ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes

Agroecotechnology
Aquatic Resources Management
Fish Product Technology

Master's Degree Programmes

Agribusiness

Provided by
Universitas Diponegoro, Semarang

Version: 25 September 2026

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) [2]
PS S1 Agroekoteknologi	Bachelor's Degree of Agroecotechnology	ASIIN	/	08
PS S1 Manajemen Sumberdaya Perairan	Bachelor's Degree of Aquatic Resources Management	ASIIN	/	08
PS S1 Teknologi Hasil Perikanan	Bachelor's Degree of Fish Product Technology	ASIIN	/	08
PS S2 Agribisnis	Master Programme of Agribusiness	ASIIN	/	08
Date of the contract: 26.02.2025 **Submission of the final version of the self-assessment report:** 10.11.2025 **Date of the onsite visit:** 14.-16.04.2026 **at: Campus UNDIP**				
Expert panel: Prof. Dr. Markus Frank, Nürtingen-Geislingen University Prof. Dr. Mamadou Diakité, Fulda University of Applied Sciences Prof. Dr. Thore Toews, Bingen University of Applied Sciences Rara Diantari, Universitas Lampung Dr. Gert Füllner, Saxon State Office for Environment, Agriculture, and Geology (rtd.) [3] Regina Claudia Setiawan, student at Universitas Gadjah Mada				

[1] ASIIN Seal for degree programmes
[2] TC: TC 08 – Agriculture, Forestry, and Food Sciences
[3] Online participant

Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 28, 2023 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 25.09.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Agroecotechnology	Accredited with requirements	25.09.2026 - 16.01.2028
Ba Aquatic Resources Management	Accredited with requirements	25.09.2026 - 16.01.2028
Ba Fish Product Technology	Accredited with requirements	25.09.2026 - 16.01.2028
Ma Agribusiness	Accredited with requirements	25.09.2026 - 16.01.2028

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Agroecotechnology	Ba Aquatic Resources Management	Ba Fish Product Technology	Ma Agribusiness
1 Degree programme: Concept, Content & Implementation				
1.1 Objectives and learning outcomes (intended qualification profile)	Fulfilled	Fulfilled	Fulfilled	**Not fulfilled** Requirement A 6
1.2 Title of the degree programme	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.3 Curriculum	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.4 Admission requirements	Fulfilled	Fulfilled	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Agroecotechnology	Ba Aquatic Resources Management	Ba Fish Product Technology	Ma Agribusiness
1.5 Workload and credits	**Not fulfilled** Requirements A 1, A 4	**Not fulfilled** Requirements A 1, A 4	**Not fulfilled** Requirements A 1, A 4	**Not fulfilled** Requirement A 1
1.6 Didactics and teaching methodology	Fulfilled	Fulfilled	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation				
2 Exams: System, Concept and Organisation	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3 Resources				
3.1 Staff and staff development	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3.2 Student support and student services	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3.3 Funds and equipment	Fulfilled	Fulfilled	**Not fulfilled** Requirement A 8	Fulfilled
4 Transparency and Documentation				
4.1 Module descriptions	Fulfilled	Fulfilled	Fulfilled	Fulfilled
4.2 Diploma and Diploma Supplement	**Not fulfilled** Requirements A 2, A 3, A 5	**Not fulfilled** Requirements A 2, A 3, A 5	**Not fulfilled** Requirements A 2, A 3, A 5	**Not fulfilled** Requirements A 2, A 3, A 7
4.3 Relevant rules	Fulfilled	Fulfilled	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development				
5 Quality Management: Quality Assessment and Development	Fulfilled	Fulfilled	Fulfilled	Fulfilled

Requirements

For all programmes

A 1. (ASIIN 1.5) Clarify the definition of the SKS credits for all programme levels and learning activities, and calculate the equivalent ECTS credits accordingly.

A 2. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.

A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For all Bachelor´s programmes

A 4. (ASIIN 1.5) Reevaluate the workload for the internship and the Bachelor´s thesis and allocate the credits accordingly.

A 5. (ASIIN 4.2) Outline the title of the Bachelor´s thesis in the final documentation.

For MAgr

A 6. (ASIIN 1.1) Clearly distinguish and specify the graduate profiles and programme learning outcomes of the two tracks.

A 7. (ASIIN 4.2) Clearly distinguish and outline the features of the two tracks in the Diploma Supplement.

For BFPT

A 8. (ASIIN 3.3) Set up a cold storage and freezer room.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF [4]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor Programme of Agroecotechnology	S.P/ B.Sc (Bachelor of Agriculture)	-	Level 6	Fulltime	-	8 semesters	233 ECTS/ 145 SKS credits	Annually, since 4 September 2012
Bachelor Programme of Aquatic Resources Management	S.Pi/B.Sc (Bachelor of Fisheries).	-	Level 6	Fulltime	-	8 semesters	231.41 ECTS/ 144 SKS credits	Annually, since 17 November 1995
Bachelor Programme of Fish Product Technology	S.Pi/B.Sc (Bachelor of Fish Product Technology)	-	Level 6	Fulltime	-	8 semesters	233 ECTS/ 145 SKS credits	Annually, since 3 April 2002
Master Programme of Agribusiness	M.P/Master of Agriculture	-	Level 7	Fulltime	In planning with Universiti Putra Malaysia (UPM)	4 semesters	67,49 ECTS/ 42 SKS credits	Annually, since 21 December 2006

Contextualisation

Universitas Diponegoro (UNDIP) is a public university in the city of Semarang on the island of Java, Indonesia, named after the Javanese prince Diponegoro. It was founded as the Semarang University in 1957. It is regarded as the oldest university in Central Java and enjoys a high reputation for academic excellence among students, alumni, lecturers, and the industry. Nowadays, UNDIP hosts 11 faculties, a postgraduate school, and a vocational school with more than 67,000 enrolled students in total. It is ranked as the 8th university by UniRank. The four programmes under review are offered by the Faculty of Animal and Agricultural Sciences and the Faculty of Fisheries and Marine Sciences. The faculties used to be part of a united agricultural faculty but were separated in the course of the development of the university to better represent the development of the study programmes and

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

research focuses on aquatic resources. All four programmes are assessed for the purpose of international accreditation by ASIIN for the first time.

General assessment

Overall, the experts are highly satisfied with the quality of all four programmes that are well-regarded by the industry and produce graduates with broad employment opportunities both nationally and internationally. Positive highlights include the strategic development of the university and the programmes, the broad involvement of the industrial partners and alumni, the digitalised university and learning process administration, as well as the qualification, motivation, and engagement of the staff at all levels of the university. In terms of internationalisation, UNDIP also has a clear strategy, focuses on developing international contacts for both teaching and research, and offers a welcoming culture for attracting international students. To further improve UNDIP´s attractiveness in that regard, multiple formal aspects of transparency and documentation need to be improved. Likewise, a transparent credit allocation and conversion is crucial to ensure the international recognition of the degrees. In that regard, work needs to be done especially for the Master´s programme to ensure that minimum credit standards are met, programme profiles are clearly distinguished, and admission criteria are transparently outlined. In terms of admission criteria, it also needs to be ensured that applicants are not discriminated against based on their age. Recommendations for improvements of the programme implementation are an integration of modules, a deeper coverage of basic sciences, and a stronger emphasis on global aspects of sustainability.

Programme profile

According to the programme´s website, the objective of the Bachelor of Agroecotechnology (BAET) programme offered by the Faculty of Animal and Agricultural Sciences is to develop graduates holding a Bachelor of Agriculture degree who possess profound scientific competence and technical expertise in agrotechnology. These graduates will be capable of articulating the significance of agroecotechnological processes and their scientific outcomes, applying this understanding to enhance the practices of agricultural communities, thereby contributing beneficially to human livelihoods and quality of life. This culminates in forming the distinct graduate profile of the Agrotechnology Study Program at Universitas Diponegoro —one that is aligned with societal demands and dedicated to the advancement of science."

For the Bachelor of Aquatic Resources Management (BARM) programme offered by the Faculty of Fisheries and Marine Sciences the following objectives are outlined on the programme´s website:

- "Master and be able to apply and develop management principles (exploration, exploitation, conservation, rehabilitation, and diversification) of fisheries and aquatic resources.
- Able to utilise facilities and infrastructure to manage fisheries and aquatic resources.
- Skilled in analysing the environmental quality and aquatic resources for the development of aquaculture, capture, and utilisation in fisheries science
- Able to carry out community empowerment.
- Able to perform environmental quality and aquatic resource analysis at the basic and intermediate levels.
- Able to calculate and analyse the economic value of aquatic and fisheries resources.
- Have a curiosity to develop management principles for issues related to aquatic resources for the preservation of the aquatic environment and fisheries resources.
- Able to collaborate and have a commitment to applying their knowledge to the community of aquaculture farmers and fishermen with high moral integrity."

For the Bachelor of Fish Product Technology (BFPT) programme offered by the Faculty of Fisheries and Marine Sciences the general educational objective described on the programme´s website is "to produce graduates who have COMPLETE abilities (Communicator, Professional, Leadership, Entrepreneur, Thinker, Educator), namely competent and professional graduates, and possess interpersonal skills (as communicator, capable of acting as a leader) and entrepreneurial spirit so that they can develop and apply science and technology. A graduate of the Fishery Product Technology Study Program is also a person who is devoted to God Almighty, ethical and in accordance with the nation's personality."

The Master of Agribusiness (MAgr) programme offered by the Faculty of Animal and Agricultural Sciences "educates and produces graduates who excel in science and technology, are competitive in the field of agribusiness related to processed products, agricultural products of food crops, horticulture, plantations, animal husbandry, fisheries and forestry."

D Expert Report for the ASIIN Seal[5]

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
- UNDIP strategic plan 2025-2029
- UNDIP academic regulation for undergraduate programmes
- UNDIP academic regulation for postgraduate programmes
- Student handbooks of all study programmes
- Graduate profile matrices of all study programmes
- Stylised tracer study results of all programmes
- Curriculum handbooks of all study programmes
- Sample Diploma Supplements of all study programmes
- Websites of all study programmes:
    - BAET: https://agroekoteknologi.fpp.undip.ac.id/en/homepageen/
    - BARM: https://akuatik.fpik.undip.ac.id/language/en/homepage-2023-en/
    - BFPT: https://thp.fpik.undip.ac.id/language/en/
    - MAgr: https://magri.fpp.undip.ac.id/en/
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As outlined in the Self-Assessment Report and the university´s academic regulations for undergraduate programmes, study programmes at UNDIP are developed and implemented within a clearly defined framework of a programme's vision, mission, and objectives which

[5] This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

is derived from the university-level vision and mission, and incorporates the provisions of the Indonesian national curriculum guide for the respective discipline. Generally, UNDIP aspires to the COMPLETE (Communicator, Professional, Leader, Educator, and Thinker) graduate profile for students of all its programmes.

The specific graduate profiles and graduate learning outcomes/ intended learning outcomes (ILOs) of the specific programmes are derived from this framework and formulated in accordance with the Indonesian Qualifications Framework and Higher Education Standards. While the graduate profiles of the undergraduate programmes contain very diverse roles, including manager, entrepreneur, practitioner, researcher, and educator, the graduate profile of the MAgr programme is enhanced by the dimension of administration. This is also reflected in the actual employment of graduates of this programme recorded in the tracer study results which show that approximately half of the graduates work as government officers, while, for graduates of the Bachelor´s programmes, private industries are the most common employers. Both the graduate profiles and ILOs of all programmes are displayed in the appendix to this report. At the level of the individual modules, the ILOs are further distinguished and specified as course learning outcomes, and objective-module matrices show how the modules align with the respective ILOs of the programmes as well as with the applicable subject-specific criteria of the Technical Committee 08 – Agriculture, Forestry, and Food Sciences.

The experts are generally satisfied with the graduate profiles and the content-wise formulation of the learning outcomes and confirm that they adequately represent the international standard of the respective disciplines. However, they notice significant differences in the technical formulation of the ILO between the programmes. For the BARM, BFPT, and MAgr programmes, the ILOs are formulated comprehensively but concisely in the respective curriculum handbooks. While these programmes have nine ILOs each, the BAET programme pursues the achievement of a total of 29 ILOs which are clustered in the domains of attitude, general skills, specific skills, and knowledge mastery. This large number of ILO in their very detailed formulation is too specific and confusing, and therefore does not fulfil the purpose of programme-level learning outcomes which need to be general indicators of the set of competences achieved by the graduates. The more specialised formulations should be reserved for the learning outcomes at the module level which are outlined in the module descriptions of all programmes. Therefore, the experts require UNDIP to adapt the ILOs of the BAET programme and formulate them briefly and concisely. In that regard, the experts also notice that for all programmes, the provided information on the competence profiles and ILOs differs across different information sources and documents, including the curriculum handbooks, Diploma Supplements, and websites. This needs to be harmonised, and the ILOs also need to be transparently published on the programmes´ websites.

Moreover, the experts specifically discuss the competence profile and ILOs of the MAgr programme in its by-course and by-research track. The two tracks differ notably in their design, especially in terms of the number of structured modules that must be completed (see chapter 1.3). The by-research curriculum focuses mainly on independent research activities of the students, while the by-course track covers a broader spectrum of content. As the programme coordinators explain, the by-research track is taken mostly by international students, students who aspire to careers in research, and students who are already in employment and are sent to complete Master´s degrees for higher achievements. As the industrial stakeholders explain during the on-site visit, this distinction is mainly relevant for research institutes that have a high interest in recruiting students who completed by-research curricula. Admitted students have to choose their track which is supported by academic counselling; switching between them at a later point in time is not possible. Based on the provided examples of final theses, the experts determine that the qualification level of both tracks is adequate for a Master´s degree despite a notable qualitative difference between the tracks. The qualitatively better by-research track research works are even considered to exceed the generally required Master´s level standard. However, this higher quality in research comes at the expense of a less broad competence achievement in other subjects and domains. This is acceptable but targets very different graduate profiles and changes the attained and attainable learning outcomes. The programme coordinators explain that students can voluntarily attend all modules; however, they cannot write exams and formally attain credit points. Therefore, the experts question the comparability of the degree and deem it crucial to clearly distinguish and specify the graduate profiles and programme learning outcomes of the two tracks. This must be transparent in all documents and websites related to the programmes and needs to be transparently outlined for potential employers and other external stakeholders in the Diploma Supplement.

In terms of the fit of the graduate profiles, the experts raise the question of why, based on the results of the tracer studies, the share of graduates working in fields which are not related to their study domain is very high; most notably in the BAET programme with more than 50%. The programme coordinators explain that the job market for agricultural specialists is currently not attractive because of few vacancies and a generally declining interest in working in the open field. However, the very diverse programmes which unite many analytical, technical, and soft skills equip graduates with a broad skillset to also work in non-agricultural or fisheries-related private companies. These qualities, especially in terms of analytical skills, are also confirmed by the industry representatives. In that regard, job fairs and industry visits are organised to create a direct channel between the university and industry. A common first employment are banks where they work in the domain of bank lending and investments for agricultural companies. The experts recognise that these bank

jobs are nevertheless conceptually related to the study domains to a certain extent. They also positively acknowledge the further explanations of both faculties that they aspire to foster entrepreneurship among the students. In that regard, a special focus is put on soft skills development and community engagement.

In terms of review processes, the programmes are regularly reviewed every five years to update the programme with respect to scientific developments as well as national policies, as stipulated by national regulations. The latest review was conducted in 2024 through a curriculum workshop which addressed both the programme objectives and ILOs as a whole, as well as the curricular structure and specific modules. As confirmed by the participants on-site, representatives of all relevant stakeholder groups, including also active students, members of the academic community, and industry representatives, were involved in this process.

In summary, the experts confirm that the programmes offer broad graduate profiles with multiple application opportunities. The profiles are in accordance with the desired competence level of EQF 6 for Bachelor´s programmes, respectively EQF 7 for the Master's programme, and enable the graduates to successfully take up adequate employment in their respective fields and beyond. The experts further confirm that a process for the regular review is in place, which incorporates all relevant stakeholders. Besides a formal requirement to publish and harmonise the ILOs for all programmes, a review needs to be conducted for the ILO of the BAET programme which are formulated in too much detail to represent the programme level and, thus, lack brevity and conciseness. Moreover, a clear distinction between the graduate profiles and ILOs of the two different tracks of the MAgr programme is required.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Websites of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the names of all programmes are chosen in line with ministerial regulations regarding the nomenclature of study programmes. As the experts confirm, the programmes adequately reflect their respective profiles and curricular contents in line with both national and international denomination standards and

definitions. The names in both their original Indonesian version as well as the corresponding English translations are consistently used in all official documents and on all websites. Graduates of the BAET programme are awarded the degree title of Bachelor of Agriculture, for the MAgr programme, the degree of Master of Agriculture is awarded, and both Bachelor´s programmes offered by the Faculty of Fisheries and Marine Sciences bear the degree title of Bachelor of Fisheries. The experts confirm that the degree titles correspond to the programmes.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curriculum handbooks of all study programmes
- Module handbooks of all study programmes
- Objective-module-matrices of all study programmes
- UNDIP academic regulation for undergraduate programmes
- UNDIP academic regulation for postgraduate programmes
- Exemplary course contract
- Technical Guideline MBKM
- Lists of partnering companies
- Statistics on student mobility
- Benchmarking reports of all study programmes
- Website of the study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:
Structure and content

As explained in the Self-Assessment Report, the curricular structure of all programmes follows the outcome-based curriculum design and is harmonised with the programme learning outcomes, as shown by objective-module-matrices.

All three Bachelor´s programmes are designed for a regular full-time study duration of 4 years (8 semesters) and comprise a regular minimum of 144 Indonesian/ 231 ECTS (BAET), respectively 145 Indonesian/ 233 ECTS (BARM and BFPT) credit points. The curricula follow a modular structure, which is classified into national compulsory, university compulsory,

and programme compulsory modules, as well as electives. The programme structures in terms of compulsory and elective modules are summarised in the following table taken from the Self-Assessment Report:

Structure	BAET	BARM	BFPT
Compulsory Courses - Quantity - Credit (SKS≈ECTS)	 58 130 ≈ 208.91	 40 106 ≈ 170.34	 68 121 ≈ 194.45
Elective Courses - Quantity (available) - Credit (SKS≈ECTS)	 16 15 ≈ 24.11	 39 38 ≈ 61.07	 16 24 ≈ 38.57
Total	145 ≈ 233.02	144 ≈ 231.41	145 ≈ 233.02

National compulsory modules are by law contained in every Bachelor´s programme in Indonesia and include e.g. Religion (one to be chosen out of seven options, Pancasila (Indonesian state philosophy), and Indonesian language, while compulsory modules at the university level are English, Sports, Entrepreneurship, Internet of Things, Community Service, and the undergraduate thesis. For the BARM and BFPT programmes, Swimming is an additional compulsory module at the faculty level. Most of the national and university compulsory modules are covered in the first study year. Meanwhile, the compulsory study programme modules are the distinguishing subject-specific core of the programme. In the seventh semester, all programmes include a compulsory 30-day internship/ field practice which is organised in collaboration with a large pool of associated partnering companies. The curricular overviews of the programmes are displayed in the appendix.

The BAET programme is structured as a crop-science programme that moves from broad agricultural foundations in the early semesters to specialised production and research work later on. It starts with modules such as Introduction to Agricultural Science, Microbiology, Climatology, Botany, Soil Science, Plant Genetics, Seed Technology, Plant Ecology, and Experimental Design, then progresses into more advanced subjects such as Organic Agriculture, Food Crop Production Technology, Plantation Crop Production Technology, Plant Biotechnology, Plant Breeding Technology, Plant Protection Technology, Integrated Farming System, field study, seminar, internship, and the bachelor thesis. Its most distinctive characteristic is the strong integration of agronomy, soil science, plant breeding, plant

protection, and environmentally friendly crop production. As the programme coordinators explain, a distinctive characteristic of this programme is a clear emphasis on sustainable and organic agriculture as well as practical crop-management competence. The experts are generally satisfied with the subject-specific features of the curriculum but, especially given the university´s explicit commitment to this topic, find the context and relation to sustainability outlined in the modules to be comparatively little. In that regard, the international perspective and considerations like globalised value chains are also missing. It is therefore recommended to give these topics a higher priority in the teaching content.

The BARM programme has a management- and ecosystem-oriented structure. The first part of the curriculum builds scientific foundations through Ichthyology, Aquatic Ecology, Oceanography, Limnology, Planktonology, Fisheries Biology, and Aquatic Invertebrates, while the middle semesters focus on management tools and environmental analysis through Water Quality Management, Management of Aquatic Resources, Integrated Management of Coastal Region, Control of Water Pollution, Coastal Ecology, Fisheries Resources Management, Aquatic Resources Conservation, Statistics, and Research Methodology. Later semesters add applied modules such as Introduction to Remote Sensing & GIS, Basic Environmental Impact Assessment, field work, internship, and the final thesis, supported by electives like Mangrove Ecosystem, Fisheries Resources Bio-economy, Aquatic Eco-Tourism, and policy-oriented courses. Its distinctive profile is the combination of fisheries science with conservation, coastal and spatial planning, environmental assessment, economic valuation, and digital tools such as GIS and IoT for sustainable aquatic-resource management. The experts are generally satisfied with the subject-specific design of the curriculum but notice that the programme mainly addresses marine fish, seaweed, microalgae, and shellfish as well as brackish water fish, while freshwater resources apparently fall short. The programme coordinators explain that the study programme primarily addresses the development of coastal areas with an explicit community focus which is why freshwater resources are only of secondary importance which the experts deem reasonable.

The BFPT programme is organised as a highly applied processing and product-development programme with a particularly strong practicum component. It begins with basic science and disciplinary foundations such as Basic of Fisheries Product Technology, Basic Biochemistry, Chemistry and Physics of Fisheries Products, Aquatic Ecology, Oceanography, Ichthyology, Fisheries Product Biochemistry, Fisheries Product Microbiology, and Knowledge of Raw Materials. From there it develops into the full processing chain through Fish Handling Technology, Refrigeration Technology, Traditional Fisheries Product Processing Technology, Thermal Process Technology, Food Chemistry and Fish Nutrition, Toxicology, Packaging Technology, Biotechnology, Product Diversification and Development, Factory Layout

and Planning, Fisheries Product Industrial Management, and Integrated Quality Assurance of Fishery Products, followed by field practice, seminar, and the undergraduate thesis. Its distinctive character lies in its close alignment with fish-processing industry needs: product handling, preservation and processing, packaging, HACCP-style quality assurance and food safety, as well as zero-waste use of fisheries by-products and innovation in value-added products. An explicit focus is also on the international market, which is realised via internships within the MBKM framework, most notably a strong collaboration with industry partners in Japan (see section internationalisation and student mobility).

While the experts are generally satisfied with the subject-specific design of the programmes, they consider basic sciences, including mathematics, physics, biology, and chemistry to be underrepresented in all the programmes. The programme coordinators explain that the fundamentals of basic sciences are covered in high school, while the university-level basic sciences are therefore already included in subject-specific modules and already focus on certain subject-specific specialities. As an example of the BFPT programme, biology is included in the Ichthyology module, and mathematics is part of the statistics module. The experts acknowledge this approach which allows students to directly focus on the core of the programmes and supports the strong application-oriented profile of the programmes. However, looking at the credits of these modules, they consider the lecturing time allocated to these modules too little to cover the relevant basic sciences in adequate breadth and depth in all the programmes. While application-orientation is appreciated, a Bachelor´s programme must nevertheless cover these basics in a broader context. In that regard, it is also notable that some of the corresponding modules mentioned by the programme coordinators are contained only in advanced semesters, while these basics are crucial for the understanding of the subjects as a whole and should therefore be covered in the first semesters. Concluding from that, the experts recommend that all Bachelor´s programmes cover the basic sciences such as biology, chemistry, physics and math at the beginning of the programmes more deeply to ensure that the respective knowhow is made available to the students when needed, e.g. chemistry for soil science and plant protection technology.

Moreover, the experts discuss the comparatively high number of separate modules in all programmes which amounts to 10 modules in some semesters. This is considered to be unnecessarily time-consuming due to the administrative workload for the module organisation as well as the multiple assessments in each module (see also chapter 2). Also, a strict separation of closely related and partly overlapping topics can be confusing for the students and hinder the understanding of the larger systemic interrelations. An integration of these “small” modules into larger modules could therefore be beneficial. Potential is seen in all three programmes; as examples from the BARM programme, the experts mention the

modules Limnology and Control of Water Pollution which would go together well, as well as a combination of Fisheries Resources Management and Fish Population Dynamics. Similar synergies exist between a number of other modules. In a similar vein for BAET, modules pairs like Plant Genetics and Plant Breeding, Plant Propagation and Plant Growth and Development, as well as Plant Taxonomy and Botany appear to overlap to quite some extent and could potentially be combined. The experts acknowledge that this structure is obligated by the national reference curricula but recommend a consolidation of these modules and an integration into comprehensive module blocks.

Lastly, with respect to the Bachelor´s programmes, the experts consider the national compulsory modules because they notice that the learning outcomes and contents outlined in the module descriptions partly vary between the programmes. The programme coordinators and lecturers explain that there are subtle differences, but the general objectives of these modules, which are mainly related to the learning outcome domain of attitude, are always the same. Therefore, these subjects are also not taught by staff of the faculty but by teachers appointed at the university-level. Because of this universal approach, the students on-site explain that the designation and purpose of these modules are not well-integrated into the programmes. In that regard, the experts suggest better integrating these modules in the programmes and exploring their potential for creating synergies between the modules and student groups.

The MAgr programme is designed for a regular full-time study duration of 2 years (4 semesters) and comprises a regular minimum of 42 Indonesian/ 67.5 ECTS credit points. According to the programme coordinators, the focus of the programme is on livestock management in tropical areas. UNDIP offers two different curricular formats: the by-course track and the by-research track. The structure of both tracks is comparatively listed in the following table taken from the Self-Assessment Report:

Program	Module/Course			
	Structured Courses	Electives	Thesis Writing Course	Publication
By Course (42 credits=67.49ECTS)	21 credits (33.74ECTS)	6 credits (9.64ECTS)	12 credits (19.28ECTS), consisting of: - 3 credits Proposal Seminar (4.82ECTS) - 3 credits Result Seminar (4.82ECTS) - 6 credits Thesis Defense (9.64ECTS)	3 credits (4.82 ECTS)
By Research (42 credits=67.49ECTS)	11 credits (17.68ECTS)	-	24 credits (38.57ECTS), consisting of: - Proposal Writing 3 credits (4.82ECTS) - Research 12 credits (19.28ECTS) - Result Seminar 3 credits (4.82ECTS) - Thesis Defense 6 credits (9.64ECTS)	7 credits (11.25 ECTS)

In the course-based structure, the first year builds advanced managerial and analytical foundations through modules such as Supply Chain Management, Human Resource Management in Agribusiness, Econometrics, Ecotourism, Leadership and Entrepreneurship, Investment Analysis, Agribusiness Development System, Research Methodology, Agribusiness Development Strategy and Policy, and Planning and Evaluation of Community Empowerment, followed by elective modules, a proposal seminar, research-result seminar, publication, and thesis. The research-based structure is even more strongly oriented toward independent scholarly work, with modules such as Philosophy of Science, Research Methodology, Research Proposal, Writing a Scientific Article, Research, Publication, and the Thesis. Besides the problem of the very different curricular structures of both tracks (see also chapter 1.1), they also see aspects of sustainability, global value chains, certification, and digitalisation only insufficiently covered in the programme and recommend strengthening these topics in the curriculum.

In summary, the experts confirm for all Bachelor´s programmes that learning outcomes are defined for each module, which, along with the structure of the curricula, enable the achievement of the overarching programme objectives. For the MAgr programme, the

distinction between the ILO is necessary to harmonise the learning outcomes and the by-research track of the curriculum. Generally, each module represents a well-matched unit of teaching and learning, although improvement is recommended with respect to the coverage of basic sciences. Internships are reasonably integrated in all programmes which shapes the application-oriented profile of the programmes, and elective modules allow students to specialise according to their personal interests. The curricula fulfil the standards of EQF level 6 for the Bachelor´s programmes and EQF level 7 for the Master´s programme.

Internationalisation and student mobility

Student mobility at UNDIP is organised within the Kampus Merdeka (MBKM, Independent learning campus) framework that provides its students with different opportunities for student exchanges, internships, and other types of learning activities outside the home campus of the students. This includes, e.g., the possibility to complete modules at partner universities, participate in research projects, or do additional internships. UNDIP itself has limited resources to fund student exchanges which are distributed competitively through the "Student Go International" programme that promotes different short-term internationalisation activities both online and in person. As the students explain, this includes among others, conference participations, e.g. in Thailand, Japan, and Malaysia, which is crucially important especially for the MAgr students who engage in the research domain. Additionally, the university supports students in applying for third-party funding like the Indonesian International Student Mobility Awards, Indonesia´s main state student mobility funding scheme. Other partnerships for student exchanges are in place, among others, with Kasetsart University in Thailand, Tokyo University of Marine Science and Technology in Japan, and the University of Melbourne in Australia.

According to the statistics on student mobility, the highest number of students going abroad is found in the BFPT programme because of its partnerships with Japanese and Korean food processing companies that, as the programme coordinators explain, are in urgent need of qualified staff and therefore very open to hosting interns. Students are supported to do internships of up to six months or even one year. It is explained that this long-term internship can be recognised as a replacement for a part of the elective modules. Therefore, the sixth semester which exclusively contains slots for electives serves as the designated mobility window. Students of the BARM programme show the least activity in international mobility which is explained by the special focus on the coastal area development that is very popular in Indonesia. However, many students participate in national exchanges and internship programmes. For the students of the two programmes of Faculty of Animal and Agricultural Sciences, the main anchors for student mobility are short-term summer or winter courses at universities abroad.

Besides these mobility offers, a new option for a joint degree will be offered for the MAgr programme in collaboration with the University of Putra Malaysia (UPM) starting from the academic year 2026/27. As the programme coordinators explain, this programme variant is eligible only to Indonesian students choosing the by-research track. This is designed to structurally foster international exposure of Indonesian research-focused students and is therefore financed by the Indonesia Endowment Fund for Education. The curriculum foresees the first three semesters at UNDIP and the final semester which includes the finalisation, publication, and presentation of the research work at UPM. The thesis work of the students will be supervised by one lecturer of each institution. Graduates of this variant will be awarded a single joint degree by both universities. However, as the programme is planned to be implemented only from the next academic year on, there are no experiences or data yet. The experts positively acknowledge this effort of UNDIP to support increasing the international experience of the students.

The technical guidelines for the MBKM implementation contain detailed regulations for different forms of activities, as well as the recognition of credits for them. The experts are satisfied that these guidelines prescribe the formalisation of a study plan before the activity which, in the style of a learning agreement, determines the conditions for successfully completing the outside-of-university learning period and the criteria for credit recognition. The students confirm this practice of credit recognition and express their overall satisfaction with the administrative support offered by the university for the organisation of student mobility activities. Nevertheless, given the limited number of places and funds, the students would deem more scholarships for exchange programmes as one of the most important aspects to further improve the programme. The representatives of potential employers and professional associations also mention international experience of the students as an important aspect that should be further fostered.

To foster incoming student mobility, UNDIP has established the Diponegoro Global Scholarship and the Diponegoro Exchange Experience Program (DEEP), which is administered by the university´s international office. This programme is intended for international undergraduate students from both partner and non-partner institutions worldwide for one semester at UNDIP. Especially the MAgr programme hosts multiple international students, e.g. from Gambia and Pakistan, while Bachelor´s level students are mainly incorporated via summer courses offered by UNDIP. These courses are well-attended by both internationals as well as the UNDIP students who appreciate the opportunity to network and improve their language skills. As the experts recognise, short-term incoming mobility for one semester is not really feasible as the primary teaching language is Bahasa Indonesia in almost all modules.

In summary, the experts conclude that UNDIP promotes both inbound and outbound student mobility through an appropriate framework and encourages the university to further pursue this path of internationalisation, which provides essential experience for students.

Periodic review

As explained in section 1.1, the curricula are periodically revised to reflect regulatory changes, stakeholder input, and developments in the respective scientific fields. The most recent curricular update was incorporated in 2024 but, as the programme coordinators explain, it addressed mainly structural and formal issues rather than large content-wise developments. Part of this review process is also benchmarking with both national partner universities and internationally high-ranked universities. Besides macro-level review, each programme conducts an annual review process to monitor and further develop the programmes and specific modules. The representatives of the industry confirm that they were invited to participate in these annual review meetings and express their satisfaction that their recent suggestions, e.g. in terms of soft skills, English language competence, and public speaking, have already been incorporated in the programmes. Further emphasis should be put on the students' entrepreneurial mindset and thinking, which is already addressed in the compulsory Entrepreneurship module and, according to the programme coordinators, shall be further developed in the future. Moreover, the students also confirm that student representatives, usually one of each batch, are involved in the curriculum discussion meetings. The experts recognise that UNDIP regularly and transparently reviews the curricula to adjust them to recent changes in the disciplines, incorporate stakeholder feedback, and improve the academic learning experience of the students.

In summary, the experts confirm that UNDIP has regular review procedures in place that involve all relevant stakeholders of the programme.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Rector´s regulation “On New Student Admissions to Diponegoro University”
- UNDIP academic regulation for undergraduate programmes
- UNDIP academic regulation for postgraduate programmes
- Admission rate statistics
- UNDIP admission website: https://pmb.undip.ac.id/

- UNDIP international admission website: https://admission.undip.ac.id/
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
As regulated in the Rector´s regulation on student admission, there are three main pathways for national students to apply and enter undergraduate study programmes at UNDIP, which are briefly described in the Self-Assessment Report as follows:

1. "SNBP (National Selection Based on Achievement) – a selection pathway for admission to Indonesian state universities (PTN) that uses student report cards as well as academic and non-academic achievements as the basis for assessment.
2. SNBT (National Selection Based on Test) – a national university entrance pathway that uses the results of the Computer-Based Written Examination (UTBK) as the basis for assessment.
3. UNDIP Independent Exam – an independent selection pathway organised by Diponegoro University, which uses a computer-based written test as the method of assessment."

As explained during the audit, the admission system for undergraduate programmes is nationally regulated. The baseline requirement for Bachelor applicants is the graduation from a high school or an equivalent secondary education institution, dating back no longer than three years.

The general admission requirements for Master´s programmes are also outlined in the respective Rector´s regulation. Applicants need a completed Bachelor´s degree and are selected based on "the selection of required documents, written tests, interviews, and/or other methods". However, as the experts note, these selection criteria are nowhere specifically and transparently defined for the MAgr programme. Most importantly, it is not clear which kinds of Bachelor´s degrees are allowed to enter the programme, and which provisions are in place for applicants whose Bachelor´s curriculum does not fully comply with the entry requirements of the programme. For this case, a concept e.g. including suitable bridging courses or similar compensating measures, should be established. As transparent admission regulations are crucial for guaranteeing the quality of the entering students and ensuring legally compliant admission processes, it is required to clearly define and publish the subject-specific admission requirements for the MAgr programme. In that regard, the experts also point out that the credit number of the Master´s programme is very low (see also chapter 1.5). As a Master´s degree requires the completion of a credit equivalent of a total of 300 ECTS points (Bachelor + Master), the admission regulations must also ensure that the already completed number of credits is high enough that the MAgr programme complements it at least to 300 ECTS credits. E.g., for applicants with a

standard European Bachelor´s degree, which encompasses 180 or 210 ECTS credits, the credit load of the MAgr programme would be too low and therefore not be recognised as a Master´s degree. For cases like this, compensating rules should be implemented as well.

International applicants can apply to UNDIP within the independent selection pathway and have to additionally pass an entry interview. There is a separate admission website for international students which shows all offers for international applicants including regular degree programmes with international classes, exchanges, and summer courses. English language competency certificates are part of the required application materials.

Furthermore, the academic guidelines outline the options and respective conditions for a transfer from another programme at UNDIP (change of study programme), a transfer from another Indonesian university (change of university), and a transfer from an international university. Generally, achievements obtained during the study at other universities can be recognised if they "have material content that is equivalent to the courses contained in the Study Program Curriculum that has been followed" or "are considered to support the achievement of competencies", meaning that they can be recognised as elective modules.

The experts are generally satisfied with the admission regulations and appreciate the commitment to non-discrimination, which is contained in the regulations and affirmed by the university representatives during the audit. However, they are concerned about the regulation of a maximum age cap of 25 years for Bachelor´s applicants as well as the requirement that the high school diploma must not date more than three years back. For international students, the age cap is only 20 years. The university representatives explain that this is a national regulation. While the experts recognise that this cannot be independently changed by UNDIP, they nevertheless point out that the age caps are age discrimination which goes against the self-declared policy of the university, and that the diploma requirement effectively excludes any potential student who, e.g., completes vocational training or work experience before going to study. Especially, potential students from lower-income households may be affected by this. Besides the discriminatory nature of this regulation, the experts also stress the positive effects of having heterogeneous cohorts with students of diverse age, background, and work experience which certainly fosters in-class critical debates, broadening of the perspectives, and social skills. Therefore, the experts deem it necessary for UNDIP to abandon this regulation as the university must not exclude students and applicants based on their age and the date of their diploma.

As the admission rate statistics show, all three Bachelor´s programmes are in high demand and the admission rate, depending on the programme and year, varies between 10% and 20%. The experts acknowledge that usually more students are admitted than places are available which is a conscious decision to accommodate the fact that not all admitted

students decide to study at UNDIP. By doing so, the university achieves a high utilisation of capacities on average. For the MAgr programme which has only 30 seats per annual cohort, compared to e.g. 220 in the BAET programme, the statistics show a declining trend of applications. Generally, as discussed in chapter 1.1, the share of graduates working in the field of agriculture is low which may also explain the little interest in a Master´s degree in this domain. The recruitment of international students is one measure to counter this trend. To further support this, the requirements regarding the admission regulations for the programme are essential.

According to the Self-Assessment Report, the programme management collaborates closely with the university´s New Student Admission Committee to ensure that the selection pathways ensure sufficient pre-qualification of the students. Information gathered and monitored in that regard stems from questionnaires among students, the academic performance in early semesters, as well as feedback by lecturers and the academic supervisors (see chapter 3.2).

In summary, the experts confirm that the Bachelor´s admission requirements and procedures are binding, transparent, and generally ensure sufficient prior qualification of the students. However, for the MAgr programme, these still need to be established, including also compensating provisions. In this regard, it also needs to be ensured that the minimum credit number of the Bachelor´s degree is met. The experts further confirm that rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions without jeopardising the achievement of learning outcomes at the desired level. However, the experts consider the maximum age cap and the diploma date requirement for Bachelor´s applicants to be discriminatory and therefore urge UNDIP to work towards abandoning these regulations.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curriculum handbooks of all study programmes
- Module handbooks of all study programmes
- Statistical data about the progress of studies
- National regulation concerning quality assurance in higher education
- UNDIP Rector´s decree about credit conversion
- Student survey results

- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
To monitor and quantify the study progress and achievement, UNDIP employs the Indonesian SKS credit system which is defined by ministerial regulation. The Bachelor´s programmes under review have a regular full-time study duration of 4 years (8 semesters). In the BAET and BFPT programmes, 145 SKS credits equivalent to 233 ECTS credit points need to be accomplished, while the credit load of the BAET programme is 144 SKS/ 231.5 ECTS. The 2-year MAgr programme comprises 42 SKS credits, equivalent to 67.5 ECTS credits. The number of credits students are supposed and allowed to take depends on their performance in terms of the GPA of the previous semesters and is 24 SKS at maximum, which would allow students to graduate one semester ahead of the designated study plan. Each semester consists of 16 weeks of structured learning activities, including one week for mid-term and one week for final examinations each.

The SKS credit system accounts for all types of learning activities, including the independent study load, and all compulsory parts of the curriculum are credited. As explained in the UNDIP´s credit transfer regulation and the academic regulation, study regulations, one credit is defined as follows:

(1) "Learning load of 1 (one) credit in the learning process in the form of lectures, face-to-face or online activities for 50 (fifty) minutes per week per Semester; structured assignment activities of 60 (sixty) minutes per week per Semester; and independent activities of 60 (sixty) minutes per week per Semester.
(2) Learning load of 1 (one) credit in the learning process in the form of seminars or other similar forms, consists of: face-to-face activities directly or through online for 100 (one hundred) minutes per week per Semester; and independent activities of 70 (seventy) minutes per week per Semester.
(3) In the event that learning is carried out other than as referred to in paragraph (1) and paragraph (2), the learning load of 1 (one) SKS is equivalent to 45 (forty-five) hours per Semester."

Thus, the total number of working hours per SKS credit is 45 hours. To convert this number into ECTS credits, UNDIP sets the workload of one ECTS point equivalent to 28 hours, which results in a fixed conversion rate of 1.6 ECTS credits per SKS credit. Both credit numbers are transparently outlined in the module handbooks for each module.

While the experts consider the credit system well defined in principle, they wonder about the differences in the designated credit load per semester. In all three Bachelor´s programmes, the semesters one to six have a constant credit load of 20 or 21 SKS credits, with

two marginal exceptions in the BARM programme. However, the credit load of the last study year is significantly lower and comprises only 6 to 12 SKS credits per semester. The programme coordinators explain that this is due to the different accounting of the workload for the internships and the thesis which, in line with the experts´ supposition, have a much higher workload than what is represented in the credit number. However, as the experts point out, the official definition of the SKS credit does not contain any alternative for these kinds of learning activities but foresees the workload equivalent of 45 hours per SKS credit. As an example of clearly wrong crediting, the experts mention the internship module in the BFPT programme (Field Practices). The minimum duration of the internship is 30 days of full-time work, defined as 8 hours per day. Thus, the total workload is 240 hours of internship plus 50 hours of complementary academic activities, including the preparation and presentation of the internship report. According to the definition, this workload would account for approximately 6.5 SKS credits; however, only 3 SKS credits are allocated according to the module handbook. Another example is the community service which is planned for 45 on-site days but is credited only with 3 SKS points. Similar and other inconsistencies are found across all programmes, as, e.g., the workload of the undergraduate thesis in the BARM programme is described in terms of lectures. Therefore, the workload for the internship and the Bachelor´s thesis needs to be re-evaluated, and the credits must be allocated accordingly.

Corresponding to that, the experts also question the credit number of the MAgr programme, which is significantly lower than in the Bachelor´s programmes and comprises, on average, only 10.5 instead of 18 SKS per semester. According to the credit point concept, this indicates that the workload in the Master´s programme is notably lower which appears curious as this programme is also a designated full-time study programme. Still, the students explain that many of them work already besides studying and that the classes and independent study activities are arranged around their work schedules. This would explain the lower total credit number, although the experts nevertheless consider the credit numbers allocated to actual research work for the required publications and the thesis to be very low. In the Self-Assessment Report, the university argues in that regard that “even though the number of credits is smaller, the weight of Master's studies is heavier due to complex material, challenging assignments such as presentations and journal reviews, and tight deadlines.” This explanation, however, contradicts the credit point concept. Therefore, the experts see the need for clarification and a correct accounting of the credit points. The SKS credit concept has to be clarified for all programme levels and learning activities, and the equivalent ECTS credits need to be calculated accordingly.

Crucial in that regard is also the issue of sufficient credit points for a Master´s degree outlined already in chapter 1.4. With the current credit framework, respectively, the currently

applied credit conversion system, the Master´s programme has too few ECTS points to be recognised as a full degree under the ECTS system. The required total of 300 ECTS points would not even be achieved if students completed the programme consecutively after UNDIP´s own BAET programme. This is a crucial deficiency for the international recognition of the degree. Therefore, it is required to ensure that the students complete a credit equivalent of at least 300 ECTS by completing the Master´s programme.

Because of this apparent underrepresentation of credits in relation to the actual student workload, the experts inquire about the workload verification system and learn that module surveys, which also contain workload aspects, are conducted via UNDIP´s integrated information system in every semester. During the audit, the students confirm that the workload is heavy but manageable, which is also reflected in the stylised results of the student surveys. However, despite the "manageable" workload, the statistical data about the progress of studies show that, across all programmes, a significant share of students is not able to complete the studies within the designated study time. E.g., for the BAET and BFPT programmes, the mean study duration is nine semesters. According to the programme coordinators, this topic has been in the focus of the recent curriculum review processes and progress has already been made in that regard, e.g. through a higher valuation of academic advisors, better counselling services, and better thesis supervision. However, for many students, the reasons for the study delays are not programme-inherent but are caused by side jobs and extracurricular activities of the students, which is acknowledged by the experts.

In summary, the experts confirm that UNDIP employs a workload-based credit system that incorporates both the structured and independent study load. All compulsory components of the programme are credited. However, the allocated credit load for independent and practical study components such as the internship(s), theses, and other research works does not appear to be realistic and needs clarification. Generally, there appears to be an inconsistency in the credit concept across different programme levels and learning activities which need to be transparently outlined. Nevertheless, despite multiple cases of prolonged study durations, the workload structure does not generally hinder students from completing the programmes within the designated study period. Regular surveys are conducted to monitor and review the student workload.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Exemplary course contract

- Module handbooks of all study programmes
- Reports on learning innovation of all study programmes
- Lists of partner companies of all study programmes
- Student survey results of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
The specific teaching methods of each module are transparently listed in the module handbooks. Additionally, as the students confirm, the teaching methods are also discussed and formally agreed upon at the beginning of each module as part of the so-called semester learning plan that serves as the specific framework for the delivery of a module and the respective assessment. According to the Self-Assessment Report, theoretical teaching in all programmes is delivered primarily through classical lectures, which are complemented by practicums across the entire curriculum starting from the first semester. Especially in the BFPT programme, almost every subject-specific module also has an associated practicum, which is positively highlighted by the experts. Further practical learning components include the compulsory internship/ field practice and the community service, during which students have to engage in interdisciplinary community-empowering projects to strengthen the relationship between academia and society. Usually, the community service is carried out in less developed regions or areas of the country.

Across these teaching formats, the employed methods include student-centred learning activities such as group discussions, presentations, prototype development, role plays, student projects, and problem-based learning. Most lectures are given in person on site but virtual and blended learning approaches are also partly used and have been developed and refined since the Covid-19 pandemic. As the lecturers explain, the university allows a maximum of four online sessions per module cycle. In that regard, the university's Moodle-based integrated learning management system (SSO-KULON) supports access to digital lecture materials, e-learning applications, interactive discussion forums, and online assessments. During the on-site visit, the experts get a positive impression of the student-centred teaching approach and the variety of methods employed. They also positively acknowledge the openness towards AI and the incorporation of it both as part of the teaching methodology and teaching content, which is supported and formally regulated by a university-level policy.

During the on-site visit, the experts further discuss the internship and learn that UNDIP has a network of partner institutions, among others, based on alumni, from which students can choose their preferred internship place. The institutions are listed in the university´s digital

information system, and students can apply directly. Students can also propose new companies, which will be checked for eligibility by a team of the faculty to determine whether the required competencies can be achieved at this institution. As the programme coordinators explain, the students have a supervisor from both the company and the university, who ensures the quality of the learning activities. The academic internship supervisors are specially trained for this task and conduct regular supervision meetings to monitor the students´ progress during the internship.

In terms of research, all Bachelor´s programmes include a module on research methods in the fourth or fifth semester. Besides that, practical research skills are transmitted through laboratory work. In both tracks of the MAgr programme, research is a core part of the curriculum which is fostered both by a designated advanced research methodology module and the implementation in the form of the Master's thesis which incorporates a proposal seminar, the research work itself, a results seminar with presentation, and the corresponding journal publication. In the by-research track, a second publication is required, and all structured modules target the development of advanced research skills.

The quality of the teaching methods is assured by means of lecturer certification, regular didactical workshops for the lecturers (see chapter 3.1), and the module evaluations which take place every semester. As the teaching staff explain during the on-site interview, the student feedback is discussed in the preparatory session for each new semester, and the stylised results of the feedback surveys and corresponding follow-up plans are published online (see also chapter 5).

In summary, the experts confirm that the programme employs a variety of teaching methods and didactic means to promote achieving the learning outcomes. The focus is on onsite, face-to-face teaching, but digital and asynchronous teaching instruments are used to a reasonable extent. Students are adequately introduced to the methodologies and applications of scientific research and, through internships, also gain insights into the practical application outside of the university. The teaching methodology is evaluated every semester as part of the regular module surveys.

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

Criterion 1.1:

The experts acknowledge UNDIP´s explanation that the BAET programme´s learning outcomes had already been reformulated and streamlined from 29 to 5 ILO but that the submitted documentation in that regard still showed the status of the previous 2020 curriculum. The experts are satisfied with the new learning outcomes and see the initially

proposed requirement as already fulfilled. The ILO have been updated in the appendix of this report.

Furthermore, the experts also appreciate that UNDIP has already transparently published the ILOs of the websites of all four programmes, demonstrating the fulfilment of the initial requirement.

Regarding the MAgr programme, the experts appreciate the university´s openness to their requirement regarding distinguished graduate profiles and ILOs of the different tracks. They consider the presented revision of the ILO as a first step in the right direction but still opine that the distinction is not clear enough as there still too many overlaps that are not justified by the current state of the curricula. In general, the ILO of the course-based structure have to highlight the advanced professional/application profile while the core of the research-based programme is its independent research/scientific contribution profile. Besides the content-related work, UNDIP explains that new ILOs can only be adopted in the next curriculum review cycle in 2028/29. The experts recognise the administrative challenge but see it still necessary to find at least an interim solution, as, in the current form, the ILOs and curricula are not adequately harmonised as required by the accreditation criteria.

Criterion 1.3:

Regarding the recommended integration of small modules into larger entities as well as a stronger integration of foundational sciences in all Bachelor´s programmes, the university states that considerations in this direction have already been made, e.g. by the Forum of Leaders of Indonesian Higher Education Institutions in Fisheries and Marine Sciences. Proposals of ideas for revised curricula and combined modules were also presented as evidence of the programmes´ considerations, which the experts deem generally suitable. To support the university with the aspired curricular changes, the experts nevertheless decide to formalise both recommendations.

Furthermore, UNDIP explains that a stronger emphasis on sustainability and global perspectives should be included in the curricula of BAET and MAgr during the next review. The experts appreciate the openness but, as this review is still pending, the experts decide to formalise the recommendation.

Regarding student mobility in the BARM programme, the experts acknowledge the explained challenges in finding suitable cooperation partners given the programmes specialised focus on coastal areas. The commend the programme´s efforts to enhance student mobility despite these challenges.

Criterion 1.4:

Regarding the admission restrictions for the Bachelor´s programmes, UNDIP presents the corresponding national regulation as evidence that this issue cannot be addressed by the university alone. Still, the experts see it crucially important that UNDIP, also in cooperation with different faculties and universities in Indonesia, seeks to change these regulations as they are socially discriminatory, hinder potentially high-achieving students from entering the university, limit student exchange opportunities, and diminish the learning experience of students as they are limited to their community of same-aged and similarly experienced colleagues. Diversity of age, backgrounds, and life/ work experience would be highly beneficial in any Bachelor´s programme. Under these considerations the experts decide to formulate a recommendation instead of a requirement to open the Bachelor´s admission to applicants of all ages and independently from the date of the high school degree.

Regarding the admission to the MAgr programme, the experts positively note that the university´s website now contains a clear list of disciplines from which applicants to the programme can have graduated to be eligible for admission. They consider the initial requirement in that regard to be fulfilled. However, the requirement concerning the minimum credit number to enter the programme has not been satisfactorily addressed as the university states that Indonesian Bachelor´s graduates usually meet the minimum credit requirement to complete the required 300 ECTS credit equivalents until the Master´s graduation. The experts repeat their note that the combination of UNDIP´s own BAET programme and the MAgr programme would lead to only 299 ECTS credit equivalent, missing the required threshold. Along with the adjustment of the credit allocation (see criterion 1.5), a provision in the admission requirements must ensure that this threshold is met to not endanger the international recognition of the degree.

Criterion 1.5:

In its statement, the university explains the calculation behind the workload allocation for the practical modules, including the internship, thesis, and community service. The experts acknowledge this but point out that the presented numbers and calculations deviate from the numbers transparently outlined in the respective module descriptions (also the reviewed ones presented as part of the statement) as well as the information obtained during the audit interviews, as mentioned exemplarily in the report. Thus, the issue is not resolved, and the experts formalise the requirement for all Bachelor´s programmes to reevaluate the workload for the internship and the Bachelor´s thesis and allocate the credits accordingly. Moreover, they point towards the very uneven allocation of credits across the semester which, if the credit accountancy is done correctly, does not make sense. Therefore, they decide to formalise the recommendation to evenly distribute the credit load across all semesters.

The issue of discrepancies in the workload/ credit point allocation between the Bachelor´s and Master´s level programmes was not addressed in the statement. The experts therefore formalise their initial requirement to harmonise the allocation.

Final assessment:

In summary, the experts, despite UNDIP´s commitment, still see room for improvement regarding multiple aspects of the programmes´ concepts, including the ILOs of the Master's programme, multiple curricular aspects, as well as the credit system.

Overall, they consider this criterion to be **partially fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- UNDIP academic regulation for undergraduate programmes
- UNDIP academic regulation for postgraduate programmes
- Student handbooks of all study programmes
- Module handbooks of all study programmes
- Thesis guidelines of all programmes
- UNDIP academic calendar 2025/26
- Exemplary course contract
- SOP grade appeal mechanism of both faculties
- Rector´s regulation on services for students with disabilities
- Statistics on the academic success
- Statistics on grade distribution
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The standard procedures for assessment of the students´ learning progress are outlined in UNDIP´s academic regulations for undergraduate and postgraduate programmes. A variety of examination methods is supposed to be applied, including written exams, oral exams, and/or practical/skill exams, as well as portfolios. Each structured module is assessed by multiple examination components to cover all aspects of the ILOs. The regular exam

components are usually written (paper or computer-based) mid-term and a final exam, for which the dates are centrally scheduled by the university, usually after the seventh and 16th semester week, and published in the academic calendar for each semester. Besides these, every lecturer is responsible for the selection of complementary examination forms such as quizzes, projects, presentations, and homework assignments. The examination forms and their weight for the final overall grade are specified and transparently outlined in the module descriptions for most modules, but not all. In the module handbooks of the BARM and BFPT programmes, the weights are entirely missing. On the other hand, it is not always clear which format is applied to the final exams (e.g. written or oral). Besides that, there appear to be some flaws in the module descriptions for the practical modules, as, e.g., the module description lists “Active Participation, Project Output, Assignments, Quizzes, Mid-term Examination, and Final Examination” as the examination forms for the Bachelor´s thesis in the BAET programme, which is not correct. These deficiencies need to be corrected (see chapter 4.1).

Still, as positively noted by the experts, the students explain during the on-site visit that the examination forms and dates are explained and discussed in the first class of each module, and subsequently formally agreed upon in a “course contract”. Moreover, detailed information, especially on the examination of the internship, community service, and thesis is also given in the student handbook. Overall, the students express their satisfaction with the high but manageable exam load and positively mention the transparent channels for information on grades and feedback on the exams via the university´s digital information system. Feedback on the exams and associated processes can be given via the regular module surveys, and there is also the option to issue a direct appeal or file a complaint against grades, as outlined in the respective standard operating procedure.

During the on-site visit, the experts review exemplary written examinations of the students and confirm that they are suitable to determine the competence attainment of the students and adequately cover the relevant topics of the competence level of EQF 6 for Bachelor´s degrees, respectively EQF 7 for the MAgr programme.

In order to be admitted to the final exam of a module, UNDIP requires a minimum attendance of 75% in theoretical classes and 100% in practicums. As there are usually multiple sessions of each practicum, students who miss one can attend another one, and there appears to be no problem with this regulation. If students fail or miss the final exam for valid reasons, they are allowed to submit a follow-up exam. According to the Self-Assessment Report, valid reasons are if the student is sick and proven by a doctor's note, participation in student activities that are permitted by the Director of Student Affairs of Universitas Airlangga or the Dean, and other reasons permitted by the Dean. As the students explain during the audit, these follow-up exams are usually organised within only a few days of the

original exam date. However, as the final exam has only little impact on the final grade, which is cumulatively calculated out of all exam components, students can also pass a module even if they fail the final exam. Only if a module is failed based on this cumulative assessment, students have to re-sit the entire module which only happens in very rare cases.

Practical modules like the internship are assessed based on scores awarded by the internship supervisor at the partner institution, an internship report submitted to the academic supervisor, and a consecutive oral internship examination. Moreover, all students have to write a final thesis (undergraduate and graduate) under the supervision of a maximum of two thesis advisors as the final module of the programme. Students can choose their own topic or can be advised by the lecturers. The experts positively acknowledge the explanations that industrial partners are also involved in the development and realisation of internship projects which is welcomed by the university to strengthen the community impact of the research work and vice versa. Before starting their research work, students have to develop and publicly present their research proposal, which is already part of the assessment. On site, the experts examine examples of final theses and confirm that their overall quality in terms of topics, methodology, and formalities adequately represents the Bachelor´s, respectively Master´s level. Especially the theses of students in the by-research track notably exceed the average standard. During the on-site visit, the experts discuss the necessity of publication for the Master´s theses, which the experts deem a very hard criterion that may potentially also hinder students in their progress due to long-lasting acceptance processes for journal publications. It is explained that students of the by-course programme only have to achieve one publication in a national journal, for which the waiting and acceptance time is usually not long. Students of the by-research track additionally have to publish one article in a Scopus-indexed international journal. However, given that they start their research work right at the beginning of the programme, they have more time to make this achievement. While this is confirmed to be challenging by the students, the statistics on academic success show that there is no general problem with exceeded graduation times, which satisfies the experts. Moreover, they positively note that there are comprehensive thesis guidelines for all programmes which transparently outline both formal, methodological, and content-wise provisions.

The following scale is applied for the grading of exams:

Score Range	Letter Grade	Weight
80.00 - 100.00	A	4.00
70.00 - 79.99	B	3.00
60.00 - 69.99	C	2.00
50.00 - 59.99	D	1.00
< 50.00	E	0.00

The minimum passing grade for regular modules is D, while the final thesis requires a B as the minimum grade.

While the experts are generally satisfied with the selection of exam formats that are explained by the programme coordinators during the on-site visit, they wonder about the grading component "Active participation" which is used in almost every module of the BAET programme and some modules of the MAgr programme. According to the module handbooks, this grade component is not applied in the programmes of the Faculty of Fisheries and Marine Sciences. The lecturers explain that this component is based on an assessment rubric for the cognitive, affective, psychomotoric skills that the students develop and show in the student-centred learning activities. While the experts appreciate the objective to motivate and encourage students to actively participate in the in-class learning activities, they voice their major concern that it is highly difficult to objectively and transparently assess "active participation". They discuss that the participation evaluation can be very subjective, is difficult to realise for one lecturer compared to classes of more than 30 students and is difficult to document and trace. Also, they specifically point towards the risk that extroverted students are favoured by this system which does not necessarily represent their level of knowledge and skill in terms of the learning outcome. Therefore, they consider this to open high potential for misuse and intransparency of the assessment, which is critical, especially given that this grade component is allocated a high weight in many modules and even exceeds the combined weight of the mid-term and final exam. Both students and lecturers do not confirm the experts´ concerns voiced during the on-site visit experts but still, while they consider this a modern feature of assessment, transparency needs to be ensured. They therefore highly recommend setting up transparent parameters for the assessment of the "participatory activities".

Moreover, with respect to the grading, the experts notice in all programmes that the share of students achieving a cum laude degree is very high, exceeding 50% in all programmes. While high performance of students is certainly desirable, such a skewed distribution raises questions about the balance of the grading. The programme coordinators explain that this

is, in the first place, due to the opportunity for students to take remedial examinations to increase their grades even if they have passed a module already, and, secondly, that students get the top mark already with only 80% of the points which makes it comparatively easy to achieve a good grade. This effect is even enhanced by the recent introduction of a new grading table which eliminated intermediate grades (AB, BC, CD) and, thus, made the grading intervals even larger. Although the cumulative GPA is still outlined with two digits in the documentation of the students and therefore allows for a certain degree of comparison, the experts deem this grading scale to be too undifferentiated which ultimately also lowers the meaning of a good grade. Therefore, they recommend that UNDIP may adopt a more differentiated grading scale.

In summary, the experts confirm that the programmes employ module-specific exams of a great variety. All programmes also include a final thesis which qualitatively proves the programmes' compliance with the respective EQF levels and demonstrates that the students can work independently and conduct research projects. The examination processes are organised well and transparently regulated by the academic regulations, including rules for re-sit and remedial exams. However, the experts criticise the lack of transparent provisions for the assessment of the participatory exam component and therefore recommend establishing respective assessment parameters. Moreover, the grading scale should be differentiated to allow for a more distinguished performance indication. Furthermore, the experts require the university to specify the type of exams and the weights of the different components (if applicable) in the module handbook in order to enable students to take this into consideration when selecting their modules (see also chapter 4.1). The suitability of the exams and the related processes, as evidenced by the student feedback report, is regularly reviewed based on student feedback and the exam results.

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

The experts acknowledge that, in line with their recommendation, a transparent rubric for the assessment of the "participatory" grading component has been set up which is designed to motivate the students´ active participation in class. Although they still consider it a challenging task for lecturers to continuously assess the contributions of all students of a class, they value this progress in terms of transparency and accountability and see their initial recommendation as fulfilled.

Moreover, the statement explains that another grading scale has already been introduced again during the 2024 curriculum review:

Numerical Score Range	Letter Grade	Numerical Grade Weight
≥ 85	A	4.00
80 – 84.99	AB	3.50
75 – 79.99	B	3.00
70 – 74.99	BC	2.50
60–69.99	C	2.00
40–59.99	D	1.00
< 40	E	0

Given that, the experts consider their initial recommendation to be fulfilled already. However, they still opine that the top grade should not be given at only 85% of the points but suggest increasing the bar for the highest grade to stress its exceptional meaning.

Besides that, the experts acknowledge that multiple identified issues concerning the proper documentation of exam formats and weights have already been addressed (see chapter 4.1).

Final assessment:

The experts are generally satisfied with UNDIP´s examination system and positively acknowledge that the recommendations described in the report have already been accommodated. As one suggestion, the experts mention to higher the threshold for obtaining the top mark.

In summary, the experts consider this criterion as **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff handbooks of all study programmes
- HR development plans of both faculties
- Staff websites of all study programmes
- International network reports of all study programmes
- Student survey results of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
UNDIP´s academic staff is classified by four different academic ranks: professor, associate professor, assistant professor/ lecturer, and junior lecturer, all of which come along with different responsibilities and workload distributions. The regular lecturer workload is 12 to 15 credits per semester, distributed over the tridharma objectives and duties of education, research, and community service. Furthermore, the staff have to engage in university committee work as well as administrative and support tasks. Detailed profiles of all staff members, among others, including module responsibilities, academic career, employment history, research interests, and publications, are outlined in the staff handbooks. Short profiles including contact details and links to scientific publication databases are published on the staff websites of the programmes.

The number and academic ranks of teaching staff incorporated in the programmes under review is displayed in the following table taken from the Self-Assessment Report:

No.	Academic Rank	Number of staff			
		BAET	BARM	BFPT	MAgr
1.	Profesor	5	3	3	6
2.	Associate Professor	4	2	3	8
3.	Assistant Professor/Lecturer	11	5	8	-
4.	Junior Lecturer	14	9	1	-

Set in relation to the number of students, the staff-student ratio is 1:23 in BAET, 1:29 in BARM, 1:27 in BFPT, and 1:20 in MAgr. All of these numbers are in line with the national standard and, based on the insights given by the lecturers who report of sufficient time for all their duties, the experts confirm that sufficient staff is available to cover all relevant teaching activities.

In terms of qualification, the minimum qualification requirement for staff members teaching in the Bachelor´s programmes is a Master´s degree in a relevant academic field, while lecturers in the MAgr programme need a completed PhD degree. The experts consider this generally acceptable but opine that, also for the Bachelor´s programmes, the teaching staff should be higher qualified than the Master´s level. Looking at the staff handbooks, they point out that the share of staff only holding Master´s degrees is still very high and therefore inquire about staff development measures. They are satisfied to learn that the university representatives are aware of this topic and have already implemented support measures to foster the further education of their staff body. In that regard, staff members are given workload reductions or even sabbaticals to pursue PhD degrees, and the

university actively mediates applicants to external funding sources to complete the degrees abroad. In addition, UNDIP also has its own scholarship programme for this purpose.

Likewise, in line with its strategic goal of becoming an excellent research university, the UNDIP also actively supports research projects. Besides internal funding resources of the university, there is also support for attracting and applying for external funds like government grants. Furthermore, UNDIP collaborates with Indonesia´s national research and innovation agency, BRIN. UNDIP targets an increase in its quantitative and qualitative research output. Research output is therefore a criterion of the annual staff performance evaluation, and financial incentives are awarded for successful publications. International research cooperations and conference participations are supported by the UNDIP World Class University programme. As outlined in the network reports, all four departments hold steady and formalised research cooperations, among others with universities in Australia, Malaysia, Japan, the Philippines, China, India, Turkey, and Canada. The university-wide research strategy focuses on the development of coastal and tropical areas, which includes interdisciplinary approaches towards application-oriented topics, e.g., around flooding prevention, water purification and desalination, mangrove ecosystems, and the education of the local people about these topics. The experts appreciate this strategy, which directly targets the community impact of the research. However, they also suggest to not completely disregard basic research which is more universally applicable and recognisable internationally and could, e.g., lead to patents.

At the faculty level, both faculties have established their own HR development plans that transparently outline the objectives for staff development, including the recruiting needs for staff with expertise in certain fields, career development of the academic ranks of the existing staff, and staff training. The latter refers to the offer of different courses and workshops, among others, regarding pedagogy with the Indonesian national lecturer certification, guardian lectureship (positions as academic advisors), entrepreneurship, foreign language competency, and research proposal-making. For junior lecturers, there is a catalogue of mandatory trainings, including teaching methods workshops, and the educational communication media production training. Other training offers are optional. Among others, there is also the university´s international staff exchange programme. Overall, the experts gain a very positive impression of the staff qualification, development measures, and internationalisation.

To ensure that the lecturers´ qualifications align with the programme objectives, the lecturers´ performance is evaluated every semester based on defined key performance indicators in terms of the tridharma objectives. Part of the assessment is the feedback on the lecturer's performance given by the students as part of their regular module surveys conducted every semester. The evaluation results show the overall high satisfaction of the

students who, during the audit, also confirm their satisfaction with the quality of teaching and supervision, as well as their openness to criticism.

In addition to the academic staff, both faculties employ a sufficient number of educational support and administrative staff members (85 in the Faculty of Animal and Agricultural Sciences, 78 in the Faculty of Fisheries and Marine Sciences). For them, the HR development plan outlines the strategy for training and expansion as well.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the programmes under review. The staff development offer is positively highlighted as a strength of the programme and serves the purpose of increasing research output and increasing the general staff body qualification level. Lecturers are also supported in their research activities, which contribute to the teaching in the programme. The experts further confirm that the staff qualification and performance are regularly reviewed.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Rector´s regulation on "Services For Students With Disabilities At Universitas Diponegoro"
- Faculty decrees on the establishment of counselling bodies
- Guidelines for the prevention and handling of sexual violence
- UNDIP student services website: https://undip.ac.id/language/en/student-services
- Halo UNDIP website: https://ult.undip.ac.id/en/home-2/
- Student survey results of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UNDIP has a comprehensive, integrated student support system. The main point of reference in terms of academic support is the system of academic advisors, who are members of the academic staff assigned to each student at the beginning of their study career at the university. The academic advisor is the first person of reference, mainly for academic matters but also in case of non-academic issues, and supports the students, among others, with their academic planning, course registration, specialisation selection, or the determination of research topics. Documentation of the

university shows different counselling formats in public or individual private information or counselling sessions, as well as digital consultations and written advice via various platforms such as WhatsApp groups, Microsoft Teams, and SIAP forums.

For non-academic matters, there are different specialised service facilities for different matters, as outlined on UNDIP´s student support website:

- Student counselling for students with personal, academic, and self-development challenges
- Scholarship centre to assist students in financial need and mediate scholarships and tuition fee discounts
- Partnerships office, which provides information on partnering institutions for research, academics, exchange programmes, and sustainable development
- International students office to support incoming students

These services are implemented by the Technical Implementation Unit for Consultation Services, Disabilities, Discipline Enforcement and Student Ethics at the university level, and the Faculty Student Consultation Body at the faculty level.

Furthermore, there is the Unit Career Centre service that facilitates employment of graduates, offers career guidance, alumni teaching, and organises job fairs. The primary clinic of the university offers basic medical services, including mental health consultation. Also, there is a Disability Consultation Service at the university level, and a Rector´s regulation transparently outlines the measures to accommodate students with disabilities at the university. The experts also appreciate UNDIP´s explicit guidelines for the prevention of sexual harassment and the related support services. All services are facilitated by the integrated service unit “Halo UNDIP”.

UNDIP as well as the individual faculties host multiple student associations and clubs. This includes the Student Executive Board and the Student Senate as two committees of student representation at the university, different academic and research-oriented student associations, as well as clubs in the domains of sports, arts, culture, and music.

All support offers can be contacted on campus or digitally through online platforms. As the students explain, UNDIP has developed its own mobile application that unites access to all academic and non-academic services and facilities of the university, which positively impresses the experts. During the on-site interview, the students express their satisfaction with UNDIP´s student support system and confirm that an evaluation of the services is part of the regular student surveys.

In summary, the experts confirm that there are sufficient human resources and organisational structures for both academic and non-academic counselling, which support the students in successfully completing the programme. These services are regularly evaluated through the student surveys.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- UNDIP strategic plan 2025-29
- Reports/ stylised results of satisfaction surveys of all study programmes
- UNDIP library portal: https://digilib.undip.ac.id/v1/
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
As outlined in the university´s strategic plan, UNDIP operates based on various funding sources, including the state budget which is mainly allocated to the salaries of the staff members, tuition fees, and income generated through the PTNBH fund management. PTNBH refers to the legal status of an independent university which gives the administration a high degree of autonomy in managing the university's income and expenditures with less governmental supervision. Income sources in that regard include, among others, research funding, cooperations, contracted research, and business units of the university, such as student housing, hotels, a gas station, and consulting services. Furthermore, the plan outlines strategies and policies for future funding. Faculty-level strategic plans adapt and specify the university´s strategy at this level. The university representatives additionally explain that the university´s financial planning and the allocation to the faculties is done through a split budget: A fixed budget which covers all the fixed operational costs and a variable budget which the faculties need to apply for, e.g. for the realisation of investment projects. The budget is allocated based on 5-year plans, and the faculties are given high degrees of independence in managing their own funds. During the on-site visit, the experts get a very positive impression of the university´s resource management and the cooperation between the actors at different institutional levels.

In terms of infrastructure, UNDIP has multiple campuses in Semarang as well as additional facilities spread over the region. The Faculty of Animal and Agricultural Sciences as well as the Faculty of Fisheries and Marine Sciences are located on the main campus. General

facilities include the faculty buildings with classrooms, laboratories, PC pools, reading rooms, co-working spaces, offices, and support facilities.

In terms of subject-specific facilities, the BAET programme employs an Ecology and Plant Production Laboratory and the Plant Physiology and Breeding Laboratory. In addition, there are various experimental fields which are used for both teaching and research purposes, including a Fruit Garden, the Smart Greenhouse for Melon, the Orchid Entrepreneurship Greenhouse, the Vertical Hydroponic Greenhouse, the Experimental Rice Field, the Research Greenhouse, and the Screen Net for Research. For developing entrepreneurial skills and strengthening the community relations of the students, the faculty also runs a small shop in which agricultural products are sold to the community and in which students are capable to develop their business and entrepreneurial skills.

For the BARM programme, UNDIP has the following six laboratories: Water Quality Laboratory, Hydrobiology Laboratory, Biology Laboratory, Fish and Environmental Resource Management Laboratory, Aquatic Biotechnology Laboratory and the GIS Laboratory. Furthermore, a specimen gallery serves as a preservation museum and visual learning resource for students to study aquatic biodiversity, morphology, classification, and ecological roles of aquatic organisms. Besides these facilities at the main campus, the programme also uses the coastal lab of the university´s second campus in the town of Jepara. Moreover, for practical teaching as well as community service activities, the programme closely cooperates with a mangrove conservation centre at the coast close to Semarang.

The Fishery Products Technology Laboratory employed by the BFPT programme consists of seven sub-laboratories: Analytical Laboratory, Microbiology Laboratory, Processing and Production Laboratory, Packaging Laboratory, Bioinformatics Laboratory, and Functional Food Laboratory.

For the MAgr programme, there are two more designated teaching laboratories besides the laboratories of the faculty mentioned already for the BAET programme: the Agribusiness Management Laboratory and the Extension and Community Empowerment Laboratory.

During the on-site visit, the experts exemplarily visit different laboratories and experimental facilities and confirm their adequacy for the delivery of the teaching activities and for students to get the necessary hands-on experience in reasonable group sizes of a maximum of five people. They positively acknowledge the high number of cooperations with partner universities and companies which benefits the students´ opportunities for practical training and increases the breadth of the available equipment. However, for the laboratory facilities of the Faculty of Fisheries and Marine Sciences, the experts see room for improvement in the update of the lab equipment. Exemplarily mentioned are the necessity of a

cold storage room and a freezer room for the BFPT programme. To handle fish and fish products in a hygienically sound manner, a cold storage room (approx. +5°C) and a freezer room (down to -20°C) are necessary for storage purposes as standard refrigerators and freezers are not suitable for this purpose. Raw materials and developed products have to be stored hygienically and with minimal effort in these cold storage and freezer rooms. The space requirement for each of these rooms is approximately 9–12 square meters and the faculty had already made plans for such a cold storage facility. However, as the experts learn during the on-site visit, these plans of the faculty have not been realised so far due to missing funding. As the experts consider this to be crucial for the safe and hygienical storage of products and materials, they require UNDIP to realise this plan to set up the facility. Another issue concerns the quality of the existing equipment which is recommended to be updated. As an example, an old HPLC unit is available, but unfortunately, it is no longer functional. Replacing it with a modern device is strongly recommended, particularly for research purposes.

During the audit, all interview groups confirm their general satisfaction with the provided lab facilities and the associated safety infrastructure. The lecturers also explain that, in case of needs for larger-scale investments, the department heads can annually submit lists with their equipment and material requirements which are then discussed at the faculty level and forwarded to the university level administration for approval.

For research purposes of the academic staff as well as the students of the MAgr programme that go beyond the faculties´ qualitative or quantitative equipment capacities, UNDIP has established an integrated research lab. Besides its own physical lab facilities and equipment, the central lab is a network of advanced laboratories associated with different faculties. These laboratories and all activities are run by specially trained, designated full-time laboratory technicians. These resources are pooled in the integrated research lab and are shared among all faculties; a system which, according to the lecturers, works very well and grants sufficient resource access for research purposes. Furthermore, the integrated research lab system also incorporates collaborations with other institutions such as the national research agency BRIN or Gadjah Mada University.

UNDIP has a central library, which is complemented by faculty-bound sub-libraries that are equipped with the main body of subject-specific literature. The library provides a broad selection of recent journals and academic literature, both online and offline, which includes access to scientific databases like ScienceDirect, Scopus, Wiley, and JSTOR. While the students confirm the resources to be adequate in general, they would wish for more foreign, especially English-speaking literature. As this is particularly important for the increasing share of international students, they support this wish with a respective recommendation. Via a recently developed single-sign-on system, the library resources can be accessed both

at the university and from home which is confirmed by the students. In general, as the lecturers explain, UNDIP has made significant investments in IT resources and digital systems for both administrative and academic purposes. This includes the KULON platform which provides functions for the management of lectures, provision of materials, e-learning, as well as quizzes and digital tests, as well as the previously mentioned app, which integrates access to all university services, including, e.g., the library, and the registration and study progress documentation of the students. The experts positively highlight UNDIP´s modern and efficient digital structures as a strength of the university.

Besides the libraries, there are further general support facilities, including parking areas, gathering gardens, Student Corners, a podcasting studio, gazebos, a psychological consultation room, dormitories, a canteen, cafés, prayer rooms, and sports facilities such as basketball and volleyball courts.

In summary, the experts confirm that the financial resources and physical as well as digital equipment of the university and the faculty constitute a sustainable basis for the successful delivery of the study programme. As evidenced by the student survey results, the facilities are also subject to the evaluation of the students. Further improvement is recommended with regard to the equipment of the Faculty of Fisheries and Marine Sciences as well as regarding English-speaking library resources.

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

Criterion 3.3:

The experts recognise that the management of the BFPT programme has already requested the funds for setting up the required cold storage and freezer facilities as well as the HPLC system. To back up the need for these facilities, the experts still formalise the requirement. Likewise, the university holds out the prospect of lab updates and additional English-speaking literature. The experts positively regard the responsiveness of the university but retain the two recommendations in that regard until the measures have been implemented.

Final assessment:

In summary, the experts commend UNDIP on its staff and student support system. Also, only few critical issues have been identified for required or recommended improvement of the physical facilities, and the experts recognise that processes have already been initiated to address these points.

Overall, the experts consider this criterion as **almost fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module handbook
- Website of the study programme

Preliminary assessment and analysis of the experts:

In the documentation of the Self-Assessment Report, UNDIP has presented comprehensive module descriptions for all modules, which contain the almost all the required information, including module title, module coordinator, teaching and exam methods, learning outcomes, and module contents, as well as a reading list. However, the examination forms and the weighting of the multiple exam components are not clearly outlined for all modules, which needs to be corrected (see chapter 2). Also, while both the lecturers and students confirm that current research and literature are directly integrated into the programmes, the experts wonder about multiple outdated publications listed as recommended literature. This should be updated. Besides this shortcoming, the experts confirm that the module descriptions are generally satisfactory and cover all the necessary details of the programme. As the students and staff members confirm, the module descriptions are internally available via the university´s information system, and the experts also acknowledge that the module handbooks are also published on the programmes´ websites so that all stakeholders and interested third parties can access them.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Rector´s regulation on “Certificate Of Companion Diploma Of Diponegoro University Graduates”
- Exemplary Diploma Certificate, Transcript of Records, and Diploma Supplement of all study programmes

Preliminary assessment and analysis of the experts:

In line with the corresponding ministerial regulation, the students receive comprehensive documentation of their study achievements upon graduation. This includes a Diploma Certificate, a Transcript of Records which outlines the list of completed modules and the respective grades, as well as a Diploma Supplement which provides contextual information

about the Indonesian education system and the specific study programmes. All documents are provided bilingually in Bahasa Indonesia and English. The experts are generally satisfied with the provision and outline of the documentation but point towards multiple faults that need to be corrected: In the Transcript of Records, the title of the thesis, which provides crucial information about the students´ specialisation, is missing. While for the MAgr programme, the thesis title is contained in the Diploma Supplement, this is not the case for the Bachelor´s programmes. Therefore, it is required to outline the title of the Bachelor´s thesis in the final documentation. Moreover, statistical data that allows for an assessment of the relative individual student performance (e.g., in comparison to the cohort) is missing and is required to be added. The Diploma Supplement must include a grade distribution table (ECTS grading table) for the cohort/programme, in line with the ECTS Users' Guide. Also, while the SKS credit numbers are transparently displayed in the Transcript of Records, the number of ECTS points is not presented, which may hinder the recognition and transfer of credits overseas. It is therefore required to, at least, display the total number of completed ECTS credits in the Transcript of Records and provide information about the credit conversion in the Diploma Supplement. To further increase transparency, the experts additionally recommend displaying the ECTS numbers of the individual modules on the Transcript of Records. Lastly, the experts deem it necessary to clearly outline the system of the two different Master´s degree tracks in the Diploma Supplement and specify, respectively distinguish the completed programme accordingly.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- UNDIP statute
- All regulations provided on the university´s, faculties´, and programmes´ websites
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The baseline regulation for programmes at UNDIP is the university´s statute, which encompasses all university-wide regulations and policies. This is distinguished by the faculties and individual programmes in the form of faculty- and programme-specific academic handbooks. All relevant public documents are published on the university´s websites and, as the students confirm, in the internal SIAP information system. However, the experts note that there is notably less information on the English versions of the websites compared to the "original" websites in Bahasa Indonesia. In line with UNDIP´s objective to attract more

international students and achieve international recognition, the English websites should be completed. During the on-site visit, all interview partners confirm that the rights and duties of both the university and the students are well-defined and that all regulations are transparently accessible to all involved parties.

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

Criterion 4.1:

The experts recognise that the revised module descriptions now outline the exam formats and weights for each module and abandon their initial requirement.

Regarding the literature lists, the note that the revised module descriptions also contain updated reading lists and experts also consider the requirements to have been met.

Criterion 4.2:

Regarding the outline of the thesis title in the final documentation, the university explains that this is not required by the Indonesian national standards. However, the experts stress that the European standards require this information as it is crucial for identifying the students´ specialisation and therefore formalise the initial requirement.

Concerning the further changes/ additions requested for the Diploma Supplement and Transcript of Records, the university plans to propose these to the academic department which is responsible for the design of the final documents. The experts appreciate this but stress that certain information is required by the ASIIN criteria as outlined in the report and is therefore mandatory for obtaining the accreditation. Thus, all requirements and recommendations in that regard are formalised.

Criterion 4.3:

The university presents updated versions of their English-translated websites which contain already more comprehensive information that at the time of the on-site visit. The experts recognise these improvements and the still ongoing process of harmonising the English version of the websites. Given this progress, the decide not to formalise the initial recommendation.

Final assessment:

In summary, the experts point out that multiple formal aspects of the final documentation of the programmes are not in line with the provisions of the ASIIN criteria. These critical issues which are formalised in multiple requirements and recommendations need to be addressed.

Overall, the experts consider this criterion as **partially fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Rector´s regulation on the "Universitas Diponegoro Quality Assurance System"
- UNDIP quality management handbook
- Exemplary meeting minutes of all study programmes
- Reports/ stylised results of satisfaction surveys of all study programmes
- Internal quality audit reports of all study programmes
- Follow-up actin plans of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:
UNDIP´s quality assurance system is founded on a Rector´s regulation which outlines the scope, objectives, and institutions, respectively actors of the system. This comprehensive system includes elements of both internal and external quality assurance.

The implementation of the internal quality assurance system is described in the university´s quality assurance policy, which, together with a detailed description of standards for education, research, community service, evaluation, and documentation, forms part of an extensive quality management handbook. As outlined in the Self-Assessment Report referring to the UNDIP standard, the implementation of quality assurance mechanisms is structured through the three organisational levels of university, faculties, and study programmes. At the university level, there is the Institute for Education Development and Quality Assurance that covers all aspects of quality assurance across all study programmes and conducts annual internal audits, which result in internal audit reports exemplarily presented to the experts as part of the documentation. At the faculty level, quality assurance is managed by the Quality Assurance Team, and the Quality Assurance Groups operate at the study programme level. The quality assurance mechanisms are based on a continuous cycle of "Determination, Implementation, Evaluation, Control, and Improvement". All processes are transparently outlined in the form of guidelines and standard operating procedures,

examples of which are provided as part of the documentation. Multiple elements of the quality assurance system have already been mentioned in previous chapters of this report.

The most important instruments of quality monitoring are different, annually or semester-wise conducted review meetings and surveys, which are directed at different stakeholders, including the students, graduates, and external stakeholders. Different surveys collect their feedback on different aspects of the programmes, including the overall programme design and performance, lecturers and university administration, as well as internships. The regular implementation of these surveys is confirmed by the students and external stakeholders during the audit, and the students further explain that they are also informed about the results of the feedback and the actions taken in response. The results are processed at different levels and are the basis for the follow-up action plans for quality improvement which are formulated annually for each programme. This data, together with additional key figures of the programmes like learning outcome attainment, GPAs, graduation times, etc., is used as a basis for the internal quality audit. During the audit, the representatives of the Rector´s office stress their focus on a close contact between the students and university staff, facilitated through direct social media-based feedback channels at the faculty and university level, the student councils, an annual student forum with the rectorate, and the facilitation of the Halo UNDIP office.

In terms of external quality assurance, UNDIP programmes are subject to regular national programme accreditation and are also highly engaged in international programme accreditation by renowned agencies. All programmes have achieved an “excellent” status by the relevant national accreditation body in the recent accreditation cycle. All programmes under review are subject to international accreditation by ASIIN for the first time.

In summary, the experts confirm that all study programmes are subject to periodical internal quality assurance and that the results of these processes are incorporated in the further programme development. The quality assurance processes and responsibilities are defined and transparently regulated in respective guidelines and standard operating procedures. Students are actively involved in the processes, and the feedback loop back to the students is closed. Quality assurance measures are adequately documented.

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

In its statement, UNDIP explains that also the BFPT programme has achieved an “excellent” national accreditation status for the most recent accreditation cycle. This factual error was corrected in the report.

Final assessment:

In summary, the experts commend UNDIP for its solid and forward-looking quality assurance system for the programmes under review.

Overall, they consider this criterion as **fulfilled**.

E 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:

/

F Comment of the Higher Education Institution (19.06.2026)

The following quotes the detailed statement of the institution:

No	Preliminary assessment and analysis of the experts:	Feedback	Evidence
1.	**A. General assessment**		
2.	**B. Characteristics of the Degree Programme**		
	General assessment Recommendations for improvements of the programme implementation are an integration of modules, a deeper coverage of basic sciences, and a stronger emphasis on global aspects of sustainability.		

	Programme profile (resume BARM) The previous program profile of BARM according to the website is as follows: For the Bachelor of Aquatic Resources Management (BARM) programme offered by the Faculty of Fisheries and Marine Sciences the following objectives are outlined on the programme's website: • "Master and be able to apply and develop management principles (exploration, exploitation, conservation, rehabilitation, and diversification) of fisheries and aquatic resources…etc	**BARM** The vision we outlined on that website was based on the results of the 2023/2024 FP2TPK, but we have now updated it to reflect the results of the 2025/2026 FKPTPK as follows: 1. To deliver excellent undergraduate education in the field of aquatic resource management. 2. To conduct high-quality and accountable research and scientific publications in the field of aquatic resource management. 3. To implement community service activities in the field of aquatic resource management. 4. To establish partnerships with various stakeholders in supporting the implementation of the Tri Dharma of Higher Education. 5. To develop the potential of the academic community by creating a conducive academic atmosphere.	**Results of the 2023/2024 FP2TPK** https://drive.google.com/drive/folders/16BSn8X1BHIhj-xa9_R1DtQaAIl-SocMgm?usp=drive_link **Departement Website Link:** Vision and Mission - Departemen Sumber Daya Akuatik | Universitas Diponegoro
3.	**C. Expert Report for the ASIIN Seal**		

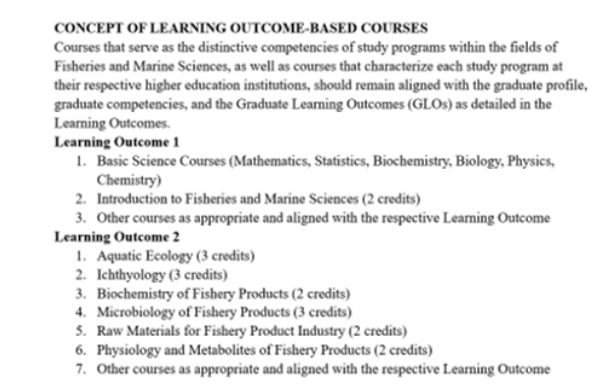
	1. The Degree Programme: Concept, Content & Implementation		
	Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme		
	Page 9 1. The experts require UNDIP to adapt the ILOs of the BAET programme and formulate them briefly and concisely.	**BAET** The curriculum structure we submitted for BAET was based on the 2020 framework, which, in accordance with Regulation of the Ministry of Education and Culture No. 3/2020. However, for the 2024 structure, the ILOs are required to integrate the three competencies (attitude, skills, and cognitive), as stipulated in Regulation of the Ministry of Research, Technology, and Higher Education No. 53/2023, reinforced by Regulation of the Ministry of Education, Culture, Research, and Technology No. 39/2025. Following consensus, the 2024 ILOs were established as an improvement upon those of 2020. We conducted a curriculum review in 2024, which concluded with the decision to streamline the ILOs from 29 to 5. This revision was formally ratified by the Rector of Diponegoro University in 2024 through Rector's Decree No. 47/2024. The BAET 2024 curriculum is now in operation and has been fully implemented. The supporting evidence, as well as the graduate profile matrix and ILO of BAET, can be accessed through the provided links.	**BAET** **Permendikbud No. 3 Tahun 2020.pdf** **Permendiktisaintek-no-39-tahun-2025.pdf** **Permendikbudristek-No-53-Tahun-2023.pdf** **SK NO 47 TENTANG PENERAPAN KURIKULUM PROGRAM SARJANA 2024.pdf** **Curriculum handbook BAET 2024.pdf** **Graduate Profile Matrix and ILO.pdf**

	2. The experts noted inconsistencies in competence profiles and ILOs across curriculum handbooks, Diploma Supplements, and websites. These should be harmonized, and the ILOs should be transparently published on the programme websites	**BAET** The graduate profile and Intended Learning Outcomes (ILOs) outlined in the 2024 curriculum have been officially published on the Agroecotechnology website. ILOs are placed below the curriculum in the "Academic" menu. A screen shot of the ILO can be seen on the provided link **BARM** These revisions have been harmonized and incorporated into the department website, the curriculum documents, the SSC-Based document, and the Objective Module Matrix. **BFPT:** We thank the assessors for their positive evaluation of the Bachelor of Fishery Product Technology (BFPT) Program, especially regarding how the graduate profile and learning outcomes (ILOs) align with national and international standards. We also appreciate the acknowledgment of the curriculum review mechanism involving various stakeholders. Following the assessors' recommendations, the BFPT Study Program is committed to continuously improving the transparency and consistency of information	**BAET** link website: https://agroekoteknologi.undip.ac.id/en/intended-learning-outcomes/ ILO BAET is harmonized in websites.pdf **BARM** link website: https://akuatik.fpik.undip.ac.id/language/en/competence-of-graduates/ **BFPT** BFPT has already made its Intended Learning Outcomes (ILOs) publicly available on the programme website. link website: Intended Learning Outcome - Fisheries Product Technology | Universitas Diponegoro

		regarding graduate profiles and ILOs in various academic documents and official information media, so that it can be more clearly understood by students, graduate users, and other stakeholders. In addition, the process of evaluating and refining the curriculum will continue to be carried out regularly to ensure the program's relevance to developments in science, technology, industry needs, and global demands. (Page 9)	
	Criterion 1.3 Curriculum		
	Page 12 All three Bachelor´s programmes are designed for a regular full-time study duration of 4 years (8 semesters) and comprise a regular minimum of 144 Indonesian/ 231 ECTS (BAET and BFPT), respectively 145 Indonesian/ 233 ECTS (BARM) credit points	**BFPT** We would like to clarify that the BFPT programme comprises a total of 145 credits, corresponding to approximately 233.02 ECTS. While the narrative on page 12 refers to 144 credits (≈ 231.41 ECTS), the official curriculum structure and workload calculation are based on 145 credits (≈ 233.02 ECTS), as correctly indicated in the self-assessment report table.	

	Page 14 1. In BAET programmes, the context and relation to sustainability outlined in the modules in the curriculum to be comparatively little. The experts recommended to give these topics a higher priority in the teaching content. Moreover, the international perspective and considerations like globalised value chains are also missing.	**BAET** We accommodate the valuable recommendations from the ASIIN experts in improving the course descriptions and learning outcomes, with a stronger emphasis on sustainability and a global perspective. Further revisions to the descriptions, directed more explicitly towards sustainability and global perspectives, will be addressed in the forthcoming curriculum review.	
	Page 15 1. The experts recommend integrating several small modules into larger, more comprehensive courses to improve curriculum coherence and efficiency. Such potential exists across all programmes, including combining related	**BARM** We appreciate the experts' recommendation regarding the integration of smaller modules to enhance curriculum coherence and efficiency. However, we would like to clarify that the suggested courses address distinct learning outcomes and areas of competence. Limnology focuses specifically on freshwater ecosystems, whereas Water Pollution Control covers pollution management across freshwater, estuarine, and marine environments. Similarly, Fish Population Dynamics emphasizes methods for assessing fish populations, while Fisheries Resources Management addresses the broader principles and implementation of fisheries	

	modules such as Limnology with Control of Water Pollution, and Fisheries Resources Management with Fish Population Dynamics in the BARM programme.	resource management. Therefore, these courses are maintained as separate modules to ensure adequate depth and achievement of their respective learning outcomes. Nevertheless, we will take the experts' recommendation into consideration in future curriculum reviews.	
	2. The experts recommend that all Bachelor's programmes cover the basic sciences such as biology, chemistry, physics and math at the beginning of the programmes more deeply to ensure that the respective knowhow is made available to the students when needed, e.g. chemistry for soil science and plant protection technology.	In response to the recommendation to strengthen the fundamental sciences, All Bachelor programmes will review the distribution and depth of biology, chemistry, physics, and mathematics courses within the curriculum to ensure that students acquire an adequate scientific foundation from the early stages of their studies, while maintaining the applied character that distinguishes the programme. We agree to undertake curriculum changes, and this coincides with the study programme's ongoing evaluation for curriculum development and renewal in accordance with ministerial regulations, which require evaluation every four years. Diponegoro University plans to conduct a curriculum evaluation in 2027, based on the input and recommendations arising from the ASIIN Cluster B visitation in 2026. Additionally, during the Forum of Leaders of Indonesian Higher Education Institutions in Fisheries and Marine Sciences held in Bali in May 2026, a recommendation was also put forward to strengthen fundamental science courses, including Mathematics, Physics, Chemistry, and Biology, within fisheries and marine	**BARM and BFPT** Invitation letter for pre-curriculum workshop https://drive.google.com/file/d/1jNSdrX-IyQYd3qZBWRnotjYP07HJHLHl1/view?usp=sharing Invitation letter for curriculum workshop https://drive.google.com/file/d/1chmChQDJO2zoOZJV-2N1mr8gcOUTRCn6/view?usp=sharing

		science programmes. This recommendation is relevant not only to BFPT but also to BARM and other study programmes in the fisheries and marine sciences field, reflecting a broader national effort to reinforce students' scientific foundations.	Meeting minute of the leaders of the Fisheries and Marine Higher Education Forum (FP2PTK), held in Bali in May 2026 https://drive.google.com/file/d/14qpL1WuLaqw-6zL1ZsMXLw4jVh3fXD_3/view?usp=sharing  **CONCEPT OF LEARNING OUTCOME-BASED COURSES** Courses that serve as the distinctive competencies of study programs within the fields of Fisheries and Marine Sciences, as well as courses that characterize each study program at their respective higher education institutions, should remain aligned with the graduate profile, graduate competencies, and the Graduate Learning Outcomes (GLOs) as detailed in the Learning Outcomes. **Learning Outcome 1** 1. Basic Science Courses (Mathematics, Statistics, Biochemistry, Biology, Physics, Chemistry) 2. Introduction to Fisheries and Marine Sciences (2 credits) 3. Other courses as appropriate and aligned with the respective Learning Outcome **Learning Outcome 2** 1. Aquatic Ecology (3 credits) 2. Ichthyology (3 credits) 3. Biochemistry of Fishery Products (2 credits) 4. Microbiology of Fishery Products (3 credits) 5. Raw Materials for Fishery Product Industry (2 credits) 6. Physiology and Metabolites of Fishery Products (2 credits) 7. Other courses as appropriate and aligned with the respective Learning Outcome
		BAET For the basic sciences (Physics, Biology, Chemistry, and Mathematics), we are proposing those modules to be listed in our next structures of curriculum. Their credits and which semester the students take those modules are mentioned in our planned curriculum (yellow color). The previous modules listed in the first semester are planned to be moved to other semesters (brown color). The potentially combined modules are indicated by blue color. We are planning to discuss this with the internal study program, faculty, and University in June 2027. The planned	**Proposed curriculum with basic science modules for the forthcoming BAET curriculum review .pdf**

	Page 16 3. In a similar vein for BAET, modules pairs like Plant Genetics and Plant Breeding, Plant Propagation and Plant Growth and Development, as well as Plant Taxonomy and Botany appear to overlap to quite some extent and could potentially be combined.	curriculum with the list of basic sciences can be seen on the provided link. **BAET** We will take into account the comments and suggestions, and these will be further discussed during the periodic curriculum review. We are interested in the idea of combining two courses with overlapping content, as suggested, in the longer term to enhance learning efficiency, such as Plant Genetics and Plant Breeding (1), Plant Propagation and Plant Growth and Development (2), and Plant Taxonomy and Botany (3). Nevertheless, the process of combining such courses will first undergo review at the faculty level, followed by deliberation within the Indonesian Association of Agrotechnology/Agroecotechnology (PAGI), and must then be finalised at the university level. As supporting evidence, we have already attempted to integrate these modules into the module descriptions, which can be accessed via the following link.	**BAET** **(1) Potentially Combined Module Handbook Fundamental of plant breeding and genetics.pdf** **(2) Potentially Combined Module Handbook Plant growth and development and Plant Propgation.pdf** **(3) Potentially Combined Module Handbook Plant taxonomy and botany.pdf**
	Page 18 *Internationalisation and student mobility* Students of the BARM	**BARM** The lower participation of BARM students in international mobility is mainly attributable to the limited availability of international opportunities aligned with the programme's focus on aquatic resource management and conservation. Most offers	**BARM:** **Flyer Internship** **https://drive.google.com/drive/folders/1VHkGS6O0UTJMM-konta6vZDkSVzzAUkna?usp=drive_link**

	programme show the least activity in international mobility, which is explained by the special focus on the coastal area development that is very popular in Indonesia	received have been related to aquaculture and fisheries processing, which do not fully match BARM's intended learning outcomes. To address this issue, the programme is actively expanding partnerships with international universities, research centres, and conservation organisations to develop more relevant exchange, internship, and collaborative programmes, while continuing to provide students with extensive practical experiences through placements at governmental and non-governmental institutions at the national level.	**List of Student Internship** https://drive.google.com/drive/folders/1O3pt9otZIf_7v0TfBomL5u3zAHr-VdX49?usp=sharing
	Page 20 Periodic review	We appreciate the positive feedback from the assessors regarding the evaluation and curriculum development process that involves various stakeholders. The all Study Programs will continue to carry out regular curriculum reviews and accommodate input from industry, students, alumni, and graduate users to ensure the curriculum remains relevant to developments in science, technology, and the needs of the workforce.	
	Criterion 1.4 Admission Requirements		
	UNDIP should establish clear admission and compensating regulations for the	The Bachelor programmes appreciate the experts' observation regarding the admission regulations. The age limit and diploma-year requirements are established at the university level by	Regulation of The Ministry of Higher Education, Science, and Technology of The Republic of Indonesia Number 3 of 2026 Regarding

	MAgr programme, ensure compliance with minimum Bachelor's credit requirements, and reconsider the maximum age limit and diploma date requirements, as these may be discriminatory.	Universitas Diponegoro (UNDIP) for the respective admission pathway. In particular, the age limit is determined in accordance with Article 24 of Regulation of The Ministry of Higher Education, Science, and Technology of The Republic of Indonesia Number 3 of 2026 Regarding the Admission of New Students To Diploma And Bachelor's Degree Programs at State Universities. As a State University with Legal Entity Status (Perguruan Tinggi Negeri Berbadan Hukum/PTNBH), UNDIP is required to comply with the prevailing ministerial regulations and national policies governing higher education admissions. The diploma-year requirement is intended to ensure that applicants possess adequate academic readiness and up-to-date competencies to successfully undertake university-level studies. Together, these criteria are designed to support student success and timely completion of the programme. All admission requirements are publicly announced through official university channels and are applied consistently to all applicants, thereby ensuring transparency, fairness, and equal treatment throughout the admission process. The study programme and the university remain committed to periodically reviewing admission policies in accordance with institutional objectives, stakeholder needs, and developments in national higher education regulations, while maintaining broad access to quality higher education opportunities.	The Admission of New Students To Diploma And Bachelor's Degree Programs at State Universities. **https://drive.google.com/file/d/1DS_wxZPEH5wkKKKE_1JUA3Pu0IMvGu9W/view?usp=sharing** For clarification, eligibility for the National Test-Based Admission Scheme (SNBT) is regulated by Article 24, which stipulates that applicants must be either final-year secondary school students graduating in the current year or graduates of secondary education from the previous three years. This requirement is established at the national level and applies uniformly to all higher education institutions in Indonesia Paragraph 2 Participant Requirements Article 24 Participant requirements for national selection based on tests are as follows: a. final year students at the secondary education level who will graduate in the current year; or b. Secondary education graduates for the last 3 (three) years.

	Page 24 Criterion 1.5 Workload and Credits		
	The experts identified inconsistencies between actual student workload and the allocated SKS credits, particularly for internships, community service, and Bachelor's theses. They noted that the workload appears higher than reflected by the assigned credits and therefore recommend reviewing the workload calculations and credit allocations to ensure alignment with the official SKS definition	**BAET, BARM and BFPT** We appreciate the experts' observation regarding the workload allocation for the Community Service course and the Bachelor Thesis. In accordance with Ministerial Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023, one credit (sks) is equivalent to 45 hours of learning activities per semester. Accordingly, the 3-credit Community Service course represents a total student workload of approximately 135 hours, while the 6-credit Bachelor Thesis represents approximately 270 hours of learning activities. The workload allocation of the Internship/Field Work Practice (PKL) course is currently implemented over a period of 30 days in all Bachelor programs. The current PKL arrangement has been designed to meet this requirement. While the PKL covers 30 calendar days, the effective internship period is based on a standard five-day working week, resulting in approximately 20 effective working days. With an average workload of around 7 hours per day, students complete approximately 140 hours of internship activities, which is broadly consistent with the workload expected for a 3-credit course. In contrast, the MBKM Internship Programme is a comprehensive experiential learning activity	

		conducted over one semester and may be recognized with up to 20 credits (SKS) under the Merdeka Belajar–Kampus Merdeka (MBKM) framework. Due to its substantially longer duration, broader learning outcomes, and higher student workload, the MBKM Internship Programme is treated separately from the PKL course. Therefore, the current implementation of PKL for 30 working days is aligned with the intended learning outcomes and credit allocation of the course, while students seeking a more extensive industrial experience may participate in the MBKM Internship Programme, which follows different regulations, duration requirements, and credit recognition mechanisms. The Community Service course is designed as an experiential and community-based learning activity that enables students to apply disciplinary knowledge, professional skills, and social responsibility in addressing community needs. According to Rector's Regulation of Diponegoro University (UNDIP) No. 7 of 2024 (26 April 2024) concerning Academic Regulations for Undergraduate Programmes and Rector's Regulation No. 4 of 2023 (08 March 2024) regarding the Implementation of Community Service Programme (KKN), KKN consists of 3 credits of field activities equivalent to 135 hours (3 × 45 hours/semester), carried out over 45 days. The 135-hour workload includes preparatory activities, coordination with community partners, field implementation, participation in community programs, documentation, reflective learning, preparation of reports, and academic	

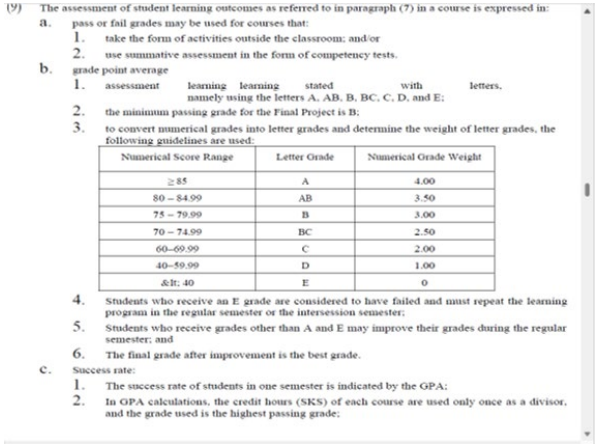
		supervision. Therefore, the course is not limited to the duration of field activities at the community site, but also includes structured academic activities before, during, and after implementation. This workload allocation is intended to ensure that students achieve the expected learning outcomes related to community engagement, teamwork, communication, problem-solving, and the application of scientific knowledge in real societal contexts. The current model applied is the Thematic KKN, which involves multidisciplinary programmes undertaken collaboratively by student teams. Therefore, although the actual workload of KKN is equivalent to 288 effective working hours (= 3 credits × 6 hours/day × 16 meetings/semester = 288 credit hours), the activity is compressed in value to 3 credits. Similarly, the Bachelor Thesis is structured as a comprehensive individual academic activity that requires students to conduct independent research under the supervision of academic advisors. The 6-credit allocation, equivalent to approximately 270 hours of student workload, covers topic identification, literature review, research proposal development, research design, data collection, laboratory or field activities where applicable, data analysis, interpretation of findings, thesis writing, consultation sessions, revision, and final examination preparation. The workload is distributed throughout the semester and is designed to support students in demonstrating research competence, academic writing ability, critical thinking, ethical research conduct, and the capacity to communicate scientific findings systematically.	

		Therefore, the current credit allocation of 3 sks for internship, 3 sks for Community Service, and 6 sks for the Bachelor Thesis are considered consistent with the expected student workload, intended learning outcomes, and the provisions stipulated in national higher education regulations. Nevertheless, we appreciate the experts' recommendation and will take it into consideration in the next curriculum review cycle. The implementation procedures, workload distribution, learning outcomes, and credit assignment for those courses will continue to be evaluated to ensure alignment with national regulations, institutional policies, and the quality of students' learning experiences.	
	Page 27 **Criterion 1.6 Didactic and Teaching Methodology**	We appreciate the positive feedback from the assessors regarding the variety of teaching methods, strengthened practical sessions, use of learning technology, and the integration of research and professional practice experiences in the allprogram's curriculum. The study program will continue to improve the quality of the learning process through ongoing evaluations, faculty competency development, and strengthening collaboration with industry partners and relevant institutions to support the achievement of graduate learning outcomes.	
4.	**2. Exams: System, Concept and Organisation**		
	Criterion 2 Exams: System, Concept and Organisation		

	Page 29 1. The examination forms and their weight for the final overall grade are specified and transparently outlined in the module descriptions for most modules, but not all. In the module handbooks of the BARM and BFPT programmes, the weights are entirely missing. 2. On the other hand, it is not always clear which format is applied to the final exams (e.g. written or oral). 3. Besides that, there appear to be some flaws in the module descriptions for the practical modules, as, e.g., the module	In response to the experts' recommendation, the BAET, BARM, and BFPT have updated their module handbooks to include detailed assessment rubrics. The inclusion of these rubrics ensures that assessment criteria, performance expectations, and grading standards are clearly communicated to students and consistently applied across courses. This enhancement further strengthens the transparency and alignment of assessments with the intended learning outcomes." In the final examination, assessment is not limited to subject mastery and written work, but also includes oral components (communication and presentation). We already have an assessment rubric with detailed evaluation points, which can be accessed via the following link. For practical module assessment rubrics in the Bachelor's programme, the evaluation criteria are aligned with those specified in the respective module descriptions. The rubrics have been integrated into the University's academic information system (SSO), as exemplified by the Practical Module of Fundamentals	**Link:** **Revised Module Handbook BARM:** https://drive.google.com/file/d/1Ukhd7WlrDvVMff8hA5Zzn9iUpC3e1idE/view?usp=sharing **BFPT:** https://drive.google.com/file/d/10Y-ST-Fopfp3RLpZQO9GPQtXeDn6W96ckB/view?usp=share_link Final Exam Assesment BAET.pdf **Final Exam rubric of FFMS (BARM &BFPT):** https://drive.google.com/file/d/1Z3r_XuYXRAzey_5rG9uMcDiA_yulszxS/view?usp=sharing **BAET**

	description lists "Active Participation, Project Output, Assignments, Quizzes, Mid-term Examination, and Final Examination" as the examination forms for the Bachelor's thesis in the BAET programme, which is not correct. These deficiencies need to be corrected (see chapter 4.1). **Page 32** 4. Experts highly recommend setting up transparent parameters for the assessment of the "participatory activities".	of Technology of Crop Production. However, the assessment criteria are adapted to the specific learning activities and assessment conditions of each course and are communicated to students at the beginning of the practicum. This approach is currently necessary because the SSO system has not yet been configured to distinguish between practical and non-practical modules. Nevertheless, we fully agree with the experts' recommendation regarding the need for more explicit and standardized assessment rubrics for practical modules. Therefore, this recommendation will be conveyed to the University management through the Faculty management for further consideration and system enhancement. The example of the practical assessment rubric in BAET, BARM and BFPT can be seen in the provided link **BAET, BARM, and BFPT** We have conducted internal discussions with the lecturers responsible within ASIIN Cluster B across all study programmes, and we also sought further input from other lecturers on how best to evaluate student participation in class. Based on these deliberations, we identified five assessment criteria: attendance and punctuality, contribution in oral discussions, non-verbal contribution, quality of contribution, and consistency of participation.	**Practical Module Assesment of Fundamentals of Technology of Crop Production BAET.pdf** **Practical Assessment Rubric_BAET.pdf** **BARM** **https://drive.google.com/file/d/140MvHImuljjvJ7oXqA5WexcxwGoFvBXp/view?usp=sharing** **BFPT:** **https://drive.google.com/file/d/1Z3r_XuYXRAzey_5rG9uMcDiA_yulszxS/view?usp=sharing** **BAET, BARM, and BFPT** **Assessment of Participatory Activities of the students.pdf**

	5. Experts recommended establishing transparent assessment criteria for participatory exam components, adopting a more differentiated grading scale, and clearly specifying examination types and assessment weightings in the module handbook. These measures would improve transparency and help students better understand course assessment requirements. 6. …. This effect is even enhanced by the recent introduction of a new grading table which eliminated intermediate grades (AB, BC, CD) and, thus, made the grading	The detailed description of these criteria, including their respective weightings and the final scoring system, is provided in the following link. All programs appreciate the experts' positive assessment of the diversity of assessment methods, the quality of students' final theses, and the transparency of the examination process. The study programme acknowledges the recommendation to provide more detailed information on assessment methods and the weighting of assessment components in the module handbook. Accordingly, the programme will enhance the documentation to further improve transparency and accessibility of information for students and other stakeholders. We appreciate the experts' observation regarding the potential impact of a less differentiated grading scale on the interpretation of student performance. It should be noted that the previous grading system temporarily removed intermediate grades (AB, BC, and CD), resulting in broader grading intervals. However, under the 2024 curriculum, Diponegoro University has reinstated the	**Link: Revised Module Handbook BARM:** **https://drive.google.com/file/d/1UkhdDvVMff8hA5Zzn9iUpC3e1idE/view?usp=sharing** **BFPT: https://drive.google.com/file/d/10Y-ST-Fopfp3RLpZQO9GPQtXeDn6W96ckB/view?usp=share_link** **Rector decree** The Regulation of the Rector of Universitas Diponegoro No. 7/2024 in article 31 page 21. (https://drive.google.com/file/d/17-efCLKkX-

	intervals even larger. Although the cumulative GPA is still outlined with two digits in the documentation of the students and therefore allows for a certain degree of comparison, the experts deem this grading scale to be too undifferentiated which ultimately also lowers the meaning of a good grade. Therefore, they recommend that UNDIP may adopt a more differentiated grading scale.	intermediate grades (AB, BC, and CD) to provide greater differentiation in student performance assessment and to reduce the width of the grading intervals. This grading scheme is formally stipulated in Rector Regulation No. 7 of 2024 concerning Academic Regulations for Undergraduate Programmes. The reintroduction of intermediate grades enables a more accurate reflection of students' academic achievements and strengthens the discriminatory power of the grading system. Therefore, the current grading system is already aligned with the experts' recommendation to adopt a more differentiated grading scale while maintaining transparency, fairness, and consistency in assessment practices.	yjjxrDENnvyzyEkFhNckNH/view?usp=sharing) 

(9) The assessment of student learning outcomes as referred to in paragraph (7) in a course is expressed in:
a. pass or fail grades may be used for courses that:
1. take the form of activities outside the classroom; and/or
2. use summative assessment in the form of competency tests.
b. grade point average
1. assessment learning learning stated with letters, namely using the letters A, AB, B, BC, C, D, and E;
2. the minimum passing grade for the Final Project is B;
3. to convert numerical grades into letter grades and determine the weight of letter grades, the following guidelines are used:

Numerical Score Range	Letter Grade	Numerical Grade Weight
≥ 85	A	4.00
80 – 84.99	AB	3.50
75 – 79.99	B	3.00
70 – 74.99	BC	2.50
60–69.99	C	2.00
40–59.99	D	1.00
< 40	E	0

4. Students who receive an E grade are considered to have failed and must repeat the learning program in the regular semester or the intersession semester;
5. Students who receive grades other than A and E may improve their grades during the regular semester; and
6. The final grade after improvement is the best grade.
c. Success rate:
1. The success rate of students in one semester is indicated by the GPA;
2. In GPA calculations, the credit hours (SKS) of each course are used only once as a divisor, and the grade used is the highest passing grade;

5.	**3. Resources**		
	Criterion 3.3 Funds and equipment		
	Page 39 1. The experts acknowledged that the laboratory facilities generally support practical training well and benefit from strong external collaborations. However, they recommended upgrading laboratory infrastructure and equipment, particularly by establishing dedicated cold storage and freezer facilities for BFPT and replacing outdated equipment such as the non-functional HPLC system.	BFPT appreciates the experts' recommendations regarding laboratory infrastructure and equipment. The need for dedicated cold storage and freezer facilities, as well as the replacement of the HPLC system, has been communicated to the faculty and university management. Efforts are currently underway to accommodate these needs through future planning and budget allocation to further support teaching, practical training, and research activities.	BFPT members have discussed and submitted a letter to the Vice Dean of Resources regarding the procurement of laboratory facilities (SubmissionLetterofLaboratoryFacilities)

	Page 40 2. Further improvement is recommended with regard to the equipment of the Faculty of Fisheries and Marine Sciences as well as regarding English-speaking library resources.	We will make updates regarding facilities and equipment as well as improving facilitation for English-speaking library resources.	
	4. Transparency and Documentation		
	Page 41 1. However, the examination forms and the weighting of the multiple exam components are not clearly outlined for all modules, which needs to be corrected (see chapter 2) Also, while both the lecturers and students confirm that current research and literature are directly integrated into the programmes, the	Following the experts' recommendation, all module descriptions have been reviewed and they will be updated. The assessment methods and weighting of examination components are now explicitly specified in each module. In addition, the recommended literature has been revised to incorporate more recent scientific publications while retaining only those older references that continue to serve as essential foundational texts in the discipline. New references for several modules, such as Fundamentals of Technology of Crop Production, Seed Technology, and Plant Breeding Technology in BAET, have already been identified to	**BAET** **1.3.2. Module Handbook BAET-Fundamentals of Technology of Crop Production.pdf** **1.3.2. Module Handbook BAET-Seed Technology.pdf** **1.3.2. Module Handbook BAET-Plant Breeding Technology.pdf**

	experts wonder about multiple outdated publications listed as recommended literature.	replace the older ones. The supporting evidence can be accessed through the provided links.	**BARM** **https://drive.google.com/file/d/1Ukhd7WlrDvVMff8hA5Zzn9iUpC3e1idE/view?usp=sharing** **BFPT** **https://drive.google.com/file/d/10YSTFopfp3RLpZQO9GPQtX-eDn6W96ckB/view?usp=share_link**
	Criterion 4.2 Diploma and Diploma Supplement		
	Page 42 1. The experts are generally satisfied with the provision and outline of the documentation but point towards multiple faults that need to be corrected: In the Transcript of records, the title of the thesis, which provides crucial information about the	We accommodate the constructive recommendations and feedback provided by the ASIIN experts. Diponegoro University has already referred to the minimum standards regarding the elements to be included in undergraduate transcripts, as stipulated in Article 5, Paragraph 2 of the Regulation of The Ministry of Education, Culture, Research, and Technology No. 50/2024. In that article, it is not mandatory to provide information on the thesis title. Nevertheless, with regard to the inclusion of	**Permendikbudristek_No_50_Tahun_2024.pdf** **Peraturan-Rektor-Nomor-7-Tahun-2024-tentang-Peraturan-Akademik-Program-Sarjana.pdf**

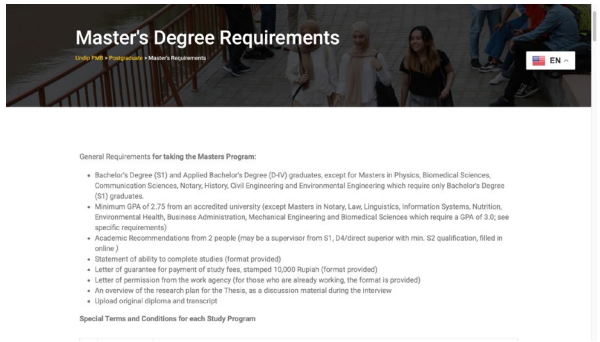
	students´specialisation, is missing. 2. Moreover, statistical data that allows for an assessment of the relative individual student performance (e.g., in comparison to the cohort) is missing and is required to be added. 3. The experts additionally recommend displaying the ECTS numbers of the individual modules on the Transcript of Records.	students' thesis titles, we have proposed this in the faculty level, to be incorporated within the university's regulations. For the statistical data allowing for an assessment of the relative individual student performance that are not listed in the transcript, we will propose this with the university academic department. The structure of the student transcript is determined by the University and regulated under Regulation of the Ministry of Research, Technology, and Higher Education No. 50/2024 as well as the latest Rector's Regulation of Diponegoro University No. 7/2024 concerning academic regulations. However, it does not include the ECTS format. With regards to the ASIIN Experts' recommendation to display at least the total number of completed ECTS credits in the Transcript of Records, we will	

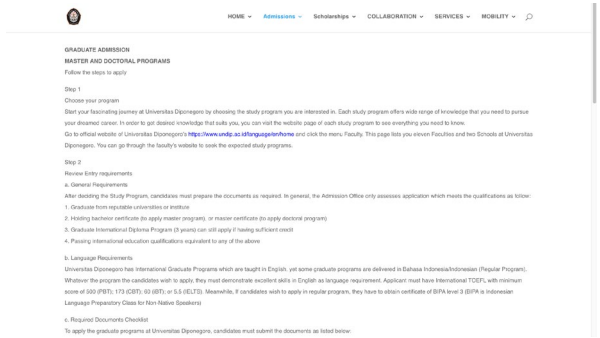
		propose this in accordance with the university's regulations to further improve transparency and international compatibility.	
	Criterion 4.3 Relevant Rules		
	However, the experts note that there is notably less information on the English versions of the websites compared to the "original" websites in Bahasa Indonesia. Page 43.	All programs appreciate the experts' observation regarding the availability of information on the English version of the website. The study programme acknowledges the importance of comprehensive English-language information in supporting internationalization and increasing accessibility for international students and stakeholders. Therefore, efforts are underway to expand and regularly update the English content of the programme website to ensure greater consistency with the Indonesian version and to enhance international visibility.	**Website link** **BAET website:** https://agroekoteknologi.undip.ac.id/en/intended-learning-outcomes/ **BARM website: Home2 - Departemen Sumber Daya Akuatik | Universitas Diponegoro** **BFPT website: Home2 (unused) - Fisheries Product Technology | Universitas Diponegoro**
6.	**5. Quality management: quality assessment and development**		
	Criterion 5 Quality management: quality assessment and development		

	The experts confirmed that all study programmes are supported by well-established internal quality assurance systems, with clear procedures, defined responsibilities, active student involvement, and proper documentation. The results of quality assurance activities are systematically used for continuous programme improvement. The experts also noted that BAET, BARM, and MAgr hold an "Excellent" national accreditation status, while BFPT was reported as having a "Very Good" status, and that all programmes are undergoing ASIIN international accreditation for the first time.	All study programs appreciate the experts' positive evaluation of its quality assurance system. The programme remains committed to continuous quality improvement through regular evaluation, stakeholder engagement, and the systematic use of quality assurance outcomes in programme development. Additionally, BFPT would like to clarify that BFPT received the accreditation status "Very Good" in 2007. However, in the most recent accreditation cycle (2022–2027), the programme was successfully upgraded and has officially been awarded the highest accreditation status, "Excellent (Unggul)". Information regarding this updated accreditation status has been clearly stated in the Self-Assessment Report (SAR), page 75. We appreciate the experts' attention to this matter.	Accredited "Excellent" from BAN-PT with Decree No. 1541/SK/BAN-PT/Ak.Ppj/S/IV/2023 staff (1.1.2. Accreditation Certificate_BFPT)
	Master of Agribusiness (MAgr)		

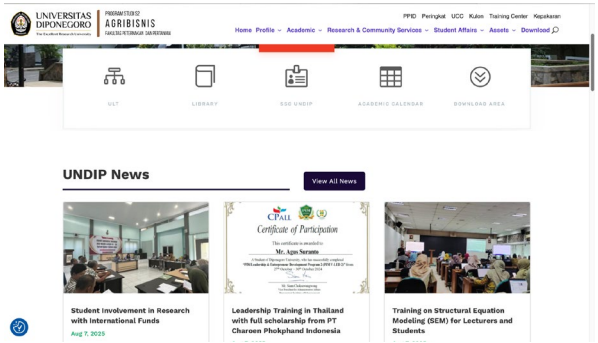
	D. Expert Report for the ASIIN Seal		
	1. The Degree Programme: Concept, Content & Implementation		
	PAGE 11 Clear distinction between the graduate profiles and ILOs of the two different tracks of the MAgr programme is required	Thank you for your valuable feedback. We agree that By-Course and By-Research graduates need to have distinctly different ILOs. It should be clearly communicated to students, employers, and other stakeholders. However, at Universitas Diponegoro, formally revising the ILOs requires a full curriculum review through a Faculty Level Curriculum Workshop. Based on Ministerial Regulation No. 53/2023, the last review curriculum was in 2024, the next opportunity to review curriculum will be in 2028/2029. In the meantime, we are preparing revised ILOs to distinguish By-Course and By-Research, to be adopted at the next review curriculum cycle. Moreover, the MAgr programme also conducts yearly curriculum review as essential preventative maintenance and also to evaluate several aspects such as: program learning outcomes, alignment with job market skills, to evaluate student satisfaction survey and benchmarking against peer institution.	Revised MAgr Intended Learning Outcomes
	1.3. Curriculum		

	PAGE 17 It needs to strengthen aspects of sustainability, global value chains, certification, and digitalisation and it needs to cover these topics in the curriculum.	In response to ASIIN expert feedback, we have integrated aspects of sustainability, global value chains, certification, and digitalisation into our current course descriptions and learning outcomes. We will embed these themes even more deeply across the curriculum in the next review cycle.	Revised MAgr Intended Learning Outcomes
	1.4. Admission Requirements		
	PAGE 21 It is not clear which kinds of Bachelor´s degrees are allowed to enter the programme, and which provisions are in place for applicants whose Bachelor´s curriculum does not fully comply with the entry requirements of the programme. For this case, a concept e.g. including suitable bridging courses or similar	In regard, which kinds of Bachelor´s degrees are allowed to enter the programme have been established at website : https://pmb.undip.ac.id/pascasarjana/syarat-magister/. Moreover, for students whose previous academic qualifications do not fully satisfy this requirement, the gap is addressed through a matriculation program conducted at the beginning of the admission period, prior to the commencement of regular coursework. This program is designed to ensure that all students possess the necessary academic background and competencies to successfully undertake the Master's program.	

	compensating measures, should be established.		
	PAGE 21 As transparent admission regulations are crucial for guaranteeing the quality of the entering students and ensuring legally compliant admission processes, it is required to clearly define and publish the subject-specific admission requirements for the MAgr programme.	Admission process and admission requirements for Master Program of Agribusiness have been established at the website : https://pmb.undip.ac.id/pascasarjana/syarat-magister/. In addition, applicants can select information in English on the website.	
	PAGE 21-22 The experts also point out that the credit number of the Master´s programme is very low (see also chapter 1.5). As a Master´s degree requires the completion of a credit equivalent of a total of 300 ECTS points (Bachelor + Master), the admission regulations must also ensure	The academic load for the Master Program has been stipulated in the Rector's Regulation No. 16 year 2024. However, the suggestion from experts will be considered in the next review curriculum cycle. Moreover, under the European Qualifications Framework (EQF), a Master's degree requires a combined total of 300 ECTS credits from both undergraduate and postgraduate studies. Because an Indonesian Bachelor's degree demands a minimum of 144 credits (roughly 230 ECTS), Indonesian graduates typically meet this EQF benchmark when entering a Master's program.	

	that the already completed number of credits is high enough that the MAgr programme complements it to at least 300 ECTS credits. E.g., for applicants with a standard European Bachelor´s degree, which encompasses 180 or 210 ECTS credits, the credit load of the MAgr programme would be too low and therefore not be recognised as a Master´s degree.		
	PAGE 22-23 The recruitment of international students is one measure to counter this trend. To further support this, the requirements regarding the admission regulations for the programme are essential.	The admission process for international students have been accommodated in the International Office Website : https://io.undip.ac.id/postgraduate-admission/. Moreover, the website has been designed to be user-friendly, allowing prospective applicants to easily find information and complete the registration process.	

	4. Transparency and Documentation		
	PAGE 41 The experts wonder about multiple outdated publications listed as recommended literature. This should be updated.	The study program appreciates the experts' feedback regarding the module descriptions. The MAgr Program has reviewed and updated the module handbook, specifically replacing outdated bibliographies with more relevant references.	Revised Module Handbook
	4.2. Diploma and Diploma Supplement		
	PAGE 42 The SKS credit numbers are transparently displayed in the Transcript of Records, the number of ECTS points is not presented, which may hinder the recognition and transfer of credits overseas. It is therefore required to, at least, display the total number of completed ECTS credits in the Transcript of	The study program appreciates the experts' recommendations regarding the enhancement of academic document completeness. We will coordinate with the faculty and university academic administration to ensure that the Transcript of Records and Diploma Supplement include clearer details on the final thesis title, SKS–ECTS conversion, total ECTS credits, and grade distribution data to support transparency and international recognition	

	Records and provide information about the credit conversion in the Diploma Supplement. To further increase transparency, the experts additionally recommend displaying the ECTS numbers of the individual modules on the Transcript of Records.		
	4.3. Relevant Rules		
	PAGE 43 The experts note that there is notably less information on the English versions of the websites compared to the "original" websites in Bahasa Indonesia related with the relevant rules at UNDIP. In line with UNDIP´s objective to attract more international students and achieve international recognition, the English websites should be completed.	The study program appreciates the experts' feedback regarding the information completeness on its English website. It will routinely update the English website content, hence, the details on academic rules, the study program profile, regulations, and supporting documents are more fully available, aligned with the Indonesian version, and easier to access for international students. The link for website of MAgr content in English : https://magri.fpp.undip.ac.id/en/home/.	

G Summary: Expert recommendations (01.07.2026)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Agroecotechnology	With requirements for one year	30.09.2032
Ba Aquatic Resources Management	With requirements for one year	30.09.2032
Ba Fish Product Technology	With requirements for one year	30.09.2032
Ma Agribusiness	With requirements for one year	30.09.2032

Requirements

For all programmes

A 1. (ASIIN 1.5) Clarify the definition of the SKS credits for all programme levels and learning activities, and calculate the equivalent ECTS credits accordingly.

A 2. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.

A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For all Bachelor´s programmes

A 4. (ASIIN 1.5) Reevaluate the workload for the internship and the Bachelor´s thesis and allocate the credits accordingly.

A 5. (ASIIN 4.2) Outline the title of the Bachelor´s thesis in the final documentation.

For MAgr

A 6. (ASIIN 1.1) Clearly distinguish and specify the graduate profiles and programme learning outcomes of the two tracks.

A 7. (ASIIN 1.4, 1.5) Ensure that the students complete a credit equivalent of at least 300 ECTS by completing the Master´s programme.

A 8. (ASIIN 4.2) Clearly distinguish and outline the features of the two tracks in the Diploma Supplement.

For BFPT

A 9. (ASIIN 3.3) Set up a cold storage and freezer room.

Recommendations

For all programmes

E 1. (ASIIN 4.2) It is recommended to outline the ECTS credits of the individual modules on the Transcript of Records.

E 2. (ASIIN 4.3) It is recommended to provide a full English version of the websites.

For all Bachelor´s programmes

E 3. (ASIIN 1.3) It is recommended to more deeply cover the basic sciences at the beginning of the programmes.

E 4. (ASIIN 1.3) It is recommended to integrate related small modules into larger modules.

E 5. (ASIIN 1.4) It is recommended to open the admission process to applicants of all ages independently from the date of their high school degree.

E 6. (ASIIN 1.5) It is recommended to evenly distribute the credit load across all semesters.

For BAET and MAgr

E 7. (ASIIN 1.3) It is recommended to integrate sustainability and globalised value chains into the teaching contents.

For BFPT and BARM

E 8. (ASIIN 3.3) It is recommended to update the lab equipment.

H Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (16.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee notes that, in addition to standard points of criticism regarding formalities (e.g., missing information in the final documentation) and programme organisation (e.g., credit point inconsistencies), requirements mainly address the distinction of two different tracks of the Ma Agribusiness which are stressed as crucial. Further programme-specific requirements and recommendations are proposed, among others, concerning the lab equipment, the integration of small modules into larger entities, and the missing curricular aspect of sustainability. The Technical Committee discusses the procedure and follows the expert vote without changes.

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

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Agroecotechnology	With requirements for one year	30.09.2032
Ba Aquatic Resources Management	With requirements for one year	30.09.2032
Ba Fish Product Technology	With requirements for one year	30.09.2032
Ma Agribusiness	With requirements for one year	30.09.2032

I Decision of the Accreditation Commission (25.09.2026)

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

The Accreditation Commission discusses the procedure and generally agrees with the experts' and the Technical Committee's vote. However, in accordance with a general decision regarding the interpretation of the applicable accreditation criteria, it is considered that the completion of 300 ECTS credits, cumulated for the Bachelor's and the Master's degree, is only a recommended reference value but no compulsory number. Therefore, the Accreditation Commission decides to transform the former requirement A7 into a recommendation.

The Accreditation Commission decides to award the following seals:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Agroecotechnology	With requirements for one year	30.09.2032
Ba Aquatic Resources Management	With requirements for one year	30.09.2032
Ba Fish Product Technology	With requirements for one year	30.09.2032
Ma Agribusiness	With requirements for one year	30.09.2032

Requirements

For all programmes

A 1. (ASIIN 1.5) Clarify the definition of the SKS credits for all programme levels and learning activities, and calculate the equivalent ECTS credits accordingly.

A 2. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.

A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For all Bachelor´s programmes

A 4. (ASIIN 1.5) Reevaluate the workload for the internship and the Bachelor´s thesis and allocate the credits accordingly.

A 5. (ASIIN 4.2) Outline the title of the Bachelor´s thesis in the final documentation.

For MAgr

A 6. (ASIIN 1.1) Clearly distinguish and specify the graduate profiles and programme learning outcomes of the two tracks.

A 7. (ASIIN 4.2) Clearly distinguish and outline the features of the two tracks in the Diploma Supplement.

For BFPT

A 8. (ASIIN 3.3) Set up a cold storage and freezer room.

Recommendations

For all programmes

E 1. (ASIIN 4.2) It is recommended to outline the ECTS credits of the individual modules on the Transcript of Records.

E 2. (ASIIN 4.3) It is recommended to provide a full English version of the websites.

For all Bachelor´s programmes

E 3. (ASIIN 1.3) It is recommended to more deeply cover the basic sciences at the beginning of the programmes.

E 4. (ASIIN 1.3) It is recommended to integrate related small modules into larger modules.

E 5. (ASIIN 1.4) It is recommended to open the admission process to applicants of all ages independently from the date of their high school degree.

E 6. (ASIIN 1.5) It is recommended to evenly distribute the credit load across all semesters.

For BAET and MAgr

E 7. (ASIIN 1.3) It is recommended to integrate sustainability and globalised value chains into the teaching contents.

For BFPT and BARM

E 8. (ASIIN 3.3) It is recommended to update the lab equipment.

For MAgr

E 9. (ASIIN 1.4, 1.5) It is recommended that students complete a credit equivalent of 300 ECTS by completing the Master´s programme.

Appendix: Programme Learning Outcomes and Curricula

As outlined in the programme handbook, the following **intended qualifications profile** shall be achieved by the Bachelor of Agroecotechnology:

Graduate Profile:

No.	PROFILE OF GRADUATES	DESCRIPTION OF GRADUATE PROFILE
1.	ACTORS IN THE FIELD OF AGRICULTURE: *(bureaucrats, technocrats, policy makers)* (KKNI 6-1)- APPLICATIONS	1. Able to apply scientific principles in formulating, analyzing, and solving agricultural science and technology problems 2. Able to apply science and technology in the field of crop production management technology based on the principles of sustainable agriculture based on organic/lisa agriculture, either modern or local wisdom.
2.	MANAGER *(planner, designer, organizer, evaluator, mediator)* (KKNI 6-3)- MANAGER (KKNI 6-4) - RESPONSIBILITY ANSWER	1. Possess leadership, managerial and adaptation skills towards environment, as well as a creative, innovative, responsive spirit in designing, planning and evaluating crop production systems appropriately, according to the rules of sustainable agriculture based on organic/lisa agriculture. 2. Able to actualize one's potential to work together in a multidisciplinary team.
3.	ENTREPRENEUR *(entrepreneur, initiator, adapter, cooperator)* (KKNI 6-3)- MANAGER (KKNI 6-4)- RESPONSIBILITIES	1. Courage to start, implement, and develop innovative businesses in the field of crop production in sustainable agriculture based on organic/lisa agriculture. 2. Able to establish cooperation (negotiate and communicate) effectively 3. Able to innovate in applying science and technology in the field of agricultural production technology into business practices. 4. Able to apply environmentally *sound* agricultural business ethics *based on organic/lisa* agriculture.
4.	RESEARCHER /EDUCATOR (KKNI 6-4)- RESPONSIBILITY (KKNI 6-2)-THEORY	1. Able to identify, formulate and analyze problems appropriately regarding sustainable agricultural systems *based on organic agriculture/lisa* 2. Able to design and carry out research and interpret data professionally 3. Able to recommend appropriate problem solving in sustainable agricultural cultivation systems *based on organic/lisa agriculture* 4. Uphold the principles of scientific ethics
5.	COMMUNICATOR *(facilitator, motivator, mediator)* (KKNI 6-3)- MANAGER (KKNI 6-4)- RESPONSIBILITY	1. Ability to learn throughout life 2. Ability to think analytically and synthesize by taking into account the impact of problem solving in the global scope in social life 3. Ability as a facilitator, motivator and mediator systematically and effectively 4. Able to communicate thoughts individually and in teams 5. Have the ability to communicate to facilitate, motivate. and become a mediator in dealing with agricultural problems in the community.

Intended Learning Outcomes:

ILO 1	Able to analyse (C4) and apply (P3) theoretical concepts regarding plant science and technology, growing media, the environment, and sustainable crop production; using logical, critical and systematic thinking, whilst demonstrating (A3) effective and responsible performance based on grounded in academic values, norms, and ethics, both individually and in group work
ILO 2	Able to analyse (C4) and formulate (P4) principles of the management of plant science and technology, growing media, the environment, and sustainable crop production appropriately within the context of problem-solving in their field of expertise, based on the analysis of information and data; and demonstrate (A3) effective and responsible performance grounded in academic values, norms, and ethics, both individually and in group work.
ILO 3	Be able to integrate (C4) the principles of leadership, information and communication technology, engineering, economics and human resource management in designing (P5) crop production using the latest, environmentally friendly technologies in an effective, creative and innovative manner, whilst taking into account occupational health, safety and security; and uphold (A4) the willingness and ability to engage in lifelong learning, in order to develop professionalism in the field of agrotechnology
ILO 4	Able to evaluate (C5) and solve (P4) agroecotechnology issues based on sustainable agriculture and the utilisation of local resources using research methodologies; and internalizing (A3) academic values, norms, and ethics.
ILO 5	Able to compare (C5) and manage (P5) plant science and technology, growing media, the environment, and crop production with factual knowledge and current issues regarding sustainable development; with an understanding (A5) of religious values, patriotism and respect for the law

The following **curriculum** is presented:

No.	CODE	SUBJECT	CREDITS	SKS Details
		SEMESTER 1		
1	UNW21301	Religion	2	2-0
2	UNW21303	Citizenship and Pancasila	3	3-0
3	UNW21304	Indonesian Language	2	2-0
4	PAT21301	Introduction to Agricultural Science	2	2-0
5	PAT21304	Microbiology	2	1-1
6	PAT21305	Climatology	3	2-1
7	PAB21301	General Economics	2	2-0
8	UNW21308	Statistics	3	2-1
9	PAB21303	Management Basics	2	2-0
		Sub Total	21	18-3
		SEMESTER 2		
1	UNW21308	Sports	1	0-1
2	UNW21306	English Language	2	2-0
3	UNW21310	Internet of Thing	2	1-1
4	PAT21306	Botany	3	2-1
5	PAB21304	Rural Sociology	2	2-0
6	PAT21307	Basic Crop Production Technology	3	2-1
7	PAT21308	Plant Biochemistry	3	2-1
8	PAT21309	Soil Science	3	2-1
9	PAT21310	Plant Genetics	2	2-0
		Sub Total	21	16-5
		SEMESTER 3		
1	PAT21311	Seed Technology	3	2-1
2	PAT21312	Basic Plant Protection	3	2-1
3	PAT21313	Plant Physiology	3	2-1
4	PAT21314	Fertility and Fertilization Science	3	2-1
5	PAT21315	Plant Ecology	3	2-1
6	PAT21405	Basic Plant Breeding	3	2-1
7	PAT21408	Soil Survey and Land Evaluation	2	2-0
		Sub Total	20	14-6

		Special Topics from Other Study Programs	2	
		SEMESTER 4		
1	PAT21316	Plant Taxonomy	3	2-1
2	PAT21318	Plant Propagation	3	2-1
3	PAT21319	Trial Design	2	2-0
4	PAT21402	Plant Growth and Development	3	2-1
5	PAT21406	Organic Farming	3	2-1
6	PAT21411	Agricultural Microbiology	2	1-1
7	PAT21430	Agricultural Mechanization	2	1-1
8	PTP21	Basic Agricultural Product Technology	2	2-0
		Sub Total	20	14-6
		Elective or Special Topics from Other Study Programs	2	
		SEMESTER 5		
1	PAB21307	Entrepreneurship	2	2-0
2	PAT21317	Agricultural Hydrology	2	2-0
3	PAT21403	Food Crop Production Technology	3	2-1
4	PAT21407	Research Methodology	2	2-0
5	PAT21409	Plantation Crop Production Technology	3	2-1
6	PAT21410	Plant Biotechnology	3	2-1
7	PAB21313	Company Economics	2	1-1
8	PAT21441	Plant Breeding Technology	2	1-1
9	PAT21442	Plant Protection Technology	2	1-1
		Sub Total	21	15-6
		Elective or Special Topics from Other Study Programs	3	
		SEMESTER 6		
1	PAB21403	Extension	3	2-1
2	PAT21404	Feed Crop Production Technology	3	2-1
3	PAT21412	Integrated Farming System	3	2-1
4	PAT21413	Horticultural Crop Production Technology	3	2-1
5	PAT21414	MPA (Field trip or Field Study)	1	0-1
6	PAT21435	Seminar	1	0-1
		Sub Total	14	8-6
		Elective May be Gasal/Greek Semester or Internship	10	
		SEMESTER 7		
1	PAT21436	PKL (Practical work/Internship program)	2	0-2
2	UNW21408	SERVICE-LEARNING	3	0-3
3	PAT21599	Thesis	6	0-6
4	PAT21435	Seminar (Continued)		

		Sub-Count	11	0-11
		Elective May be in Odd/Even Semester or Internship	13	
		SEMESTER 8		
1	PAT21599	Thesis (Advanced)		
2	UNW21408	KKN/Community Service Program (Advanced)		
3	PAT21435	Seminar (Advanced)		
4	PAT21436	PKL/Practical work or Internship program (Advanced)		
		Total Required Credits	127	
		Number of Elective Credits	18	
		TOTAL SKS	145	
		ODD SEMESTER ELECTIVES		
1	PAT21415	Seed Production and Storage	2	1-1
2	PAT21416	Ornamental Plant Production Technology	2	1-1
3	PAT21417	Hydroponic Production Technology	2	1-1
4	PAT21423	Vegetable Crop Production Technology	2	1-1
5	PAT21425	Plant Genetic Engineering	2	1-1
6	PAT21426	Landscape Architecture	2	1-1
7	PAT21427	Advanced Organic Agriculture	2	1-1
8	PAB21402	SKEP	3	2-1
9	PTK2A	Special Topic 2A (2 credits)	2	2-0
10	PTK2B	Special Topic 2B (2 credits)	2	2-0
11	PTK3C	Special Topic 3C (3 credits)	3	3-0
		EVEN SEMESTER ELECTIVE		
1	PAT21418	Tuber Crop Production Technology	2	1-1
2	PAT21419	Production Technology of Medicinal Plants	2	1-1
3	PAT21420	Plant Tissue Culture Technique	2	1-1
4	PAT21421	Verticulture	2	1-1
5	PAT21422	Phytohormones	2	1-1
6	PAT21424	Land Resource Conservation Technology	2	1-1
7	PAT21429	Bioremidiation and Land Reclamation	2	2-0
8	PAT21431	HPT Management	3	2-1
9	PAT21432	Agroforestry	2	1-1
10	PAT21433	Management of Cultivated Fields. Tropical	2	1-1
11	PTK2A	Special Topic 2A (2 credits)	2	2-0
12	PTK2B	Special Topic 2B (2 credits)	2	2-0
13	PTK3C	Special Topic 3C (3 credits)	3	3-0

As outlined in the programme handbook, the following **intended qualifications profile** shall be achieved by the Bachelor of Aquatic Resources Management:

Graduate Profile:

No.	Graduate Profile	Graduate Profile Description
1.	Manager	Able to make decisions in choosing alternative management of fish resources and the aquatic environment in a scientific, independent, and collaborative manner.
2.	Researcher	Master the concepts and principles of fish resource and aquatic environment management.
3.	Educator	Able to plan, apply, and evaluate the management of fish resources and the aquatic environment sustainably using an ecosystem approach.
4.	Fisheries Business Practitioner	Able to apply the concepts and principles of fish resource and aquatic environment management and utilize them in their work.
5.	Environmental Saviour	Able to develop and apply sustainable practices for the conservation of fishery resources and aquatic ecosystems

Intended Learning Outcomes:

STUDY PROGRAMME: Bachelor Aquatic Resources Management (B.ARM)	
ILO-1	Graduates are capable of applying logical, critical, systematic and innovative thinking, to act professionally with religious integrity. These capabilities are meant to support independent, high-quality and measurable work within the context of scientific and technological advancement that upholds human values, social ethics, the principles of Pancasila, and lifelong learning following their field of expertise.
ILO-2	Graduates are able to assess implications, formulate solutions, demonstrate a high level of commitment and moral integrity, and make responsible decisions in completing tasks and solving problems within their professional scope.
ILO-3	Graduates possess a comprehensive understanding of concepts and are able to apply knowledge related to the field of fisheries and marine sciences, encompassing ichthyology, oceanography, limnology, aquatic ecology, aquatic microbiology, basic capture fisheries, basic aquaculture, basic aquatic product processing, and fisheries socioeconomics as foundational disciplines in fisheries science.
ILO-4	Graduates are able to master and apply knowledge as well as develop management principles (exploration, exploitation, conservation, rehabilitation, and diversification) of aquatic and fisheries resources.
ILO-5	Graduates are able to function both independently and collaboratively as managers, educators, and researchers in analysing the management of aquatic environments and resources (such as water quality status, fisheries status, environmental risk assessment, zoning, and spatial planning) at basic and intermediate levels for making holistic alternative decisions.
ILO-6	Graduates are able to apply knowledge and technology-based innovations, such as Geographic Information Systems (GIS) and modelling, utilizing the Internet of Things (IoT) in the management of aquatic, fisheries, and marine resources.
ILO-7	Graduates are able to work independently or in a team, possess a high level of moral integrity, and be capable of utilizing facilities and infrastructure to dedicate knowledge to society and the sustainability of aquatic environments.
ILO-8	Graduates are Able to calculate and analyse the economic value of aquatic resources, develop entrepreneurial potential, fisheries business and aquatic-based ecotourism, and possess effective and efficient communication skills.

ILO-9	Graduates are able to design experimental research, conduct research, analyse and interpret data, and present findings in the form of presentations or publications in the fields of fisheries and marine sciences.

The following **curriculum** is presented:

SEMESTER 1				SEMESTER 2			
No.	**Code**	**Courses**	**Credit**	**No.**	**Code**	**Courses**	**Credit**
1	*	Religion	2	1	UUWN5006	Internet of things (IoT)	2
2	UUWN5003	Pancasila & Civic	3	2	UUWN5007	English	2
3	UUWN5004	Bahasa Indonesia	2	3	PIMP6005	Basic in Aquaculture Science / Engineering	2
4	UUWN5005	Swimming	1	4	PIMP6006	Basic Technology in Fisheries Products	3
5	PIMP6001	Ichthyology	3	5	PIMP6007	Basic Technology in Fish Capture	3
6	PIMP6002	Aquatic Ecology	3	6	PIMP6007	Socio-economic fisheries	3
7	PIMP6003	Oceanography	3	7	PIMP6009	Planktonology	3
8	PIMP6004	Limnology	3	8	PIMP6010	Fisheries Biology	3
				9	PIMP6011	Aquatic Invertebrates	3
Total Credits			**20**	**Total Credits**			**20**

SEMESTER 3				SEMESTER 4			
No.	**Code**	**Courses**	**Credit**	**No.**	**Code**	**Courses**	**Credit**
1	PIMP6012	Aquatic Productivity	1	1	PIMP6019	Aquatic Microbiology	2
2	PIMP6013	Population Dynamics & Fish Stock Assessment	2	2	PIMP6020	Aquatic Plants	2
3	PIMP6014	Water Quality Management	2	3	PIMP6012	Fisheries Resources Management	2
4	PIMP6015	Management of Aquatic Resources	3	4	PIMP6022	Aquatic Toxicology	3
5	PIMP6017	Integrated Management of Coastal Region	3	5	PIMP6023	Aquatic Resources Conservation	3
6	PIMP6017	Control of Water Pollution	3	6	PIMP6024	Physiology of Aquatic Organism	3

7	PIMP6018	Coastal Ecology	3	7	PIMP6025	Statistics	2
				8	PIMP6026	Research Methodology	3
Total Credits			**23**	**Total Credits**			**24**
SEMESTER 5				**SEMESTER 6**			
No.	**Code**	**Courses**	**Credit**	**No.**	**Code**	**Courses**	**Credit**
1	UUWN5008	Entrepreneurship	2	1		ELECTIVE COURSES	
2	PIMP6027	SDGs Fisheries and Marine Sciences	2	2		ELECTIVE COURSES	
3	PIMP6028	Introduction of Remote Sensing & GIS	3	3		ELECTIVE COURSES	
4	PIMP6029	Basic Environmental Impact Assessment	3	4		ELECTIVE COURSES	
5	PIMP6030	Experimental design	2	5		ELECTIVE COURSES	
6		ELECTIVE COURSES		6		ELECTIVE COURSES	
7				7		ELECTIVE COURSES	
Total Credits			**12+EC**		**Total Credits**		**+EC**
SEMESTER 7				**SEMESTER 8**			
No.	**Kode**	**Courses**	**Credits**	**No.**	**Kode**	**Courses**	**Credits**
1	UUWN5009	Student Community Service	3	1	PIMP6031	Final Report / Undergraduate Thesis	6
2	PIMP6043	Field Work	3	2			
3		Internship Program		3			
4		ELECTIVE COURSES					
Total Credits			**6+EC**	**Total Credits**			**6+EC**

As outlined in the programme handbook, the following **intended qualifications profile** shall be achieved by the Bachelor of Fish Product Technology:

Graduate Profile:

No.	GRADUATE PROFILE	GRADUATE DESCRIPTION
1.	**Manager**	Skilled at working together, communicating verbally and in writing, thinking critically and utilizing various sources of information in problem solving, showing high ethics and integrity, valuing diversity, capable of leadership and organization, and entrepreneurial spirit.
2.	**Entrepreneur (business, developing fisheries technology)**	Designing/creating innovative new products, or developing existing products to improve its quality, utilizing safe, sustainable, and zero-waste fishery-based waste.
3.	**Educator (lecturer)**	Educators and facilitators of creative, innovative learning who have a good understanding of fishery technology materials and the ability to use information technology to keep up with developments in fishery product processing technology.
4.	**Researcher**	Conduct researches on fisheries technology issues, both experimentally and/or through literature studies, and publish the results in reputable scientific forums and journals.

Intended Learning Outcomes:

General and social skills	
ILO 1	Graduates who are devout, religious, and uphold human values based on religion, morals, and ethics.
ILO 2	Graduates who are nationalistic, responsible, contribute to society, and internalize values, norms, and academical ethics.
ILO 3	Graduates who think logically, critically, systematically, and innovatively in applying science and technology with an emphasis on humanities values to solve problems and enhance their role in fisheries product processing.
ILO 4	Graduates who are entrepreneurial, independent, resilient, able to work in teams, and able to adapt their hard skills and soft skills with responsibility and self-evaluation.
ILO 5	Graduates who are able to communicate, build networks, utilize technology, and make the right decisions in the field of fishery technology.
Special Skills and Knowledge in Fishery Product Technology Competence	
ILO 6	Graduates who have knowledge and skills in fisheries and marine science, process engineering, biotechnology, and fisheries product safety management, with the ability to apply and develop principles of fisheries product processing.
ILO 7	Graduates who understand the uniqueness of Indonesia's fisheries and marine resources, are able to manage production, and develop with sense of responsibility, confidence, and cooperation.
ILO 8	Graduates who are able to design research, analyze data, communicate results, open and update to science and technology, and possess effective communication skills and a lifelong passion for learning.
Knowledge	
ILO 9	Graduates who are able to inspire fisheries businesses, think critically, utilize information, understand developments in science and technology, and interact across fields based on Technologycal Information.

The following **curriculum** is presented:

1st SEMESTER			
No	Code	Course	SCU
1		Religious Education	2
2	UUWN6-003	Pancasila & Citizenship Education	3
3	UUWN6-004	Indonesian Language	2
4	PIHP6-004	Basic of Fisheries Product Technology	2
5	PIHP6-010	Basic of Biochemistry	2
6	PIHP6-011	Chemistry and Physics of Fisheries Products	2
7	PIHP6-111	Chemistry and Physics of Fisheries Products Practicum	1
8	PIHP6-001	Aquatic Ecology	2
9	PIHP6-002	Oceanography	2
10	PIHP6-003	Ichtiology	2
11	PIHP6-103	Ichtiology Practicum	1
	Total SCU in The 1st Semester		21

2nd SEMESTER			
No	Code	Course	SCU
1	UUWN6-005	Physical Education	1
2	UUWN6-007	English	2
3	UUWN6-006	Internet of Things (IoT)	2
4	PIHP6-012	Fisheries Product Biochemistry	2
5	PIHP6-212	Fisheries Product Biochemistry Practicum	1
6	PIHP6-013	Process Thermodinamics	2
7	PIHP6-014	Fisheries Product Microbiology	2
8	PIHP6-214	Fisheries Product Microbiology Practicum	1
9	PIHP6-015	Knowledge of Raw Materials	2
10	PIHP6-016	Introduction to Laboratory Equipment Utilization	2
11	PIHP6-005	Basics of Aquaculture	2
12	PIHP6-006	Basic of Capture Fisheries Technology & Management	2
	Total SCU in The 2nd Semester		21

3rd SEMESTER			
No	Code	Course	SCU
1	PIHP6-017	Fish Handling Technology	2
2	PIHP6-018	Refrigeration Technology	2
3	PIHP6-319	Fish Handling and Refrigeration Technology Practicum	1
4	PIHP6-020	Traditional Fisheries Product Processing Technology	2
5	PIHP6-320	Traditional Fisheries Product Processing Technology Practicum	1
6	PIHP6-021	Thermal Process Technology	2
7	PIHP6-321	Thermal Process Technology Practicum	1
8	PIHP6-007	Fisheries Social & Economics	2
9	PIHP6-022	Food Chemistry & Nutrition of Fish	2
10	PIHP6-322	Food Chemistry & Nutrition of Fish Practicum	1
11	PIHP6-023	Statistics	2

4th SEMESTER			
No	Code	Course	SCU
1	PIHP6-025	Processing & Utilization Technology Fisheries By-Product	2
2	PIHP6-425	Processing & Utilization Technology Fisheries By-Product Practicum	1
3	PIHP6-026	Experimental Design	2
4	PIHP6-426	Experimental Design Practicum	1
5	PIHP6-027	Standardization	2
6	PIHP6-028	Hydrocolloid Technology	2
7	PIHP6-428	Hydrocolloid Technology Practicum	1
8	PIHP6-029	Sanitation & Hygiene	2
9	PIHP6-429	Sanitation & Hygiene Practicum	1
10	PIHP6-030	Scientific Method	2
11	PIHP6-031	Fermentation Technology	2

12	PIHP6-024	Toxicology	2	12	PIHP6-431	Fermentation Technology Practicum	1
13	PIHP6-324	Toxicology Practicum	1	13	PIHP6-032	Fisheries Product Quality Control	2
				14	PIHP6-432	Fisheries Product Quality Control Practicum	1
	Total SCU In The 3rd Semester		**21**		**Total SCU In The 4th Semester**		**22**

5th SEMESTER				**6th SEMESTER NON-INTERNSHIP**			
No	**Code**	**Course**	**SCU**	**No**	**Kode**	**Course**	**SCU**
1	PIHP6-033	Packaging Technology	2	1		Elective Course 1	2
2	PIHP6-533	Packaging Technology Practicum	1	2		Elective Course Practicum 1	1
3	PIHP6-034	Biotechnology	2	3		Elective Course 2	2
4	PIHP6-534	Biotechnology Practicum	1	4		Elective Course Practicum 2	1
5	PIHP6-035	Product Diversification & Development	2	5		Elective Course 3	2
6	PIHP6-535	Product Diversification & Development Praticum	1	6		Elective Course Practicum 3	1
7	UUWN6-008	Entrepreneurship	2	7		Elective Course 4	2
8	PIHP6-009	SDGs In Fisheries & Marine Development	2	8		Elective Course Practicum 4	1
9	PIHP6-036	Factory Layout & Planning	2	9		Elective Course 5	2
10	PIHP6-536	Factory Layout & Planning Practicum	1	10		Elective Course Practicum 5	1
11	PIHP6-037	Fisheries Product Industrial Management	2	11		Elective Course 6	2
12	PIHP6-537	Fisheries Product Industrial Management Practicum	1	12		Elective Course Practicum 6	1
13	PIHP6-038	Integrated Quality Assurance of Fishery Products	2	13		Elective Course 7	2
14	PIHP6-538	Integrated Quality Assurance of Fishery Products Praticum	1	14		Elective Course Practicum 7	1
	Total SCU In The 5th Semester		**22**		**Total SCU In The 6th Semester**		**21**

7th SEMESTER				**8th SEMESTER**			
No	**Code**	**Course**	**SCU**	**No**	**Code**	**Course**	**SCU**
1	UUWN6-009	Community Service Program	3	1	PIHP6-041	Undergraduate Thesis	6
2	PIHP6-039	Field Practice	3				
3	PIHP6-040	Seminar	2				
4		Elective Course 8	2				
		Elective Course Practicum 8	1				
	Total SCU In The 7th Semester		**11**		**Total SCU In The 8th Semester**		**6**

As outlined in the programme handbook, the following **intended qualifications profile** shall be achieved by the Master of Agribusiness:

Graduate Profile:

NO.	GRADUATE PROFILE	THE DESCRIPTION OF THE GRADUATE PROFILE
1.	Manajer in Agricultural business	1. Expert in manajerial skills and having leadership skills in agricultural business and able to developing and applying as well as managing agribusiness resources and technology
2.	Agribusiness entrepreneur	1. Able to develop and manage business in agricultural business in various business scales and develop an entrepreneurial spirit in the field of agribusiness 2. Able to design and create innovative agribusiness activity and opportunities to make a profit 3. Able to encourage and inspire other agribusiness entrepreneurs
3.	Agribusiness planners and policy makers	1. Able to design and implement various planning model 2. Able to plan and recommend an agricultural business 3. Able to formulate and design and implement agribusiness development policies
4.	Researcher	1. Able to develop an agribusiness-based reseach planning 2. Able to develop agribusiness development strategies based on science and technology 3. Able to compile, design, and carry out and disseminate research result in national or international scale
5.	Agribusiness educator	1. Able to design, implement, and develop agribusiness for educational purposes 2. Able to become a professional educator who has orientation or based on the advancement of science and technology in the field of agribusiness
6.	Agribusiness marketers	1. Able to design and develop agribusiness market opportunies and competitiveness 2. Develop a marketing strategy for agribusiness 3. Evaluate agribusiness marketing programmes 4. Develop a better and fair agribusiness marketing and networks

Intended Learning Outcomes:

ILO 1	Graduates are expected to mastering concept in management, macro and micro economics, development strategies, entrepreneurship and communication in agricultural business, graduates will be able to mastering knowledge and skill in technical aspects of agricultural and livestock management, as well as mastering concepts of agricultural business professionaly
ILO 2	Graduates are expected to mastering concept and aspect of management efficiency and feasibility in order to make strategic and operational decisions as well as be able to formulate proble solving in the field of agribusiness in a sustainable manner
ILO 3	Graduates are able to uphold human values in carrying out duties based on religion, morals, ethics and contribute to improve the quality of life in society and nation and to create harmonious live based on the value of Pancasila and have sensitivy and concern for society and environment
ILO 4	Graduates are able to apply logical, critical, systematic, and innovative thingking in the context of development and able to implementing science and technology and applies humanities value in accordance with their field of expertise
ILO 5	Graduates are able to apply appropriate and accurate decisions in the context of problem solving in agricultural business based on actual and data analysis method and are able to communicate the result in academic contect based on ethic and scientific manner
ILO 6	Graduate are able to conduct agricultural business using the concept of sustainable agriculture by applying quantitative and qualitative analysis and able to design, develop strategies, operate agricultural business in tropical contect to improve profitability and ensure environment and government regulations
ILO 7	Graduate are able to apply and manage an agricultural business ranging from farming scale to enterprise (company) according to aspects of production, human resources, finance, marketing the transforming agriculture produce into consumable product and also apply local wisdom and global insight
ILO 8	Graduate are able to identify and analyse problems, potentials and prospects and recommend alternative decision making in the field of agribusiness using scientific method
ILO 9	Graduate are able to design and implement community development method and human resources aspect to increase welfare of community, increase participation, communicate idea both oral and writing skill in a structured and comprehensive manner, utilize information and network to help developing small and medium enterprises based on creative industries.

The following **curriculum** is presented:

By-course track:

1st SEMESTER

NO	Code	Courses Name	Credits
1	PPAB8101	Supply Chain Management	2
2	PPAB8102	Human Resource Management in Agribusiness	2
3	PPAB8103	Econometrics	2
4	PPAB8104	Ecotourism	2
5	PPAB8105	Leadership and Entrepreneurship	2
	Total Credits in 1st Semester		10

2nd SEMESTER

NO	Code	Courses Name	Credits
1	PPAB8206	Investment Analysis	2
2	PPAB8207	Agribusiness Development System	2
3	PPAB8208	Research Methodology	3
4	PPAB829	Strategy and Development Policy in Agribusiness	2
5	PPAB8210	Planning and Evaluation in Empowerment Program	2
	Total Credits in 2nd Semester		11

3rd SEMESTER

NO	Code	Courses Name	Credits
1		Elective Courses 1	2
2		Elective Courses 2	2
3		Elective Courses 3	2
4	PPAB8331	Seminar Proposal	3
	Total Credits in 3rd Semester		9

4th SEMESTER

NO	Code	Courses Name	Credits
1	PPAB8433	Research Result Seminar	3
2	PPAB8434	Publication	3
3	PPAB8435	THesis	6
	Total Credits in 4th Semester		12
	Total Credits in All Semester		42

By-research track:

1ST SEMESTER

NO	Code	Courses Name	Credits
1	LPAB8601	Philosophy of science	2
2	LPAB8602	research methodology	3
3	PPAB8603	Agribusiness development system	2
4	PPAB8604	Research proposal	2
5	PPAB8605	Writing a scientific article	2
Total Credits in 1st Semester			**11**

2ND SEMESTER

NO	Code	Courses Name	Credits
1	PPAB8707	Kolokium/Seminar Proposal 1	3
2	PPAB8708	Research	12
Total Credits in 2ND Semester			**11**

3RD SEMESTER

NO	Code	Courses Name	Credits
1	PPAB8810	Seminar 2: Research Result Seminar	3
2	PPAB8811	Thesis Writing	3
3	PPAB8812	Publication2	7
Total Credits in 3RD Semester			14

4TH SEMESTER

NO	Code	Courses Name	Credits
1.	PPAB8914	Thesis	6
	Total Credits in 4TH Semester		6
		TOTAL CREDITS IN ALL SEMESTER	**42**