addition, they confirm that the study concept of the programmes comprise a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture and study format. It actively involves students in the design of teaching and learning processes (student-centred teaching and learning). However, during the audit, the students expressed their desire to participate more in practical experiences, such as through field

trips. The experts support this idea as they consider visiting a real-life working environment under the guidance of an academic to be highly valuable for integrating both perspectives within the study programmes.

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

Criterion 1.1

UJ has implemented several initiatives designed to enhance the international exposure and English language proficiency of both its staff and students. These initiatives are supported by a budget plan and an official confirmation letter allocating the necessary funds. The experts commend the proactive steps already taken by UJ and are optimistic that these measures will significantly boost access to international content and literature, thereby improving overall English language capabilities.

Criterion 1.2

Agricultural Product Technology

The university clarified that the name of the programme is mandated by the Ministry of Education and cannot be easily altered. While the experts understand this constraint, they still recommend adjusting the program name to one that is internationally recognized, to enhance global recognition and appeal.

Agroecotechnology

The same issue arises with the Agroecotechnology programme. However, the university has acknowledged the experts' criticism and will address these concerns in the forthcoming curriculum review. The experts are eager to see a curriculum that aligns more closely with the programme title.

Criterion 1.3

The experts recognize a strong commitment from the university to provide both students and staff with significant international exposure and appreciate the existing road map for internalization. However, they note that the exchanges predominantly involve short-term internships, research exchanges, or conference participations. To enhance the impact of these experiences, the experts recommend increasing the number of exchange opportunities that allow for students to study abroad or at UJ for at least one semester. Additionally, they advise expanding the range of potential countries for exchanges to include more international destinations beyond Southeast Asia, thereby broadening the global perspective and experience offered to students and staff.

UJ acknowledges the importance of industry input in curriculum development and expresses its intention to involve international companies in future processes. While the experts appreciate this plan, they seek clarity on the specific methods of industry involvement in curriculum development. They recommend adopting a structured and institutionalized approach to ensure meaningful and systematic participation of industry representatives in shaping the curriculum. This would enhance the relevance and practicality of the academic programs, aligning them more closely with industry standards and needs.

In addition, UJ has defined basic modules that must be passed for each advanced module. The experts welcome this change.

UJ has indicated that it is currently incorporating recent innovations into the Agribusiness study programme and plans to integrate the experts' suggestions into the 2024 curriculum update. Although updates are underway, and in the absence of detailed information regarding the other two programmes, the experts continue to recommend the addition of more courses focused on recent innovations to ensure the curricula remain current and comprehensive.

Agricultural Product Technology

UJ has enhanced student guidance to help shape their academic profiles through elective choices and has also introduced new elective modules. These improvements not only provide students with greater flexibility but also enhance their opportunities to extend beyond the standard curriculum.

Agroecotechnology

In 2024/2025, UJ plans to introduce an international class in agro-technology. The experts welcome this plan.

Criterion 1.4

Based on the information provided in the statement, the experts conclude that UJ is well-informed about the developments in the number of applicants for the Agricultural Product Technology and Agroecotechnology programmes.

Criterion 1.5

UJ demonstrates that the Agricultural Product Technology programme currently show satisfactory graduation rates, with students generally completing their studies within the targeted four years. This issue was more pronounced in earlier cohorts, but there have been significant improvements in the first two programmes recently. However, the Agribusiness

and Agroecotechnology programmes continue to face challenges, with students more commonly finishing in five years. To address the ongoing challenges in the programmes, UJ has enhanced student supervision and is actively recruiting new lecturers and staff. This strategy aims to alleviate the administrative and laboratory workload on current faculty, thus improving support for students. While the experts commend these efforts, they are keen to see whether these changes yield positive results in the coming year.

Criterion 1.3 & 1.6

UJ confirms that field trips are already an integral component of Agricultural Product Technology and Agroecotechnology and plans to increase their frequency in the future. Additionally, students are encouraged to gain practical experience through various internship programmes offered by UJ. The number of field trips was reduced during the pandemic, but UJ plans to resume them in full by 2024. The experts appreciate this detailed explanation and the proactive approach.

The experts consider that Criterion 1 is **fulfilled** for Agricultural Product Technology but **not fulfilled** for Agribusiness and Agroecotechnology.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Module descriptions
- Academic Guidelines
- Academic Calendar
- Sample exams and theses
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the students' academic performance is evaluated based on their attendance and participation in class, their laboratory works and reports, assignments, homework, presentations, mid-term exam, and the final exam at the end of each semester.

The types of examinations in the three programmes under review include written examinations for taught courses, practical fieldwork examinations, work placements, research

proposal seminars, research results seminars and dissertation examinations. The written examination is used to assess the achievement of learning outcomes for all taught courses, while the defence examination is used for seminars and the dissertation examination. Information on the grading system will be provided in the Lecture Contract at the first class meeting.

If a student fails, he must repeat the entire module in the following semesters; it is not possible to retake just parts of the course or to just retake the final exam. The further details are described the Academic Guidelines.

The experts discuss with the students how many and what kind of exams they have to take each semester. They learn that for each course there is one mid-term exam and one final exam in every semester. Usually, there are additional practical assignments or oral tests. The final grade is the sum of the sub-exams.

As stipulated in the Academic Guidelines, every student is required to do a final thesis. Prior to the actual research work, students need to prepare a research proposal, which is submitted to the Thesis Advisory Committee. Students are asked to find a suitable topic by discussing with the lecturers, developing own ideas, or joining a lecturer’s research project. The student can propose the name of the thesis supervisor and submit the thesis proposal to the Thesis Committee. The Thesis Committee will review the proposal and decide about the supervisor.

UJ has demonstrated a strong commitment to providing access and reasonable accommodations for students with disabilities. The university has drafted comprehensive "Service Guidelines for Students with Disabilities" that cover all major areas from admission to completion of studies. The 22-page guidelines provide detailed policies and procedures for facilitating the academic success of students with various types of disabilities, including physical disabilities, intellectual disabilities, blindness, deafness/speech impairment, and multiple disabilities.

Key provisions include ensuring accessibility through infrastructure like ramps, elevators, and braille signage; allowing accommodations like extra time and assistants for exams; modifying educational materials and learning outcomes as needed; providing assistants to help with orientation, learning, and campus mobility; and adjusting requirements for practicum, thesis, and other requirements. The guidelines show the university's dedication to the principles of inclusion and non-discrimination in upholding the educational rights of students with disabilities in accordance with national laws and international conventions. With its thorough and student-centered service guidelines, UJ demonstrates its preparedness to support the holistic needs of students with disabilities.

The experts also inspect a sample of examination papers and final theses and are overall satisfied with the general quality of the samples.

In conclusion, the experts note that all relevant examination regulations are in place and well communicated in a transparent way. The forms of exams are oriented toward the envisaged learning outcomes of the respective courses, and the workload is distributed in an acceptable way.

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

UJ does not comment on this criterion.

The experts consider that criterion 2 **is fulfilled.**

3. Resources

Criterion 3.1 Staff and Staff Development

Evidence:

- Self-Assessment Report
- Staff Handbook
- Study Plans
- Module descriptions
- Sample of lecturer workload report
- Rector regulation on selection and dismissal of lecturers and administrative staff
- Discussions during the audit

Preliminary assessment and analysis of the experts:
At UJ, 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. For example, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research and supervision depend on the academic position.

The number of lecturers involved in the programmes is documented in the following way in the Self-Assessment Report:

Table 28. The qualifications of lecturers of Agricultural Product Technology Study Program (APTSP).

No	Academics Qualifications	Quantity	%
1	Professor	4	15.38
2	Associate Professor	14	53.85
3	Assistant Professor	5	19.23
4	Lecturer	3	11.53
	Total	26	100

Tabel 31. The Qualifications of Lecturers of Agroecotechnology Study Program

No	Qualifications	Number	Percentage
1	**Professor**	**3**	**4.17**
2	**Associate Professor**	**36**	**50.00**
	a. Doctoral (S3)	18	25.00
	b. Master Degree (S2)	18	25.00
3	**Lector**	**23**	**31.94**
	a.Doctoral (S3)	12	16,66
	b.Master Degree (S2)	11	15,28
4	**Associate Lector**	**10**	**13.89**
	a.Doctoral (S3)	3	4,17
	b.Master Degree (S2)	7	9,72
	Total	72	100,00

Tabel 34. The Qualifications of Lecturers of Agribusiness Study Program

No	Qualifications	Number	Percentage
1	**Professor**	**3**	**8,82**
2	**Associate Professor**	**7**	**20.58**
	Doctoral (S3)	5	14,70
	Master Degree (S2)	2	5,88
3	**Lector**	**17**	**49.99**

The lecturer-to-student ratios stand at 1:14 for Agricultural Product Technology, 1:17 for Agroecotechnology, and 1:19 for the Agribusiness programme. These ratios adhere to the national standard set by the Directorate General of Higher Education, Republic of Indonesia.

Furthermore, the university presents comprehensive data detailing the expertise, academic backgrounds and highest degrees of its lecturers. Additionally, UJ furnishes an extensive list of guest lecturers. The experts commend the inclusion of both international

guest lecturers and industry representatives in this list, recognizing their significant contribution to the teaching roster.

UJ has outlined a strategy that indicates its intention to promote certain lecturers who have held a PhD for an extended period of time to the position of Professor in the foreseeable future. The academic programme plans to formally request support from the University and the Faculty in terms of facilitating publications, improving teaching methods and providing other essential support mechanisms to achieve this objective. While the reviewers commend this initiative and express their appreciation, they point out that such a plan would require promising candidates to devote more time to research, a central aspect of achieving professorship at UJ. In order to achieve this, it is advisable to improve the research environment and relieve lecturers of technical laboratory work and administrative tasks, possibly by increasing the number of technical staff available to manage laboratory operations.

In summary, the experts confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes.

Support and Assistance:

Support and assistance for the three programmes under review is provided at both programme and university level.

During the course of their studies, each student is assigned at least three, and usually four, advisors. The first is an academic supervisor, who guides the student throughout their studies and provides support in both academic and non-academic matters. The second is the designated dissertation supervisor, whose primary role is to assist and support the student in planning, conducting research and writing the dissertation. The third supervisor oversees field placements and compulsory internships.

At the university level, a student development body has been established to provide assistance and support, empowering students and alumni through job application training. The University also provides counselling services for students facing personal problems or other challenges.

In addition, UJ hosts various student organisations, including activity clubs focused on the arts, sports, religion and other extracurricular pursuits. The experts observed a strong and trusting relationship between students and staff. A wealth of resources is available to provide individual help, guidance and support to all students. This robust support system facilitates the achievement of intended learning outcomes and enables students to successfully

complete their studies without unnecessary delay. Students are well informed about the range of services available to them.

The experts observed a positive and trusting relationship between the students and the teaching staff. However, given the extended average study duration, they suggest that UJ enhances the supervisor-to-student ratio. During the audit, it became apparent that the current workload for staff members involves supervising too many students simultaneously, hindering their ability to cater to each student's needs comprehensively.

Development:

In order to encourage the training of its academic and technical staff, UJ has developed a programme for improving the didactic abilities and teaching methods. One part of the capacity-building programme focuses on subject-specific skills (to keep up with current developments and trends in the areas of the programmes under review), whereas other training courses are intended to further improve the teachers' didactic skills and to introduce new teaching methods (e.g., blended learning, project based learning).

The professional and scientific development of the staff members is coordinated both at the University and faculties level. There are financial resources available for staff members to go abroad for a limited time and to take part at conferences or other events in order to stay up to date with the scientific development in their area of expertise. In addition, all three faculties want to promote the process of internationalisation at UJ by hosting international scientific events, facilitating sabbatical leaves, and inviting international professors.

The experts discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers are satisfied with the internal qualification programme at UJ, their opportunities to further improve their didactic abilities and to spend some time abroad to attend conferences, workshops or seminars.

In summary, the auditors confirm that UJ University offers sufficient support mechanisms and opportunities for members of the teaching staff who wish to further develop their professional and teaching skills.

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report
- On-Site Visit
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the self-assessment report, the funds for the operation and development of the three programmes under review come from three main sources: The central government, which provides both a state and a higher education operational budget, the tuition fees of the students as well as funds from collaborations with stakeholders. UJ presents the amount and allocations of the funds for the last three years and the auditors can confirm that the funds seem to be sufficient for the operational activities as well as the future development of the programmes.

During the on-site visit, the auditors assessed the infrastructure and equipment of the Faculties, which includes classrooms, laboratories, preparation rooms, administrative facilities, seminar and examination rooms. To support practical work and research, the programmes are equipped with some small scale technical equipment and instruments for laboratory, pilot plant and field activities.

While the existing facilities are considered adequate for teaching at the bachelor's level, the reviewers note a lack of advanced equipment. The faculties recognize that the current quality and quantity of teaching equipment poses a challenge to effective teaching and research, particularly for the Agricultural Product Technology and Agroecotechnology programs. In light of this, the experts recommend that UJ prioritize upgrading existing teaching equipment and explore collaborations with international companies that can provide facilities meeting global standards.

Specifically concerning the Agricultural Product Technology programme, the reviewers found that the programme is currently unable to effectively convey food processing on an industrial level due to limitations in the available equipment. The existing machinery and setups are mainly geared towards laboratory-scale operations, lacking the sophistication and scale to replicate industrial food processing environments accurately. This hinders students' ability to gain hands-on experience with the latest technologies, processes and quality control measures employed in modern food manufacturing facilities.

To bridge this gap, the experts strongly urge UJ to invest in a pilot plant dedicated to food processing. A pilot plant would serve as a scaled-down replica of an industrial food production line, complete with state-of-the-art equipment for various processing stages, such as mixing, heating, drying, and packaging. This would enable students to experience the entire workflow, from raw materials to finished products, under conditions mirroring those found in commercial facilities.

Furthermore, the experts advise exploring collaborations with leading food processing companies, which could potentially provide access to their facilities for educational purposes or contribute cutting-edge machinery for the university's pilot plant. Such partnerships would expose students to the latest industry practices, fostering a seamless transition from academia to the professional realm.

Complementing the pilot plant, the university could also consider acquiring equipment for specific food processing operations. This could reflect demands of the local industry, which are mainly palm oil, coffee and rubber processing companies. Those could be strong partners and would also benefit from a cooperation built on the possibility to model and improve their processes in pilot plant size. These additions would further enhance the program's ability to prepare students for the demands of the modern food industry.

In the view of the experts, it is crucial to strengthen cooperation and expand the network with local and also international industrial partners. This includes improving marketing strategies to attract such collaborations. The desired outcome is an upgraded and internationally focused teaching and research environment that meets modern standards and facilitates high quality education.

During the audit, the experts conducted thorough visits to the administrative buildings and the central library, aiming to evaluate the university's overall infrastructure. These visits provided valuable insights into the accessibility and availability of literature resources. Upon analysing the existing literature and online journal subscriptions, the experts determined that the current access to literature is satisfactory.

However, it was noted that the library's opening hours are currently limited, providing insufficient time for students to utilize its resources effectively, especially after classes. Therefore, the experts recommend extending the library's opening hours to better accommodate students' needs and encourage more extensive use of its facilities.

In summary, the experts confirm that current funding at the UJ allows for maintaining standards and purchasing additional necessary equipment. The UJ generally has sufficient workspace and laboratories equipped with mostly up-to-date instrumentation. However, there is scope for improvement in the quality and quantity of teaching equipment, as well as the potential to provide more advanced and modern teaching and research facilities, possibly through collaborations. Specifically for the Agricultural Product Technology program, enhancing the quality of food processing to enable students to learn at an industrial level is needed, which could be achieved by acquiring a pilot plant. While resources are largely adequate, strategic investments in certain areas could elevate the learning experience and facilities.

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

Criterion 3.1

UJ has announced plans to recruit additional lecturers and support staff to alleviate the burden on current faculty, who are presently overseeing an exceptionally high number of thesis supervisions. This initiative is complemented by the introduction of an online portal designed to monitor the implementation of final projects. While these changes are still in progress, the experts continue to uphold their recommendation. However, they are already partially satisfied with the measures taken by UJ to address these concerns.

Criterion 3.2

The Agricultural Product Technology programme has developed a plan to invest in a pilot plant dedicated to food processing, which will include facilities for bakery, chocolate, and coffee processing. A financial plan has been prepared, and confirmation of the necessary funding from the rector has been obtained. The experts are pleased with the university's commitment and the proactive steps already taken. They are confident that the new pilot plant will provide students with valuable, industry-level learning opportunities. Although they acknowledge that it will take time to procure all the ordered equipment, they are satisfied that their previous requests will most probably be addressed in the future and look forward to plans being turned into a real building filled with appropriate equipment.

Additionally, all programmes are taking the experts' recommendation to enhance and expand the quantity and quality of teaching equipment seriously. The experts are keen to see progress in this area and anticipate positive developments. Finally the experts underline the request to enhance opening hours of the library as one of the very effective measures to improve studying conditions and success.

Apart from the requirement to progress on building a food processing pilot plant, the experts consider criterion 3 to be **fulfilled.**

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module Handbooks

Preliminary assessment and analysis of the experts:
The students, as all other stakeholders, have access to the module descriptions via UJ's homepage. After studying the module descriptions, the experts confirm that they include all necessary information about the persons responsible for each module, the teaching methods and work load, the awarded credit points, the intended learning outcomes, the content, the applicability, the admission and examination requirements, and the forms of assessment and details explaining how the final grade is calculated.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Exemplary diploma per programme
- Exemplary diploma supplement per programme
- Exemplary transcript of records per programme

Preliminary assessment and analysis of the experts:
The auditors confirm that the students of the programmes under review are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Diploma Supplement contains all necessary information about the degree programmes including acquired soft skills and awards (extra-curricular and co-curricular activities). The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, cumulative GPA, and mentions seminar and thesis titles.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage

Preliminary assessment and analysis of the experts:
The auditors confirm that the rights and duties of both UJ 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.

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

The university does not comment on criterion 4.

The experts consider criterion 4 to be **fulfilled.**

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Academic Guidelines
- Quality standards of the university
- Results of the Tracer Studies
- Samples of teaching evaluations and surveys
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The auditors engaged in comprehensive discussions on the quality management practices at UJ with both the programme coordinators and the students. The university employs three key quality assurance bodies responsible for evaluating programme excellence. The Learning Development and Academic Quality Assurance Institution is mandated to enhance learning processes across UJ and ensure quality assurance across all faculties. The Academic Quality Assurance Units at the faculty level focus on assessing teaching, research, community service, infrastructure quality, faculty governance, academic processes, and study program achievements. Additionally, the Higher Education National Accreditation Body (BAN-PT) serves as an external quality assurance organization established by the Indonesian government.

In collaboration with the Academic Quality Assurance Unit, all three programmes have developed systematic assessment tools to evaluate the learning outcomes of the programmes and to assess the performance of graduates in the labour market. The results, presented in the self-evaluation report and its annexes, indicate a general satisfaction with the quality of the programmes.

Internal evaluation of degree programs primarily relies on student surveys. Students are mandated to provide feedback by completing online questionnaires, a prerequisite for accessing their accounts on UJ's digital platform. These questionnaires, distributed each semester before final exams, aid in monitoring and evaluating learning processes. The summarized feedback is shared with respective lecturers, who, based on the results, may reassess courses and implement changes if needed. In case of negative outcomes, the Head of

Department engages with the concerned teacher to discuss teaching methods, with the expectation of performance enhancement in subsequent instances.

While the auditors acknowledge the seriousness with which the department considers student feedback and implement necessary changes, during the audit, they inquired if students are adequately informed about survey results and resultant modifications. Students indicated that notification practices varied among lecturers, and they were not consistently informed about feedback outcomes and associated measures. As a result, the experts call on UJ to increase transparency by providing students with a comprehensive overview of course evaluations and the actions taken in response to any problems identified.

In summary, the expert group acknowledges that the quality management system at UJ, despite the noted deficit, is effective in identifying weaknesses and enhancing degree programmes.

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

UJ has announced that the results of course evaluations will henceforth be published on the Faculty website. The experts welcome this transparency and urge UJ to effectively communicate this change to students, ensuring they are well informed and can easily access the evaluation results.

The experts consider criterion 5 to be **fulfilled.**

D Additional Documents

No additional documents are needed.

E Comment of the Higher Education Institution (01.05.2024)

The institution provided a detailed statement as well as additional documents for each study programme.

F Summary: Expert recommendations (27.05.2024)

Taking into account the additional information and the comments given by UJ 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
Ba Agribusiness	With requirements for one year	30.09.2029		
Ba Agroecotechnology	With requirements for one year	30.09.2029		
Ba Agricultural Product Technology	With requirements for one year	30.09.2029		

Requirements

For the Agricultural Product Technology programme

A 1. (ASIIN 3.2) Improve the quality of food processing equipment / food processing of an industrial nature must be possible (e.g. through a pilot plant).

For the Agribusiness and Agroecotechnology programmes

A 2. (ASIIN 1.5) Ensure that students can finish their studies in 8 semesters.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to enable and motivate students to spend a semester abroad.

E 2. (ASIIN 1.3) It is recommended to add more modules on recent innovations in the fields of the study programmes.

E 3. (ASIIN 1.3, 5) It is recommended to institutionalize industry involvement in the curriculum development process.

E 4. (ASIIN 3.1) It is recommended to improve the supervisor/student ratio.

E 5. (ASIIN 3.2) It is recommended to extend the opening hours of the library.

For the Agricultural Product Technology and Agroecotechnology programmes

E 6. (ASIIN 3.2) It is recommended to improve and increase the quantity and quality of teaching equipment.

For the Agricultural Product Technology programme

E 7. (ASIIN 1.2) It is recommended to use a more internationally recognised name for the programme.

For the Agroecotechnology programme

E 8. (ASIIN 1.2) It is recommended to better match the content with the programme title.

E 9. (ASIIN 1.3) It is recommended to introduce an international class.

G Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (04.06.2024)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedures and follows the assessment of the expert without changes.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Agribusiness	With requirements for one year	30.09.2029		
Ba Agroecotechnology	With requirements for one year	30.09.2029		
Ba Agricultural Product Technology	With requirements for one year	30.09.2029		

Requirements

For the Agricultural Product Technology programme

A 1. (ASIIN 3.2) Improve the quality of food processing equipment / food processing of an industrial nature must be possible (e.g. through a pilot plant).

For the Agribusiness and Agroecotechnology programmes

A 2. (ASIIN 1.5) Ensure that students can finish their studies in 8 semesters.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to enable and motivate students to spend a semester abroad.

E 2. (ASIIN 1.3) It is recommended to add more modules on recent innovations in the fields of the study programmes.

E 3. (ASIIN 1.3, 5) It is recommended to institutionalize industry involvement in the curriculum development process.

E 4. (ASIIN 3.1) It is recommended to improve the supervisor/student ratio.

E 5. (ASIIN 3.2) It is recommended to extend the opening hours of the library.

For the Agricultural Product Technology and Agroecotechnology programmes

E 6. (ASIIN 3.2) It is recommended to improve and increase the quantity and quality of teaching equipment.

For the Agricultural Product Technology programme

E 7. (ASIIN 1.2) It is recommended to use a more internationally recognised name for the programme.

For the Agroecotechnology programme

E 8. (ASIIN 1.2) It is recommended to better match the content with the programme title.

E 9. (ASIIN 1.3) It is recommended to introduce an international class.

H Decision of the Accreditation Commission (28.06.2024)

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

The Accreditation Commission discusses the procedure and decides to follow the assessment of both the expert panel and the Technical Committee. However, they change the phrasing of the requirements to make them more stringent.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Agribusiness	With requirements for one year	30.09.2029		
Ba Agroecotechnology	With requirements for one year	30.09.2029		
Ba Agricultural Product Technology	With requirements for one year	30.09.2029		

Requirements

For the Agricultural Product Technology programme

A 1. (ASIIN 3.2) Ensure access to state-of-the-art pilote-scale equipment for industrial food processing.

For the Agribusiness and Agroecotechnology programmes

A 2. (ASIIN 1.5) Develop a concept to ensure that students can finish their studies in 8 semesters.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to enable and motivate students to spend a semester abroad.

E 2. (ASIIN 1.3) It is recommended to add more modules on recent innovations in the fields of the study programmes.

E 3. (ASIIN 1.3, 5) It is recommended to institutionalize industry involvement in the curriculum development process.

E 4. (ASIIN 3.1) It is recommended to improve the supervisor/student ratio.

E 5. (ASIIN 3.2) It is recommended to extend the opening hours of the library.

For the Agricultural Product Technology and Agroecotechnology programmes

E 6. (ASIIN 3.2) It is recommended to improve and increase the quantity and quality of teaching equipment.

For the Agricultural Product Technology programme

E 7. (ASIIN 1.2) It is recommended to use a more internationally recognised name for the programme.

For the Agroecotechnology programme

E 8. (ASIIN 1.2) It is recommended to better match the content with the programme title.

E 9. (ASIIN 1.3) It is recommended to introduce an international class.

I Fulfilment of Requirements (27.06.2025)

Analysis of the Experts and the Technical Committee (03.06.2025)

Requirements

For the Agricultural Product Technology programme

A 1. (ASIIN 3.2) Ensure access to state-of-the-art pilote-scale equipment for industrial food processing.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The university followed all the experts´ suggestions and has already invested in several new pieces of plant equipment that will significantly improve the education. A new production line (bread, cacao and coffee) has been built and operated since October 2024. In total they will invest from 2024 to 2027 Rp 1.3bn in a transparent and well worked out investment plan.
TC 08	Fulfilled Vote: unanimous Justification**:** The TC follows the recommendation of the experts.

For the Agribusiness and Agroecotechnology programmes

A 2. (ASIIN 1.5) Develop a concept to ensure that students can finish their studies in 8 semesters.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The university implemented several measures to facilitate students to complete the programme within the designated time period, including the reduction of the total credits, easier access to reviewers, a shift of the internship module in the curriculum and the offer of time management workshops.
TC 08	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.

Decision of the Accreditation Commission (27.06.2025)

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Agribusiness	All requirements fulfilled	30.09.2029
Ba Agroecotechnology	All requirements fulfilled	30.09.2029
Ba Agricultural Product Technology	All requirements fulfilled	30.09.2029

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report the following **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Agricultural Product Technology:

	Attitude
PLO1	Demonstrating a religious, humanist, patrioticattitude and respectdifferences and diversity.
PLO2	Demonstrating a long-lifelearner'sattitude, ethics, discipline, lawabiding, responsibility and has an entrepreneurial and professional spirit in dailylife and profession.
	Knowledge
PLO3	Able to know the fundamentals of food science and agricultural products (Food chemistry and food a nalysis, food microbiology, food safety, food engineering and processing, food biochemistry, nutrition and health, and applied food science and agricultural products.
	General Skills
PLO4	Able to think logical, critical, analytical and problem solving in doing work in the field of food technology and agricultural products.
PL05	Capable of communicating both orally and in writing on technical and non-technical topics.
PL06	Able to apply the principles of statistics and computers in the field of food/agricultural products.
	Spesific Skills
PLO7	Capable to apply the concept of food technology and agricultural products in actual practice in the food industry toproducesafe and high-quality food.

The following curriculum is presented:

Distribution of the courses for each semester of the Agricultural Product Technology Study Program curricula

1. SEMESTER (28.33 ects)	2. SEMESTER (29.75 ects)	3. SEMESTER (34 ects)	4. SEMESTER (34 ects)	5. SEMESTER (31.17 ects)	6. SEMESTER (34 ects)	7. SEMESTER (2.84 ects)	8. SEMESTER (11.33 ects)
Foundational Courses (Basic Character Education) Religion I 2C, Pancasila 2C, English 2C, Basics of Communication 2 C **(11.33 ects)**	**Foundational Courses (Basic Character Education)** Nationality/ Civic Education 2 C, Indonesian Languages 2 C, Religion II 2 C, **(8.50 ects)**	**Major Food/Agricultural Product Technology Sciences Courses** Food Chemistry and Agricultural Products 3 C, Chemistry and Biochemistry Practicum 1 P, Microbiology of Food and Agricultural Products 2 C, Knowledge of Agricultural Products 3 C, Process Units 2 C, Principles of Food Processing Technology and Agricultural Products 3 C, Technology of Food Processing and Agricultural Products 3 C, Food Components Metabolism 2 C, Sensory Evaluation 2 C. **(29.75 ects)**	**Major Food/Agricultural Product Technology Sciences Courses** Food and Agricultural Product Analysis 3 C, Food Additives 2 C, Fermentation Technology 2 C, Microbiology of Food and Agricultural Product Practicum 1 P, Processing Technology Practicum 1 P, Biological Evaluation of Food Components 2 C, Packaging and Storage Technology 2 C, Packaging and Storage Practicum 1 P, Food Regulations 2 C, Food Quality Assurance C, Research Methodology and Experimental Design 2 C 1 P	**Major Food/Agricultural Product Technology Sciences Courses** Food and Agricultural Product Analysis Practicum 2 P, Palm Oil Processing Technology 2 C 1 P, Functional Foods 2 C. **(9.92 ects)**	**Major Food/Agricultural Product Technology Sciences Courses** Internships 4 P, Rubber Processing Technology 2 C 1 P, Product Development 1 C 2 P, Industrial Sanitation and Food Safety 2 C. **(17.00 ects)**	**Capstone courses (Scientific Work)** Research Proposal Seminar 1 P, Research Result Seminar 1 P. **(2.83 ects)**	**Capstone courses (Scientific Work)** Thesis 8 P. **(11.33 ects)**

Foundational Courses (General Basic Science) Introduction to Agricultural Science 2 C, Mathematics 2 C, Chemistry 2 C, biology 2 C, Physics 2 C, Computer Applications 2 C **(17.00 ects)**	**Foundational Courses (General Basic Science)** Agrotechnology and environment-based entrepreneurship 2 C 1 P, Advanced Chemistry 2 C, Basic Microbiology 2 C, Food Biochemistry and Agricultural Products 2 C, Introduction to Information Systems and Artificial Intelligence 2 C, Calculus 2 C, Mathematics and Natural Science Practicum 2 P **(8.50 ects)**	**Scientific Work** Statistical Method 2 C, Scientific Writing and Presentation Method 1 C **(4.25 ects)**	**Enrichments/ Electives courses of Food/Agricultural Product Technology Sciences** *Elective Courses 1* 2 C **(4.25 ects)**	**Enrichments/ Electives courses of Food/Agricultural Product Technology Sciences** *Elective Courses 2* 2 C, *Elective Courses 3* 2 C, *Elective Courses 4* 2 C 1 P, *Elective Courses 5* 2 C 1 P, *Elective Courses 6* 2 C, *Elective Courses 7* 2 C 1 P **(21.25 ects)**	**Enrichments/ Electives courses of Food/Agricultural Product Technology Sciences** *Elective Courses 8* 2 C 1 P, *Elective Courses 9* 2 C 1 P, *Elective Courses 10* 2 C 1 P, *Elective Courses 11* 2 C 1 P. **(17.00 ects)**		
exam	**exam**	**exam**	**exam**	**exam**	**exam**	**exam**	**exam**

Notes: Hour per week : Course/Practice/assignment/Seminar
Credit total = 145 credit (Indonesian system) equal to 205,42 ECTS

	Compulsory
	Electives

According to the Self-Assessment Report the following **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Agroecotechnology:

	Attitude
PLO1	Demonstrating a religious, humanist, patrioticattitude and respect differences and diversity
PLO2	Demonstrating a long-lifelearner'sattitude, ethics, discipline, law abiding, responsibility and has an entrepreneurial and professional spirit in dailylife and profession
	Knowledge
PLO3	Understanding theoretical concept of agricultural cultivation in general
PLO4	Understanding principles of land resource and environmental management, cultivation techniques, plant protection, research methodology, and sustainableagricultural development
PLO5	Understanding principles of leadership, communication and information technology, and human resource management
	General Skills
PLO6	Able to spread knowledge and technology of their expertise verbally and written
PLO7	Able to analyze data and information for making correct decision in agricultural cultivation practice
PLO8	Able to do self-assessment and responsible for achieving working outcome independently or as a part of teamwork
	Special Skills
PLO9	Able to implement the science of agronomy, soil, plant protection, and plant cultivation engineering which meet the good agricultural practices principles.
PLO10	Able to recognize problems in agricultural cultivation, and arrange alternative solutions independently or as a part of teamwork
PLO11	Able to design, conduct, and evaluate agricultural business with recent and innovative technology

The following curriculum is presented:

1st semester (30.72 ECTS)	2nd semester (30.72 ECTS)	3rd semester (29.1 ECTS)	4th semester (33.46 ECTS)
Attitude (13.18 ECTS)	**Attitude (5.88 ECTS)**	**Introduction to Plant Technology (20.38 ECTS)**	**Introduction to Plant Technology (16.02 ECTS)**
Religion 1 Pancasila Basic Social and Cultural Science Rural and Agricultural Sociology	Religion 2 Citizenship	Basics of Agronomy Basics of Plant Protection Plant Ecology Statistics Plant Biochemistry	Plant Physiology Agricultural Mechanization Research Methods Biotechnology
Basic Science (14.6 ECTS)	**Basic Science (13.08 ECTS)**	**Plant Cultivation Environment (4.36 ECTS)**	**Plant Cultivation Environment (8.72 ECTS)**
Biology Mathematics Basic Chemistry Introduction to Agricultural Science	Basic Physics Botany Microbiology	Agroclimatology	Land Resources and Sense Information System Agrohydrology
Communication Skill (2.94 ECTS)	**Communication Skill (2.94 ECTS)**	**Basic Plant Cultivation Media (4.36 ECTS)**	**Communication Skill in Agriculture (4.36 ECTS)**
Indonesian	English	Basics of Soil Science	Agricultural Extension
	Basic Entrepreneurship (8.82 ECTS)		**Entrepreneurship Character (4.36 ECTS)**
	Introduction to Economics Introduction to Agribusiness Fundamentals of Management		Entrepreneurship

5th semester (34.88 ECTS)	6th semester (34.88 ECTS)	7th semester (10.06 ECTS)	8th semester (14.24 ECTS)
Advanced Plant Technology (21.8 ECTS) Food Plant Cultivation Cultivation of Plantation Plants Horticultural Plant Cultivation Plant Desease Science Plant Pest Science	**Plant Cultivation Media (4.36 ECTS)** Soil Fertility and Fertilization	**Adaptation to Work Environment (5.7 ECTS)** Community Service/Internship	**Research Project (14.24 ECTS)** Thesis Proposal Seminar Thesis
Advanced Plant Technology (13.08 ECTS) (for Agronomy Specialization) Genetics* Germplasm Conservation* Sustainable Agriculture*	**Advanced Plant Technology (21.8 ECTS) (for Agronomy Specialization)** Plant Breeding* Vegetative Propagation* Plant Tissue Culture Techniques* Seed Technology* Weed Technologi*	**Elective Course (4.36 ECTS)** Course taken from different specialization	
Advanced Plant Technology (13.08 ECTS) (for Plant Protection Specialization) Agricultural Entomology*** Insect Ecology*** Plant Pathogens***	**Advanced Plant Technology (21.8 ECTS) (for Plant Protection Specialization)** Biological Control*** Important Pest of Mayor Crop*** Important Desease of Mayor Crop*** Integrated Pest and Desease Management*** Pesticides and Application Techniques***		
Plant Cultivation Media (13.08 ECTS) (for Soil Science and Land Resources Specialization) Soil Physics** Soil Chemistry** Soil Biology**	**Plant Cultivation Media (21.8 ECTS) (for Soil Science and Land Resources Specialization)** Soil Morphology and Classification** Soil and Water Conservation** Regional Measuring and Mapping Science** Land Survey an Land Evaluation**		
	Plant Cultivation Environment Design (4.36 ECTS) for Soil Science and Land Resources Specialization) Watershed Management**		
	Elective Course (8.72 ECTS) Course taken from different specialization		

Note :

- Compulsory (Core competencies)
- Compulsory (Supporting competencies)
- *Compulsory (for Agronomy Specialization)
- **Compulsory (for Soil Science and Land Resources Specialization)
- ***Compulsory (Plant Protection Specialization)
- Elective

According to the Self-Assessment Report the following **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Agribusiness:

	Attitude
PLO1	Demonstrating a religious, humanist, patrioticattitude and respectdifferences and diversity
PLO2	Demonstrating a long lifelearninglearner'sattitude, ethics, discipline, lawabiding, responsibility and has an entrepreneurial and professional spirit in dailylifeand profession.
	Knowledge
PLO3	Mastering the concepts of agricultural and agribusiness development in general and the principles of social and cultural life principles
PLO4	Able to formulate problem-solving efforts in the fields of management, economics (micro, macro and production), and the development of the agribusiness community from upstream to downstream, so as to master the concepts of agricultural business professionally.
PLO5	Mastering theoretical concepts about communication and development of the agribusiness community so as to be able to realize the profile of graduates as consultants for agribusiness actors, agribusiness consultants and facilitators of development in the field of agribusiness.
	General Skills
PLO6	Able to apply logical, critical, systematic and innovative thinking in scientific development and able to maintain and develop networking with all parties
PLO7	Able to manage tasks and responsibilities in groups and communicate them to users
	Special Skills
PLO8	Able to makes decisions precisely and accurately in the context of solving problems in agriculture, based on the results of information and data analysis; .
PLO9	Abletobecomeafacilitatorwho has effective communication and has skills in the development of community empowerment
PLO10	Able to utilize and operate ICT to support agribusiness business / development

The following **curriculum** is presented:

1. SEMESTER (30.53 ects)	2.	3. SEMESTER (30.50 ects)	4. SEMESTER (33.40 ects)	5. SEMESTER (36.27 ects)	6. SEMESTER (34.85 ects)	7. SEMESTER (34.85 ects)	8. SEMESTER (8.57 ects)	9. SEMESTER (11.37 ects)
Basic Character Education (Religion I 2C, Indonesian Language 2C, Pancasila 2C, Basic Social and Cultural 2C, **(11.65 acts)**		**Basic Character Education** (Religion II 2C, Citizenship 2C **(5.81 ects)**	**An. Agribusiness System** (An. Micro Economics. 2C 1 P, Macro Economics 2C 1P, Agriculture Economics 2C 1P) **(13.01 ects)**	**An. Agribusiness System** (Human Resource Economics 2C, Production Economics 3C, Farming Sciences 2C 1P, Population Sciences 2C, Agricultural Development 2C 1P, Community Development 2C 1P **(23.20 ects)**	**Agribusiness Development** Agribusiness Marketing 2C 1P, Operational Research 2C 1P, Cooperatives and Institutions 2C 1 P, Management of the environment 2C 1P, Agriculture Sustanainability 2C 1P **(21.78 ects)** **Free Elective ie** International trade 2c 1P, managerial economics 2C 1P, agribusiness production management 2C 1P **(13.07 ects)**	**Agribusiness Development** Accountancy 2C 1P, Econometrics 2C 1P, Econometrics 2C 1P, Agribusiness Research Methods 2C 1P, Agricultural Communications 2C 1P **(21.78 ects)** **Free Elective ie,** Agribusiness Feasibilty Study 2C 1P, food economics and nutrition 2C 1P, agribusiness area planning 2C 1P **(13.07ects)**	**An. Agribusiness System** Community Service Program 4P/ Intenship 4P **(5.70 ects)**	
General Basic Science Agriculture Introduction 2C, Biology 3C, Chemistry 2C 1P, Rural and Agriculture Sociology 2C 1P, Mathematics 2C **(18.88 ects)**		**Basic Science of Agricultural** English 2C, Agribusiness Introduction 2C, Physics 2C 1P, Economic Introduction 2C, Fundamentals of Management 2C, , Human Ecology 2C 1P **(20.33 ects)**	**Basic Science of Agricultural** (Fundamentals of Agronomy 2C 1P, Agroclimatology 2C 1P, Soil Science Basics 2C 1P, Basic Plant Protection 2C 1P **17.43 ects)**	**Basic Science of Agricultural** (Agricultural Extension 2C 1P, Entrepreneurship 2C 1P) **(8.71 ects)**	**Agribusiness Community Development** Adult Education 2C 1P, Social Psychology 2C 1P, Agribusiness Cooperatives and Institutions 2C 1P, Social transformation 2C 1P, Sustainable Agriculture 2C 1P **(21.78 ects)**	**Agribusiness Community Development** Non Parametric Statistics 2C 1P, Agricultural Communications 2C 1P, Agribusiness Research Methods 2C 1P, Village Development Dynamics 2C 1P, Organization and Leadership 2C 1P	**Scientific Work** (Thesis Proposal Seminar 2P (**2,87 ects**) **(Note. Doing research: survey)**	**Scientific Work** (Seminar Result and Thesis 8P) **(11.37 ects)**

						(21.78 ects)		
		Scientific Work Economic Math 2C 1P, **(4.36 ects)**	**Scientific Work** Statistic 2C **(2.96) ects)**.	**Scientific Work** Scientific Writing Method. 2C) **(4. 36 ects)**,	**Free Elective ie:** business communication 2C 1P, management of the environment 2C 1P, Environmental management 2C 1P **(13.07 ects)**	**Free Elective ie:** _Economic Sociology 2C 1P, food economics and nutrition 2C 1P, natural resource economics 2C 1P **(13.07 ects)**		
exam		**exam**	**exam**	**exam**		**exam**	**exam**	**exam**

Hour per week : Course/Practice/assignment/Seminar

Compulsory	Compulsory	Mandatory elective	Mandatory elective
General Basic Science	Core Agribusiness Program	Agribusiness Development	Agribusiness Community Development