ASIIN Seal

Accreditation Report

Veterinary Medicine Study Programme

Bachelor of Veterinary Medicine

Professional Education of Veterinary Medicine

Provided by

Universitas Brawijaya, Malang

Version: 27 June 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]
Program Studi S1-Pendidikan Dokter Hewan	Bachelor of Veterinary Medicine (BVM) Study Program	ASIIN	LAM-PTKes Valid until 25 November 2026	14
Program Studi Pendidikan Profesi Dokter Hewan	Professional Education of Veterinary Medicine (PEVM) Study Program	ASIIN	LAM-PTKes valid until 25 November 2026	14
Date of the contract: 02.07.2024 **Submission of the final version of the self-assessment report:** 05.09.2024 **Date of the onsite visit:** 29.-20.02.2025				
Peer panel: Prof. Dr. Bernhard Hiebl, University of Veterinary Medicine Hannover Prof. Dr. Till Rümenapf, University of Veterinary Medicine Vienna Sugiyono, DVM, M. Vet, PT Tekad Mandiri Citra Nadia Wacimin, student at Universitas Gadjah Mada				
Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.				
Responsible decision-making committee: Accreditation Commission				
Criteria used: European Standards and Guidelines as of May 05, 2015 ASIIN General Criteria, as of March 28, 2023				

[1] ASIIN Seal for degree programmes
[2] TC: Technical Committee for the following subject areas: TC 14 - Medicine.

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
Bachelor of Veterinary Medicine Study Program (BVM)	SKH (Sarjana Kedokteran Hewan) / B.VM (Bachelor of Veterinary Medicine)	-	6	Full time	No	8 semesters	144 CP /216 ECTS	4 September 2008
Professional Education of Veterinary Medicine Study Program (PEVM)	drh (dokter hewan) / DVM (Doctor of Veterinary Medicine)	-	6	Full time	No	3 semesters	37 CP /55.5 ECTS	12 July 2012

Universitas Brawijaya (UB) is an autonomous state university in the city of Malang, located in East Java (Indonesia). It was founded in 1961. UB is one of the leading universities in Indonesia, recognized as one of the elite campuses, and consistently ranked 5th in national level rankings. Currently, over 60,000 students are enrolled in various vocational, undergraduate, master's, doctoral, professional, and specialist programs spread over 18 faculties.

Both programmes under review are offered by the Faculty of Veterinary Medicine (FVM) which is one of UB´s most recently established faculties, starting its operations in the academic year 2008/09. As, currently, there are only 5 veterinary faculties in Indonesia but the demand for veterinarians is high. FVM has a huge strategic importance for UB and veterinary education in Indonesia. The faculty pursues the following ***Missions***:

- "Conducting quality education and training with reference to national and international standards.
- Conducting research and community service that supports the development of science and technology in the field of veterinary medicine to enhance animal welfare, society, and the environment
- Establishing and developing collaborations with various institutions

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

- domestically and internationally for institutional capacity building and strengthening the Tri Dharma.
- Implementing excellent and sustainable institutional governance."

As required by the Indonesian Ministry of Education, Culture, Research and Technology, veterinary education is divided into an academic stage, corresponding to a Bachelor´s degree, and the clinical stage which entitles the graduates to practice as a professional veterinarian.

The Bachelor programme of Veterinary Medicine (BVM) is a full-time study programme with a regular duration of 8 semesters. About 200 students start the programme per annual cohort. The consecutive Professional Education of Veterinary Medicine (PEVM) lasts 3 semesters. It can be started biannually and produces roughly 90 graduates per batch. Almost all students complete both programmes and practice as clinicians respectively managers in animal farms as a tracer study shows. Nevertheless, representatives of the veterinary industry report that even more skilled veterinarians are required, especially with specializations in poultry and fish medicine, to cover the needs of the growing market of animal farms for food production. In this regard, it is recommended by the experts to shift the curricular focus from pet animals to poultry and fish.

One essential step in this regard needs to be the construction of an own teaching farm for the FVM which is planned but has not yet been realized for financial reasons. However, this facility is urgently needed to adequately cover the practical teaching in the programme and offer the students the required practice with real living animals. Therefore, the experts require that a concise plan for a timely construction and operation of this farm needs to be developed, alongside with a structured concept how to cover the practical training of students at the partner facilities on a qualitatively adequate and harmonized standard until then. The large and very engaged stakeholder network is momentarily one of FVMs crucial assets in that regard.

Further findings of the expert group address a better integration of the findings of the UN Sustainable Development report as well as communication skills into the curriculum, the need for structured updating and maintenance of lab equipment, as well as certain shortcomings in the transparency of documentation and formalities.

C Expert Report for the ASIIN Seal

1. The degree programme: concept, content & implementation

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

Evidence:

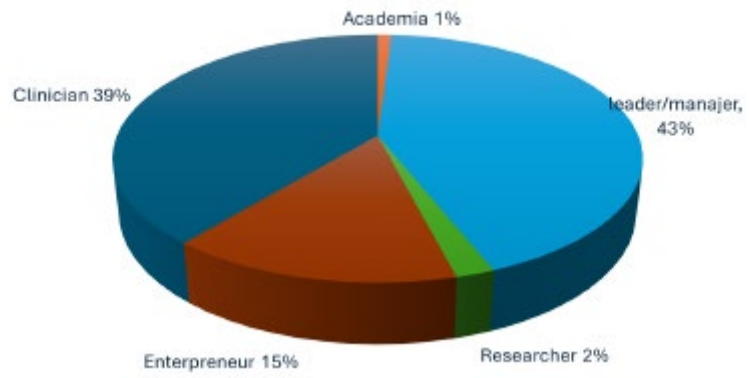
- Self-Assessment Report
- Curricular mapping of both study programmes
- Objective-module matrices of both study programmes
- Tracer study report
- Website of FVM: https://fkh.ub.ac.id/id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts base their assessment of the learning outcomes on the information provided on the websites, in the Self-Assessment Report and all related documents of the programmes under review.

For both programmes, UB has described and published an intended qualification profile which includes Programme Educational Objectives (PEO), and Programme Learning Outcomes (PLO), as listed in the appendix. The PEO refer more generally to the graduate profiles of the faculty which are prepared according to the needs of internal and external stakeholders. On the other hand, PLO specify the intended development and improvement of the students´ specific work skills and competencies. The PLO were adapted during the 2019 curriculum redesign and contain now 11 learning outcomes for the BVM and 9 for the PEVM, which are divided into the competence fields work capability (skill), knowledge (cognitive), attitude (affective), and supporting competencies. The PLO of both study programmes are aligned with the modules via an objective-module matrix, and, at this level, further specified into Course Learning Outcomes.

The intended qualification profile is based on the Indonesian Veterinary Medicine National Competency Standard issued by the Council for Veterinary Medical Professional Education which is based on the World Organization of Animal Health´s core curriculum guidelines,

the One Day Graduate Competence framework, as well as the Indonesian National Qualifications Framework. While the graduate profile of Bachelor graduates includes the roles as researcher, academician, manager and entrepreneur, the main additional role opened through the professional programme is veterinary clinician respectively practitioner. According to the programme coordinators, about 60 to 70% of the PEVM graduates initially become clinicians while multiple industry representatives report that they employ these graduates after some years of work experience also as farm managers. The employment distribution across the graduate profile roles is displayed in the following figure taken from FVM´s tracer study report:



Graduates that want to go into entrepreneurship usually continue their studies with a business-related Master´s degree, while only a small share of the veterinary students stays in academia respectively other research-based institutions such as government agencies. All present stakeholders generally confirm their satisfaction with FVM´s graduates and highlight their good strategic and problem-solving skills as well as eagerness to learn as distinguishing competencies.

As only the professional programme allows graduates to actively practice veterinary medicine, the experts inquire about the relevance of the BVM and learn from the programme coordinators that almost all students directly continue to PEVM. The separation of the programme is done because of national regulations and mainly for administrative purpose, but the sole graduate profile of a Bachelor of Veterinary Medicine degree is not interesting, as also the students confirm, especially, since veterinary professionals are in high demand in Indonesia. Thus, as shown by the results of UB´s tracer study as well as confirmed by the representatives of the industry, most of the graduates easily find work as practitioners or animal farm managers. As the programme coordinators explain, the tracer study is divided into 3 parts and tracks the graduates´ employment after 3 months, 6 months, and 2 years.

The experts are generally satisfied with the graduate profile, the formulated PLO as well as the instruments to verify their completion. They confirm that the intended competence

profile adequately reflects the targeted academic and professional qualification of veterinary medicine programmes on the level of EQF 6. However, they point out that the PLO defined in the curriculum book differ from the PLO displayed on the Diploma Supplements, which are apparently old versions. In this regard, consistency in all official documents needs to be ensured. Also, even though a lot of information is published on the programmes´ website, the experts cannot find the PLO there and, as this is crucial information about the programmes, require UB to transparently publish the PLO to be accessible for all relevant stakeholders.

According to the Self-Assessment Report, the process of reviewing and developing the intended qualification profile involves internal and external stakeholders such as student representatives, lecturers, supporting staff, alumni representatives, employers, industrial partners, government bodies, as well as professional organizations like the Indonesian Veterinary Medical Association. Furthermore, also the curricula of foreign veterinary education programmes, e.g. of the University of Queensland, are taken as benchmarks. During the on-site interviews, representatives of the named stakeholder groups confirm their regular involvement in this review process. The review process takes place every 5 years through an evaluation meeting and curriculum workshop, as e.g. documented on the faculty´s website.

Given that the last review process for the programmes was conducted in 2019, the experts wonder whether a follow-up review process was done in 2024, which would have been the regular interval. In this regard, the programme coordinators explain that the association of Indonesian faculties of veterinary medicine has reviewed the national competence standards only in 2024 and decided, among others, on the change from a competence-based to knowledge-based curriculum as an attempt of harmonization to international standard to foster student exchange. Because of this higher-level review process, FVM had decided to postpone its own regular review to a later point in time in 2025 to take the new competence frameworks into account. The experts acknowledge this explanation but point out that these expected changes in the competence profile and curriculum, which are the core elements of the programmes, are highly relevant to the accreditation. In case there are significant changes during the accreditation period, these changes need to be reported and assessed by the experts to ensure that they are still compliant with the relevant accreditation criteria.

In summary, the experts confirm that the intended competence profiles of both programmes, as defined at the current moment, are described briefly and concisely. The PLO reflect the targeted academic qualification and ensure a professional qualification on the level EQF 6. However, the experts note partly diverging information in different documents and therefore require the consistent publication of the currently applicable PLO. Major

changes in the PLO during the accreditation period need to be reported and assessed again by the experts. Moreover, they require UB to transparently publish the PLO for all stakeholders and interested third parties on the programmes´ websites. The experts further confirm the PLO in their relevance for both the labour market and society are regularly reviewed and accordingly adapted in a process that involves the relevant stakeholders.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to regulations of the Indonesian Ministry of Education, Culture, Research, and Technology, the title of a study programme must reflect its learning outcomes and curricular contents. The naming of both degree programmes accordingly follows the rules for naming study programmes set by the ministry. For the BVM, UB awards the degree title of Bachelor of Veterinary Medicine (Sarjana Kedokteran Hewan). The degree title of PEVM is Doctor of Veterinary Medicine (Dokter Hewan).

The experts confirm that the original Indonesian names as well as the English translations and of both degree programmes under review correspond with their intended objectives and learning outcomes as well as the main course language (Indonesian). They are used consistently across all official documents as well as the university´s websites.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curriculum mapping of both programmes
- Module handbooks of both programmes
- Academic handbook
- MBKM handbook
- Graduate user survey online form
- Activity reports on stakeholder symposium

- Website of FVM
- FVM institutional collaboration website: https://fkh.ub.ac.id/id/kerjasama/
- VISE website: https://fkh.ub.ac.id/id/virtual-international-student-exchange-vise-fvm-ub-2024/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the curricula of the degree programmes are designed to implement the learning outcomes according to the outcome-based education concept. Like the learning outcomes, also the curricular concept is based on the standards set by both national and international bodies (see criterion 1.1).

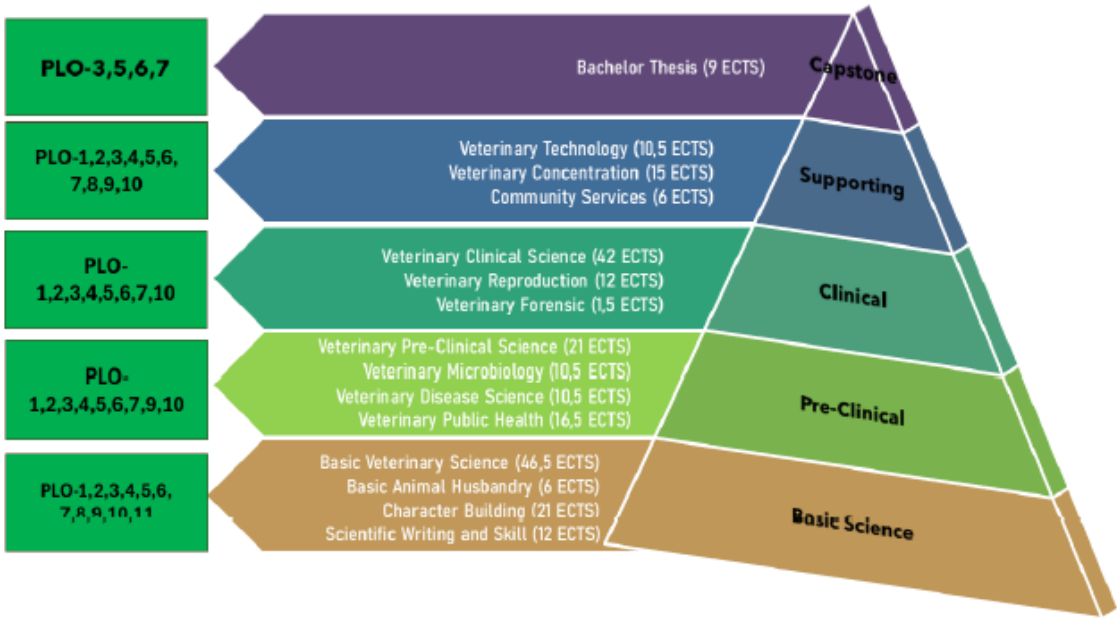
As explained in the Self-Assessment Report, the curricula of programmes are structured in a modular way. However, other than the ASIIN criteria, UB employs the term "course". As each module consists in only one self-contained course, the term "course" and "module" are used interchangeably in the following. Each module is structured to build upon theoretical knowledge and practical skills progressively to ensure a comprehensive understanding of the teaching subject. The sequence of modules is ordered from foundational courses in the beginning towards more advanced and complex contents in later modules.

The curriculum of BVM consists of 57 compulsory courses and 14 optional elective courses, spread over a regular study duration of 14 semesters. The modules are divided into four groups: 1) "Basic Science of Veterinary Medicine", 2) "Pre-Clinical Studies", 3) "Clinical Studies", and 4) "Supporting courses" which cover the areas of specialization, scientific work, and community service. Basic Science of Veterinary Medicine contain courses which have foundational subjects such as anatomy, physiology, biochemistry, microbiology, and genetics, which are taught in the first two semesters. These subjects provide the essential knowledge about animal biology and how their bodies function, which is crucial for understanding diseases and treatments. Additionally, as displayed in the curriculum mapping, the early semesters also contain the Indonesian compulsory modules Indonesian language, citizenship, religion, and state philosophy ("Pancasila"). Pre-Clinical Studies are taught from the second semester on, focussing on the principles of diseases include pathology, pharmacology, parasitology, and animal nutrition. Additionally, first specialization ("Veterinary Concentration") modules in fields like public health (e.g. food hygiene, veterinary epidemiology and economics, One Health) are taught in the second year of studies. Building on the theoretical foundations, "Clinical Studies" modules such as surgery, diagnostics, and animal care which involve hands-on training in diagnosing and treating animals are offered

in semesters 5 to 7. These courses include practical experience in veterinary clinics, hospitals, and farms where students learn about surgery, internal medicine, radiology, and other specialised fields by working directly with animals under the supervision of experienced veterinarians.

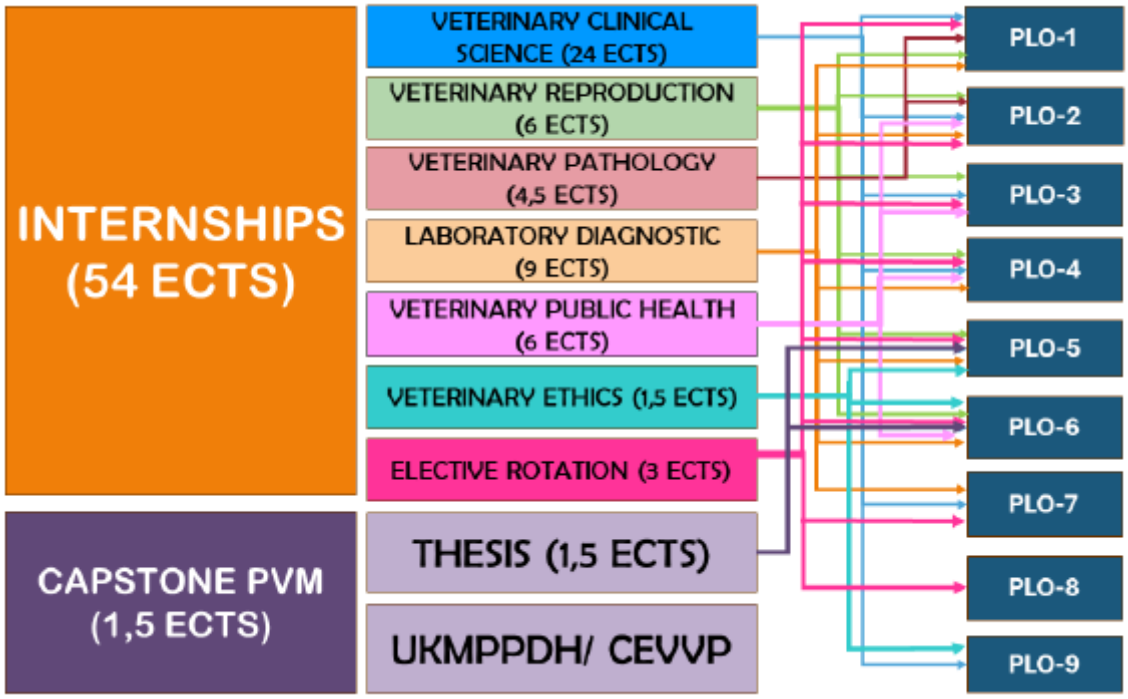
The advanced semesters contain also supporting courses like veterinary forensics, veterinary reproduction, and veterinary legislation. The community service, a 30-day charitable project-based work practice which is mandatory in all undergraduate programmes in Indonesia is integrated into an "inter-semester" between the third and fourth year. The offer of elective modules which is spread over the programme from the second semester on allows students to set individual focus points in their education, such as veterinary technology, livestock health management, agribusiness, alternative therapies, and quality management. The curriculum contains also the module area "Scientific Writing and Skill" which introduces the students to the methodologies of scientific work. Examples of modules in this field are statistics, research methodology, English language, and experimental animal science. These modules prepare the students for the thesis in the final semester of the programme.

The curricular structure in terms of the different module groups and their competence taxonomy, as well as their alignment with the PLO is displayed in the following figure taken from the Self-Assessment Report:



The curriculum of the consecutive PEVM contains 12 compulsory modules and 5 elective modules spread over a regular duration of 3 semesters. Out of the elective offer, at least one module needs to be completed to fulfil the minimum credit requirement for

graduation. Other than in BVM, the modules of this professional stage are not ordered semester-wise. Instead, students complete the modules in form of a rotation through all areas of clinical subjects which contain almost exclusively practical application at UB´s veterinary hospital and partner institutions. The following 6 rotations are compulsory: veterinary clinical science, veterinary reproduction, veterinary pathology, laboratory diagnostic, veterinary public health, and veterinary ethics. Besides the core clinical subjects as displayed in the curriculum in the appendix as well as the figure below, the curriculum emphasises practice in internships, interdisciplinary learning and collaboration, preparing students to work effectively within diverse teams in their professional careers. Communication skills, ethical considerations, and professional behaviour are also embedded in the coursework. As final component, the PEVM contains a minor, thesis-like final project. The programme´s structure and alignment with the PLO is displayed in the following figure:



The experts are generally satisfied with the curricular structure of both programmes. However, content-wise, they wonder about the representation of the incorporation of the Sustainable Development Goals of the United Nations into the core curriculum. According to the United Nations World Food Program's Indonesian Country Strategy Plan (2021-2025), the prevalence of stunting is among the highest in the Association of Southeast Asian Nations, and rates of overweight and obesity are increasing. In addition, micronutrient deficiencies are thought to be high. To overcome these problems, the UN Country Strategy Plan, which is aligned with the United Nations Framework for Cooperation on Sustainable Development in Indonesia for the period 2021-2025 and the Government's Medium Term

Development Plan for the period 2020-2024, has defined strategic goals that are closely linked to the United Nations Sustainable Development Goals (SDGs) in Indonesia. In order to achieve these goals, it is essential that universities provide future professionals and their students with the necessary skills. In addition to skills for implementing regenerative animal welfare, this also includes skills to address specifically climatic change, digitalization strategies, modern animal welfare and sustainability concepts in veterinary medicine for farm animals, pets and lab animals. In this regard, the programme coordinators point out that a module on animal welfare is already included in the curriculum, but the experts urge FVM to more extensively deal also with the other topics which are crucial for a sustainable development. As an example, the experts mention the module "Animal Welfare and Veterinary Bioethics", the contents of which are strongly focused on the 5F and 3R concept. Although this lays the foundations for justifying animal welfare measures, it does not provide the content needed to evaluate these measures from an ethical perspective. For this the basics on human-animal relationship and the concept of regenerative animal welfare should be addressed.

In terms of thematic specializations of the curriculum, the experts note that the basis for teaching in many modules are pet animals. Given the easy availability of these kinds of animals and the comparatively uncomplicated facilities needed to treat them (see also section 3.3), they deem this comprehensible. During the interview sessions, multiple active and former students explain that they are or have been working in pet clinics already during their studies, which results in an additional focus on this branch of veterinary medicine. However, the experts learn from representatives of the industry that the country is in a serious need for veterinarians specialized in poultry and fish medicine as these are the two crucial animal sectors relevant for the food production for the still rapidly growing Indonesian population. Therefore, also these two sectors are growing fast for which qualified veterinarians are essential. As the experts deem these concerns serious, they recommend UB to strengthen the emphasis on poultry and fish medicine in the curriculum. This would also better reflect FVM´s explicit aspiration to educate qualified personnel for the development of the country. One instrument for that could be the definition of specific sets of interrelated elective modules leading to a specialization in these fields.

Looking at the BVM curriculum outline as displayed in the appendix, the experts also wonder whether the regular study duration is 7 or 8 semesters. The programme coordinators explain that high-performing students who meet the respective credit requirement for the admission to the thesis can do the thesis work already in the 7th semester and graduate earlier than the regular study duration of 8 semesters. This regulation is used by approximately 20% of the students and was introduced in response to student feedback to give them more flexibility for conducting the thesis work which, as

the results of student surveys show, can be a hindering factor for timely graduation. In these surveys, almost half of the students who did not graduate in time named delays with the thesis work as reason. As data of FVM´s Quality Assurance Group suggests, the main reason for this backlog which skews the statistics of the past years was the Covid 19 pandemic which resulted in multiple restrictions and complications for students to complete their research activities. During the interview sessions further reasons for the delays are mentioned to be internships or work of the students besides the thesis work, as well as the administrative regulation that students who have already completed all modules but have not had their graduation ceremonies yet, are still officially registered as students. Based on that, the experts gain the impression that there is no structural problem leading to prolonged study durations and are satisfied.

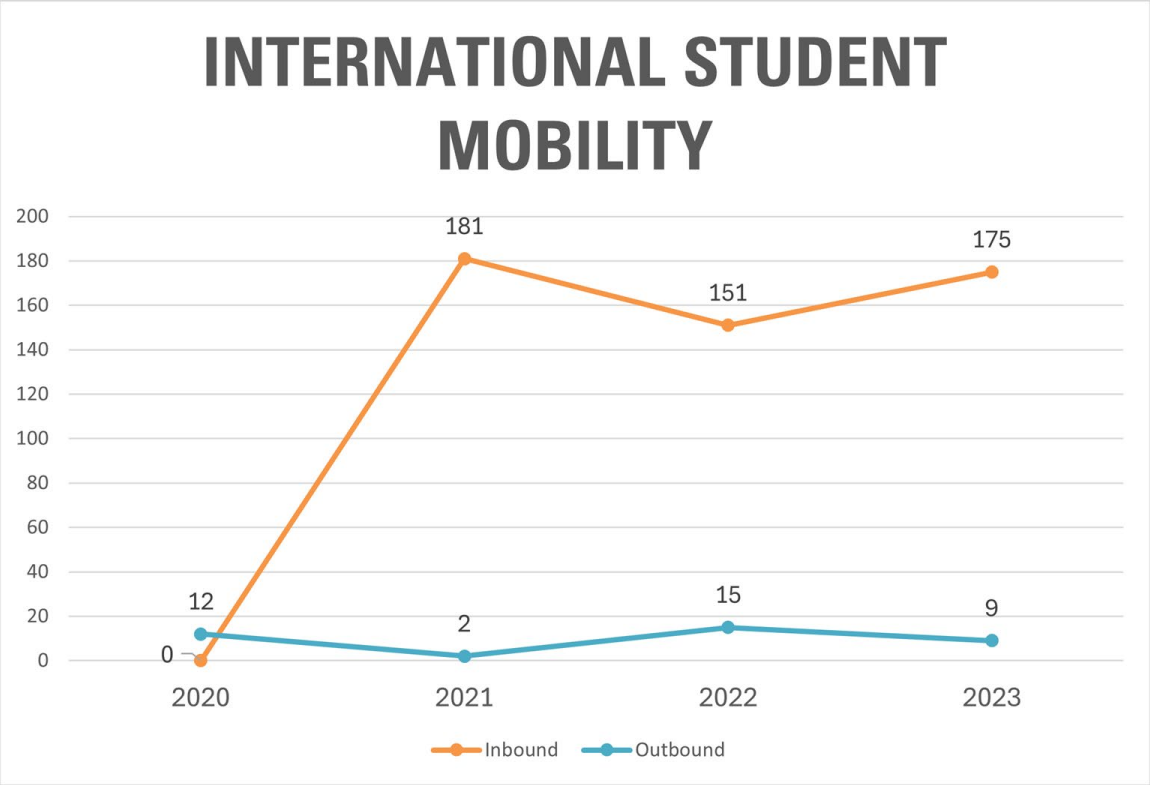
In summary, the experts confirm that the curricula of the programmes enable the students to achieve the respective learning outcomes. Each module represents a well-matched unit of teaching and learning which is outlined by course learning outcomes contained in the module descriptions. While the experts deem the structure and content generally suitable, they recommend to offering more room for comprehensive individual specialization, especially regarding the fields of poultry and fish medicine which are urgently needed by the industry.

Internationalization and student mobility

According to the Self-Assessment Report, UB fosters student mobility through a broad range of mobility offers including internships, community service, inbound and outbound mobility programmes, as well as various schemes offered under the Independent Learning Campus (Merdeka Belajar Kampus Merdeka, MBKM) programme. Kampus Merdeka is an Indonesian national initiative that promotes the opportunity for students to obtain parts of their credit points from learning activities outside their home university, mainly from courses at different universities, national student exchanges, additional internships, or the participation in competitions. Criteria and processes for the integration and recognition of MBKM activities are contained in the MBKM handbook.

Specifically for international student mobility, the FVM has established an International Relations Office which closely cooperates with the university-level International Office to coordinate student exchanges, international student competitions, and summer course programmes. The FVM has ties to cooperation partners, among others, in Bangladesh, the Philippines, Mongolia, Thailand, Vietnam, Pakistan, Sri Lanka, and Malaysia with universities like Nong Lam University, Nicolaus Copernicus University, the University of Queensland, Osaka University, Tarlac Agricultural University, Central Bicol State University of Agriculture, Universiti Malaysia Kelantan, United Arab Emirates University, and Rajamangala

University. The numbers of both outbound and inbound participants of student exchange programmes are summarized in the following figure:



The regular duration of student exchange activities is one month, and these activities are scheduled during the semester break in Indonesia. Therefore, this arrangement does not affect the overall duration of the students' academic studies. As support for outbound mobility, UB allocates partial financial support for scholarships as a reward for students who get international achievements or recognition. During the interview sessions, the students confirm that they receive both administrative as well as financial support for their mobility activities, e.g. for their travel and accommodation cost. Students report of recent exchanges with universities in Cambodia and Vietnam. However, the largest part of the funding is distributed at the university level or through the national Indonesian International Student Mobility Awards, which, besides the Covid19 restrictions, is the main reason for the fluctuating numbers of outgoing students.

As a measure to accommodate that, UB explains in the Self-Assessment Report that it established a virtual student exchange programme (VISE) during the times of the Covid19 pandemic, which adds upon the actual student exchanges and allows more students to participate. During the on-site visit, the experts learn that this programme enables foreign students to follow the programmes online while, likewise, UB students can digitally participate in the course offer of foreign universities. Besides the lectures, also cultural activities

are organized digitally. The programme coordinators report of the success of this programme which is therefore still offered and used by about 40% of the students. However, UB students taking part in VISE are not counted as outgoing students, while, on the other hand, foreign students taking part in this offer are registered as incomings, which explains the huge differential of the numbers displayed in the figure above. It is further explained that FVM uses VISE as a recruiting measure for international students, as special discounts or scholarships are offered to outstanding incoming international students who are then invited to continue their studies on site at UB. While the experts deem this programme as a very positive offer, they nevertheless stress that virtual exchanges cannot replace the experience of on-site exchanges. The experts encourage FVM therefore to further foster student exchanges. Besides that, although this is not part of the programme itself, the experts positively note that many of UB graduates who want to continue in academia go abroad for their Master´s degrees.

The experts also inquire about the FVM´s students´ MBKM activities. According to the MBKM regulations, up to 3 months of off-campus activities can be recognized which, however, appears to be only rarely used by the students. The programme coordinators explain that there has been little interest by the students because the rules for the recognition of these activities were not suitable for BVM programme. However, the regulation has been changed and now higher numbers of MBKM participants are expected, which pleases the experts.

Moreover, the experts learn that the BVM programme offers also an international class which uses the same curriculum but is taught entirely in English language (see section 1.4).

In summary, the experts confirm that UB promotes student mobility through an appropriate framework which encompasses both on-site and virtual mobility activities. The experts are satisfied with this offer that enables many students to participate in international activities but point out that the focus of internationalization should be on enabling “real” student exchanges.

Curriculum Review

According to the Self-Assessment Report, the curricula are subject to regular monitoring and review activities. An extensive major review is carried out every 5 years. Besides internal university stakeholder, these review processes also involve stakeholders from clinics, the poultry industry, wildlife sectors, and large animal farms, along with faculties of veterinary medicine from other universities for benchmarking purposes. The main result of the 2019 curriculum review was the implementation of outcome-based education curricula. However, es explained in section 1.1, the follow-up review which should have taken place in 2024 was postponed to 2025 because of the recent review and adaptation process of

the Indonesian standard curriculum of veterinary medicine which is taken into account by UB. The experts deem this postponement a sensible decision but repeat their request that major curricular changes during the period of accreditation need to be reported and assessed again by the experts.

Besides the 5-year review, symposia for graduate users, government agencies, and industrial partners of UB are organized at least every 2 years to gather feedback for the development of the curriculum, graduates´ competencies, and opportunities for expanding the collaboration. The results of these meetings are summarized in respective activity reports which show e.g. the demand for more internship placements. As the representatives of industrial stakeholders explain, they are requested to give feedback regarding the graduates´ performances and their needs respectively suggestions for improvements twice a year.

Additionally, continuous review is carried out by means of evaluation surveys for students, alumni associations, lecturers as well as external stakeholders. The surveys are conducted online via the SIAM platform. The survey results are evaluated in beginning of every semester through the organisation of curriculum workshops with the participation of all course lecturers and supporting staff. The workshops are designed to assess the learning outcomes of each course from the previous semester and discuss plans for enhancing the learning experience in the upcoming semester. These evaluations cover aspects such as the execution of lectures, laboratory sessions, facilities and infrastructure, teaching methods of the lecturers, and the overall quality of the education provided.

In this regard, the experts discuss the involvement of the active students in these review processes and learn that, besides the surveys, the student associations gather feedback from the students. The input is then discussed with faculty members in respective hearing sessions. The results of these sessions are published online and changes in individual modules are presented in the beginning of each semester.

In summary, the experts confirm that the curricula are periodically reviewed with regard to the implementation of the PEO. Both internal as well as external stakeholders are formally involved in the processes and have multiple channels to give feedback for the further development of the programmes.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- UNISBA Admission Guidelines

- FVM admission websites: https://fkh.ub.ac.id/en/academic/admission/
- UB admission website: https://selma.ub.ac.id/
- Discussions during the audit

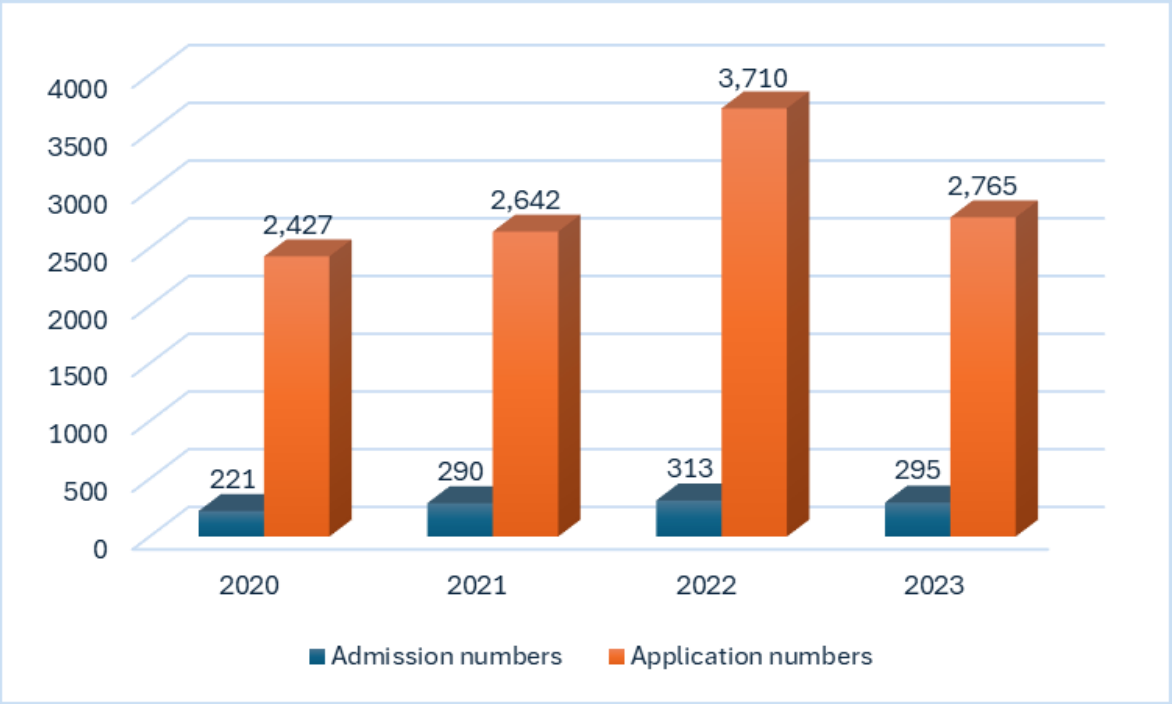
Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the admission procedure at FVM follow the Indonesian national regulations for the admission to study programmes at state (public) universities.

For BVM there are three admission pathways:

- Seleksi Nasional Berdasarkan Prestasi (SNBP), the national admissions pathway which is conducted based on the assessment of academic achievements and/or the portfolio of prospective students.
- Seleksi Nasional Berdasarkan Tes (SNBT), the national admissions pathway which is conducted based on the results of a computer-based test (Written Examination).
- Seleksi Mandiri (SELMA), the independent admissions pathway conducted by Universitas Brawijaya to select students based on their SNBT test results or academic achievements and/or the portfolio.

As part of its independent selection pathway, UB has established policies to foster the admission of students with disabilities as well as students from frontier regions, least developed regions or remote areas in Indonesia. The respective regulations as well as information on the procedure and schedules are outlined on UB´s overall admission website. While the experts appreciate these efforts as well as the transparent communication of the respective regulations, they note that the FVM is not included in the list of faculties respectively programmes that are eligible for students with disabilities. Therefore, they wonder whether students with disabilities are allowed to enter the programmes or not. The representatives of the Rector´s office explain that the admission of students with disabilities according to the set admission quota is limited to “suitable” programmes as outlined on the admission website. On the other hand, the programme coordinators of FVM affirm that students with disabilities are permitted to study the programmes. Given the contradictory information in that regard, the experts ask for clarification and require FVM to abandon any discriminatory admission restriction. The applicable policy regarding the admission of students with disabilities and special needs to programmes of the FVM has to be formalized and published.

The application and admission numbers are displayed in the following figure:



While the experts acknowledge the high demand for the programme, they wonder why the programme does not operate at full capacity as, according to the data in the Self-Assessment Report, the average annual starting cohort size comprises only 200 students, compared to a capacity of 245 places. The programme coordinators explain this difference with students who are admitted to the programme but in the end do not enrol because of their decision for another programme. A second reason the university has identified are financial problems. In this regard, UB plans to improve the already existing scholarship and financial support system, as the programme coordinators explain. The current system offers different discounts of the tuition fees but apparently the criteria still allow for biases and problems. Nevertheless, the admission numbers are apparently not perceived as a problem because the programme is said to be financially safe with a minimum number of 200 students per cohort. The experts are satisfied to hear that but wonder nevertheless why, given the manifested demand for veterinarians as well as the high number of interested potential students, FVM does not fully use its capacities. Looking at the numbers of admitted students in the above figure, the experts deduct that FVM already tries to increase the number of students by admitting more students than programme places are available, which, based on the enrolment statistics appears reasonable. Nevertheless, given that the average number are still below the capacity, the experts recommend to develop a system to better use the full capacities of the programmes.

In this regard, the experts are also missing a policy that regulates the recognition of qualifications achieved at other higher education institutions. To allow academic mobility into the programmes, a transparent definition of the prerequisites for the recognition of these

achievements is crucial. Therefore, the experts ask for clarification and require implementing a respective policy in case it has not been established yet.

Besides the regular 245 study places, UB offers also 40 study places for an international class of the BVM. According to UB´s admission website, prerequisites for the admission of international students are the completion of a senior high school within the past 3 years and the successful completion of UB´s English language test. However, also this international class appears to be only rarely used on-site, as only few international students complete the entire programme in Indonesia. Instead, some students from Indonesia decide to study in the international class as a stepping stone for going abroad afterwards. However, also this is not frequently used because of the considerably higher tuition fees. Therefore, as the students explain, the batch size of the international class is around 8 on average, compared to an admission capacity of 40. Apparently, most of the students joining the lectures of this class are incoming VISE students. While the experts recognize the offer of an international class as a status symbol of the faculty and an instrument to foster internationalization, they still suggest to review the implementation of this class to better use its capacity and not waste resources in terms of staff workload.

For PEVM, students can be admitted every semester. The programmes´ capacity is 90 students per semester, which, as the programme coordinators explain, suits the graduate numbers of the BVM. The biannual admission helps to increase the flexibility for students to directly continue the professional programme after the BVM graduation since, as explained above, some students graduate one semester earlier or need more time than the designated study period. The majority of students are Bachelor graduates of UB´s own BVM programme. However, UB also accepts Bachelor graduates of veterinary medicine from other universities. The selection process is carried out through a written exam to evaluate the basic cognitive abilities of the candidates and to determine whether they are qualified to start the clinical rotation.

In summary, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure the necessary prior qualification of students. However, it must be ensured that no discriminatory admission regulations are in place. The applicable policy regarding the admission of students with disabilities and special needs to programmes of the FVM has to be formalized and published. Moreover, also regulations for the recognition of externally achieved qualifications need to be clearly defined. Also, the experts recommend to an admission system to better use the full capacities of the programmes.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curriculum mapping of both study programmes
- Module handbooks of both study programs
- Academic handbook
- Different UB regulations as referenced in the Self-Assessment Report
- Standard operating procedure for the preparation of students´ schedules
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As explained in the Self-Assessment Report, UB applies the SKS credit system established by the Indonesian Ministry of Education, Culture, Research, and Technology, to document the importance and workload of the modules. One SKS credit comprises 16 semester weeks of learning activities, among which 14 weeks are counted as regular lecturing period. The two remaining weeks are accounted for midterm and final examinations. One unit comprises 170 minutes of learning activities. For theoretical classes like lectures and tutorials, these consist of 50 minutes of face-to-face interaction, 60 minutes of structured assignments, and 60 minutes of independent activities per week per semester. On the other hand, for seminar classes, the designated workload is divided into 100 minutes on-site learning activities and 70 minutes independent learning activities. For classes like practicums, workshop practices, field practices, and community service, which also includes the clinical rotation of the professional programme, one credit is defined as 170 minutes workload per semester week, independent from the form of used learning activities. Besides the SKS credit system, UB employs the ECTS credit system. Based on a workload equivalent of 30 working hours per ECTS credit point, 1 SKS is converted into ECTS with a fixed conversion rate of 1 to 1.5.

The BVM curriculum has a minimum workload of 144 SKS credits (216 ECTS credits) and can be completed by students in 7 - 8 semesters (3.5 - 4 years). Out of this total number, 128 SKS credits come from compulsory courses, 4 SKS credits are community service projects, 6 SKS credits for final projects, and elective courses of at least 6 SKS credits worth. Depending on the chosen elective courses, the regular credit load per semester is between 20 and 24 SKS.

The curriculum of PEVM comprises 37 SKS credits (55.5 ECTS credits), including 33 SKS credits of compulsory rotation, 2 elective SKS, 1 SKS of veterinary ethics courses, and 1 SKS credit) for the final thesis project.

The credit load which can be taken by each student is determined according to their performance as measured by the Grade Point Average (GPA) of all exams (see section 2). The student workload per semester is determined according to the criteria displayed in the table below:

GPA previous semester	Workload taken by student in the following semester
>3,00	22 – 24 credits (33 – 36 ECTS)
2,50 – 2,99	19 – 21 credits (28,5 – 31,5 ECTS)
2,00 – 2,49	16 – 18 credits (24 – 27 ECTS)
1,5 – 1,99	12 – 15 credits (18 – 22,5 ECTS)
<1,50	<12 credits (<18 ECTS)

This regulation aims to provide opportunities for students to self-evaluate and improve their time management in order to be better prepared for the following semester. The planning of the courses to be taken is done individually by the student together with their academic supervisors (see section 3.2), as outlined in the respective standard operating procedure. Therefore, the regular study duration may vary. The credit distribution for each student is monitored and recorded via the SIMPEL information system.

UB explains in the Self-Assessment Report that student feedback is collected through surveys to evaluate whether the actual workload of students matches the SKS credit load. The curriculum unit assesses on a regular basis how much time is spent on different academic activities and, based on these evaluations, adjustments can be made to the course structure or SKS assignment to maintain a balanced workload. Generally, the experts deem the workload of the individual modules as adequate, although they have minor concerns especially for the modules with higher shares of independent learning activities. As an example, they mention the final capstone thesis of the PEVM which appears to be undervalued with only 1 SKS point. However, discussing this matter during the audit, the students appear not be aware of structured evaluations of their workload. As the workload evaluation is the crucial instrument for determining the basis of the credit distribution, the experts require FVM to implement a structured system for the evaluation of the student workload and verify the credit distribution accordingly.

In summary, the experts confirm that a credit system based on the student workload is implemented, which accounts for both lecturing and self-study times. The designated workload of the modules appears to be realistic for most of the modules. However, the

student surveys which are conducted appear not to contain a structured workload evaluation, which is required to be addressed.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Curriculum mapping of both programmes
- Academic guidelines
- Module handbooks of both programmes
- Discussion during the audit

Preliminary assessment and analysis of the experts:
The didactics and teaching methodology of both programmes are rooted in an Outcome-Based Education (OBE) framework. This approach emphasizes achieving specific, measurable learning outcomes which, based on the overarching PLO are also specified for each course in the module handbook. Accordingly, the applied teaching methods for each module are selected.

In BVM, the most commonly applied teaching methods are small group discussions, lectures with connected practicums, and case studies, while teaching in the PEVM is predominantly based on case studies. Furthermore, the clinical rotation provides the professional students with hands-on experience to develop practical skills in the clinical environment of FVM´s teaching hospital as well as partner institutions like large animal farms. Moreover, fieldwork and internships are crucial components of the practical training within the programmes. Students engage in fieldwork in areas applying their knowledge in real-world contexts. Internships, particularly within the PEVM programme, offer students the opportunity to gain extensive clinical experience under the guidance of seasoned professionals.

As outlined in the curriculum mapping documents of both programmes, the curriculum contains a balance of theoretical modules and courses with practical elements. In PEVM, practical courses constitute 70-85 % of the entire curriculum.

During the years of the Covid 19 pandemic, UB has invested significantly in the implementation of digital teaching methods, some features of which are still used in addition to in-class face-to-face teaching. Digital teaching is organized via an integrated learning management system which can be used for digital lectures, online discussions,

quizzes, and assignments. The experts find that digital teaching is implemented in the programmes to a reasonable extent.

The experts are generally satisfied with the theoretical teaching as well as the applied teaching in the hospital, which is located directly on the faculty ground and allows a close integration of theory and practice in both programmes. Both the experts as well as the students appreciate this as a beneficial teaching concept. However, mostly with respect to the practical teaching in the PEVM but also regarding practical modules of BVM, the experts inquire about the harmonization of teaching standards for activities which cannot be conducted at FVM´s own teaching hospitals. As FVM does not dispose of an own teaching farm or facilities for aquatic animals (see section 3.1), the practical teaching in these respective rotations is mainly up to the respective partner institutions and their staff, while lecturers of the university only accompany lecturers on an irregular basis. While the experts are impressed by the great effort of the partner institutions to support the university with their own staff and resources, they deem it critical that significant parts of the teaching are conducted outside of the university context by staff which is not officially affiliated with the university. Moreover, the experts also mention the risk for the partner institutions of letting students gain their first practical experience in certain aspects with their own "business capital", e.g. large animals. Although the programme coordinators explain that the practical supervisors are briefed and receive standardized instructions and assessment forms, the student´s feedback surveys cited in the Self-Assessment Report show that the satisfaction rates for these teaching activities are comparatively low. The experts stress that it is the responsibility of FVM to adequately cover also the practical education. Accordingly, the students criticize that the level of experience with real animals at the university is very low and practical experience can be obtained almost exclusively through internships. This is also reflected by the evaluation of the attainment of the PLO which shows that the attainment is the lowest for PLOs connected to practical experience. According to the Self-Assessment Report, FVM itself has identified "the lack of opportunities for students to engage in relevant practical activities and inadequate field experience" as the main reason. Therefore, they require FVM to develop a structured teaching concept for the practical training of students at the at partner facilities which guarantees a uniform teaching and supervision standard and ensures the safety of both the students and animals.

For the final theses of both programmes, students are given the freedom to select topics that align with their personal interests, under the guidance of one or two supervising lecturers. Students are introduced into the practical application of research through the community service and the participation in lecturers´ research projects. Throughout these

community service and research activities, faculty teams provide supervision to guide and teach students how to conduct research and community service effectively and accurately.

As part of the research and community-service orientation of the veterinary profession, the industrial stakeholders mention that communication skills of the students should be improved. This dimension captures among others the strategies of explaining the understanding of complex diseases and the necessary treatment options, as well as effective communication of e.g. preventive measures for animal health and welfare to stakeholders that do not have the knowledge background of a veterinarian. The experts agree that this dimension of the veterinary profession has become increasingly important in recent times and therefore further foster competence-adopted communication skills as part of the teaching methodology in suitable modules.

The students regularly evaluate the effectiveness of teaching methods through structured feedback mechanisms, including the regular course surveys and additional focus group discussions. These evaluations assess various aspects such as the clarity of instruction, the relevance of materials, and the overall learning experience. The results of the feedback surveys indicate that students generally find the teaching methods engaging and beneficial, which the students also confirm during the on-site interview. They also highlight the responsiveness of the teaching staff to informal direct feedback.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote achieving the learning outcomes and support student-centred learning and teaching. Digital teaching is integrated into the compound of teaching methodology to a reasonable extent which supports students in their learning process. Through different modules regarding research methodology, the students receive a thorough introduction into independent scientific work. The degree programme contains an adequate balance of contact hours and self-study time. However, as the teaching of multiple clinical rotations in PEVM as well as for practical components in BVM appears to be mainly in the responsibility of the staff of non-university partner facilities without consistent monitoring by the lecturers, the experts require FVM to develop a structured teaching concept for the practical training which guarantees a uniform teaching and supervision standard and ensures the safety of both the students and animals. Furthermore, it is recommended to strengthen competence-adopted communication skills as part of the teaching methodology. The experts further confirm that it is regularly reviewed that the utilised learning and teaching methods support the achievement of the programme objectives.

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

Criterion 1.1:

The experts are satisfied that the Programme Learning outcomes have been harmonized on the Diploma Supplements and are published on the programmes´ websites. Thus, they see their initial requirement as fulfilled.

Criterion 1.3:

In its statement, UB explains that a stronger focus on the UN Sustainable Development Goal will be contained in the revised curriculum which is currently being processed. The experts are satisfied to read that but still sustain the recommendation to emphasize its importance.

Furthermore, UB describes that, although multiple modules on poultry and fish medicine are offered, the students tend to specialize in pet animals. The experts therefore recommended to strengthen the emerging areas of poultry and fish medicine in the compulsory curriculum, e.g. by integrating fish ethology into module PKH61107 (Ethology) and module PKH61701 (Veterinary Clinical Nutrition). In this regard, the experts assess the strategy of utilizing collaboration with experts in poultry and fish medicine to be promising.

In terms of student mobility, UP reports about recent achievements and challenges for their physical student mobility programmes. The experts are satisfied to see that since 2022, 30 students of the FVM have participated in overseas mobility activities.

Criterion 1.4:

The experts are satisfied with the adjustments in the admission policy of FVM to better use the full capacity of the programmes which adequately address their initial recommendation.

Moreover, they are pleased to find that both UB and FVM have established transparent and binding rules for the recognition of credits obtained at different higher education institutions or faculties. Thus, they deem their initial requirement to be fulfilled.

Also, the newly established regulation regarding the admission of students with disabilities fulfils the experts´ demands and the respective requirement is deemed to be fulfilled.

Criterion 1.5:

The experts are pleased that the student surveys now contain two explicit questions on the workload evaluation which fulfils their initial requirement. Nevertheless, the recommend to further improve the workload evaluation system by specifically asking the students for

the number of hours they have to spend studying for the respective modules to gather a first-hand information basis for the credit distribution.

Criterion 1.6:

The experts are pleased about the positive reaction regarding the recommendation to further foster competence-adopted communication skills as part of the teaching methodology. As UB explains that respective staff training measures will be initiated, they see no need to issue a formal recommendation in that regard anymore.

Regarding a teaching concept for the practical training at partner facilities, UB refers to the teaching formats described in the module description and the academic handbook, as well as the assessment (examination) rubric forms provided by the university. Moreover, certificates show that the responsible guest lecturers take part in respective teacher training workshops. The experts consider that initially required structured teaching concept has been sufficiently implemented by adding clear learning outcomes for the compulsory rotational courses.

Final assessment:

The experts are satisfied with UB´s progress and are satisfied that measures have been initiated to address the remaining recommendations. Overall, they consider this criterion to be **fulfilled**.

2. Exams: System, Concept and Organization

Criterion 2 Exams: System, concept and organization

Evidence:

- Self-Assessment Report
- Module handbooks of both programmes
- Academic handbook
- Academic calendar
- Thesis writing guidelines
- Samples of student's work (written projects, exams and theses)
- Discussions during the audit

Preliminary assessment and analysis of the experts:
As outlined in the Self-Assessment Report and the academic handbook, the assessment at UB is based on 5 principles: education (improvement of learning plan quality), authenticity (assessment drives learning), objectivity (assessment based on passing grade), accountability (based on rubric), and transparency.

The implementation of the assessment is regulated in the academic handbook as follows:

- "The assessment of academic ability in a course is carried out through structured assignments, quizzes, mid-term exams, final exams, and practical assessments.
- Structured activities in the assessment of academic ability in a course during a semester are conducted at least twice in one semester.
- Mid-term and final exams are conducted according to the schedule set in the academic calendar.
- Assessment through structured assignments, quizzes, mid-term exams, final exams, and practical exams is intended to determine the final grade (NA) with specific weighting."

The composition and weighting of the individual grade components is displayed in the following figures:

For BVM:

No	Type	Component	Assessment methods	Proportion
1	Course Lecture	Cognitive	- Pre/post test - Quiz - Mid term - Final exam - Task	90%
		Affective	Attitude	10%
2	Practical /Skill's Lab	Psychomotoric	Practical examination	90%
		Affective	Attitude	10%

For PEVM:

No	Type	Component	Assessment methods	Proportion
	Clinical Phase	Cognitive	Activity report - Exit exam	30%
		Affective	Attitude	20%
		Psychomotoric	Skill's Lab Clinical Procedural Skills	50%

Depending on the learning outcomes of each module, the assessment forms for the cognitive component and their weighting are adapted to ensure their alignment. The distribution is outlined for each module in the module handbooks. Overall, the experts are satisfied with the applied examination forms and confirm that their variety and selection is adequate to assess to which extent the defined course learning outcomes have been achieved.

In BVM, the exams are organized according to UB´s academic schedule which is displayed on the university´s website. Midterm exams take place in weeks 8 and 9, while final exams are scheduled for week 16. As the students explain, there is always a "silent" study week between the last lecturing week and the exam week, which enables an adequate preparation despite the comparatively high number of exams to be passed in only one week. The most common exam forms in that regard are essays, multiple-choice questions, and oral examinations. In addition, there are forms of continuous assessment spread over the entire duration of the semester, which, among others, include the attitude criterion. For the assessment of the off-campus learning activities including the community service

and optional field work practice, for which the university collaborates with external entities such as stakeholders, public, and private institutions, the assessment methods encompass report writing, seminars, and oral examinations. These assessments are organized by the supervising lecturers of the respective learning activity.

In the PEVM, there is an oral or practical scenario-based examination in each rotation, and a final exam conducted at the end of the study period. As the rotations are done one by one, the exams are also distributed over the entire study period which, according to the students, relaxes the exam pressure.

The grades are distributed according to the following scale which incorporates a numeric (percentages out of 100 points) and an alphabetical component:

Numerical Score	Alphabetical Value	Grade Point Averages	Remarks
>80-100	A	4	Excellent
>75-80	B+	3,5	Between Excellent and Good
>69-75	B	3	Good
>60-69	C+	2,5	Between Good and Fair
>55-60	C	2	Fair
>50-55	D+	1,5	Between Fair and Poor
>44-50	D	1	Poor

Any grade below 45% is considered a failure (alphabetical grade E) and the module needs to be repeated in the next semester. For modules in which students earn a grade of C at the highest, the opportunity to improve the grade in a re-sit exam is offered. In this case, the best grade is taken. Further provisions for re-sit exams for students who were absent for proven, valid reasons (e.g., illness or approved extracurricular events), as well as for remedial exams for students who need to improve their grades are contained in the academic handbook. During the on-site interview with the students, the experts raise the matter of re-sit exams. Although no one of the present students had had to take a re-sit exam, they report that some of their fellow students deem re-sit examinations quite stressful because of the difficulty to schedule them. Given that the students are on average nevertheless able to manage to complete the programme within the designated time frame, they see no general problem which leads to a systematic prolongation of the study periods.

The minimum graduation criteria of BVM are as follows:

- A minimum Grade Point Average (GPA) of 2.00;
- the amount of D and D+ grade does not exceed 10% of the total credit load, except for specific courses where D/D+ grades are not allowed;
- no E grade; and
- pass the bachelor thesis exam.

The graduation requirements for PEVM are grade "B" in all clinical rotations as well as passing the final thesis project.

The final examination component of both programmes is a final thesis project each. As regulated in UB´s thesis writing guidelines, the undergraduate thesis for BVM students refers to a comprehensive scientific work to be conducted and written over a period of 6 months under the supervision of at least 2 supervisors. The topic of the research can be chosen by the student but must discussed and agreed with the supervisors in a thesis proposal seminar. After concluding the thesis work, the results are to be presented to the supervisors. Finally, the students have to present and "defend" the thesis in front of an examination committee as their final undergraduate examination. Besides the process regulations, the thesis writing guidelines contain also provisions for the content-wise and formal design of the theses, as the experts positively note. For PEVM students, the final thesis is a more practically oriented case study report based on one of their clinical rotation projects. This thesis needs to be presented to a national examination board as the final exam of the programme. During the on-site visit, the experts inspect selected examples of examination papers and final theses. They confirm their adequate quality in terms of scientific approach, content, and formalities, and their alignment with EQF level 6 and 7, respectively. However, while they deem the allocated 6 SKS credits for the undergraduate thesis as reasonable, they consider the allocated workload of only 1 SKS for the final project of PEVM as too low, as mentioned in section 1.5, and require FVM to review the credit allocation based on transparent workload evaluations.

In summary, the experts confirm that there are module-specific exams which assess the extent to which the defined learning objectives have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the module through the module handbooks. Both study programmes include a final thesis respectively project in which the students have to demonstrate that they are able to work independently on a task at the intended level of the degree programme. Examinations are marked according to transparent and reasonable criteria. Students have the opportunity to consult their lecturers about the results of their exams. It is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives

and whether the requirements are appropriate to the level of the degree programme. However, transparent regulations for the compensation of disadvantages in the case of students with disabilities or special needs are missing (compare sections 1.6).

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

UB comments that, in line with the experts´ consideration and the respective student workload evaluation, the credit number of the PEVM final project will be increased to 3 SKS.

Final assessment:

The experts confirm that the examination system and its implementation are in line with the relevant criteria and consider this criterion to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Staff Development

Evidence:

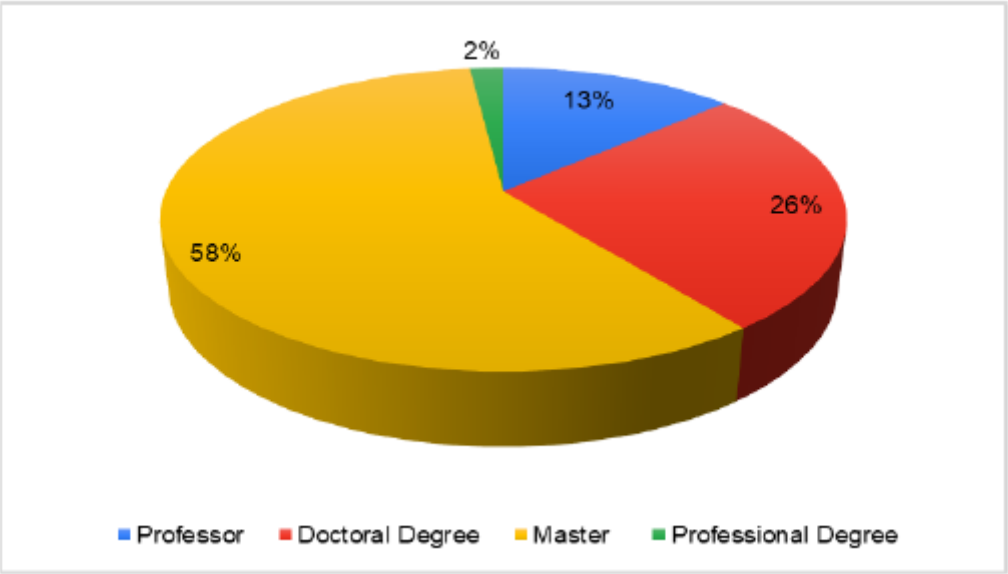
- Self-Assessment Report
- Staff handbook
- Examples of lecturer performance reports
- Staff website: https://fkh.ub.ac.id/id/sumber-daya-manusia/lectures/
- Discussion during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, FVM has to adhere to the national higher education standards as well as UB´s quality standards as minimum academic requirements for lecturers. The national standard for the ratio of students to lecturers stipulated by the Ministry of Higher Education is 1:30 for science programs. In 2024, the student-to-lecturer ratio for the BVM was 1:15.6, and 1:6 for PEVM. Thus, both programmes comply with the national standard. According to the staff handbook which lists the staff members including position, CVs, taught modules, industry collaborations, research projects and involvement in committees and university bodies, the FVM currently has 53 academic staff. UB's teaching staff are categorised as 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.

Their distribution across academic ranks as well as educational qualification is displayed in the following figures taken from the Self-Assessment Report:

No.	Lecturer academic position	Percentage (%)	
		BVM	PEVM
1	Professor	13,21	2,27
3	Associate Professor	3,77	0,00
4	Assistant professor	37,74	43,18
5	Lecturer	45,28	54,55
Total		**100**	**100**



UB´s recruitment policy prescribes the following selection criteria for new lecturers: maximum age, physical and mental health, minimum GPA requirements (3.0 in a Master's degree), English language proficiency, pedagogical, cooperation, and communication abilities, and research experience in animal science. Moreover, UB poses a strong focus on international experience of its staff and describes that many staff members have completed degrees in foreign countries like Austria, Australia, Belgium, France, Japan, and South Korea. However, as the experts learn during the on-site interview, there are no permanent foreign lecturers as this poses a difficulty in terms of regulations regarding the work permits.

All lecturers have to fulfil the 3 obligations of higher education: education, research, and community services (Tri Dharma). Specific goals are set for each staff member through the so-called “Employee Performance Targets”. The workload for each lecturer should be an average of 12-16 credit units per semester, equally defined as for the students (see criterion 1.5). The research activity is shown by their publication in Scopus-indexed journals. The lecturers´ research work also includes the guidance of students who participate in these projects. In this regard, it is also the lecturers´ duty to integrate recent research results into their teaching. For successful publications in high-ranked journals as well as innovative incentives and the securing of external funds, UB awards financial incentives of up to IDR 150,000,000 (roughly EUR 8,500). The lecturer workload is monitored every semester via a lecturer workload evaluation form.

As the experts learn during the on-site audit, the distribution of the teaching staff´s workload over the three duties is regulated by a ministerial policy and depends on the academic rank of the staff members. The staff members confirm that, overall, they are satisfied with their workload and its distribution which, although teaching takes the main part of their time, leaves enough space for own research activities. Based on the documentation as well as the comments during the interviews on site, the experts get a positive impression of the quality and composition of the FVM´s academic staff body. They are satisfied to learn that the lecturers assess their workload and its distribution across the Tri Dharma tasks as adequate, and that the students confirm their satisfaction with the teaching staff.

Besides the permanent full- and part-time lecturers of UB, the university also employs external expertise in form of guest lecturers. Statistics provided in the Self-Assessment Report show that the number of guest lecturers vary across the semesters around an average of 21 people. FVM recruits its guest lecturers mostly from abroad with the purpose of internationalization of the education. So far, guest lecturers came from countries like Malaysia, Thailand, Philippines, Vietnam, Japan, Taiwan, South Korea, West Indies, Libya, Faculty, Czechia, Austria, Australia, Belgium, Netherlands, United Arab Emirates, and the United States. The majority of guest lecturers are professors who bring different academic perspectives into the programme. To a lesser extent, also veterinary practitioners, lab scientists as well as professionals from related industries are invited. As the representatives of the Rector´s office explain, (international) guest lecturers are integrated in the programmes by means of the so-called “3 in 1”-modules. These modules are taught jointly by one lecturer of UB, one international university guest lecturer and one national guest lecturer, usually practitioners from the related industries.

While the experts positively comment on the active involvement of both national and international guest and visiting lecturers, they point again to the critique described in

section 1.6 that parts of the teaching load and responsibility especially in PEVM are apparently given to industry professionals which are not directly affiliated, monitored and supported by the university. Thus, they repeat their requirement of the implementation of a structured teaching concept for the practical training of students at the partner facilities.

Staff development

According to the Self-Assessment Report, UB fosters the continuous education of its lecturers with a broad variety of programmes. This includes in the first place financial and administrative support for junior lecturers to pursue doctoral degrees, ideally at foreign universities. In terms of research skills, there is the "Universitas Brawijaya Research, Innovation, and Community Service Training Program" which encompasses, among others, instruction in the identification of plagiarism, the composition of scientific articles, the development of research projects, and the improvement of student mentoring abilities through training in academic advisor counselling. Support in terms of research also includes financial aid to cover publication fees as well as scholarships to take part in conferences. Furthermore, lecturers are advised to engage in professional associations to stay updated regarding scientific advancements and create research collaborations.

For the development of didactical skills, new instructors have to undergo "Instructional Technique Basic Skill Training" to improve foundational teaching abilities. In this regard, UB also offers guidance for external professional development activities like the completion of the Indonesian professional lecturer certificate and subject-specific certification by the Indonesian Veterinary Medical Association, which is a requirement for the promotion to higher academic ranks. Additionally, the lecturers explain during the on-site interview that there is a mentoring programme for junior staff to learn from the experience of senior staff members. Meanwhile, for senior teaching staff, "Applied Approach Training" provides opportunities for further didactical growth as well. Through the "BRONE" programme, lecturers can improve their e-learning capabilities and adapt to the advancement in digital teaching. This programme allows, among others, the creation of interactive educational media and instructional videos. To enhance the language skills, UB offers English courses for lecturers as well as TOEFL-like tests. Financial as well as immaterial incentives are offered for lecturers with outstanding engagement and performance. Overall, the experts positively note that all staff members of FVM appear highly motivated and show a strong sense of affiliation to the university. Nevertheless, they notice in the interview sessions that the majority of teacher training offers mainly is designed for and used by new lecturers entering their positions. However, also experienced lecturers should be continuously motivated and enabled to further develop their skills. Thus, the experts recommend expanding the continuous education for the staff.

Performance review

As evidenced by lecturer performance reports, all staff members are subject to annual performance evaluations based on the set "Employee Performance Targets". Additionally, the lecturers´ performance in terms of teaching is evaluated anonymously by the students each semester through the course surveys. As the students confirm, the surveys contain both generic assessment questions as well as blank fields for extensive feedback. These surveys are recorded in the SIADO information system and are reviewed during faculty meetings to discuss improvements based on the student feedback. FVM also monitors the results of these surveys together with the overall academic performance of the students and the other staff performance indicators and uses its internal quality assurance processes to act accordingly in case of problems (see also section 5). Apart from these formal evaluations, the students also explain that the staff is generally very open to direct approaches and feedback by the students which results in a close and productive relation between students and lecturers.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programmes. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. This includes also sufficient support for research. Moreover, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programmes.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- UB student website: https://www.ub.ac.id/id/information-for/student/
- FVM student affairs website: https://fkh.ub.ac.id/id/student-services/
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Both UB and FVM offer a broad range of student services, as outlined on the respective offices´ websites. The services include guidance for all administrative, university-related issues like, e.g. learning management, certificates, and information on scholarships, as well as well as assistance for internship placements. The extensive digital infrastructure with different information systems allows students to easily access many services.

The main element of UB´s support system is the assignment of a faculty member as academic advisor to every student. The academic counsellors are responsible for monitoring the students they supervise from the beginning until the end of their study period and provide counselling to students to overcome both academic and non-academic problems. As the lecturers explain, it is mandatory for the academic counsellor to hold at least one counselling session per semester with each student. The number of assigned students varies between 10 and 20 per staff member.

Technical support gives students access to necessary resources, training, and responsive help to overcome technological challenges. General advice includes career guidance and personal support, which helps students plan their studies effectively, develop essential skills, and manage their workload efficiently. Moreover, UB has established a “Sexual Violence and Bullying Services Unit” which consists of a team of trained counsellors to handle students´ personal, emotional, and psychological problems. Through the “UB Care” system, students can voice all forms of feedback. In terms of career support, UB organizes job fairs and career expos, career webinars, company recruitment events, and company visits to campus to help student to build relations with stakeholders early on. Also, the alumni association helps to bridge the gap between the university and the field of work. Alumni present during the on-site interview confirm their ongoing close affiliation and the strong network as an element of student support.

Moreover, UB actively fosters inclusion through the “Center for Disability Studies and Services” which supports students with disabilities to ensure their academic and social integration. As the representatives of the rector´s office explain, this centre also prepares information materials and offers training to the teaching staff on how to adequately support students with disabilities and special needs in their learning processes.

The available support staff is listed in the following table taken from the Self-Assessment Report:

No.	Educational Staff	Number (Support Staff)
1	Academic Administration	9
2	General Administration	21
3	Financial Administration	7
4	Laboratory Technicians	8
5	Veterinary Paramedics	1
6	Veterinarians	1
7	Librarians	1
8	Technician	1
9	IT	1

In summary, the experts positively note the good and trustful relationship between the students and the teaching staff. They confirm that UB respectively FVM provide sufficient human resources and organisational structures for individual subject-specific and general counselling, supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the programmes within the designated time frame.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- List of lab tools
- FVM facilities website: https://fkh.ub.ac.id/id/facility/
- Discussion during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UB´s financial resources stem from government funding, tuition fees, and revenue generated independently through business units of the university and the faculties. The share of tuition fees among the total income is about one third. The management of the university´s budget and funds allocated to the faculties respectively the programmes is done according to an operational plan which is in line with ministerial regulations. On the other hand, the distribution of the university´s spending is displayed in the following figure contained in the Self-Assessment Report:

Expense	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
Education Expense	24,0	17,3	9,8	10,9	18,0
Research Expense	3,9	3,3	3,4	3,1	3,0
Community Service Expense	2,3	1,7	3,7	2,2	2,1
Procurement investment	5,5	5,8	13,5	1,4	5,3
Facility investment	3,4	8,3	13,3	16,4	11,6
human resource development	2,9	3,3	2,6	7,4	7,6
Operational expenses	38,4	42,5	40,5	69,7	52,4

For the implementation of the learning processes, UB provides learning facilities, student facilities and support facilities spread across two campuses in Malang. The learning facilities of FVM include classrooms, reading rooms, computer rooms, as well as the following Clinical Skills Laboratories:

- Veterinary Public Health;
- Veterinary Microbiology and Immunology;
- Veterinary Reproduction;
- Veterinary Parasitology;
- Veterinary Anatomy, Histology and Embryology;
- Veterinary Surgery and Radiology;
- Veterinary Internal Medicine;
- Veterinary Biochemistry;
- Animal Disease Diagnostic;
- Veterinary Clinical Pathology and Experimental Animals;
- Veterinary Anatomic Pathology;
- Veterinary Pharmacology; and
- Veterinary Physiology.

Every classroom is furnished with air-conditioning, a digital projector, a microphone, a speaker, and a whiteboard. For all facilities, there are standard operating procedures to ensure their maintenance as well as the procurement of equipment and consumption materials. During the on-site visit, the experts visit the teaching building of UB and gain a positive impression of the facilities.

For the applied practical teaching, especially in the PEVM, there are an Educational Veterinary Clinic, a Veterinary Teaching Hospital, and a teaching farm, which belongs to the Faculty of Animal Sciences. For the efficient use of facilities and their capacities, UB actively encourages inter-faculty collaboration. However, this appears not to work well in practice

as the students criticize the available opportunities to work with real animals to be limited, and that most of the practice with animals is only obtained during internships outside of the university. As the programme coordinators affirm multiple times during the on-site visit, FVM plans the construction of an own teaching farm for large animal internal medicine, reproduction and artificial insemination, large animal surgery, pathology necropsy, and slaughterhouse activities. Construction plans are already existent; however, the FVM does not dispose of the necessary financial resources to start the construction of this farm. The students know about these plans and would highly welcome this new facility. As already mentioned in previous parts of this report, the experts deem the construction of this farm as a crucial necessity for the development of the programmes and the FVM also in comparison to other veterinary faculties in Indonesia. While the experts acknowledge that the construction and operation of such a teaching farm is a major investment, especially for a comparatively young faculty like FVM, they highlight the importance of this facility for the practical teaching in both programmes as the responsibility for the practical teaching for any kind of animals except pets cannot be passed on to benevolent stakeholders as a sustainable long-term solution. Therefore, besides the already mentioned requirement for a structured teaching concept for the time until the operation of this farm, they require UB to develop a concept and timeline for the timely construction and operation of the teaching farm. The necessary financial resources need to be provided by the university.

Besides this shortcoming, the experts gain a generally positive impression of the spatial and technical possibilities in the applied teaching facilities and laboratories which are adequate to comprehensively achieve the intended learning objectives of the curriculum in both programmes under review. However, the experts point out that the facilities mostly do not comply with European safety standards due to outdated or missing fire protection technology, flight plans and periodic maintenance of safety-relevant research devices (e.g. centrifuges, safety cabinets). It is therefore required to improve this situation, especially with regard to the maintenance of the equipment. Particularly the more modern equipment needs regular and systematic maintenance to ensure that data collection remains accurate. Moreover, as the quality assurance date shows that the PLO of the understanding of biomolecular analysis has low attainment rates due to the outdated and limited resources for the related learning activities, the experts recommend updating the available equipment for molecular diagnostics.

Besides the teaching facilities, there is also a research laboratory in FVM´s lab building. The lecturers explain that, for more specialized experiments and research projects, UB provides a central research lab equipped with more advanced devices. Also, UB cooperates with

external institutions like the Indonesian National Research Centre for the use of facilities, which satisfies the experts.

UB´s student and support facilities include administrative buildings, offices for the student services, open learning spaces, an entrepreneurship lab, and a student college and talent interest unit. Furthermore, on campus there are various sports facilities for fitness, aerobics, tennis, badminton, table tennis, and futsal, as well as a mosque, and dormitories. Upon complaints that medical services for students and a canteen were missing around the campus, the UB Clinic was inaugurated in 2022 and FVM recently established a canteen in the faculty building in 2024.

In terms of library services, there is UB´s central library as well as FVM´s mini library, which offers a smaller stock of subject-specific media. The libraries offer a collection of textbooks, journals, thesis, and final assignment papers. Also, it administers different subscriptions to digital journals and scientific databases such as ScienceDirect. Furthermore, the libraries are equipped with work furniture such as desks and chairs, storage furniture including cabinets and bookshelves, and multimedia equipment including computers for accessing digital literature. All resources can also be accessed via the online library catalogue.

For all administrative purposes for students, lecturers as well as the university administration, there are different academic information systems (e.g. SIAM for students, SIADO for lecturers). Moreover, there is an integrated Moodle-based learning management system which contains video lectures, teaching materials, and can be used to conduct online discussions, quizzes and independent assignments. The use of all digital services is ensured through stable Wi-Fi connection all over the campus. The students confirm that all these digital services are available and sensibly used to support their learning trajectory.

In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programme. This includes secure funding and reliable financial planning and the provision of sufficient basic infrastructure and equipment. Cooperation contracts regulate the collaboration with stakeholders and partner institutions for the practical teaching in the professional programme as well as for internships. However, the experts deem the planned teaching farm as a crucial facility for ensuring the qualitative practical training of the students. As apparently the plans for the construction of this facility have not been advancing in recent times due to missing funds, the experts require UB to develop a concept and timeline for the timely construction and operation of the teaching farm. A second requirement is the development of a safety and maintenance plan for the laboratory building. Also, the experts recommend updating the available equipment for molecular diagnostics.

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

Criterion 3.1:

The statement regarding the teaching concept for practice partners is discussed under criterion 1.6.

In terms of continuous staff development, UB provides further evidence regarding training measures for all staff members, including also a structured staff development plan. The experts are satisfied that this system does not only address junior staff members but also more senior staff which they deem crucially important for the qualification of the staff body. They deem their initial recommendation to be fulfilled.

Criterion 3.3:

As required, UB provides a structured plan for the construction of the teaching farm, which shall be taken into full operation in 2027. The experts acknowledge that the plan also contains concrete logistic and financial planning, as well as a proposal to apply for external funding. They consider the requirement to be fulfilled but, given the importance of this matter, formalize a recommendation to take the farm into operation as quickly as possible.

In terms of the requirement for a structured lab safety and maintenance plan, UB has developed standard operating procedures for Health and Safety in the Laboratory, Personal Protective Equipment, Waste Management, and Laboratory Equipment Calibration. Besides that, further training is planned to be offered for students and staff in that regard. The experts are satisfied with the actions taken.

Furthermore, it is explained that FVM has received a laboratory equipment grant from Universitas Brawijaya to update equipment for molecular diagnostics by the end of this year. This is documented by a respective proposal which pleases the experts. Therefore, they consider their initial recommendation to be fulfilled.

Final assessment:

UB/ FVM has already implemented multiple measures to improve the situation in terms of personnel and physical resources. The experts are satisfied with these developments but, once again, highlight the importance of the planned teaching farm to be put into operation as soon as possible to guarantee the qualitative practical education of the students independently from third parties. Nevertheless, the experts consider this criterion to be **fulfilled**.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module handbooks

Preliminary assessment and analysis of the experts:
For both programmes there are well-structured and transparent module descriptions which complement the curricular overviews for both study programmes and contain all the necessary content-related and practical information for the courses. This includes the course name and code, semester (course study time), name of the course coordinator, language of instruction, curriculum alignment, teaching methods, workload distribution and allocation, credit points, course type, course credits, required and recommended prerequisites for module enrolment, module objectives/intended learning outcomes, course content, examination formats, study and examination requirements and a reading list.

The experts confirm that the module handbooks are well-kept and contain all the relevant information. However, they wonder why the handbooks are not transparently published together with all the other curriculum-related information on the programmes´ websites. Although the module handbooks are accessible to the teaching staff and students via the academic information system, the experts would deem it very useful to make them accessible also to external stakeholders and interested third parties. Therefore, they recommend to publish the module handbooks on the programmes´ websites.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Records for both degree programmes
- Sample Diploma Certificate for each degree programmes
- Sample Diploma Supplements for each degree programmes

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, upon completion of each of the programmes, students are awarded a Diploma Certificate, a Diploma Supplement, as well as a Transcript of Records that lists all the courses that the graduate has completed, the achieved credits,

grades, and cumulative GPA, as well as the title of the thesis. Both documents are issued in a bilingual form both in Bahasa and English language.

With respect to the Diploma Supplements, the experts express their satisfaction with the form and information contained but notice that no statistical information is provided which enables the readers to assess the individual student performance in relation to, e.g., the cohort. This needs to be addressed. Also, the experts require UB to display the total amount of ECTS credits achieved during the programme in the Diploma Supplements. Moreover, as mentioned in section 1.1., consistency regarding the display of the currently applicable PLO on the Diploma Supplements needs to be assured. Furthermore, the experts note that the achieved credit points are listed only in SKS credits on the Transcript of Records. To enable international comparability, the Transcripts of Records are recommended to include the credit load also in the converted ECTS unit, and the applied conversion system should be explained in the Diploma Supplements.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- UB academic handbook
- FVM academic handbook
- All relevant regulations as published on FVM´s website

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the organization of the education at UB depends on various regulations regarding both the students and university's academic and non-academic rights and duties at the national, university, and faculty level. The academic handbook of UB outlines all university-level rules and regulations, as well as the responsibilities and rights of instructors, students, and the university. Programme-specific rules and regulations are published in the academic handbook of FVM. For specific processes, standard operating procedures are established which are available at the university website as well. In addition, the students receive all relevant materials at the beginning of each semester.

The auditors confirm that the rights and duties of both UNISBA and the students are clearly defined, transparent and binding, as the students confirm during the on-site interview. The relevant rules and regulations are published on the university's and faculty's websites and hence are available to all relevant stakeholders. However, the experts note that several

documents linked on the websites are not up to date (e.g. the published academic handbook stems from 2022). Even though regulations e.g. in the academic handbook do not change, the titles of the documents need to be updated to accurately inform about their validity. Therefore, the experts require UB to ensure that all the published regulations are up to date.

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

Criterion 1.4:

The experts acknowledge that the module handbooks are now published on the Faculty´s websites, which fulfils their initial recommendation

Criterion 4.2:

The university provided samples of revised Diploma Supplements which fulfil the experts´ requirements and recommendations regarding the display of statistical data, the applied system, as well as the conversion into ECTS. To further improve the readability of the document, the experts suggest inserting a row for the total number of credits below the list of completed modules.

Criterion 4.3:

The experts acknowledge that the published versions of all regulative documents on the respective website have been updated.

Final assessment:

The experts are satisfied with UB´s progress in terms of transparency and documentation and consider this criterion to be **fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Tracer study report
- Charter and bylaws of the student council

- Website of the Quality Assurance Centre: https://lpm.ub.ac.id/en/
- FVM quality assurance website: https://fkh.ub.ac.id/en/quality-assurance/quality-assurance-organization/
- Discussion during the audit

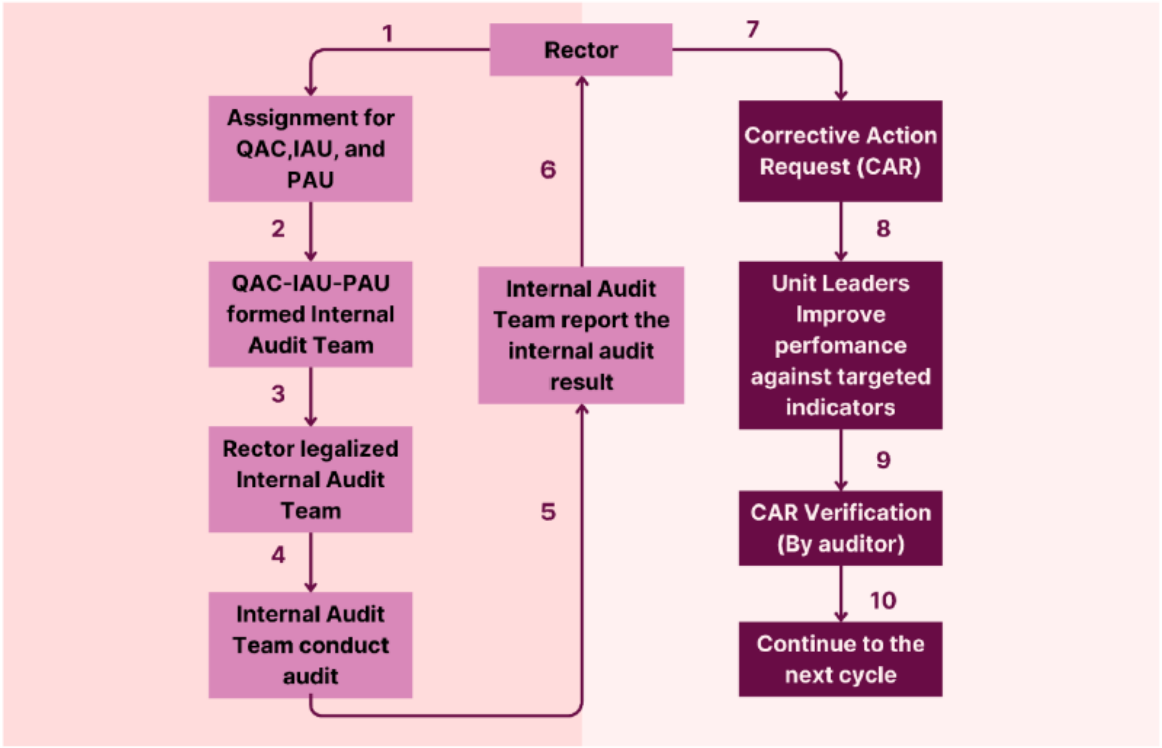
Preliminary assessment and analysis of the experts:
The experts learn that there is an institutional system of quality management aiming at continuously improving the degree programmes of UB. This system relies on quality assurance on the university level, the faculty level and the department level. The quality management system includes both internal as well as external instruments of quality assurance. Various elements and examples of quality assurance measures have already been mentioned in previous parts of this report.

At the university level, UB has established the university-level Quality Assurance Centre. It pursues the following 3 missions:

1) Establishing a management system and fostering a quality culture to achieve exemplary university governance;
2) Developing an early warning system for academic quality assurance to enhance international competitiveness; and
3) Elevating UB's reputation both nationally and internationally.

Likewise, FVM disposes of a Quality Assurance Group at the faculty level, as well as the Quality Assurance Units of each of the faculty´s departments.

The internal quality assurance system employs multiple units at all levels of the university to check the academic, financial and administrative processes. The monitoring and reporting system of all units is integrated in the SIQA platform. The main instruments of internal quality assurance are annually conducted Internal Quality Audits with subsequent corrective action requests, quarterly assessments through the government agency performance accountability system, biannual management review meetings. The process of the internal quality audits is schematically displayed in the following figure:



The results and follow-up recommendations of all quality assurance instruments for the two programmes under review are contained in comprehensive reports which are available on FVM´s quality assurance website.

The basis for these reviews is the data collected through the extensive evaluations of the curriculum and the teaching and learning methods. As described in previous parts of this report, this includes survey-based evaluations among students, lecturers, and external stakeholder, as well as regular meetings, group discussions and informal feedback channels. In this regard, the students also confirm that there is a closed feedback cycle, meaning that they are informed about the results of their feedback survey through the student council and respective hearing sessions. Identified problems are outlined in the reports and measures to address them are sketched accordingly. Thus, the experts confirm that the quality management processes at UB are well established and work under participation of all stakeholders.

Besides these internal quality assurance procedures, external quality assurance is conducted through regular programme accreditation by the national accreditation bodies every five years. In 2021, both programmes of FVM received an “excellent” accreditation by BAN-PT. In addition, UB is increasingly pursuing the accreditation of its study programmes by international accreditation agencies for the purpose of international

recognition, enhancement of quality standards, and increase of reputation. Both BVM and PEVM are subject to international programme accreditation by ASIIN for the first time.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. The results of these processes are incorporated into the continuous development of the programmes. The experts are satisfied with UB´s quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes´ quality.

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

Final assessment:

The experts confirm the quality of UB´s implemented quality assurance system which contributes to the development of the programmes and ensures their academic and organizational quality. The experts consider this criterion to be **fulfilled**.

D Additional Documents

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

- Regulation for the recognition of qualification achieved at other higher education institutions

E Comment of the Higher Education Institution (21.04.2025)

The institution provided a detailed statement as well as the following additional documents:

Section/ Criteria	Comments from The Peer/Assessor	Responses
Section B	It is **recommended** by the experts to shift the curricular focus from pet animals to **poultry and fish**.	It is explained in Section Criterion 1.3 about the curriculum regarding the recommendation to strengthen the emphasis on poultry and fish medicine.
Section B	the experts **require that** a concise plan for a timely construction and operation of this **farm needs to be developed**, alongside with a structured concept how to cover the practical training of students at the partner facilities on a qualitatively adequate and harmonized standard until then.	It is explained in Section Criterion 3.3. about the requirement to develop taching farm.
Section B	Further findings of the expert group address a better integration of the findings of the UN Sustainable Development report as well as communication skills into the curriculum, the need for structured updating and maintenance of lab equipment, as well as certain shortcomings in the transparency of documentation and formalities.	As explained in Section Criterion 1.3 about aligning the United Nations Sustainable Development Goals into the core curriculum, in Section Criterion 1.6 about strengthening communication skills, in Section Criterion 3.3 about updating the available equipment for molecular diagnostics, and in Section Criterion 4 about transparency of documentation and formalities.
C Peer Report for the ASIIN Seal		
Criterion 1.1	1. The PLO defined in the curriculum book differ from the PLO displayed on the Diploma Supplements	FVM UB already make sure the uniformity of writing PLO for the BVM and PEVM Study Programs across academic guideline documents, websites, and the Diploma Supplement. The PLO that is displayed on the Diploma Supplement has already revised.

	2. Requirement for UB to transparently publish the PLO to be accessible for all relevant stakeholders	FVM UB already publish the PLO in the official website to be accessible for all relevant stakeholders and interested third parties. The following PLO linked to FVM UB official website: 1. BVM: https://fkh.ub.ac.id/en/study-program/program-studi/ 2. PEVM: https://fkh.ub.ac.id/en/study-program/program-study-profesi/
	3. Post-pone curriculum review 2025 of BVM and PEVM degree	The curriculum review process is still ongoing. The current completed stages include the review of the previous curriculum and the development of the curriculum evaluation reports, which includes suggestions for the future curriculum based on the evaluation results and feedback from ASIIN. Regarding with the updating of the graduate competency standards, recently we have received information from the IAVMF that, in general, the graduate competency standards will not change significantly because it is already comply with the National Veterinarian Competency Standards jointly established by IAVMF (Indonesian Association Veterinary Medicine Faculty) and IVMA (Indonesian Veterinary Medical Association), also with WOAH (World Organisation for Animal Health) Day One Graduate Competencies Standars. The National Veterinarian Competency Standards 2024 is depicted in the following link: https://tinyurl.com/VetCompetenceStandard2024
Criterion 1.2	The experts confirm that the original Indonesian names as well as the English translations and of both degree programmes under review correspond with their intended objectives and learning outcomes as well as the main course language (Indonesian). They are used consistently across all official documents as well as the university's websites.	Thank you for your confirmation.

Criterion 1.3	1. The representation of the incorporation of the Sustainable Development Goals of the United Nations into the core curriculum.	The adoption of SDGs in courses is not clearly specified in the 2019 curriculum, but it is being offered in lecture materials and will be properly expressed in the new curriculum in 2025. FVM UB will incorporate the knowledge and skills for implementing regenerative animal welfare, climatic change, digitalization strategies, modern animal welfare and sustainability concepts in veterinary medicine as the new lecture materials in the new curriculum.
	2. Recommendation to strengthen the emphasis on poultry and fish medicine in the curriculum.	Both degrees have provided the poultry and fish medicine lecture materials at the BVM level from semester 1 to semester 7 in the 2019 curriculum as well as in PEVM curriculum. Moreover, the lecture materials designed to meet the market need. In BVM level, we include topics related with poultry and fish medicine in several courses, such as: Anatomy, Physiology, Histology, Ethology, Pathology, Reproduction, Health Management, and illnesses in all animal species. However, our graduate student's interest in pet animals remains high, because they felt that it is much more profitable income. Therefore, we continue to strive to present guest lecturers who are experts in poultry, fish medicine and clinical fields to provide students with insights into job opportunities in fields other than pet animals, such as poultry, wildlife, and aquatics.

	3. The focus of internationalization should be on enabling "real" student exchanges.	FVM UB offers student exchange inbound and outbound programs that allow UB and foreign students to get experience studying abroad and at FVM UB for a set length of time both offline or onsite. For student exchange inbound, according to the data from International Relationship Office (IRO), 23 foreign students from Thailand, Vietnam, Malaysia, and the Philippines participated in onsite student exchanges from 2022 to 2024 (post-covid19). Meanwhile, for student exchange outbound, there were 30 FVM UB students that participated in onsite student exchanges in overseas throughout the same period (2022- 2024). Every year, FVM UB also provides chances for foreign students to participate in student exchange inbound online to achieve the higher efficiency and to reach the Key Performance Indicators as one of the Ministry's target with the limited budget. Student exchange outbound activities face some challenges regarding with International Credit Transfer (ICT) from some universities partner due to policy differences between countries. However, FVM UB continues to work on curriculum alignment with universities partner to obtain ICT as a basis for student exchange, so that students can have a better experience, and the credits are recognisable.
	4. The experts confirm that the curricula are periodically reviewed with regard to the implementation of the PEO. Both internal as well as external stakeholders are formally involved in the processes and have multiple channels to give feedback for the further development of the programmes.	Thank you for the confirmation.

Criterion 1.4	1. Recommendation to develop a system to better use the full capacities of the programmes.	The full capacity provided by FVM are designed for 200 students. However, in the past few years, we have experienced that about 30% of accepted applicant decided not to do re-registration or cancelling to enrols in BVM. It is because the prospective students can do 3 times selection examination (SNBP, SNBT, Mandiri) and then choose the one that they want to join. Thus, we've decided to add 30% of cohort size (from 200 students/100% become 245 students/130%), to anticipate the above situation and FVM UB remain utilize at full capacity each year. Moreover, we have implemented strategies related with financial aid for accepted applicant who face financial issues and re-arrange the admission schedule earlier than other universities, to minimize the possibility of canceling re-registration of the accepted applicants.
	2. A policy that regulates the recognition of qualifications achieved at other higher education institutions.	In terms of student's academic mobility qualification from other universities, we follow the Universitas Brawijaya's regulation which are stated in UB's Academic Handbook Chapter XIV Page 127 and FVM UB's Academic Handbook Chapter V Page 150 The Rector Regulation about academic handbook: https://tinyurl.com/RectorAcademicRegulation2024 FVM UB's academic handbook : https://tinyurl.com/FVMAcademicHandbook2024
	3. While the experts recognize the offer of an international class as a status symbol of the faculty and an instrument to foster internationalization, they still suggest to	With regard to the international class at FVM UB, we would like to clarify that the tuition fees (UKT) for the regular and English-taught classes are in the same amount. We are fully committed to enhancing the implementation of the international class as part of our internationalisation strategy. Efforts are
	review the implementation of this class to better use its capacity and not waste resources in terms of staff workload.	currently being made to improve the system, including intensified promotion of our study programme to prospective international students to optimise class capacity and ensure efficient use of academic staff resources.

	4. The applicable policy regarding the admission of students with disabilities and special needs to programmes of the FVM has to be formalized and published.	FVM UB obey the university policy about the admission of students with disabilities and special needs. Furthermore, FVM UB has developed a formal regulation and has been published on the website in the following link: https://fkh.ub.ac.id/en/academic/academic-document/ see Document No 9
Criterion 1.5	In summary, the experts confirm that a credit system based on the student workload is implemented, which accounts for both lecturing and self-study times. However, the student surveys which are conducted appear not to contain a structured workload evaluation, which is required to be addressed.	FVM UB will add assessment related with student workload Teaching and Learning Process (PBM) questionnaire (in Evaluation aspect: Courses, number 21-22). The revision of Teaching and Learning Process (PBM) questionnaire is depicted bellow: Teaching and Learning Process (PBM) questionnaire 2025 Since this questionnaire is integrated with the University Information and Technology System, we will submit the revision in university level.
Criterion 1.6	It is recommended to strengthen competence-adopted communication skills as part of the teaching methodology.	Thank you for the recommendation, it is a very good suggestion, and we will start to conduct training for communication skills especially in term of teaching methodology to the staff of non-university partners by this year.
Criterion 2	Consideration of the allocated workload of only 1 SCU for the final project of PEVM as too low, as mentioned in section 1.5, and require FVM to review the credit allocation based on transparent workload evaluations.	In response to the concern regarding the low credit allocation for the PEVM final project (1 credit), FVM UB is agree to revise the credit to 3 SCU, based on workload considerations. This adjustment will be implemented in the upcoming curriculum redesign (2025). SCU ECTS PEVM for Curriculum Redesign 2025
Criterion 2	Transparent regulations for the compensation of disadvantages in the case of students with disabilities or special needs	FVM UB obey the university policy about the admission of students with disabilities and special needs. Furthermore, FVM UB has developed a formal regulation and has been published on the website in the following link: https://fkh.ub.ac.id/en/academic/academic-document/ , see Document No 9.
Criterion 3.1	1. The requirement of the implementation of a structured teaching concept for the	FVM UB has a selection procedure to determine partners eligible for rotational courses in PEVM based on the minimum facility requirements of each partner

	practicaltrainingofstudentsatthe partner facilities.	institution. This selection is aimed at ensuring the achievement of the Program Learning Outcomes (PLOs) associated with each area of rotational competence. The professional industrial staff who are involved in the teaching process are active practitioner professionals who hold official practice licenses issued by the professional association and preceptor certificates (see additional document below). This ensures that they possess the necessary competence and relevant experience to guide students in the context of field practice. For additional information, the module description was developed for each rotational course, integrated between both on-campus and off-campus industrial partners. The structured teaching concept has been stated in the Academic Handbook in the segment on the Curriculum of PEVM (Faculty Academic Handbook, pages 118-126). Thus, the competences stated in the module description are the general competences. Meanwhile, the minimum specific competencies that must be achieved in industrial partners are clearly described in the assessment rubric. Additional documents: - Perceptor Certificates: 2022; 2023; 2024
	2. Recommendation for expanding the continuous education for the staff.	As described in SAR (Criteria 3.1), FVM UB is strongly committed to continuous education for all staff members in both degree and non-degree programs. FVM UB also provides financial support for training programs, including workshops and international seminars (Appendix 3.1.13). Appendix 3.1.14 displays the data of CPD (Continuing Professional Development), international seminars, and other courses attended by all the staff. Additional documents: FacultyDevelopment(AcademicStaffFurtherStudy)Needs Individual DevelopmentPlan SOP Proposal for Study Assignments for Lecturers Expanding the continuous education for the staff

Criterion 3.2	In summary, the experts positively note the good and trustful relationship between the students and the teaching staff. They confirm	Thank you for the confirmation.
	that UB respectively FVM provide sufficient human resources and organisational structures for individual subject-specific and general counselling, supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the programmes within the designated time.	
Criterion 3.3	1. Requirement: UB to develop a concept and timeline for the timely construction and operation of the teaching farm.	FVM UB has drafted a comprehensive development concept for the master plan of the teaching farm. A phased implementation timeline has been drafted, with initial ground preparation targeted for Q4 2025 and full operational readiness aimed for 2027, subject to budget allocation and external funding support. Proposal submissions for international infrastructure have already been submitted for additional funding for tools. Additional documents: Master plan The faculty's budget for the Teaching Farm External Funding Proposal

	2. A second requirement is the development of a safety and maintenance plan for the laboratory building.	Regarding the requirement to create a safety and upkeep plan for the lab building, we have already started taking action. The Lab Safety and Health team has taken pictures of all the safety equipment we have. Checking the fire extinguishers and other safety gear regularly is now a routine activity. Also, we are planning to invite a safety expert (a K3 educator) to give training and make everyone more aware of safety in the labs. In addition, maps displaying the evacuation routes for each room will be put up in both lab buildings to make sure everyone using the facilities is safe. The equipment calibration is conducted periodically at the FVM UB, as proposed by the laboratory head to the faculty. The process is then collectively
		coordinated by the faculty with the Laboratory and Technical Services (LLT) at UB. Additional documents: Pictures of safety equipment Evacuation route Video K3 SOP Safety standards: 1. SOP for Health and Safety in the Laboratory 2. SOP for Personal Protective Equipment 3. SOP for Waste Management 4. SOP Labolatory Equipment Calibration Maintenance Schedule
	3. Recommendation to update the available equipment for molecular diagnostics.	About the suggestion to get newer equipment for molecular diagnostics, we are pleased to report that in the current year, the Faculty of Veterinary Medicine received a laboratory equipment grant from Universitas Brawijaya to buy more up-to-date equipment to improve molecular diagnostic analysis. The process of buying this equipment is scheduled to commence in Q3 of this year. The equipment is expected to be installed by the end of the current academic year and fully operational in early next year. Additional documents: Lab Equipment Grant Proposal.

Criterion 4	Consistency regarding the display of the currently applicable PLO on the Diploma Supplements needs to be assured. Furthermore, the experts note that the achieved credit points are listed only in SKS credits on the Transcript of Records.	Adding information on the conversion from SKS to ECTS in the Diploma Supplement and Transcript of Record is still challenging since it requires policies and adjustments from the academic directorate and the university's information technology directorate, both of which take time. Until this can be accomplished, the faculty will attach a conversion from SCU to ECTS to each undergraduate and professional level graduate diploma supplement. https://drive.google.com/drive/folders/1VqV1qV1w0LKaF3n6INg0C2B3twMuk SB7
	Requirement to ensure that all the published regulations are up to date.	The updated version of the following documents has been made available on the website: https://fkh.ub.ac.id/en/academic/academic-document/
Criterion 5	The experts are satisfied with UB's quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programs' quality.	Thank you for the confirmation. FVM UB remains fully committed to the ongoing development of its study programs and will continue to engage in international benchmarking as a strategic endeavor to align its educational standards with global best practices.
D Additional Documents	Regulation for the recognition of qualifications achieved at other higher education institutions	The Rector Regulation about academic handbook: https://tinyurl.com/RectorAcademicRegulation2024 FVM UB's academic handbook : https://tinyurl.com/FVMAcademicHandbook2024

F Summary: Expert recommendations (09.05.2025)

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

Degree Programmes	ASIIN Seal	Maximum duration of accreditation
Ba Veterinary Medicine	Without requirements	30.09.2030
Professional Education of Veterinary Medicine	Without requirements	30.09.2030

Recommendations

E 1. (ASIIN 1.3) It is recommended to strengthen the emerging areas of poultry and fish medicine in the compulsory PVM curriculum by integrating fish ethology into module PKH61107 (Ethology) and module PKH61701 (Veterinary Clinical Nutrition).

E 2. (ASIIN 1.3) It is recommended to emphasize the relevant Sustainable Development Goals of the UN report in the curriculum.

E 3. (ASIIN 1.3) It is recommended to offer more room to for comprehensive individual specialization through elective modules.

E 4. (ASIIN 1.5) It is recommended to specifically ask students for the number of hours they have to study for each module to better assess the student workload.

E 5. (ASIIN 3.3) It is recommended to put the teaching farm into operation as early as possible.

G Comment of the Technical Committee 14 – Medicine (05.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and acknowledges that the university as already accommodated or clarified almost all initial points of critique of the experts. The TC agrees with the need to stress the importance of the teaching farm but, as a respective implementation plan is already in place, the TC is satisfied to mention this only as a recommendation to be checked as part of the re-accreditation. Overall, the TC agrees with the recommendation of the experts.

The Technical Committee 14 – Medicine recommends the award of the seals as follows:

Degree Programmes	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Veterinary Medicine	Without requirements	30.09.2030
Professional Education of Veterinary Medicine	Without requirements	30.09.2030

H Decision of the Accreditation Commission (27.06.2025)

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

The Accreditation Commission discusses the procedure especially with respect to the multiple requirements that are part of the initial expert report but have already been fulfilled by the university in the meantime. It is further discussed whether the construction and operation of the teaching farm should be a requirement, but it is concluded that the university´s plans are well-founded to only formalise this point as a recommendation. The AC therefore agrees with the expert and TC recommendation without any changes.

The Accreditation Commission decides to award the following seals:

Degree Programmes	ASIIN Seal	Maximum duration of accreditation
Ba Veterinary Medicine	Without requirements	30.09.2030
Professional Education of Veterinary Medicine	Without requirements	30.09.2030

Recommendations

E 1. (ASIIN 1.3) It is recommended to strengthen the emerging areas of poultry and fish medicine in the compulsory PVM curriculum by integrating fish ethology into module PKH61107 (Ethology) and module PKH61701 (Veterinary Clinical Nutrition).

E 2. (ASIIN 1.3) It is recommended to emphasize the relevant Sustainable Development Goals of the UN report in the curriculum.

E 3. (ASIIN 1.3) It is recommended to offer more room to for comprehensive individual specialization through elective modules.

E 4. (ASIIN 1.5) It is recommended to specifically ask students for the number of hours they have to study for each module to better assess the student workload.

E 5. (ASIIN 3.3) It is recommended to put the teaching farm into operation as early as possible.

Appendix: Programme Learning Outcomes and Curricula

According to the academic handbook 2024/25 the following **Programme Learning Outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Veterinary Medicine:

1. To accurately diagnose healthy and sick animal conditions through anatomical, physiological, clinical symptoms, pathological changes, and laboratory diagnostic techniques according to established standards and practices (COGNITIVE).
2. To design health concepts that protect, secure, and ensure the health and welfare of animals, humans, and the environment through rejection, prevention, control, eradication, and treatment of animal and zoonotic diseases based on applicable legislation in the field of animal health management (COGNITIVE).
3. To propose alternative solutions to problems related to animal health, product quality, and safety, and animal welfare in order to advance animal health, public welfare, and environmental health through promotive, preventive, curative, and rehabilitative actions (COGNITIVE).
4. To master veterinary sciences to conceptually conclude the conditions of healthy and sick animals (SKILL).
5. To master the concepts of animal health to protect, secure, and ensure the health of the public and the welfare of animals, humans, and the environment (SKILL).
6. To be able to academically justify the development of conceptual designs both independently and in group settings under supervision (AFFECTIVE).
7. To possess high ethical and moral standards, be independent, excel, be responsible, demonstrate leadership, and be able to communicate effectively for veterinary medical purposes both verbally and in writing (AFFECTIVE).
8. To be proficient in biomolecular analysis techniques (COGNITIVE).
9. To be capable of innovating within the field of veterinary medicine in alignment with advancements in biotechnology (COGNITIVE).
10. To establish and engage in interdisciplinary academic collaborations (AFFECTIVE).
11. To have a foundational understanding of technopreneurship (AFFECTIVE).

The following **curriculum** is presented:

SEMESTER 1

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH61104	Basic Genetics and Cell Biology	Basic Veterinary Science	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61105	General Animal Husbandry	Basic Animal Husbandry	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61107	Veterinary Ethology	Basic Veterinary Science	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61111	Veterinary Histology I (Cytology and Basic Tissue)	Basic Veterinary Science	1	1	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61112	Veterinary Anatomy I (Osteology, Neurology, Angiology, and Sensoric organs)	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61113	Veterinary Embryology	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61116	Veterinary Biochemistry I (Macronutrient and metabolism)	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	MPK60001	Islamic Religion	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	MPK60002	Catholic Religion	Character Building						
COMPULSARY	MPK60003	Christianity Religion	Character Building						
COMPULSARY	MPK60004	Hindu Religion	Character Building						
COMPULSARY	MPK60009	Buddhism	Character Building						
COMPULSARY	MPK60008	Pancasila	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TOTAL WORKLOAD COMPULSARY COURSES						20	30		

SEMESTER 2

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62211	Veterinary Anatomy II (Topography Anatomy)	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH62212	Veterinary Physiology I	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH 62203	Veterinary Biochemistry II (Transport System and Transduction Signal)	Basic Veterinary Science	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH62215	Veterinary Histology II (Sistemic and Comparative Histology)	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62214	Veterinary Microbiology I (Bacteriology, Micology)	Veterinary Microbiology	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH62216	Veterinary Basic of Animal Nutrition	Basic Animal Husbandry	1	1	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	MPK60007	Indonesian languange	Scientific Writing and Skill	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	MPK60006	Citizenship	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH62221	Pet Animal Management	Veterinary Concentration	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TOTAL WORKLOAD COMPULSARY COURSES						20	30		
TOTAL WORKLOAD COMPULSARY + ELECTIVE COURSES						22	33		

SEMESTER 3

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH61305	Veterinary Microbiology II (Virology)	Veterinary Microbiology	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61307	Veterinary Reproductive Physiology and Endocrinology	Veterinary Reproduction	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61311	Veterinary Anatomy III (Comparative Anatomy)	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61312	Veterinary Physiology II	Basic Veterinary Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61313	Basic of Veterinary Pathology	Veterinary Pre-Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61314	Veterinary Immunology	Veterinary Pre-Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61316	Veterinary Parasitology	Veterinary Microbiology	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
ELECTIVE	PKH61321	Veterinary Communication and Leadership	Character Building	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	UBU60004	English languange	Scientific Writing and Skill	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TOTAL WORKLOAD COMPULSARY COURSES						**20**	**30**		
TOTAL WORKLOAD COMPULSARY + ELECTIVE COURSES						**21**	**31,5**		

SEMESTER 4

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62411	Veterinary Parasitic Disease	Veterinary Disease Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH62404	Veterinary Bacterial and Fungal Disease	Veterinary Disease Science	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH62408	Veterinary Viral Disease	Veterinary Disease Science	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
								Lecture + Discussion	Project Based Learning

COMPULSARY	PKH62412	Advance of Veterinary Pathology	Veterinary Pre-Clinical Science	2	1	3	4,5	Case Study Small Group Discussion Self Study	Laboratory Work

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62405	Veterinary Pharmacology I (Pharmacodynamic, Pharmacokinetics, and Drugs Interaction)	Veterinary Pre-Clinical Science	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH62403	Veterinary Public Health and One Health	Veterinary Public Health	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH62417	Experimental Animal Science	Scientific Writing and Skill	1	1	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	UBU60003	Entrepreneurship	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH62406	Animal Welfare and Veterinary Bioethics	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH62421	Health Management of Livestock Ruminants	Veterinary Concentration	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH62422	Health Management of Non-Ruminants Livestock	Veterinary Concentration	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH62423	Health Management of Wildlife animal	Veterinary Concentration	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
ELECTIVE	PKH62424	Health Management of Aquatic Animal	Veterinary Concentration	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH62425	Veterinary Biomolecular Technique (elective course)	Veterinary Technology	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TOTAL WORKLOAD COMPULSARY COURSES						20	30		
TOTAL WORKLOAD COMPULSARY + ELECTIVE COURSES						28	42		

INTER-SEMESTER

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	UBU60002	Fieldwork	Community Service	0	4	4	6		Community Service

SEMESTER 5

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH61509	Research Methodology	Scientific Writing and Skill	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61512	Veterinary Pharmacology II (Pharmacotherapy)	Veterinary Pre-Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work

COMPULSARY	PKH61511	Veterinary Clinical Diagnosis	Veterinary Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH61515	Veterinary Radiology	Veterinary Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61513	Food Hygiene	Veterinary Public Health	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61506	Veterinary Zoonoses	Veterinary Public Health	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61514	Veterinary Reproductive Technology and Artificial Insemination	Veterinary Reproduction	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH61507	Veterinary Legislation	Character Building	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
COMPULSARY	PKH61508	Statistics	Scientific Writing and Skill	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH61521	Veterinary Biotechnology and Genetic Engineering	Veterinary Technology	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH61522	Biotechnology of Animal Origin Food Product	Veterinary Technology	1	0	1	1,5	Lecture + Discussion Case Study Small Group Discussion Self Study	
TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
ELECTIVE	PKH61523	Animal Breeding (elective course)	Veterinary Technology	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH61524	Veterinary Business (elective course)	Character Building	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
ELECTIVE	PKH61525	Health Management of Poultry (elective course)	Veterinary Concentration	2	0	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	
TOTAL WORKLOAD COMPULSARY COURSES						21	31,5		
TOTAL WORKLOAD COMPULSARY + ELECTIVE COURSES						30	45		

SEMESTER 6

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62611	Veterinary Clinical Pathology	Veterinary Clinical Science	2	1	3	4,5	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
COMPULSARY	PKH62612	Veterinary Pharmacy and Prescription Writing	Veterinary Clinical Science	1	1	2	3	Lecture + Discussion Case Study Small Group Discussion Self Study	Project Based Learning Laboratory Work
								Lecture + Discussion	Project Based Learning

COMPULSARY	PKH62613	General Veterinary Surgery	Veterinary Clinical Science	2	1	3	4,5	Case Study	Laboratory Work
								Small Group Discussion	
								Self Study	

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH62605	Internal Medicine of Large Animal	Veterinary Clinical Science	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH62604	Veterinary Toxicology	Veterinary Clinical Science	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH62616	Veterinary Obstetric and Gynecology	Veterinary Reproduction	2	1	3	4,5	Lecture + Discussion	Project Based Learning
								Case Study	Laboratory Work
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH62607	Veterinary Epidemiology and Economics	Veterinary Public Health	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH62618	Veterinary Necropsy and Forensics	Veterinary Forensic	1	1	2	3	Lecture + Discussion	Project Based Learning
								Case Study	Laboratory Work
								Small Group Discussion	
								Self Study	
ELECTIVE	PKH62621	Quality Assurance of Animal Origin Food Product	Veterinary Public Health	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
ELECTIVE	PKH62622	Veterinary Alternative Therapy	Veterinary Clinical Science	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	

TOTAL WORKLOAD COMPULSARY COURSES			19	28,5		
TOTAL WORKLOAD COMPULSARY + ELECTIVE COURSES			23	34,5		

SEMESTER 7

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	PKH61701	Veterinary Clinical Nutrition	Veterinary Clinical Science	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH61702	Clinical Case Interpretation	Veterinary Clinical Science	1	0	1	1,5	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH61713	Spesific Veterinary Surgery	Veterinary Clinical Science	2	1	3	4,5	Lecture + Discussion	Project Based Learning
								Case Study	Laboratory Work
								Small Group Discussion	
								Self Study	
COMPULSARY	PKH61704	Small Animal Internal Medicine	Veterinary Clinical Science	2	0	2	3	Lecture + Discussion	
								Case Study	
								Small Group Discussion	
								Self Study	
COMPULSARY	UBU60001	Thesis	Thesis / Capstone Course	0	6	6	9		Small Group Discussion
									Laboratory Work
									Self study
TOTAL WORKLOAD COMPULSARY COURSES						14	21		

SEMESTER 8

TYPE OF COURSE	COURSE CODE	COURSES	COURSE GROUP	SCU			ECTS	TEACHING METHOD	
				THEORY	PRACTICE	TOTAL		THEORY	PRACTICE
COMPULSARY	UBU60001	Thesis	Thesis / Capstone Course	0	6	6	9		Small Group Discussion
									Laboratory Work
									Self study

For the Professional Education of Veterinary Medicine, the **Programme Learning Outcomes** are the following:

1. To diagnose animal diseases, plan and execute medical and dietary nutritional interventions for animals (SKILL).
2. To oversee the safety and quality of animal products, and the quality control of veterinary medicines and biological materials, including their usage and distribution through the application of science and technology in veterinary medicine, product quality, animal welfare, and health systems (SKILL).
3. To make medical decisions, write prescriptions, prepare medical records, issue medical certificates, and engage in communication, education, and information sharing with clients, while applying veterinary legislation and regulations to ensure animal health (SKILL).
4. To have a thorough understanding of veterinary medicine concerning safety, security, assurance, and animal welfare, and to deliver healthcare through medical actions (promotive, preventive, curative, and rehabilitative) and integrative communication as a means of ensuring animal health, welfare, and food safety (SKILL).
5. To be accountable for medical actions according to established standards, both independently and in group settings, based on diagnostic decisions (AFFECTIVE).
6. To exhibit leadership and entrepreneurial skills, communicate effectively, work independently and in teams, adhere to veterinary ethics, oaths, and codes of conduct, and demonstrate high levels of professionalism (AFFECTIVE).
7. To be capable of applying biomolecular analysis techniques (SKILL).
8. To implement Good Manufacturing Practices (GMP) within veterinary-related industries (AFFECTIVE).
9. To undertake actions to safeguard the veterinary profession (AFFECTIVE).

The following **curriculum** is presented:

TYPE OF COURSE	CODE	COURSE	COURSE GROUP	SCU	ECTS	TEACHING METHOD
COMPULSATORY	PDH 70011	Surgery and Radiology	Veterinary Clinical Science	5	7,5	Case Study Clinical Practice Project Based Learning Self Study
COMPULSATORY	PDH 70012	Internal Diseases of Small Animals	Veterinary Clinical Science	5	7,5	Case Study Clinical Practice Project Based Learning Self Study
COMPULSATORY	PDH 70013	Internal Diseases of Large Animals	Veterinary Clinical Science	4	6	Case Study Clinical Practice Project Based Learning Self Study
COMPULSATORY	PDH 70014	Veterinary Reproduction	Veterinary Reproduction	4	6	Case Study Clinical Practice Project Based Learning Self Study
COMPULSATORY	PDH 70015	Anatomical Pathology	Veterinary Pathology	3	4,5	Case Study Laboratory Work Project Based Learning Self Study
COMPULSATORY	PDH 70016	Microbiology	Laboratory Diagnostic	2	3	Case Study Laboratory Work Project Based Learning Self Study
COMPULSATORY	PDH 70017	Parasitology	Laboratory Diagnostic	2	3	Case Study Laboratory Work Project Based Learning Self Study
COMPULSATORY	PDH 70018	Clinical Pathology	Laboratory Diagnostic	2	3	Case Study Laboratory Work Project Based Learning Self Study
COMPULSATORY	PDH 70019	Veterinary Public Health	Veterinary Public Health	4	6	Case Study Laboratory Work Field Clinical Practice Self Study
COMPULSATORY	PDH 70002	Pharmaceutical Science	Veterinary Clinical Science	2	3	Laboratory Work Project Based Learning Self Study
COMPULSATORY	PDH 70001	Veterinary Ethics	Veterinary Ethics	1	1,5	Case Study Project Based Learning Self Study
COMPULSATORY	PDH 70003	Veterinary Professional Final Project	Thesis	1	1,5	Group Discussion Writing PEVM Thesis Self study
ELECTIVE	PDH 70021	Molecular Analysis	Elective Rotation	2	3	Laboratory Work Project Based Learning Self Study
ELECTIVE	PDH 70022	Food Processing Industry of Animal Origin	Elective Rotation	2	3	Case Study Field Clinical Practice Self Study
ELECTIVE	PDH 70023	Poultry Industry	Elective Rotation	2	3	Case Study Field Clinical Practice Self Study
ELECTIVE	PDH 70024	Aquaculture Health	Elective Rotation	2	3	Case Study Field Clinical Practice Self Study
ELECTIVE	PDH 70025	Wildlife and Aquatic Conservation	Elective Rotation	2	3	Case Study Field Clinical Practice Self Study
TOTAL WORKLOAD COMPULSARY COURSES				**35**	**52,5**	
TOTAL WORKLOAD ELECTIVE COURSES				**10**	**15**	