

# Decision of the FIBAA Accreditation and Certification Committee



16<sup>th</sup> Meeting on November 27, 2024

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/052 Cluster 2
<b>Higher Education Institution:</b>	Hasanuddin University, Indonesia
<b>Location:</b>	Makassar, South Sulawesi, Indonesia
<b>Study Programme:</b>	1 Bachelor of Agribusiness 2 Bachelor of Accounting 3 Bachelor of Management 4 Master of Management 5 Master of Science Management
<b>Type of Accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision: According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: November 27, 2024 - November 26, 2029

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Hasanuddin University, Indonesia

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**Bachelor programmes:**

- 1 Bachelor of Agribusiness
- 2 Bachelor of Accounting
- 3 Bachelor of Management
- 4 Master of Management
- 5 Master of Science Management

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**Qualification awarded on completion:**

- 1 Bachelor of Agriculture
- 2 Bachelor of Economics
- 3 Bachelor of Management
- 4 Master of Management (MM)
- 5 Master of Science Management (MSM)

# General information on the study programme

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## **Brief description of the study programme:**

### **Bachelor of Agribusiness**

The Bachelor of Agribusiness (BAgb) at Hasanuddin University is one of six programmes in the Faculty of Agriculture. Initially, it included four study areas: Agrosystem Management, Agricultural Economics, Agricultural Extension, and Family Welfare Science. Over time, the programme evolved and was officially recognised by the Indonesian Agricultural University Communication Forum, receiving approval through a decree by the Ministry of National Education in 2007. The BAgb programme offers two main graduate profiles: Agribusiness Developer and Agribusiness Entrepreneur.

### **Bachelor of Accounting**

The Bachelor of Accounting (BAcc) programme at Hasanuddin University was established in 1978, with initial assistance from Universitas Gadjah Mada. It officially became an Accounting Study Programme on March 14th, 1983, and operates under the Faculty of Economics and Business (FEB) at Hasanuddin University. The programme prepares graduates for roles such as Financial Analyst, Accounting Officer, Budget Officer, Tax Officer, Auditor, and Accounting System Designer Assistant. Its Intended Learning Outcomes (ILOs) are aligned with the Indonesian Qualification Framework (IQF) level 6 and International Education Standards (IES) issued by the International Federation of Accountants (IFAC).

### **Bachelor of Management**

The Bachelor of Management (BoM) at Hasanuddin University is one of three study programmes within the Faculty of Economics and Business (FEB). Initially established as the Department of Corporate Management in 1956, it was renamed the Department of Management in 1984, a name it retains today. BoM currently offers five areas of specialisation: Financial Management, Human Resources Management, Marketing Management, Operational Management, and since 2015, Strategic Management and Entrepreneurship. The programme has received both national and international accreditation.

### **Master of Management**

The Master of Management (MM) programme at Hasanuddin University was established on March 10, 1998, under the Faculty of Economics and Business. The programme aims to become a leading study programme by 2025, producing graduates who are management experts, capable of addressing global market demands through critical thinking and innovation. MM's performance has consistently exceeded expectations, with a growing number of international students enrolling. The programme is accredited with an "A" rating by the National Accreditation Bureau of Higher Education and has also met the accreditation standards of ABEST-21.

### **Master of Science Management**

The Master of Science in Management (MSM) programme at Hasanuddin University envisions itself as a "Centre of Excellence in Human Development, Science, Technology, Arts, and Culture in the Field of Economics and Business," with a specific focus on Management Science at the master's level, grounded in the context of the Indonesian Maritime Continent. The programme has consistently achieved above-average success rates in fulfilling its mission, with ongoing improvements and a significant increase in student enrollment.

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**Type of study programme:**

Bachelor of Agribusiness: Bachelor programme

Bachelor of Accounting: Bachelor programme

Bachelor of Management: Bachelor programme

Master of Management: Master programme

Master of Science Management: Master programme

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**Projected study time and number of ECTS credits assigned to the study programme:**

Bachelor of Agribusiness: 244.8 ECTS (144 national CP)

Bachelor of Accounting: 246.5 ECTS (145 national CP)

Bachelor of Management: 246.5 ECTS (145 national CP)

Master of Management: 71.4 ECTS (42 national CP)

Master of Science Management: 71.4 ECTS (42 national CP)

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**Mode of study:**

Bachelor of Agribusiness: full-time

Bachelor of Accounting: full-time

Bachelor of Management: full-time

Master of Management: full-time

Master of Science Management: full-time

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**Didactic approach:**

Bachelor of Agribusiness: blended-learning

Bachelor of Accounting: blended-learning

Bachelor of Management: blended-learning

Master of Management: blended-learning

Master of Science Management: blended-learning

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**Scope (planned number of parallel classes) and enrolment capacity:**

Bachelor of Agribusiness: 5 parallel classes, 40 students per class

Bachelor of Accounting: 8 parallel classes, 30 students per class

Bachelor of Management: 10 parallel classes, 30 students per class

Master of Management: 8 parallel classes, 18 students per class

Master of Science Management: 2 parallel classes, 15 students per class

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**Programme cycle starts in:**

Bachelor of Agribusiness: summer semester

Bachelor of Accounting: summer semester

Bachelor of Management: summer semester

Master of Management: winter semester and summer semester

Master of Science Management: winter semester and summer semester

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**Initial start of the programme:**

Bachelor of Agribusiness: 1994

Bachelor of Accounting: 1983

Bachelor of Management: 1956

Master of Management: 1992

Master of Science Management: 2008

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**Type of accreditation:**

All programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Agribusiness, Bachelor of Accounting, Bachelor of Management, Master of Management and Master of Science Management was made between FIBAA and Hasanuddin University on June 26, 2023. On February 27, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Riitta Ahlholm**

Fountain Park Oy

Vice Chairman of the Board, Partner

Management, Leadership, Entrepreneurship, Change Management, Digitalisation of business Processes e.g., Strategy, new leader onboarding, change and sustainability

## **Jan Oliver Britz**

Accadis University Bad Homburg

Student International Business Management (B.A.)

## **Prof. Suryo Budi Santoso**

University of Muhammadiyah Purwokerto

Accounting, Business, Management, and Economics, Digital Teaching, Blended Learning

## **Prof. Dr. Jürgen Gabriel**

BTU Cottbus-Senftenberg

Professor emeritus of Business Administration and Technology Management

General Business Administration, Technology and Innovation Management, Start-ups,

Entrepreneurship, Small and Medium-Sized Enterprises, Quality Management Systems

## **Prof. Dr. Rainer Kühn**

Giessen University

University Professor at the Institute of Agricultural and Food Economics

Organisational Theory and Organisational Design in Agribusiness, Institutional Economics,

Microeconomics and Competition Analysis, Cooperatives, Behavioural Economics

## **Prof. Dr. Anke Müßig**

University of Luxembourg

Professor of Business Administration, in particular, Auditing and Accounting

Accounting, Management Accounting (Internal Accounting), Taxation, Sustainability,

Financing, Finance Business Administration, Auditing

FIBAA project manager:

Dr. Marco Haid

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on July 2-5, 2024 via the video conferencing tool *MS TEAMS*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI comment on November 1, 2024. The statement on the report was given up on November 7, 2024. It has been taken into account in the report at hand.

# Summary

The Bachelor of Agribusiness, Bachelor of Accounting, Bachelor of Management, Master of Management and Master of Science Management offered by Hasanuddin University fulfill with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 27, 2024, and finishing on November 26, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified areas where the programme could be further developed:

- The HEI publishes its selection criteria and factors more clearly to ensure that the procedure is presented more understandable (see chapter 2.3).
- the HEI more strategically implements and evaluates existing partnerships with HEIs, verifying that they are still active and influential (see chapter 4.3.1).
- The HEI more strategically implements and evaluates existing partnerships, verifying that they are still active and influential (see chapter 4.3.2).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Lecturing tutors (see chapter 3.3.4)
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.



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## **Abbreviations**

BAcc	Bachelor of Accounting
BAgb	Bachelor of Agribusiness
BAN-PT	National Accreditation Body for Higher Education
BMC	Business Model Canvas
BMPD	Regional Banking Consultative Community
BoM	Bachelor of Management
BPK	The Audit Board of Indonesia
BUMN	State Owned Enterprises
CDC	Career Development Centre
CP	Credit Point
CSR	Corporate Social Responsibility
CV	Curriculum Vitae
ECTS	The European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
ESQ	Emotional Spiritual Quotient
IAA	Indonesian Agribusiness Association
IAI	The Indonesian Chartered Accountant
IAMI	The Institute of Indonesian Management Accountant
IAPI	The Institute of Indonesian Public Accountant
IES	International Education Standard
IFAC	International Federation of Accountants
IISMA	International Indonesian Student Mobility Awards
ILO	Intended Learning Outcome
IMA	Accounting Student Union
IMMAJ	Management Student Union
INQF	Indonesian National Qualification Framework
IQAED	Institute for Quality Assurance and Educational Development
IQF	Indonesian Qualification Framework
ISEI	The Association of Indonesian Economic Scholars
ISO	International Organisation for Standardisation
LAMEMBA	National Independent Accreditation Institute for Economics, Business Management and Accounting
LLO	Learning Lesson Outcome

LMS	Learning Management System
MBKM	Independent Learning, Independent Campus
MKU	General Compulsory Courses
MM	Master of Management
MoECRT	Ministry of Education, Culture, Research, and Technology
MoU	Memorandum of Understanding
MSM	Master of Science Management
SNMPTN	National Selection for State University
SUSI	Study of the U.S. Institutes
THE WUR	Times Higher Education World University Ranking
Tri Dharma	Three pillars of higher education
UI	Universitas Indonesia/University of Indonesia
UNHAS	Universitas Hasanuddin/Hasanuddin University
UTBK	Computer-Based Test
YSEALI	The Young Southeast Asian Leaders Initiative

# Information

## Information on the Institution

Hasanuddin University (Universitas Hasanuddin) called Unhas, is a Higher Education Institution located approximately ten kilometres to the North-East of Makassar City and encompasses a total area of 220 hectares. Throughout its history, Unhas engaged in academic conducts that relate to teaching and learning, research, and community service. Before the official establishment of Unhas in 1956, the University was in 1947 known to be part of the Faculty of Economics, a branch of Universitas Indonesia (UI) Faculty of Economics, Jakarta.

The established Faculty of Economics dated September 10, 1956 though, became the pioneer for the eventual construction of Unhas as an educational institution. Currently Unhas has 17 faculties / schools with 225 study programmes ranging from undergraduate, master, doctoral, professional, specialist, and vocational programmes. With the status of transforming Unhas into a Legal Entity State Higher Education since 2015, Unhas has to continuously improve its quality and relevancy to be the center of excellence in a variety of fields set through the following strategic goals:

- Vision: Centre of excellence for Indonesian maritime-based development of humanity, sciences, technology, arts, and cultures.
- Missions: To provide qualified learning environment to develop the capacity of innovative and proactive learners; To preserve, develop, find, and create sciences, technology, arts, and cultures; To implement and disseminate sciences, technology, arts, and cultures for the prosperity of Indonesian maritime society.
- Values: Integrity: honesty, courage, responsibility, determination
- Innovation: the combination of creativity, quality-orientation, independence, pioneering;
- Catalytic: bravery, determination, dedication, and competitiveness'.
- Wisdom: appropriateness, fairness and civilised, holism, and adaptability. Strategic
- Goals: To produce scholars of morality and integrity qualities, To develop science and technology based on the concept of Indonesia Maritime Continent, To apply and disseminate science and technology for the benefits of humankind, To improve international reputation of Unhas, To develop a good university governance and build a modern environmentally friendly campus.

The university quality policy of Unhas was developed based on the National Standard of Higher Education (NSHE), the Statute of Unhas, Rector Decree on Quality Policy that can be summarised as follow:

- The main purpose of internal quality is to assure the achievement of Unhas vision and mission through the compliance quality standards by continuous improvement of the quality standards through PDCA cycle;
- The Unhas quality standards are developed in accordance with the NSHE (education, research and community services), University Long Term Planning and University Strategic Plan as well as international accreditation good practices;

- The PDCA cycle is conducted at least once a year by Institute of Quality Assurance and Educational Development at the university level and once every semester by the Faculty/School Quality Assurance Unit;
- The results of quality audit is integrated into faculty/school annual budget planning and university annual budget planning;

In terms of improving international reputation of Unhas, the international accreditation of the following study programmes should be taken into account:

- Bachelor of Agribusiness (BAgb)
- Bachelor of Accounting (BAcc)
- Bachelor of Management (BoM)
- Master of Management (MM)
- Master of Science Management (MSM)

The study programmes are considered fit to be internationally recognised as they are nationally accredited and have achieved international academic outcomes (see self-assessment report, p. 2).

## Further development of the programme

### Bachelor of Agribusiness (BAgb)

In order to develop the programme and achieve the vision, mission, and goals of BAgb, several recommendations from the previous national accreditation, were implemented following the suggestions given, including reformulating the profile of graduates according to the name of the agribusiness study programme, increasing or increasing student admissions because the agribusiness study programme enthusiasts are high, and improving the curriculum structure adapted to the Business World / Industry in the field of Agribusiness.

**Table 1: Statistical data BAgb**

		2017	2018	2019	2020	2021	2022
Study Places offered by HEI		189	192	201	193	204	205
Applicants	$\Sigma$	1579	1598	1695	1843	1539	1451
	f						
	m						
Application rate		835.45%	832.29%	843.28%	954.92%	754.41%	707.80%
First-Year Students	$\Sigma$	102	174	171	173	178	190
	f	74	123	123	129	126	132

	m	28	51	48	44	52	58
Rate of female students		72,5 %	70,7%	71,9%	74,6%	70,8%	69,5%
Foreign Students	∑	0	0	0	0	0	0
	f						
	m						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		53,97%	90,63%	85,07%	89,64%	87,25%	92,68%
Graduates	∑	72	116	54	0	0	0
	f	57	84	40			
	m	15	32	14			
Success rate		70,59%	66,67%	31,58%			
Dropout rate		13,00%	6,00%	6,00%	1,00%		
Average duration of study		4,5	4,2	3,8	0	0	0
Average grade of final degree		3,68	3,73	3,85	0	0	0

### **Bachelor of Accounting (BAcc)**

BAcc is one of strategic study programmes in Unhas as it shows increasing interest from the public, indicated by its number of applicants every year. Therefore, BAcc should maintain its reputation both nationally and internationally. To fulfill the objectives and goals of the BAcc, which are to enhance competitiveness, and increase international recognition, a number of developmental initiatives will be implemented. The initiatives are (1) supporting the professional development of lecturers by offering training and certification programmes that align with their competencies, (2) enhancing academic engagement and global partnerships involves fostering greater collaboration with universities and international institutions in education, research, and community service, and (3) encouraging students to write more scientific publications and to take part in international conferences, implementation of sandwich programmes for final year students, facilitation of internship and student exchange programmes.

**Table 2: Statistical data BAcc**

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
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# Study Places offered by HEI		200	200	200	200	200	200
# Applicants	∑	5761	4845	2250	2567	2426	2407
	f	3456	3149	1463	1560	1455	1400
	m	2305	1696	787	1007	971	1007
Application rate		2881%	2422,50%	1125,00%	1283,50%	1213,00%	1203,50%
# First-Year Students ( <i>accepted applicants</i> )	∑	142	175	196	181	171	182
	f	85	105	116	108	102	102
	m	57	70	80	73	69	80
Rate of female students		0,6	0,6	0,59	0,6	0,6	0,56
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		71,00%	87,50%	98,00%	90,50%	85,50%	91,00%
# Graduates	∑	92	145	100	0	0	0
	f	57	103	36	0	0	0
	m	35	42	64	0	0	0
Success rate ( <i>students who finished their studies</i> )		65%	83%	51%	0%	0%	0%
Dropout rate ( <i>students who dropped their studies</i> )		1%	0,00%	0,00%	0%	0%	0%
Average duration of study (year)		2.09	1.89	1.83	-	-	-
Average grade of		3.87	3.88	3.93	-	-	-

final degree							
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### **Bachelor of Management (BoM)**

BoM continues to maintain the quality and quantity of students. In the future, the BoM study programme will improve its quality by adjusting the curriculum and learning methods with greater emphasis on case studies and projects at the national and international levels as well as improvements to assessment strategies in the teaching process. Lecturers and staff are also trained to facilitate lecturer tri-dharma activities at the international level.

**Table 3: Statistical data BoM**

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		110	110	110	110	110	110
# Applicants	∑	7018	6986	2938	3749	3939	3592
	f	3860	3482	1616	2062	2166	1975
	m	3158	3504	1322	1687	1773	1617
Application rate		6380,00%	6350,91%	2670,91%	3408,18%	3580,91%	3265,45%
# First-Year Students (accepted applicants)	∑	139	172	195	181	181	213
	f	81	107	107	100	98	117
	m	58	65	88	81	83	96
Rate of female students		0.58	0.62	0.55	0.55	0.54	0.55
# Foreign Students	∑	0	0	0	0	2	0
	f	0	0	0	0	2	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0,01	0
Percentage of occupied study places		1,98%	2,46%	6,64%	4,83%	4,60%	5,93%
# Graduates	∑	63	79	114	0	0	0
	f	45	59	74	0	0	0
	m	18	20	40	0	0	0
Success rate (students who finished their studies)		45,32%	45,93%	58,46%	0%	0%	0%

Dropout rate (students who dropped their studies)		0%	0%	0%	0%	0%	0%
Average duration of study (year)		3,8	4	3,6	-	-	-
Average grade of final degree		3.8	3.7	3.79	-	-	-

### **Master of Management (MM)**

Based on the recommendation from previous accreditation, further development for MM study programme are:

- Introducing specialised tracks to attract students with specific career goals and provide them with tailored education and resources.
- Enhance international exposure by expanding study abroad programmes, global consulting projects, and partnerships with international universities and businesses.
- Promote interdisciplinary collaboration by offering joint courses or dual-degree programmes with other graduate programmes.
- Forge stronger partnerships with industry organisations and companies.
- Offer opportunities for students to earn industry-recognised certifications in areas such as project management, data analysis, or digital marketing.

**Table 4: Statistical data MM**

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		250	250	250	250	250	250
# Applicants	∑	95	149	117	150	174	325
	f	53	82	64	83	96	179
	m	42	67	53	67	78	146
Application rate		38,00%	59,60%	46,80%	60,00%	69,60%	130,00%
# First-Year Students (accepted applicants)	∑	91	144	112	146	167	287
	f	50	79	61	80	92	158
	m	41	65	51	66	75	129
Rate of female students		0.55	0.55	0,54	0,55	0,554	0,55
# Foreign Students	∑	0	0	0	0	1	6
	f	0	0	0	0	0	0
	m	0	0	0	0	1	6



Rate of foreign students		0	0	0	0	0,01	0,021
Percentage of occupied study places		95,79%	96,64%	95,73%	97,33%	95,98%	88,31%
# Graduates	∑	79	96	97	123	103	0
	f	45	53	44	67	57	0
	m	34	43	53	56	46	0
Success rate (students who finished their studies)		86,91%	66,67%	86,61%	84,25%	61,68%	0%
Dropout rate (students who dropped their studies)		0%	0%	0%	0%	0%	0%
Average duration of study (year)		2,07	1,94	1,41	1,43	1,46	-
Average grade of final degree		3.7	3.74	3,75	3,78	3,79	-

### **Master of Science Management (MSM)**

Master of Science Management is one of three study programmes at the Faculty of Economics and Business, Unhas. In the upcoming years, higher education institutions are poised to enhance case-based and project-based learning methodologies. Furthermore, this initiative is expected to bolster the tri-dharma (the three core functions of higher education: education, research, and community service), particularly in terms of international publications by both faculty members and students.

**Table 5: Statistical data MSM**

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		30	30	30	30	30	30
# Applicants	∑	7	9	14	20	27	24
	f	4	6	8	4	15	11
	m	3	3	6	16	12	13
Application rate		23,33%	30,00%	46,67%	66,67%	90,00%	80,00%
# First-Year Students	∑	4	6	13	18	22	22
	f	3	4	7	3	12	11
	m	1	2	6	15	10	11

<i>(accepted applicants)</i>							
Rate of female students		0,75	0,67	0,54	0,17	0,55	0,5
# Foreign Students	∑	0	0	0	0	2	0
	f	0				0	
	m	0				2	
Rate of foreign students		0	0	0	0	0,09	0
Percentage of occupied study places		13,33%	20,00%	43,33%	60,00%	73,33%	73,33%
# Graduates	∑	4	5	12	15	6	0
	f	3	4	7	3	3	
	m	1	1	5	12	3	
Success rate <i>(students who finished their studies)</i>		100,00%	83,33%	92,31%	83,33%	27,27%	
Dropout rate <i>(students who dropped their studies)</i>			16,67%	7,69%			
Average duration of study (year)		3,38	3,43	3,46	3,48	3,44	
Average grade of final degree		3,69	3,7	3,73	3,74	3,78	

## Appraisal

The panel members are satisfied with the statistical development of the programmes. The Bachelor of Agribusiness (BAgb) is seeing high levels of interest from applicants and a gradual improvement in curriculum structure in line with industry demands. Despite a constant number of female students, the programme has difficulties filling the available places, although the enrolment rates have improved in recent years. Furthermore, the dropout rate remains low, but the pass rate fluctuates, possibly indicating room for further improvements to the curriculum or support system.

The Bachelor of Accounting (BAcc) and Bachelor of Management (BoM) programmes also show promising trends. They are attracting increasing public interest and have high numbers of applicants. In both programmes, there is a healthy balance between male and female students. In recent years, they have also demonstrated a high pass rate. As with the BAgb,

the focus on strengthening international partnerships, modernising curricula and supporting the professional development of teachers demonstrates a forward-thinking strategy for the evolving educational landscape. The general approach of these programmes is proactive. They aim to strengthen global competitiveness while improving student outcomes.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### For all programmes

In formulating the learning outcomes and developing curriculum, a higher education in Indonesia should refer to the Indonesian National Qualification Framework (INQF) and the National Standard of Higher Education (SN-Dikti). While the Bachelor Degree should fulfil level six of INQF, the Master programme sets their outcomes at INQF level eight. To achieve a graduate profile, it is derived from the subject matter of the study programme.

#### BAgb

BAgb's learning outcomes and curriculum are designed and aligned with the INQF capability indicators required by Presidential Regulation<sup>2</sup>. Then, the Learning Outcome (LO) is aligned with BAgb's vision, mission, goals and objectives, profile as shown in the table below.

**Table 6: Learning outcomes for Bachelor of Agribusiness**

Aspect / Field		Learning Outcomes (LO)
Aspect	Code	
Attitude	LO1	Practicing Pancasila in the life of the state and society as a result of internalisation and actualisation of values and norms reflected in spiritual and social life.
Knowledge	LO2	Mastering concepts, theories, methods, and/or philosophies in the field of agribusiness systematically obtained through reasoning in the learning process, student work experience, research and / or community service.
Ability	LO3	Able to adapt, communicate, and build networks and cooperate for the advancement of agribusiness
	LO4	Able to solve problems as a decision maker in the field of agribusiness and agribusiness management precisely and accurately based on data and information.
Competence	LO5	Able to develop a business plan as an entrepreneur based on creative and innovative ideas by utilising agricultural resources and information technology.
	LO6	Able to analyse business feasibility in agribusiness systems professionally by utilising agricultural resources and information technology.

#### BAcc

The development of graduate profiles and intended learning outcomes (ILOs) of the BAcc is based on the needs of stakeholders as well as the current business trend toward the profiles

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<sup>2</sup> No. 08/2012 and its implementation Permendikbud No. 73/2013

of graduates. A tracer study of alumni, a focus group discussion, and a survey of users are being done to gather feedback on the characteristics of BAcc graduates. In addition, a number of meetings and workshops with relevant accounting profession associations such as the Indonesian Chartered Accountant (Ikatan Akuntan Indonesia-IAI), the Institute of Indonesian Public Accountant (Institut Akuntan Publik Indonesia-IAPI), and the Institute of Indonesian Management Accountant (Ikatan Akuntan Manajemen Indonesia-IAMI) were organised to accommodate their input on graduates' profiles. The graduate profiles of BAcc are Financial Analyst, Accounting Officer, Budget Officer, Tax Officer, Auditor, and Accounting System Designer Assistant. Based on the graduate profiles, BAcc established the ILOs by considering INQF level 6 and International Education Standard.

(IES) issued by International Federation of Accountants (IFAC). INQF distinguishes qualifications for the bachelor and master programmes. For the bachelor programme, graduates emphasise the ability and adaptability of the graduates to apply expertise and utilise science and technology in solving problems. BAcc has formulated 9 ILOs consisting of attitude, knowledge, ability, and competence domains as stated in the table below.

**Table 7: Learning outcomes for Bachelor of Accounting**

No	Intended Learning Outcome	Attitude	Knowledge	Ability	Competence
ILO 1	Express the values of maritime spirit and code of accounting profession ethics in business practices	√			
ILO 2	Understand the concept of economy, business and finance relevant to accounting		√		
ILO 3	Able to apply logical, critical, systematic and innovative thinking in business decision making			√	
ILO 4	Able to work as a team and communicate both orally and in writing in his/her accounting field of expertise			√	
ILO 5	Able to prepare financial statement of business, Islamic, and public sector entities through measurement models of accounting techniques				√
ILO 6	Able to demonstrate the process of supporting company decision making and control based on accounting and financial information				√
ILO 7	Able to prepare the tax reports for individual and corporate in accordance with taxation law of Indonesia				√

ILO 8	Able to compile audit reports of business, Islamic, and public sector entities				√
ILO 9	Able to design the accounting information systems based on information technology in the business process				√

## **BoM**

Based on the qualification standards of the Indonesian Qualifications Framework (Presidential Decree No. 8 – 2012), the level 6 qualification of bachelor programme graduates is equivalent to level 7 in the European Qualifications Framework (EQF). BoM's programme aims to produce first-line managers, junior researchers, and young entrepreneurs who can manage business processes and make decisions using interdisciplinary and multidisciplinary perspectives, as well as conduct multiparadigm research.

Alumni of the BoM Study Programme are typically employed as first-line managers in private or public companies. In the meantime, some work as lecturers and researchers in public or private Higher Education Institutions (HEI). BoM has formulated the following intended learning outcomes with reference to the programme objective and recommendations from both internal and external stakeholders as stated in the table below:

**Table 8: Learning Outcomes for Bachelor of Management**

No	Intended Learning Outcomes	Attitude	Knowledge	Ability	Competence
1	To demonstrate being a good citizen and having embodied a spirit of entrepreneurship	√			
2	To demonstrate entrepreneurship skill, leadership and management competencies in the range of organisational activities and context.			√	
3	To demonstrate a comprehensive understanding of concept and theory of management and apply them in various types of organisations.		√		
4	Able to analyse business environment in the context of local and global.		√		
5	To manage business information effectively in various forms of communication across different channels.			√	
6	To demonstrate innovative thinking in business decision making and problem solving.			√	

7	To apply managerial skill in empowering people and optimising resources to create business opportunities.				✓
8	To implement enterprise strategic plan into action in private and public organisations.				✓
9	To apply business and management research.				✓

BoM assesses the alignment of the Intended Learning Outcomes (ILOs) with stakeholder needs by conducting regular evaluations of both the ILOs and the curriculum. Student and alumni feedback is gathered through various methods, such as brainstorming sessions, questionnaires, and interviews. Workshops and conferences are commonly utilised by corporations, governmental entities, and professional organisations to present their proposed recommendations.

In contrast, academic institutions utilise the peer-review process as a means of obtaining feedback for enhancing their practices. The evaluation and revision of ILOs and curriculum are conducted periodically every four years to align with stakeholder needs, based on feedback obtained (see self-evaluation report, p. 8).

## **MM**

According to the Indonesian Qualifications Framework (Presidential Decree No. 8 2012), graduates of the master's programme are qualified for level 8, which corresponds to level 7 in the European Qualifications Framework (EQF). The graduate profile of the MM study programme is that of professional managers, entrepreneurs, and business consultants with the ability to apply scientific methods and theoretical concepts to managerial phenomena and the skills necessary for professional practice as managers.

They are trained to approach research from inter and multidisciplinary viewpoints and to employ a multi-paradigm approach. MM constructed the learning outcomes based on the institution's objectives and stakeholder recommendations as in the table below.

**Table 9: Learning Outcomes for Master of Management**

Learning Outcome		Description
Attitude	A1	Demonstrate a responsible and professional attitude towards work in the field of expertise.
Knowledge	K1	Mastering management theory and application in business process
	K2	Mastering business risk analysis and mitigation theory for national and global contexts
Ability	G1	Developing innovative managerial skills in accordance with humanity's values.
	G2	Conduct a comprehensive analysis of corporate entities strategically positioned as problem-solving schemes, presented in a thesis or final project report format.
	S1	Developing proper and innovative business wealth management

Competence	S2	Develop strategies for sustainable business in a national and global context.
	S3	Mastering business risk analysis and mitigation practices for national and global contexts

MM periodically evaluates the ILOs and curriculum to ensure that the developed ILOs meet stakeholders' requirements. Suggestions from students and alumni are collected through brainstorming, questionnaires, and interviews. Companies, the government, and professional associations propose their recommendations through seminars and conferences. Universities, on the other hand, utilise the peer-review forum to gather suggestions for improvement. Every four years, ILOs and curricula are re-evaluated and revised based on the requests received to reflect the stakeholders' requirements.

### **MSM**

Graduates of MSM study programmes in Indonesia have qualifications at level 8, which is comparable to EQF level seven requirements. This is based on the Indonesian National Qualifications Framework. The goals of the MSM are to train (1) academics who can integrate and abstractly analyse management ideas based on responsibilities and areas of work, (2) researchers who can manage organisational research based on data and information, and (3) middle-level managers who can apply technical understanding of operations, marketing, finance, and human resources to organisational functions in a variety of different types of companies. The achievement qualification can be seen in the absorption of alumni in less than six months, national and international scientific publications, and some alumni have held important positions in public and private institutions.

MSM achieves the above qualifications by formulating ILOs based on the input of ideas, questionnaires, interviews, and suggestions gathered from students, alumni and other stakeholders. Inputs were also obtained through workshops and conferences, companies, governments, and professional associations submitted their recommendations. Universities, on the other hand, utilise peer review forums to get suggestions for improvement. The formulation of the ILO focuses on the dominant domain of skill attainment.

The resulting skills are managerial, research skills, data analysis skills, publication skills, leadership skills and communication skills. The ILOs and curriculum are re-evaluated and revised every four years based on the suggestions obtained to reflect the needs of the stakeholders (see self-evaluation report, p. 9).

**Table 10: Learning outcomes for Master of Science Management**

AREA	CODE	INTENDED LEARNING OUTCOMES
Attitude	LO1	Demonstrate caring, integrity, professional behaviour and be responsible for their knowledge
	LO2	Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers who are under their responsibility



Knowledge	LO3	Mastering concepts and theories in management science and applying them in various types of leadership in both business and non-business organisations at the local, national and global levels by changing demands through a relevant methodological approach
Ability	LO4	Able to apply logical, critical, systematic, and innovative thinking through making decisions appropriately in the context of solving problems in their field of expertise based on the results of information and data analysis
	LO5	Compile innovative works of scientific descriptions of study results in the form of a thesis or final project report, documenting, storing, securing and retrieving data to ensure validity to prevent plagiarism and uploading it on the college website.
Competence	LO6	Capable of logically, critically, and persuasively analysing, evaluating, and projecting ideas in the realm of management science while adhering to academic ethics.
	LO7	Proficient in applying above ideas within the organisational context and broader society.

## Appraisal:

The programme's qualifying objectives are generally explained and presented according to the target group, the intended professional field and the social context of the discipline. These include fostering academic competence, promoting broad employability and developing the personality of the student. Whilst the subject and extra-curricular qualification objectives are in line with the intended level of qualification and the requirements of the national qualification framework, the presentation could be clearer, especially concerning their individual objectives, specialities and outcomes. Hence, the panel members suggest that the objectives of the programmes should be presented more clearly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### **BAgb**

The BAgb implements an internationally oriented curriculum that is certified by Asean University Network-Quality Assurance (AUN-QA). Through academics it clearly appears that curriculum changes from the mastery-based curriculum of knowledge and skills (KBI) are in accordance with Ministry of Education and Culture<sup>3</sup>, the KBK according to the Ministry of National Education No. 2323/U/2000, has the hope of excellence in the form of: "outcomes

<sup>3</sup> No. 056/U/1994

that are expected to be in accordance with social needs, industrial/business needs, and professional needs, with the understanding that outcomes are the ability to integrate intellectual skills, knowledge and affective in a behaviour as a whole." BAGb presents several courses that contain international orientation material, study materials and reference books in foreign languages to produce internationally competitive graduates. BAGb regularly hosts visiting professors, or guest lecturers who have international experience from various backgrounds and affiliations, initiates international conferences (ICEFS, FSSAT, ICAFSSAE), conducts research collaboration, and joint authorship/publication. Some agribusiness lecturers are also active in International Scheme for Academic Mobility activities and conduct Sustainability Partnership Programme cooperation with the Australian Centre for International Agricultural Research (ACIAR). Some courses were delivered in English and added international issues as study material such as in International Business and E-Commerce courses.

### **BAcc**

BAcc has been certified by Asean University Network-Quality Assurance (AUN-QA). At the faculty level, SAI Global Certification Services has certified Unhas for its Quality Management System with ISO 9001:2015. In respect to academics, the formulation of ILOs and curriculum does not only refer to IQF but also to International Education Standard (IES) issued by International Federation of Accountants to equip students with minimum knowledge and skill requirements to be able to compete at both local and international level of the job market. Several alumni work abroad or in multinational companies. International textbooks as well as journal articles for courses such as Financial Accounting, Management Accounting, Auditing, Cost Accounting, Accounting Information System, etc are used to provide students with global issues. In addition, most lecturers prepare materials such as slide presentations in English. International experiences of lecturers from education, professional practices, training, joint-research with foreign partners, also enrich the global content of courses.

BAcc also collaborates with several foreign universities such as Humber College, Vrije University, Curtin University, University of Queensland, and Griffith University. These collaborations allow students to take international exposure programmes such as summer school, credit transfer, and double degree. Several students have undertaken their summer school programme in Humber College (Canada), Vrije University (Netherland), Hannover University (Germany). Moreover, some students participated in national and international activities for example International Indonesian Student Mobility Awards (IISMA – held by the Indonesian government), Study of the U.S. Institutes (SUSI), The Young Southeast Asian Leaders Initiative (YSEALI – held by the U.S. Government), etc. Furthermore, academic and industrial talks inviting national and international speakers regularly held by either department or faculty level to expose students with industrial practice of accounting or business in national and global context. Annually, FEB conducts international conferences in accounting, management, and economics where the speakers from overseas present the current issues in economy/business. This conference also facilitates research presentation and international publication for students and lecturers.

### **BoM**

In alignment with the stated vision statement, BoM affirms its dedication to integrating the international context into its academic endeavours. The programme's curriculum has been

strategically developed to provide students with essential competencies and expertise that enable them to effectively participate in the domestic and global employment markets. Almost all courses in the BoM, especially for the advanced courses such as Human Resource Management II, Marketing Management II, Financial Management II, Operations Management II, Global Marketing, Business International, etc not only address the Indonesian business environment but also incorporate current international cases. Incorporating international textbooks and case studies into the curriculum can facilitate students' comprehension of the global context relevant to their field of study. Since 2016, the BoM has been promoting the publication of students' research in reputable international journals and conferences as a prerequisite for participating in research seminars.

In addition, the FEB organises a yearly international conference to facilitate the dissemination and publication of research findings to relevant parties. FEB, which oversees the operations of BoM, has made a commitment to integrate international programmes into its events. Frequent public lectures are held, featuring speakers from foreign universities, with the aim of encouraging attendance by academic staff and students. Academicians from the University of Southampton and Nagoya University of Commerce and Business were recently invited by FEB.

The academic faculty's also diverse experiences, including their international educational backgrounds, professional involvement in multinational corporations, and collaborative research initiatives with foreign university professors, are expected to facilitate students' acquisition of a multicultural outlook. Every year, BoM's students will go to different countries such as Australia, Canada, Germany, and the Netherlands to carry out international exposure.

Besides of that, the programme accommodates students from various countries. Unhas facilitates this by offering scholarships to international students. In the year 2021-2022, the BoM granted admission to an international student. Prior to commencing their studies, international students are required to participate in an Indonesian language programme offered by the Language Center of Unhas.

## **MM**

The coursework in MM study programme is designed to provide students with the knowledge and skills needed to succeed in the local, state, national, and international job markets. A number of classes, such as Strategic Business and Policy, Current Issue Management, Business Research, Industry and Competitive Analysis, and others, examine not only Indonesian business environments but also global business environments. Through the use of textbooks and case studies from other countries, students will gain a greater understanding of the global context in which their subject is taught. In addition to developing the course materials, the lecturers also contributed to several international activities, such as collaborative research, conferences, and others. There are currently six students from countries outside of Indonesia, such as Iraq, Libya, Yaman, Palestine, and China (see self-evaluation report, p. 11).

## **MSM**

The international orientation of the MSM study programme aims to provide a deeper understanding of global markets, cross-cultural challenges, and international business

dynamics. To prepare graduates of the MSM programme to work at an international level, this programme provides classes such as Human Capital Management, Financial Technology, Marketing strategy, Creative problem solving, Global business and others, every subjects have global journals and case studies references in each subjects.

For example, Business Global course examine not only Indonesian business environments, but also global business environments. Then, MSM alumni have a global outlook so that they have global competitiveness. MSM uses international orientation as an integral part of the International-based curriculum, offering courses and programmes that focus on global aspects of business, the lecture's varied backgrounds, encompassing international educational experiences, also contribute to their diversity of perspectives and expertise, international collaboration teaching by International lecturers (professors from University of Southampton and Nagoya University of Commerce and Business), programmed International conferences and seminars (ICAME).

## Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The panel members note that the HEI should further open up the programme to international students and staff, in order to better exploit the opportunities and benefits of internationalisation.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

## 1.3 Positioning of the study programme

### Positioning of the Study Programme in the Educational Market

#### BAGb

BAGb has conducted a comprehensive education market analysis and utilised it to develop a distinctive profile and competitive advantage. This study programme is an attractive option for those who wish to understand agribusiness in general and tropical agricultural supply chains in Eastern Indonesia in particular due to the development of a unique position in the education market and the presence of competitive advantages. In terms of student enrolment and the number of new student admissions, the programme has experienced an increasing trend over the past five years.

#### BAcc

According to the Times Higher Education World University Ranking (THE WUR) 2023, Unhas is ranked 6th best higher education in Indonesia. Additionally, it was ranked 2nd by THE Impact

Rank for SDGs Theme. It placed Unhas as one of the top leading universities in Indonesia. According to data, the applicants of BAcc are gradually increasing from year to year. Several factors that contribute to this increasing applicant are the international certification (AUN-QA) obtained in 2020 as well as the “Excellent” rank by National

Accreditation Agency of Higher Education. BAcc offers accounting courses focusing on the public and private sector. However, BAcc emphasises on public sector accounting considering the lecturers’ competences as well as its wide collaboration with public institutions.

### **BoM**

The BoM study programme distinguishes itself from other universities' bachelor of management programmes by incorporating Maritime Continental-based management science, values developed by looking at the unity of the geographical area of islands in Indonesia, with entrepreneurial spirit competencies that integrate management functions of business values and local wisdom with the design of case study-based learning methods and project-based learning at regional, national and international levels.

Viewed from the educational market position, BoM Unhas currently is ranked seventh in Indonesia, competing with management study programmes on the island of Java, including Brawijaya University, Gajah Mada University and the University of Indonesia. On the regional scale, it is considered the most outstanding in Eastern Indonesia. Within the university, BoM is the fifth highest in terms of prospective applicants among all study programmes at Unhas (see self-assessment report, p. 12).

### **MM**

Many universities in Indonesia offer MM study programmes; however, the MM study programme offered by Unhas has an advantage over its opposition, especially in the eastern part of Indonesia. MM distinguishes itself by emphasising corporate risk and wealth management. This course covers risk analysis, entrepreneurship, crisis management, and business transformation and teaches students when and how to implement the strategies effectively.

This subject is covered in MM's curriculum so that graduates will be aware of management issues when faced with these circumstances. Students will quickly come up with and combine a variety of problem-solving methods and approaches.

### **MSM**

The Master of Management Science is oriented towards research and analysis of management topics. The national competitors for the MSM programme are University of Indonesia and Bandung Institute of Technology, both of which are located on the island of Java. Outside of Java, Unhas is the only institution that offers the MSM programme. The strength of the MSM study programme lies in the development of ILOs and participatory curriculum.

Through the annual international conference organised by the Faculty of Economics and Business. The students of MSM study programme have the opportunity to participate in international academic networking. This activity is not yet provided by comparable master of

science programmes in the region. Students come from both Makassar and outside of Makassar. In terms of student enrolment and the number of new student admissions, the programme has experienced an increasing trend over the past five years (see self-assessment report, p. 13).

### **Positioning of the Study Programme on the Job Market for Graduates (“Employability“)**

#### **BAGb**

One of BAGb's strategies to be easily absorbed in the world of work is by conducting a market analysis that identifies the needs of users and then matches them with the competencies of graduates to serve as the basis for the formulation of graduate competencies and the preparation of the study programme curriculum. This can be seen from the results of the alumni survey which is carried out every year gradually showing that the graduates of the study programme are very competitive with the average time of alumni job search quite diverse. Of the 111 graduates tracked, 56.7% (63 alumni) found jobs in less than 6 months, 34.2% (38 alumni) found jobs between 6 to 18 months, while the rest continued their master's studies. Indicators of success can be calculated from the waiting period of graduates before finally getting their first job. The results show that there are 31% of alumni who work in government agencies, including state-owned enterprises, 10% of alumni who work in private companies, and 70% of alumni work as self-employed.

#### **BACC**

BACC produces graduates that have competence in theoretical and also practical knowledge to apply for various sectors in the job market. On average, 64% of alumni obtained their first job in less than 6 months after graduation. According to the tracer study's data, most graduates have worked in the governmental sector 44.6% of graduates. In line with the data, it has proven that BACC graduates shared focus with the lecturers' expertise, public sector. Furthermore, the remaining are working in the private sector.

Both sectors include financial analyst, accounting officer, budget officer, tax officer, auditor, and accounting system designer assistant. In the future, the fields of employment will generally remain the same. However, BACC has accommodated the advancement of information technology and incorporated the issue of sustainability in its latest curriculum to improve the employability of graduates in the future.

#### **BoM**

To ensure the competence of each graduate to face the world of work, BoM teaching materials do not only use textbooks as references but also use case studies and scientific article studies, both of which are used so that graduates are able to master theory and also practical areas to be applied in the world of work in various industries. Based on tracer study results, on average in the last three years 81% of BoM graduates needed four months to get their first job after graduation.

The analysis of tracer study data reveals that a significant proportion of graduates are employed across diverse industries. Specifically, 43% of graduates pursue careers in entrepreneurship, while 33.7% secure positions as first-line managers. The remaining

graduates are engaged in roles as young researchers. The majority of graduates (73.98%) are employed at the national level, while a smaller proportion work at the local (21.95%) and multinational/international (4.07%) levels.

## **MM**

Most companies and organisations require higher academic qualifications for their strategic positions. For this reason, many professionals choose to take the MM study programme to help them advance in their careers. The MM study programme equips its graduates with the ability to combine practical and theoretical management methods and implement them in various business sectors. The MM study programme conducts market analyses for each targeted market segment to determine user needs, which serve as the basis for formulating graduate competencies and compiling the curriculum. This helps MM graduates enter the job market more easily and matches the competence of graduates with the needs of graduate users. According to the 2023 MM tracer study, MM graduates work in a variety of industries, including 24% in finance/banking, 15% in government/public sector, 13% in engineering, and so forth. MM graduates work in local, national, and multinational corporations. From MM tracer study data, 23% work in local companies, 56% in national companies, and 21% in multinational corporations.

Graduates of the Master of Management programme work in the targeted market sector and can typically find employment in any industry. Unhas has tracer study applications<sup>4</sup> to monitor alumni's job or industry needs, however, for master tracer study, MM use this link for more insight.

## **MSM**

MSM programme graduates have global understanding. The majority of MSM applicants are prospective students who want to become academics. However, based on data taken from the MSM Independent Tracer Study, 50% of MSM students have worked as academics. For those who have not worked, the waiting time for graduates to work is three months to work at local institutions, while for multinational companies, there are no MSM graduates who work at this level.

Graduates' future field of work is lecturers who work at reputable universities outside Indonesia. Technological advances and market orientation demand more adaptable programmes, making them very receptive to changes in quality.

## **Positioning of the Study Programme Within the Overall HEI Strategic Concept**

### **BAGb**

The vision and mission of BAGb has been formulated from the objectives of the Ministry of Education and Culture, the Strategic Plan of Unhas and the Faculty of Agriculture, which focuses on increasing access to quality education and educational relevance, developing potential with character, preserving and promoting culture and strengthening participatory,

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<sup>4</sup> <https://tracerstudy.unhas.ac.id>

transparent and accountable governance systems by looking at strategic issues and government policies.

BAGb has made various efforts to make a greater contribution to achieving these goals by improving the quality of education above and beyond the National Higher Education Standards (SNDikti) and has achieved "Excellent" accreditation from National Accreditation Agency in 2022. Developing cooperation with national and international higher education partners in the field of research and community service. As a first step in international cooperation, the Agribusiness Undergraduate Programme participated in the Six Universities Indonesia Japan Initiative (SUIJI) programme involving three universities in Indonesia and 3 universities in Japan. As well as facilitating the improvement of research quality for lecturers and students by conducting training in writing research proposals and writing international journals.

### **BAcc**

The vision and mission of BAcc are derived from the strategic plan of Unhas and Faculty of Economics and Business. Therefore, these three entities are in close coordination in achieving Unhas' key performance indicators (KPI) set by the government through the Ministry of Education, Culture, Research, and Technology. More specifically, the Unhas' key performance indicators are distributed to each study programme. For example, BAcc has contributed to the achievement of the number of practitioners delivering courses, one of Unhas' KPI set by the government.

### **BoM**

The BoM Programme established strategic plan refers to Unhas Strategic Plan 2020-2024, the faculty's strategic plan for 2021-2025, and BoM's strategic plan 2021-2025. The integration of these three planning documents requires Unhas to become a Center of Excellence in Human Development, Science, Technology, Arts, and Culture based on the Indonesian Maritime Continent, also known as vision of Unhas.

The BoM programme at FEB has a comparatively high number of applicants when compared to other study programmes. Therefore, its placement holds significance as a prominent programme of study. In order to enhance the distinction of the BoM in the available period, this study programme consistently aligns its strategic approach with that of the university and faculty. The synchronisation between the BoM programme and the university and faculty levels can serve as a catalyst for the advancement of the programme.

### **MM**

Unhas vision is "Centre of Excellence in Human Development, Science, Technology, Art, and Culture Based on the Indonesian Maritime Continent," and the missions are: Providing a quality learning environment to develop the capacity of innovative and proactive learners. Preserving, developing, discovering, and creating science, technology, art, and culture. Applying and disseminating science, technology, art, and culture for the benefit of the Indonesian maritime continent.

Unhas launched the MM study programme based on its vision, mission, and stakeholder requirements. The MM study programme contributes to accomplishing its first mission of



producing graduates with competencies recognised by government and business users. As one of the master's degree programmes, its standing becomes crucial. This study programme constantly synchronises its strategy with the strategies of the university and faculty for MM to be superior in the future.

## **MSM**

The MSM study programme is designed in accordance with Unhas Strategic Planning, which aims to improve national and international reputation. The formulation of the strategic plan considered input from all stakeholders. The strategic vision for 2020-2024 articulates the university's long-term vision (2030). The vision is "To be a leading and innovative university in Indonesia's Maritime Continent." This vision, then, is translated into updated teaching and learning materials at the study programme level.

### Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

Arguments for graduate employability based on the stated qualification objectives are convincingly presented. Future areas of graduate employment are plausibly presented.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### **For BAqb, BAcc and BoM**

Previously, the new student admission was regulated by the Decree of the Minister of Education and Culture No. 6 of 2020 concerning the Admission of New Students for Bachelor Programme at the State University which stipulated that there are three entrance paths into state university explained as follows:

- National selection for state university (SNMPTN)

SNMPTN is conducted based on academic and non-academic achievement as well as a portfolio of applicants. The academic achievement is represented by the score of subjects in senior high school. Requirements for the applicants to be eligible for this path are as follows: final year student in the senior high school who will graduate in the respective academic year have a good and consistent academic achievement and/or portfolio included among school's best rank quota determined based on school's accreditation fulfil other requirements set by university.

- Join selection for state university (SBMPTN)

This path is based on the score of a computer-based test (UTBK) consisting of scholastic and academic potential tests. While the former is to assess cognitive ability, the latter is to assess the other competences including talents. Requirements for the applicants to be eligible for this path are as follows: a valid UTBK score, official certificate or certificate of completion from high school graduate from high school maximum within last 3 years

- Other selection path

Unhas applies four schemes which are president of student council (OSIS), non-subsidised (JNS), Achievement in Sports, Art, and Science (POSK), and international class<sup>5</sup>.

University, applied in 2023. Three entrance paths as previously stipulated are still applicable. The significant change is the assessment component in the second path of UTBK which is currently focusing on assessing cognitive potential, mathematical reasoning, Indonesian literacy, and English literacy. The document requirements for foreign students to be eligible to apply are a copy of the latest academic certificate and transcript, passport, CV, passport-size photo, proof of English proficiency, study plan, insurance, and medical statement.

Partial scholarships are provided for foreign students from developing countries.

### **For MM and MSM**

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<sup>5</sup> The regulation has just changed in 2022. Recently, the admission requirements follow the Decree of the Minister of Education, Culture, Research, and Technology No. 48 of 2022 concerning the Admission of New Students for Diploma and Bachelor Programme at the State

Rector's Decree<sup>6</sup> governs admission requirements for the Master Programme. The basic requirements are: (1) New candidates may be admitted to the postgraduate programme each semester, (2) Graduates from an institution whose study programme and university level are nationally accredited; (3) Passing the entrance examination; (4) Not having dropped out from any graduate programme at Unhas; and (5) The Rector's Decree will determine the fate of those applicants who pass the examination.

The criteria for new students to be admitted to the master's programmes are based on the Dean of Graduate School Unhas Decree<sup>7</sup>. The criteria are academic and administrative requirements, whereas the academic requirements are more clearly stated as follows:

- Have an undergraduate degree (S1) in economics or related discipline from an accredited university
- Have a minimum Grade Point Average of 2.75 (GPA, on a scale of 4.0)
- Applicants must pass entrance exam requirements:
- Academic Potential Test
- Knowledge-Based Test
- Have an English language proficiency score: TOEFL at least 450, or IELTS at least 5.5. The IELTS and TOEFL results must be valid and no other English language test (including the TOEFL prediction test) results will be accepted.
- Applicants need to declare that they did not drop out of one of the other master's programmes in the graduate school of Unhas.

## **Counselling for Prospective Students**

### **For all programmes**

Prospective students can access information about the study programme through online and offline media. The study programme website provides academic information such as graduate profiles, expected learning outcomes, and course specifications, briefly explaining each course. In addition, information related to human resources, student research and publications, alumni, and registration can also be found. Contact information for the study programme can be found on the website.

Prospective applicants can also obtain additional information through social media platforms such as Unhas Instagram account. If prospective students require further information, email channels can be used to contact them.

Regarding non-digital sources, brochures and promotion activities regularly are conducted by study programmes to reach prospective students. Brochures are printed and distributed in any event. Besides, each study programme is also actively involved in promotion activities like the Unhas Open Day and in any international education exhibitions, such as in South Korea, Bahrain, Italy, Japan, Malaysia, Canada, Brunei Darussalam, Poland, and Russia.

There is a specific unit for student admission, namely the Sub-directorate for Student Admission, in which applicants may consult regarding all relevant information. It is contactable

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<sup>6</sup> No. 36621/UN4.1/PP.37/2017

<sup>7</sup> No. 3347/UN4.20/KEP/2022

during office hours, Monday to Friday, 8 am-4 pm. Special for international students, they can also obtain information from the International Office of UNHAS.

## **Selection Procedure**

### **For BA<sub>g</sub>, BA<sub>cc</sub> and BoM**

The SNMPTN and SBMPTN are conducted nationally by the government through the Ministry of Education and Culture while the other selection path is independently by university. As nationally regulated, the maximum number of accepted applicants for each path is determined by university with a percentage distribution of at least 20%, at least 30%, and a maximum of 50% for SNMPTN, SBMPTN, and independent path, respectively.

The selection procedure is carried out fairly and transparently. The selection procedure differs depending on the entrance path. The selection of SNMPTN scheme is based on the score of academic and portfolio. List of prospective students sent by high schools will be evaluated, ranked, and selected by a selection team (involving deanship from each faculty) at the rectorate level. The successful applicants will be sent to the Ministry of Education and Culture to be nationally announced.

The selection process of SBMPTN commences after the announcement of SNMPTN has been released. The assessment component consists of basic knowledge (Mathematics, English, and Indonesian Language). Only applicants achieving a certain passing grade will be successful for this scheme. Finally, the independent selection process is carried out after the announcement of SBMPTN. There are four schemes for this path. The president of student council track is intended for students who had served as student council's president during senior high school.

They will be selected based on their recorded report, essay test, and interview test. The other method is JNS, which is an internal selection by the University based on applicants' score from SBMPTN. Furthermore, POSK is a programme that is specially designed for those who have good accomplishments in sports, arts, and/or other specific skills or expertise. The selection process is based on their achievement and SBMPTN scores. The last method is international class.

### **For MM and MSM**

As with bachelor's programmes, the selection procedure is carried out fairly and transparently. Student candidates must follow several selection procedures. Firstly, administration procedures in which applicants apply online after paying the registration fee and then submit all required documents into the registration system. Secondly, tests comprising TOEFL, APT, and online knowledge tests pertaining to the study programmes. If the candidate already has a minimum score of 450 for TOEFL or 5.5 for IELTS, and 500 for APT, applicants will then be directed to undertake a knowledge-based test in the form of essay questions.

## **Professional Experience**

All the study programmes in this cluster do not require professional experience to get admitted. However, 89% of the students in the Master Programme (Master of Management and Master of Science Management) are currently working. By taking the master programme, students can enhance their managerial and leadership skills to be implemented in their organisation.

### **Ensuring Foreign Language Proficiency (Asterisk Criterion)**

Upon admission selection, one component of assessment is English literacy for Bachelor degree and TOEFL score for Master Programme to ensure that students possess a basic level of English to follow the lecture and to finish their study. During study life, students are encouraged to improve their English proficiency as most of the lecture materials such as textbook, articles, journals, case study, slide presentations are provided in English. Several students' activities such as English debate, Indonesian international mobility programme by government, English clubs, or international summer schools will also support students in terms of their foreign language skills. For Master degree students, the minimum score requirement for English proficiency is 450 for TOEFL or 5,5 for IELTS. Master degree students are required to publish at least one academic paper in an international journal.

### **Transparency and Documentation of Admission Procedure and Decision (Asterisk Criterion)**

#### **For BA<sub>g</sub>b, BA<sub>cc</sub> and BoM**

For the bachelor programmes, students' admission selection in the state university is nationally regulated by the government through the Ministry of Education, Culture, Research, and Technology (MoECRT). Selection procedures in particular for SNMPTN and SBMPTN are conducted in coordination between the MoECRT and state university through a national selection team which is responsible to prepare and conduct the admission test based on credibility, fairness, transparency, flexibility, efficiency, and accountability.

The assessment criteria and components are also determined by the MoECRT and applicable nationally to all state universities. For the independent path, the government requires universities to announce general information to the public such as the number of prospective students to be accepted for each study programme, the assessment method, and cost to be charged to successful applicants. After carrying out the independent selection, the university is required to announce the number of selected participants who have passed the selection.

Unhas specifically regulates the students' admission, undergraduate and graduate programmes, in the Rector's Decree<sup>8</sup> and the detailed information can be accessed online<sup>9</sup> by prospective students. This website contains information regarding the selection test registration requirements, registration procedures, schedules, and implementation provisions. In addition to the official website, information is also accessible through the official Unhas social media account on Instagram.

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<sup>8</sup> No. 36621/UN4.1/PP.37/2017

<sup>9</sup> <https://regpmb.unhas.ac.id>

The entire admissions process for prospective students to the study programme can be viewed online<sup>10</sup>. Participants can gain access to this website by submitting their participant identification number. Those who do not pass can access their result via documents maintained by the Unhas administrative personnel.

### **For MM and MSM**

For master programmes, the admission selection is determined by the university by considering the suggestion and capacity of the study programme. Applicants who pass the administrative selection will be invited for an entry test and submit a research proposal. The assessment standard is determined by the study programme and accepts applicants based on the results from the series of selection tests. Finally, the applicants who succeed the selection will be determined by the Rector's Decree. The result is announced through their admission account online<sup>11</sup>.

### **Appraisal:**

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure ensures that qualified students are admitted. To ensure transparency in the selection process, the Panel **recommends** that the HEI publishes its selection criteria and factors more clearly to ensure that the procedure is presented more understandable.

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

The admission requirements ensure that students are able to successfully complete the study programme.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		

<sup>10</sup> <https://regpmb.unhas.ac.id>

<sup>11</sup> <https://regpmb.unhas.ac.id/>


		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### 3.1.1. Logic and Conceptual Coherence (Asterisk Criterion)

##### BAqb

Curriculum Overview													
Bachelor's Programme in Agribusiness, 7 Semesters													
Modul No.	Title of Module/Course Name	Credit Points per Semester (ECTS)							Workload		Method of Teaching i.e. lecture course,	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours self-study			
<b>1st Semester</b>													
18Y0111...02	Religion	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
18Y01111002	English	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
18Y01111102	Civic Education	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
19G02110102	Mathematical Economics	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
19G02110203	Sociology of Agriculture	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110303	Introduction to Agriculture	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110403	Micro Economy	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110503	Professional Skills Development	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G01110703	Basic of Agronomy	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6



2nd Semester													
18Y01110902	Indonesian		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
18Y01111202	Pancasila		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
19G01110203	Basic of Soil Science		5.1						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110603	Introduction to Information Technology		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110703	Creative Thinking		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02110802	Basic of Agribusiness		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
19G02110902	Basic of Management		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6
19G02111003	Socio-economics Statistic		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02111103	Agriculture and Natural Resources Economics		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

**3rd Semester**

19G01110403	Basics of Plant Protection			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120103	Basics of Accounting			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120203	Theory of Pricing			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120303	Agribusiness Management			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120403	Human Resource Management			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120503	Farm Management			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120603	Agricultural Marketing			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120703	Basics of Agricultural Technology and Mechanization			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

**4th Semester**

19G02120803	Financial Management			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02120903	Sustainable Agribusiness			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121003	Business Feasibility Study			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121103	Socio-economic Research Methodology			5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

19G02121203	Production Economics				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121303	Agribusiness Social Capital				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121403	Macroeconomics				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121503	Agricultural Communication and Extension				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121603	Business Communication				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121703	Agribusiness Market Dynamics				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02121803	Business Psychology				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>5th Semester</b>													
19G02130103	Entrepreneurship				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130203	Agricultural Development Policy				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130303	International Business				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130403	Agro-System Planning and Development Analysis				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130503	Business Forecasting				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130603	Business Ethics				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130703	Cooperatives and Agricultural Enterprises				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130803	Business Risk				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02130903	Consumer Behavior				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131003	Econometrics				5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

19G02131103	Food Technology					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>6th Semester</b>												
19G02131203	Experiential Entrepreneurship					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131303	Application of Agro-System Planning and Development Analysis					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131403	Business Strategy and Policy					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131503	Seasonal Crop Agribusiness					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131603	Annual Crop Agribusiness					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131703	Leadership					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131803	Managerial Skills					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02131903	E-Commerce					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02132003	System Analysis					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02132103	Business Ecology					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02132203	Agribusiness Fieldwork					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02132303	Scientific Article Writing					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
19G02132403	Food and Nutrition					5.1		40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>7th Semester</b>												
19G02140103	Experiential Study						5.1	40	96	PBL 1/PBL2	Project Report	5.1/251.6
499U004	Community Service Program (KKN)						6.8	53.3	128		Project Report	6.8/251.6

444G3202	Co-Curricular							3.4	26.7	64		Co-Curricular Evidence Attachment	3.4/251.6
445G3201	Seminar							1.7	7.85	32		Seminar	6.8/251.6
446G3206	Research Project Report (Theses)							10.2	80	192		Final Project Report	10.2/251.6
<b>Total EC Available</b>		39.1	39.1	40.8	56.1	56.1	66.3	27.2	2528	6080			324.7
<b>Total EC Requirement</b>		34	34	40.8	40.8	40.8	40.8	22.1	2053.5	4928			253.3
<p>Note:</p> <p>D: Small Group Discussion</p> <p>IL: Interactive Lecture</p> <p>CC: Cooperative and Collaborative Learning</p> <p>CT: Contextual Teaching / Lectures</p> <p>PBL1: Project Based Learning</p> <p>PBL2: Problem Based Learning</p>													
<p style="text-align: center;"> <span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px; vertical-align: middle;"></span> Mandatory course  <span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px; vertical-align: middle;"></span> 2 (two) from available elective course in 5th and 6th semester must be selected  only 1 (one) seminar course in 7th semester must be selected </p>													

The curriculum of BAgb is designed by benchmarking various providers of Bachelor of Agribusiness programmes in various countries such as the United States, Europe, and Asia and including providers of Bachelor of Agribusiness in Indonesia. Similar courses with benchmarking references indicate it and have used foreign language teaching materials, namely Production Economics, Creative Thinking, Scientific Article Writing, Agricultural Development Policy, Marketing Management of Agriculture and Basics of Agribusiness.

Overall, the courses presented are based on international references that are developed and shown in the semester learning design for each course. The elective courses in the curriculum were designed to support and increase the work absorption of BAgb graduates. Curriculum design based on international references used can help improve the quality of graduates to meet the needs of the labour market as seen in the results of the graduate user tracer study.

## **BAcc**

### **Curriculum Overview Bachelor of Accounting, 8 Semesters**

Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload		Method of Teaching i.e., lecture course, tutorial, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
<b>1st Semester</b>													
079U0032	Insights Science, Technology, Arts	3,4							27	64	Lecture	Exam Paper (90 min)	3,4/1.936
080U0032	Indonesian	3,4							27	64	Lecture	Exam Paper (90 min)	3,4/1.936
078U0032	WSBB	3,4							27	64	Lecture	Exam Paper (90 min)	3,4/1.936
101E4113	Introduction to Sociology	5,1							40	96	Seminar	Exam Paper (90 min)	5,1/1.936
085U0033	Mathematics	5,1							40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936
101A114	Introduction to Economics	6,8							53	128	Seminar	Exam Paper (120 min)	6,8/1.936
136A223	Introduction to Management	5,1							40	96	Seminar	Exam Paper (120 min)	5,1/1.936
101A3313	Introduction to Accounting	5,1							40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936

<b>2nd Semester</b>													
072U0033	Religion		3,4						27	64	Lecture	Exam Paper (90 min)	3,4/1.936
082U0032	Citizenship		3,4						27	64	Lecture	Exam Paper (90 min)	3,4/1.936
081U0032	English		3,4						27	64	Lecture, Tutorial	Exam Paper (90 min)	3,4/1.936
012U0032	Pancasila		3,4						27	64	Lecture	Exam Paper (90 min)	3,4/1.936
137A1123	Macroeconomics 1		5,1						40	96	Seminar	Exam Paper (90 min)	5,1/1.936
136A113	Microeconomics 1		5,1						40	96	Seminar, Tutorial	Exam Paper (90 min)	5,1/1.936
101A223	Introduction to Business		5,1						40	96	Seminar	Exam Paper (90 min)	5,1/1.936
103A3323	Intermediate Accounting 1		5,1						40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936

204A3313	Cost Accounting			5,1					40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936
<b>3rd Semester</b>													
201A223	Statistics for Economics			5,1					40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936
201A2213	Financial Management 1			5,1					40	96	Seminar, Tutorial	Case Study (120 min)	5,1/1.936
203A2213	Operational Management 1			5,1					40	96	Seminar, Tutorial	Exam Paper (90 min)	5,1/1.936
207A1113	Marketing Management 1			5,1					40	96	Seminar, Tutorial	Exam Paper (90 min)	5,1/1.936
104A3322	Financial Accounting Practice			3,4					27	64	Tutorial	Project	3,4/1.936
207A3313	Intermediate Accounting 2			5,1					40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
236A3323	Management Accounting			5,1					40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
241A333	Accounting Information System			5,1					40	96	Seminar, Tutorial	Project	5,1/1.936
<b>4th Semester</b>													
350A3313	Research Method				5,1				40	96	Seminar	Mini Research	5,1/1.936
102A3313	Taxation 1				5,1				40	96	Seminar, Tutorial	Exam Paper (120 min)	5,1/1.936
242A3323	Public Sector Accounting				5,1				40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
207A3313	Intermediate Accounting 3				5,1				40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
238A333	Advance Accounting 1				5,1				40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
205A3322	Cost Accounting Practice				3,4				27	64	Tutorial	Project	3,4/1.936
306A3313	Auditing 1				5,1				40	96	Seminar, Tutorial	Exam Paper (120 min)	5,1/1.936
	Specialised Course 1				5,1				40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
<b>5th Semester</b>													
102B0523	Commercial Law					5,1			40	96	Seminar	Exam Paper (120 min)	5,1/1.936

342A3313	Taxation 2					5,1			40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
309A3313	Accounting Theory					5,1			40	96	Seminar	Exam Paper (120 min)	5,1/1.936
410A3313	Advance Accounting 2					5,1			40	96	Seminar, Tutorial	Case Study (150 min)	5,1/1.936
308A3323	Management Control System					5,1			40	96	Seminar	Exam Paper (150 min)	5,1/1.936
307A3323	Auditing 2					5,1			40	96	Seminar	Exam Paper (150 min)	5,1/1.936
311A3313	Accounting Computerisation					5,1			40	96	Seminar, Tutorial	Project	5,1/1.936
	Specialised Course 2					5,1			40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
<b>6th Semester</b>													
310A3323	Internal Auditing					5,1			40	96	Seminar	Exam Paper (150 min)	5,1/1.936
409A3312	Audit Practice					3,4			27	64	Tutorial	Project	3,4/1.936
217A2223	Strategic Management					5,1			40	96	Seminar	Exam Paper (150 min)	5,1/1.936
xxx	Specialised Course 3					5,1			40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
xxx	Specialised Course 4					5,1			40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
xxx	Specialised Course 5					5,1			40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
xxx	Specialised Course 6					5,1			40	96	Seminar, Tutorial	Exam Paper/Case Study (120 min)	5,1/1.936
<b>7th/8th Semester</b>													
471U0034	Community Services (KKN)							6,8	53	128		KKN Report	6,8/1.936
472A2236	Thesis							10,2	80	192		Thesis	10,2/1.936

<b>Total</b>			<b>37,40</b>	<b>39,10</b>	<b>39,10</b>	<b>39,10</b>	<b>40,80</b>	<b>34,00</b>	<b>17,00</b>	<b>1 936</b>	<b>4 640</b>		
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L: Lecture  
S: Seminar  
T: Tutorial



The curriculum is designed based on the intended learning outcomes that are formulated from BAcc's graduate profiles by referring to IQF and IES. Several courses are mandatory by Law No. 12/2012 concerning Higher Education and Unhas' policy. BAcc develops its curriculum to provide students with basic economics and business knowledge at the beginning years and continue with more specific accounting courses in the more advanced years.

In the first year, students are required to enrol into mandatory courses by government and Unhas as well as the basic knowledge in accounting, business and economics. Further in second year, the curriculum focuses more on intermediate level accounting courses. Advanced level courses are offered in third year along with the concentration courses. The students should decide their concentration in the fourth semester, which should fall within the Auditing and Accounting Information Systems field, Tax Accounting, Social and Environmental Accounting field, Public Sector Accounting field, Finance and Business Accounting field, or Islamic Finance and Accounting field. The concentration courses equip students with a deeper understanding for conducting research and writing thesis. The elective courses are six courses designed based on the student's interest in their future work industries or knowledge field. The students should decide their interests in the fourth semester, which should fall within the Auditing and Accounting Information Systems field, Tax Accounting, Social and Environmental Accounting field, Public Sector Accounting field, Finance and Business Accounting field, or Islamic Finance and Accounting field. The elective courses equip the students with a deeper understanding of their field's latest concepts and practices.

## BoM

Curriculum Overview														FIBAA
Bachelor's Programme in Management, 8 Semesters														
Modul No.	Title of Module/Course Name	Credit Points per Semester (ECTS)							Workload		Method of Teaching i.e. lecture course,	Form and Duration of Examinations	Weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours self-study				
<b>1st Semester</b>														
078U0032	Maritime Social-Culture Insight	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
079U0032	Insight Science Technology and Arts	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
080U0033	Indonesian	3.4							26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
085U0033	Basic Mathematics	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
101A1114	Intriduction to Economics	6.8							53.3	128	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	6.8/251.6	
101A2213	Introduction to Management	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
101A3313	Basic Accounting	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
101E4113	Introduction to Sociology	5.1							40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
<b>2nd Semester</b>														
072U0033	Religion		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
081U0032	English		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
082U0033	Civic Education		3.4						26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/251.6	
102B0523	Commercial Law		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
111A2223	Introduction to Business		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
112A2223	Entrepreneurship		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	
136A1123	Microeconomics I		5.1						40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6	

137A1123	Macroeconomics I		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
012U0032	Pancasila		3.4					26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>3rd Semester</b>												
201A3313	Cost Accounting		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
201A2213	Financial Management I		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
202A2213	Human Resource Management I		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
203A2213	Marketing Management I		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
204A2213	Operation Management I		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
205A2213	International Business		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
206A2213	Managerial Economics		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
207A1113	Economics Statistic		5.1					40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>4th Semester</b>												
211A2223	Financial Management II			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
212A2223	Human Resource Management II			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
213A2223	Marketing Management II			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
214A2224	Operation Management II			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
215A2224	Organizational Behavior			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
216A2223	Operations Research			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
217A2223	Strategic Management			5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

236A3323	Management Accounting				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>5th Semester</b>												
301A2213	Decision Making Theory				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
302A2213	Corporate Budgeting				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
303A2213	Leadership				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
304A2213	Business Ethics				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
306A2213	Consumer Behavior				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
316A2213	Business Projection Techniques				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
317A2213	Cooperative management & Micro and SMEs				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
318A2213	Banking Management & Financial Institution				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
321A2213	Money and Capital Market				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
322A2213	Risk Management and Insurance				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
323A2213	Financial Information Analysis				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
328A2213	Human Resource Planning				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
329A2213	Knowledge Management				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
332A2213	Sales Management				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
333A2213	Global Marketing				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
334A2213	Research and Market Analysis				5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

338A2213	Project Management					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
339A2213	Production Planning					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
342A2213	Strategic Management for Public Sector					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
343A2213	Social Entrepreneurship					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>6th Semester</b>													
311A2223	Quality Management					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
312A2223	Business Feasibility Study					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
313A2223	Management Information System					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
314A2223	Research Method for Business					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
336A1123	Indonesian Economy					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
319A2223	Business Communication					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
320A2223	Retailing					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
324A2223	Investment Analysis and Portfolio					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
325A2223	International Financial Management					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
326A2223	Syariah Financial Management					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
327A2223	Financial Management for Public Sector					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
330A2223	Compensation Management					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
331A2223	Performance Appraisal					5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6

335A2223	Service Marketing							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
336A2223	E-Commerce							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
337A2223	Marketing Communication							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
340A2223	Supply Chain Management & Logistics							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
341A2223	Statistical Process Control (SPC)							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
344A2223	Strategic Planning							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
345A2223	Lab. Entrepreneurship							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
<b>7th Semester</b>													
401A2223	Financial Management Seminar							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
402A2223	Human Resource Management Seminar							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
403A2223	Marketing Management Seminar							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
404A2223	Operations Management Seminar							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
405A2223	Strategic Management & Entrepreneurship Seminar							5.1	40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/251.6
471U0034	Community Service Program (KKN)							6.8	53.3	128		Project Report	6.8/251.6
472A2236	Research Project Report (Theses)							10.2	80	192		Final Project Report	10.2/251.6
<b>8th Semester</b>													
401A2223	Research Project Report (Theses) - Continuous											Final Project Report	
<b>Total EC Available</b>		37.4	39.1	40.8	40.8	102	102	42.5	3173.5	7616			404.6
<b>Total EC Requirement</b>		37.4	39.1	40.8	40.8	35.7	35.7	22.1	2053.5	4928			251.6

Note:

D: Small Group Discussion

IL: Interactive Lecture

CC: Cooperative and Collaborative Learning

CT: Contextual Teaching / Lectures

PBL1: Project Based Learning

PBL2: Problem Based Learning

Mandatory course

2 (two) from available elective course in 5th and 6th semester must be selected

only 1 (one) seminar course in 7th semester must be selected

The preparation of the BoM curriculum initially begins with a tracer study involving various parties such as alumni and graduate users as well as professional association in the field of management. The process is conducted to ensure that the formulation of curriculum are in line with the needs of industry and business world. Information obtained is then used by BoM to determine the profile of graduates. BoM then determines the abilities of each graduate profile and crystallises them into the ILO.

Thus, the curriculum effectively aligns with the certification objectives of BoM study course. The implementation of a well-designed curriculum enhances the calibre of graduates in order to align with the demands of the employment market. To reach the ILO, appropriate study materials are determined. Study material is a way to be able to master all the elements in learning outcomes. The study materials will form courses that will be offered to BoM students.

The programme comprises 46 mandatory courses, and three elective courses chosen of 30 offered. The mandatory courses consist of 136 CPs (204 ECTs) and the elective courses comprise nine CPs (13.5 ECTs). Hence, there are 145 CPs in total. The first two semesters of the programme offer university-organised broad fundamental courses under a technical implementation unit called General Compulsory Courses (MKU).

The first two semesters introduce students to economics, management, business, and accounting in core courses. Students will learn Basic Economics and Business Courses in semesters three and four. Next, BoM students choose five majors based on their specific interests. Marketing, Finance, HR, Operations, Strategy, and Entrepreneurships. To choose a major based on preference, individuals must pass all needed fundamental courses. Students must obtain minimum B score for those courses.

In the latter two semesters (seven and eight), students must do Student Community Services (KKN) and start writing their thesis. The electives help students learn the latest ideas and methods in their profession.

Curriculum Overview										
Master's Programme in Management, 4 Semesters										
Modul No.	Title of Module/Course Name	Credit Points per Semester (ECTS)				Workload		Method of Teaching i.e. lecture course,	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours self-study			
<b>1st Semester</b>										
23A01210103	Strategic Business and Policy	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210203	Current Issue Management	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210303	Business Research	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210403	Risk and Wealth Management	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>2nd Semester</b>										
<b>Strategic Management</b>										
23A01210503	Strategic Leadership		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210603	Industry and Competitive Analysis		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210703	Corporate Strategy		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>Marketing Management</b>										
23A01210803	Marketing Strategic		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01210903	Brand Ecosystem		5.1			40	96	D/IL/CT/CC PBL 1/PBL3	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211003	Matrix Marketing		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>Operational Management</b>										
23A01211103	Supply Chain Management		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7





23A01211203	Project Management		5.1			40	96	D/IL/CT/CC PBL 1/PBL3	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211303	Quality Management		5.1			40	96	D/IL/CT/CC PBL 1/PBL4	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>Financial Management</b>										
23A01211403	Corporate Finance		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211503	Financial Strategy Analysis		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211603	The Financial Service Ecosystem		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>Human Resource Management</b>										
23A01211703	Organizational Change and Development		5.1			40	96	D/IL/CT/CC PBL 1/PBL3	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211803	Strategic Human Resource Management		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
23A01211903	Structure and Organizational Behavior		5.1			40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/69.7
<b>3rd Semester</b>										
23A01212205	Scientific Publication/Seminar			3.4		26.7	64		Project Report	3.4/69.7
23A01212104	Seminar/Project Presentation			6.8		53.3	128		Project Report	6.8/69.7
23A01212104	Publication/Paper Presentation			8.5		66.7	160		Project Report	8.5/69.7
23A01212309	Theses/Project Proposal			15.3		120	288		Final Project Report	15.3/69.7
<b>4th Semester</b>										
23A01212309	Theses - Continuous				0	0	0		Final Project Report	
<b>Total EC Available</b>		20.4	76.5	34	0	1026.7	2464			130.9
<b>Total EC Requirement</b>		20.4	15.3	34	0	506.7	1216			69.7
<b>Note:</b> D: Small Group Discussion IL: Interactive Lecture CC: Cooperative and Collaborative Learning CT: Contextual Teaching / Lectures PBL1: Project Based Learning PBL2: Problem Based Learning Mandatory course 1 (one) from available concentration course in 2nd semester must be selected										

MM curriculum is designed based on the graduate profile, which is then reflected in the ILO. The utilisation of both managerial expertise and research capabilities will be essential for MM to produce the desired graduate profiles. As part of the first semester, students are required to take four compulsory courses that are designed to fulfil the demands of the job market for professional managers. The course is designed in order to develop the research skills of the students as well as advance their understanding of various aspects of business management.

In the second semester, students can select one of five MM minors that contain three elective courses. The electives in Strategic Management are Strategic Leadership, Industry and Competitive Analysis, and Corporate Strategy. The electives in Marketing Management are Marketing Strategy, Brand Ecosystem, and Matrix Marketing. The electives in Operations Management are Supply Chain Management, Project Management, and Quality Management.

The electives in Financial Management are Corporate Finance, Financial Strategy Analysis, and The Financial Service Ecosystem. The electives in Human Capital Management are Organisational Change and Development, Strategic Human Resources, and Organisational Behaviour. This course aims to highlight the specialised knowledge that students have in their respective fields of study. Supplementary elective courses are designed to augment the marketability of graduates.

During the third semester, students engage in a sequence of evaluations pertaining to their thesis work. This includes the submission of a thesis or project proposal, presentation of a publication or paper, and participation in a seminar. Students are expected to justify their research during a thesis defence. The curriculum's overarching design enables students to fulfil the duration of their studies in a span of 18 months. In the event that students are unable to fulfil the aforementioned stages during the third semester, they may opt to reschedule a sequence of thesis assessments that were not completed in the preceding semester during the fourth semester.

**MSM**

Curriculum Overview										
Master's Programme in Science Management, 4 Semesters										
Modul No.	Title of Module/Course Name	Credit Points per Semester (ECTS)				Workload		Method of Teaching i.e. lecture course,	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours self-study			
<b>1st Semester</b>										
18A02210103	Philosophy of Science	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/57.8
18A02210203	Business Research Methods	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/57.8
18A02210303	Global Business	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/57.8
18A02210503	Strategic Management	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/57.8
18A02210603	Human Capital Management	5.1				40	96	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	5.1/57.8
<b>2nd Semester</b>										
<b>Financial Management</b>										
081U0032	Financial Technology		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
18A02211502	Portfolio and Investment Management		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
<b>Advance Marketing</b>										
18A02212202	Marketing Strategy		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
202A2213	Branding Strategy		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
<b>Operational Management</b>										
18A02212402	Supply Chain Management		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
18A02212502	Quality Management		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8



18A02212602	Operation Strategy		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
<b>Entrepreneurship Management</b>										
18A02213302	Creative Problem Solving		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
18A02213402	Digital Entrepreneurship		3.4			26.7	64	D/IL/CT/CC PBL 1/PBL2	Exam Paper / Project Essay (120 Min)	3.4/57.8
<b>3rd Semester</b>										
405A2223	Publication			8.5		66.7	160		Exam Paper / Project Essay (120 Min)	8.5/57.8
471U0034	Research of Seminar Theses			6.8		53.3	128		Project Report	6.8/57.8
472A2236	Master Theses			15.3		120	288		Final Project Report	15.3/57.8
<b>4th Semester</b>										
	Master Theses - Continuous									
<b>Total EC Available</b>		25.5	30.6	30.6	0	680.3	1632			86.7
<b>Total EC Requirement</b>		20.4	6.8	30.6	0	453.4	1088			57.8
<p>Note:</p> <p>D: Small Group Discussion</p> <p>IL: Interactive Lecture</p> <p>CC: Cooperative and Collaborative Learning</p> <p>CT: Contextual Teaching / Lectures</p> <p>PBL1: Project Based Learning</p> <p>PBL2: Problem Based Learning</p> <p style="text-align: center;"> <span style="display: inline-block; width: 15px; height: 10px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> Mandatory course  <span style="display: inline-block; width: 15px; height: 10px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></span> 1 (one) from available elective course in 1st semester must be selected  only 1 (one) concentration course in 2nd semester must be selected </p>										

The MSM curriculum focuses on developing management knowledge and research skills. It starts with a tracer study involving stakeholders like alumni, consumers, and employers to determine the profile of graduates. This profile is reflected in the intended learning outcomes (ILOs). The curriculum aims to produce graduates who excel as academics, researchers, professional entrepreneurs, and business consultants by integrating management theory, research skills, and managerial expertise.

The first semester comprises three compulsory courses consisting of Philosophy of science, Business research methods & Global Business and six elective courses. The electives, including Financial Management, Strategic Management, Human Capital Management, Marketing Global, Project Management, and Entrepreneurship Management, are selected based on alumni and employer input, considering the current job market demand.

In the second semester, students can consult their thesis projects during a thesis proposal seminar while taking research methodology courses. The third semester involves thesis assessments, such as publication, Research Seminar Thesis, and Master Thesis defence. Based on the European credit transfer and accumulation system (ECTS), typically, a master's degree is equivalent to 90 or 120 ECTS credits.

In MSM, the curriculum is designed to be completed within 18 months, but students can extend to a fourth semester if necessary to fulfil outstanding thesis requirements.

## **Reason for Degree and Programme Name (Asterisk Criteria)**

### **BAGb**

The Ministry of Education and Culture issued a Ministerial Regulation on Naming Study Programmes at Higher Education in Permendikbudristek 32 of 2021. This regulation aims to control and standardise the naming of Study Programmes. The naming of Undergraduate Study Programmes at Unhas is also regulated by the Unhas Senate and based on the Unhas Rector Regulation<sup>12</sup> concerning the Implementation of Undergraduate Study Programmes at Unhas.

The official designation or title for graduates of each Undergraduate Programme is stated on the graduation certificate of each graduate. Changes in the name of the Study Programme are carried out in order to adjust the name with the learning outcomes of study programme graduates. The addition of the name of the study programme uses names that follow the needs of the world of work, and / or the development of science and technology. Until now, the degree given on the diploma of Bachelor of Agribusiness graduates is Bachelor of Agriculture (BAGb).

The BAGb is also used by many other universities in Indonesia. The establishment of the Unhas Agribusiness study programme is intended to respond to the increasing interest of various groups in agribusiness, including practitioners and government agencies who want to understand agribusiness more deeply.

### **BAcc**

The regulation of study programme names, including BAcc, follows the Ministerial Decree of Research, Technology, and Higher Education<sup>13</sup> concerning the name of study programmes in higher education institutions. With respect to the content of the curriculum, BAcc refers to Indonesian Qualification Framework (INQF) level six, which emphasises the ability and adaptability to apply expertise and utilise science and technology in solving problems.

The curriculum's content and structure align with the study programme's name, namely the Bachelor of Accounting, and the degree awarded is a Bachelor of Economics accompanied by the objectives of the study programme. Bachelor's degree qualifications are awarded to students who can apply accounting expertise and utilise science and technology in solving problems, mastering the theoretical concepts of accounting and being able to formulate procedural problem-solving in the accounting field. The graduates should also be able to make the right decisions based on accounting information and data analysis and provide guidance in choosing various alternative solutions independently and in groups.

### **BoM**

The name of BoM is in line with the curriculum content and objectives of the study programme. The course is owned by BoM related to organisational functions aimed at producing graduates of young entrepreneurship, first-line managers, and young researchers.

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<sup>12</sup> No. 2781/UN.4.1/KEP/2018

<sup>13</sup> No. 257/M/KPT/2017

Historically, BoM FEB Unhas, formerly known as the Department of Corporate Management, is one of the departments at the Faculty of Economics Unhas.

At that time the Faculty of Economics only had two departments, namely the Department of Economics Development Studies and the Department of Corporate Management. Then, an implementation permit decree was issued. In 1984 there was a change in nomenclature, almost all of the Faculties of Economics throughout Indonesia that had the same major, from the Department of Corporate Management to BoM FEB Unhas and the name holds until now. The degrees obtained by BoM graduates are S.E. (Bachelor of Economics). Generally representing the Humanities Science family in this case Economics. The awarding of academic degrees is regulated in the Decree of the Director General of Higher Education, Research and Technology of the MoECRT of the Republic of Indonesia concerning Names of Study Programmes in Types of Academic and Professional Education.

### **MM**

The nomenclature of study programmes, including MM, adheres to the guidelines set forth in the Ministerial Decree of Research, Technology, and Higher Education<sup>14</sup>, which pertains to the nomenclature of study programmes in institutions of higher education. The MM study programme aligns with the Indonesian Qualification Framework (IQF) level eight in terms of curriculum content, with a focus on practical application rather than scientific aspects.

The curriculum's content and structure encompass the aforementioned qualifications, wherein theoretical concepts are emphasised during the learning process. Case studies or project-based learning are utilised solely to facilitate students' comprehension of theoretical concepts. The course specification provides a comprehensive illustration of the alignment between the curriculum content and structure. The congruence between the nomenclature of the academic programme, MM, and its curriculum content and structure is noteworthy.

The programme culminates in the conferment of the Master of Management (MM) degree, which aligns with the programme's stated objectives. The conferment of a Master's degree is contingent upon a student's ability to competently apply their knowledge and comprehension in an interdisciplinary and multidisciplinary fashion within the broader scope of management studies. Furthermore, students possess the capability to assimilate information and navigate intricate challenges.

Individuals possess the capacity for self-directed and self-governing cognition, as well as the aptitude to resolve challenges that may arise within the labour force or professional environment. The course syllabus encompasses a range of skills and competencies, including research, critical analysis, and the development of sensitivity towards social issues within the field. Additionally, students are expected to produce essays that link theoretical concepts with social phenomena.

### **MSM**

The regulation of study programme MSM names, including MSM, adheres to the Research, Technology, and Higher Education Ministerial Decree No. 257/M/KPT/2017 regarding the

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<sup>14</sup> No. 257/M/KPT/2017

names of study programme MSM s in higher education institutions. In terms of curriculum content, the programme of MSM pertains to level 8 of the Indonesian Qualification Framework (IQF), which emphasises the scientific over the practical. These qualifications are embedded in the curriculum's content and structure, which emphasises more theoretical concepts in the learning process; case studies and project-based learning are only used to facilitate student comprehension of theoretical concepts. The content and structure of the curriculum are consistent with the name of the study programme, namely MSM, and the degree awarded is Master of Science Management (MSM), along with the stated objectives of the study programme in the above sections.

Students in the field of science management studies who can employ their knowledge and understanding in an interdisciplinary and multidisciplinary manner in a broader context are awarded a master's degree. In addition, students are able to integrate knowledge and address the complexity of the problems they encounter. They are capable of independent and autonomous thought and problem solving on the employment market and in the workplace.

All of these skills and competencies are included in the course outline, which requires students to conduct research, critically evaluate the research, and thereby train them to be sensitive to social problems in the field or write an essay linking the obtained theory with social phenomena.

### **Integration of Theory and Practice (Asterisk Criteria)**

#### **BAgb**

BAgb provides teaching in both theory and practice. Knowledge related to concepts and theories is given during classroom learning. While practice is carried out with entrepreneurial experiential training, business case studies and analysis of business development strategies to ensure students have the skills to apply theory in practical work. In the learning process, BAgb involves practitioners sharing their experiences. For example, students are given tasks related to seeing business opportunities that exist in the field of agribusiness, and make it the basis of a business idea, which is then mapped in the Business Model Canvas (BMC) to be later experimented as a business. Integration of theory and practice is carried out through field studies through students to discuss with agribusiness actors and lecturers who are active in the business world of the industrial world for transferability of experience during the teaching and learning process.

#### **BAcc**

Theory and practice are closely linked throughout the curriculum, with core and elective courses combining concepts and practical applications. Courses in accounting, for example, teach students both the reasons for financial statements and how to prepare them. Case-based and project-based learning, using both international and local cases, enhances students' practical skills. This approach helps students solve local problems by studying international examples.

Practical courses in financial reporting, costing and taxation provide real-world experience. The curriculum also includes a community service programme and encourages participation



in the MBKM programme, which offers internships and practical learning outside the study programme. Finally, students must submit a research report with practical applications.

### **BoM**

Each course combines theoretical topics with practical applications, including guest lecturers, job market-focused mini-research projects, and case studies. Case studies increase field phenomenon expertise, particularly the job market. This is done by examining international best practices in countries and businesses and national case studies from credible sources. Lecturers' expertise and knowledge support the combination of theoretical principles and practical application in teaching. BoM lecturers typically have entrepreneurial backgrounds, corporate and public sector consultancy experience, and high-level managerial positions. Lecturers' practical experience can help integrate industrial case studies into the learning process, improving students' analytical, critical, and problem-solving skills.

The BoM curriculum regularly combines theory and practise. In the entrepreneurship course, students must write a business plan proposal on the topic, which helps them understand the theoretical and practical aspects of the market. The student also have the opportunity to participate in internship programmes, which allow them to gain practical knowledge and develop vital skills that will benefit their future jobs.

### **MM**

The curriculum consists of compulsory and elective courses that combine a theoretical framework, a prescribed set of readings, and practical research assignments. A key feature is the integration of theory and practice, supported by guest lectures, mini-research projects and case studies. These case studies, both international and national, focus on labour market phenomena. MM students, often with professional experience, aim to enhance their management knowledge. The learning model combines theory with practical applications in the workplace and helps graduates to meet the demands of the labour market.

Group work and campus facilities encourage interaction between students from different academic backgrounds. Lecturers with professional and international experience enrich the curriculum by combining theoretical concepts with practical insights, thereby enhancing the analytical and problem-solving skills of the students.

### **MSM**

The curriculum consists of mandatory and optional courses that integrate theory and practice. It includes prescribed readings, research tasks, and hands-on elements. Courses incorporate guest lectures, mini-research projects, and case studies, emphasising practical applications and real-world examples. Case studies cover international and domestic examples, showcasing best practices and relevant field phenomena, particularly in the job market.

Students at MSM have diverse educational backgrounds. The majority of MSM students have professional experience as academics and a desire to advance their careers by broadening their management knowledge. Thus, they may better study theories, lecturer publications in MSM, and managerial expertise. Many students learn management theory through personal experience and various research results from reputable journals. The learning outcomes for

each topic combine academic understanding, practice observed in the literature and case studies to prepare graduates for the job market or for career advancement in academia. Furthermore, the facilities and infrastructure on campus are conducive to promoting student interaction and facilitating on-campus activities.

Faculty have facilities and infrastructure that can help the teaching staff's expertise and knowledge support the integration of theoretical principles and practical application in teaching. MSM lecturers have middle-to executive-level banking and manufacturing experience. Industrial case studies can improve students' analytical, critical, and problem-solving skills when educators use their practical experience.

### **Interdisciplinary Thinking**

#### **BAGb**

BAGb Study Programme equips students with 21st-century skills, namely communication, collaboration, critical thinking, and creativity skills. The curriculum is designed to be multidisciplinary by involving course lecturers from various disciplines / across departments, supported by one of the Minister of Education and Culture policies. MBKM provides flexibility for students to study science outside the field of Agribusiness in different universities and the business world industry.

This MBKM activity is regulated in the Unhas Chancellor Regulation<sup>15</sup> concerning the Implementation of the Learning Outside the Study Programme at the Unhas Undergraduate Programme.

#### **BAcc**

The purpose of the study programme clearly emphasises the concept of interdisciplinary and multidisciplinary thinking in looking at problems, and this perspective is contained in the content construction and curriculum. Multidiscipline courses in the curriculum of BAcc are represented by Introduction to Sociology, Mathematics, Pancasila, and Religion. The curriculum also offers specific accounting courses incorporating other fields such Environmental Accounting, Social Accounting, Accounting for Islamic Entities, etc.

For Environmental Accounting as an example, it does not only study the scientific field of financial accounting and reporting but also the environmental performance of the companies. In addition, the MBKM programme is expected to equip students with interdisciplinary thinking from various offered activities such as internship, student mobility, Independent Learning, Independent Campus Programme etc. Unhas has specifically issued a regulation on learning processes carried out outside study programmes.

#### **BoM**

The study programme places significant emphasis on the notion of interdisciplinary and multidisciplinary thinking when approaching problems. This perspective is reflected in the

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<sup>15</sup> Number: 05/UN4/2020

design of the curriculum and content construction. They can take some courses from other study programmes through Independent Learning Independent Campus (MBKM). This programme provides students with the opportunity to enrol in courses that extend beyond the realm of management.

Moreover, The MBKM programme also offers lessons on practical applications, which are supported by professionals through a teaching practitioner programme. In addition, it is common for these courses to incorporate broader subject matter, such as sociology, psychology, history, and other perspectives. Advanced Management is an instance of a course that is integrated with other scientific disciplines. This course encompasses not only the scientific domain of management, but also delves into the realms of psychology and human behaviour as they pertain to business decision-making.

## **MM**

The MM curriculum allows students to take their prospective industrial experience and integrate it with management theories in order to increase their management capability in their respective fields. Management responsibility can be found in all areas of work, thus making the subject interconnected with different areas of business. Moreover, the course incorporates various perspectives, including sociology, psychology, history, and other areas of general knowledge.

For example, in Current Issues Management, students are expected to do mini- research on assorted current cases from different companies in varying industries, such as textiles, mining, financial companies, and so on. This will enable students to analyse how management strategies are applicable in different areas of trade. Another example is in strategic human resources management. In this course, students need to fuse theories of managing human capital with psychology and human behaviour aspects.

Holistic and interdisciplinary thinking are embedded in the curriculum, which would encourage a comprehensive understanding of organisations, which would facilitate innovation solutions, promote collaboration, and enhance their capability to adapt while still taking stakeholder orientation into account. These qualities are vital for effective management in today's complex and dynamic business landscape. Holistic thinking in the management field of study is aligned with the goal of the MM study programme, which is stated in the achievement of MM learning.

Furthermore, students are deemed competent in possessing abilities such as effective self-management, interpersonal skills, and effective communication. The aforementioned competencies are not typically presented as an independent subject but rather are integrated into pedagogical approaches such as case study analysis, problem-based learning, collaborative discussions, oral presentations, and other similar methods of instruction.

## **MSM**

Students can combine their industry experience with management theories in the MSM programme to improve their management skills. Management responsibility is present in all fields of work, linking it to all areas of business. The course also covers sociology, psychology, history, and other topics. In contemporary Issues Management, students explore

contemporary cases from textile, mining, finance, and other companies. This allows students to compare management practices across trade sectors.

Strategic HR is another example. This course integrates human resource management ideas with psychology and behaviour. Holistic and interdisciplinary thinking are embedded in the curriculum, which would encourage a comprehensive understanding of organisations which would facilitate innovation solutions, promote collaboration, enhance their capability to adapt, while still taking stakeholder orientation into account. These qualities are vital for effective management in today's complex and dynamic business landscape.

Holistic thinking in the management field of study is aligned with the goal of the MSM study programme, which is stated in the achievement of MSM learning. Furthermore, students are deemed competent in possessing abilities such as effective self-management, interpersonal skills, and effective communication. The aforementioned competencies are not typically presented as an independent subject, but rather are integrated into pedagogical approaches such as case study analysis, problem-based learning, collaborative discussions, oral presentations, and other similar methods of instruction.

### **Ethical Aspects**

The ethical aspect has been regulated in the Unhas Rector Regulation No. 2/UN4.2/2020 concerning the student code of ethics and No. 469124/UN.4/IT.03/2016 for Unhas lecturers. This regulation created an academic atmosphere for interacting and conducting academic and non-academic activities on and off campus.

### **BAgb**

The code of ethics that has been established in a rule is outlined in learning outcome BAgb "Practicing Pancasila in the life of the state and society as a result of internalisation and actualisation of values and norms reflected in spiritual and social life". This ethical aspect is integrated into learning materials related to academic and research ethics and ethical aspects of doing business. Materials on ethics and good behaviour in the academic and research fields are introduced in the courses Leadership and Managerial Skills, Human Resource Management, and Professional Skills Development.

### **BAcc**

At the programme level, BAcc embeds ethical aspects in its ILO 1 which is represented in several courses such as Pancasila, Citizenship, Introduction to Sociology, and Professional Ethics for Accountants. Moreover, professional ethics will be described by lecturers related to their fields of science because as professional accountants, they must uphold professional ethics while in the work environment. Meanwhile, students get commitment and self-management when they complete lecture assignments because they interact with parties from outside the campus, as well as group assignments where they interact with each other. In addition, the BAcc also has a code of ethics that regulates the process of writing student theses which are contained in the sub-discussion on the code of ethics for thesis writing in the Thesis Writing Guidelines.

### **BoM**

The ethical standards for academic conduct at Unhas are established by Rector's Decree No. 16890/UN4/KP.49/2012, which outlines the Student Etiquette Codes. These codes govern the appropriate behaviour of students during lectures, thesis composition, and examinations. The BoM programme incorporates ethical considerations into every subject derived from the ILO, especially ILO 1 related to aspects of attitude, which includes ethical principles relevant to the learning process, academic research and student behaviour.

Discourse on professional ethics will be presented by instructors affiliated with their respective disciplines. This is because the students are required to maintain professional ethics in their work environment when they have graduated someday. There are several courses that prioritise ethical considerations, including Introduction to Management, Introduction to Business, Entrepreneurship, Leadership, Strategic Management, Business Ethics, Research Methodology, etc.

Students acquire a sense of dedication and self-regulation as they fulfil their lecture obligations and engage in mini-research activities, which involve interaction with external entities, as well as group assignments that entail collaboration with peers. Furthermore, the BoM has implemented a code of ethics that governs the composition of student theses. This code of ethics is outlined in the sub-section dedicated to the code of ethics for thesis writing within the Thesis Writing Guidelines.

## **MM**

At the study programme level, MM curriculum incorporates ethical considerations into each subject area, encompassing ethical principles for professional managers, ethical considerations for professional entrepreneurs, and ethical standards for students. Instructors with ties to their respective scientific disciplines will provide the description of professional ethics. This is because, in their capacity as professional managers, they are obligated to maintain professional ethics within the workplace.

Ethical considerations are incorporated into each course through reference to the previously prepared Unhas guidelines. The communication of professional and responsible attitudes is prioritised at the outset of every class. In the interim, students acquire a sense of dedication and self-regulation as they fulfil their lecture assignments and engage in mini-research, which involves interacting with external entities and participating in group assignments that entail collaboration with peers.

Additionally, a code of ethics that oversees the creation of student theses governs the MM programme. This code of ethics is outlined in the sub-section dedicated to the code of ethics for thesis and dissertation writing in the Thesis and Dissertation Writing Guidelines.

## **MSM**

The Magister Science of Management curriculum combines ethical values for academics, entrepreneurs, and students into each topic area. The description of professional ethics will be provided by instructors who are affiliated with their respective scientific disciplines. This is because professional academics and managers must uphold workplace ethics. Several courses that emphasise the ethical aspects are Strategic Business and Policy, Leadership

Strategic, Matrix Marketing, Quality Management, Corporate Finance, and Strategic Human Resources.

In the interim, students acquire a sense of dedication and self-regulation as they fulfil their lecture assignments and engage in mini-research, which involves interacting with external entities, as well as participating in group assignments that entail collaboration with peers. Furthermore, the MSM programme is governed by a code of ethics that oversees the composition of student theses. This code of ethics is outlined in the sub-section dedicated to the code of ethics for thesis and dissertation writing in the Thesis and Dissertation Writing Guidelines.

### **Scientific Method and Practices (Asterisk Criteria)**

#### **BAGb**

BAGb Study Programme equips students with a fundamental theoretical and practical understanding of agribusiness research, through several courses, including Agricultural Socio-Economic Research Methods, Agrosystems Planning and Development Analysis and Scientific Article Writing. The methodological competence obtained from these courses supports alumni in writing scientific papers in the form of journals and theses. These methodological competencies and scientific practices can be applied and utilised when working both as entrepreneurs and agribusiness developers. To strengthen these skills in their respective vocational fields, students are supported by the Agribusiness Laboratory and the Agricultural Development Laboratory which allows students to apply scientific methods to direct practice.

#### **BAcc**

The journey of methodological competencies of students begins in their first semester with a Mathematics course as a prerequisite for the Statistics for Economics course in semester three. Students should pass these two courses to be able to enrol into the Research Methods course offered in semester four. These series of methodological courses are mandatory for BAcc students to prepare them to write the thesis in semester seven. Specific for the Research Methods course, the material covers both qualitative and quantitative approaches to research.

The main assessment component of this course is mini research or research proposal. In the semester five and six, students choose six concentration courses according to their interest that will provide students with adequate knowledge and context assisting them in writing the thesis as the research topic will be relevant with their concentration. Besides, several courses such as Accounting Theory, Ethics for Accounting Profession, Corporate Governance and CSR, and Behavioural Information System include academic journal articles as material to discuss. This may help students to understand their writing skills. In addition to academic activities in the class, students are also encouraged to participate in non-academic activities for instance Student Creativity Programme, a national-based competition, conducted annually by the government. This programme includes scientific work such as research methods and writing skills. Furthermore, project-based learning is applied in courses such as Computer Accounting, Accounting Information System,

Financial Accounting Practice, Cost Accounting Practice in which students will work on a real practice project in respect to their course. For instance, in the Computer Accounting course, students should design an excel-based application for the automation of financial reports of a small and micro local company.

## **BoM**

Generally, the learning method applied in each course offered by BoM allows students to improve their methodological skills, through completing base case projects and compiling mini research. In research methodology courses and management seminars, students are required to prepare a draft research proposal that will be developed as a final project (thesis).

This is following ILO 9, namely being able to apply business and management research methodologies properly in solving a limited range of business problems. Therefore, in the learning process, students are required to design scientific research methods according to their respective approaches, and at the end of the lecture, students are required to make research proposals related to their thesis project. Students begin to write a thesis in the sixth semester which is coupled with a research methodology course.

Such a curriculum design strategy aims to accelerate and encourage students in writing their thesis. This is because the final result of the research methodology course is a thesis proposal and/or mini research which is a continuation of the student's thesis project. Students can also discuss the appropriate method for working on their proposed project in the research methodology course. Students, in this case, already have knowledge in the scientific field because these courses have been obtained in the first semester, making it easier for them to prepare thesis proposals. BoM and students lead methodology workshops. This workshop aims to anticipate problems related to student delays in initiating a series of thesis assessments. The BoM always maintains an academic environment for thesis-writing students, allowing them to complete their projects on schedule. This workshop serves as a forum for scientific discourse and conveys students' issues with the literature review, chosen methodologies, or hot topics that can enhance their understanding of concepts and learning materials while writing their thesis.

## **MM**

At Master's level, two courses on positivist and non-positivist approaches provide students with methodological skills for conducting scientific research. This provides a broad understanding of scientific practices. These skills are in line with the fourth objective of the ILO, which is to conduct research in advanced management, independently or collaboratively, and to disseminate the results nationally and globally. Students are required to develop research methodologies tailored to their own approaches.

In order to develop research proposals or carry out preliminary research relevant to their dissertation, students enrol in a Business Research course in the first semester. This course design aims to motivate and accelerate the progress of the dissertation. The Research Methods course concludes with the submission of a dissertation proposal or mini-research that advances the student's project. Students refine their thesis proposals by discussing the best approaches to their research.

To further develop research skills, MM organises workshops on methodology, which aim to address potential delays in the work on the thesis. These workshops support the timely completion of dissertations and deepen students' understanding of research concepts by providing a platform for students to discuss literature reviews, methodologies and trends.

## **MSM**

Master's students learn how to carry out scientific research through two courses on positivist and non-positivist research methods. This approach helps them to gain a broad understanding of scientific practices. These skills are in line with the ILO's goal of enabling students to conduct independent or collaborative research in accounting and to share findings nationally and globally.

Students are required to develop individual research methods and, by the end of the teaching time, to prepare research proposals or conduct preliminary research for their dissertation. The Business Research course in the first semester helps students advance their dissertation proposals and motivates timely progress. The course concludes with the submission of a dissertation proposal or mini-research that advances the dissertation project.

In order to further enhance research skills, MSM organises methodological workshops to address any potential delays in the thesis work. These workshops support timely thesis completion and deepen students' understanding of research concepts by providing a platform to discuss literature reviews, methodologies and trends.

## **Examinations and Final Thesis (Asterisk Criteria)**

### **BAqb, BAcc and BoM**

The regulation for examination including final thesis is stated in the Rector's Decree<sup>16</sup> concerning the Implementation of Bachelor Programme at Unhas. Students should attend at least 80% of lecture activities to be eligible for examination. In respect to thesis, the objective of thesis examination is to assess the students' abilities in mastering knowledge which is the subject of thesis assignments that have previously been assessed and declared eligible by the main and assistant supervisor.

### **BAqb**

All exams, as defined for the semester learning plan, are customised in format and content to ensure the desired learning outcomes. A wide variety of test formats characterises exams. The types of student examinations/assessments applied in the Bachelor of Agribusiness study programme consist of structured assignments that are embedded in each course (case study, literature review, paper/report writing), written, oral, practical examinations, paper/report presentations and class participation.

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<sup>16</sup> No. 2781/UN4.1/KEP/2018



Towards the end of the study process, BAgb students are required to submit a thesis. Thesis writing is a crucial component of the evaluation and aims to fully gauge the breadth of knowledge that students possess. Students can choose the Socio- Economic Research Methodology approach for those who work as entrepreneurship developers and the experiential entrepreneurship approach for those who become entrepreneurs. The thesis is evaluated based on published criteria, rules, and procedures referring to the Decree of the

## **BAcc**

The student assessment is conducted through various methods depending on the ILOs embedded in each course. For instance, courses representing Competence (ILO 5, ILO 6, ILO 7, and ILO 9) such as Financial Accounting, Financial Information Analysis, Cost Accounting, Taxation, Auditing Practice, Computer Accounting will be mostly suitable with project/case study, hence the examination will be in the form of working on a case study. Essay method is applicable for courses such as Management, Auditing,

Management Control System, and Accounting Theory. Communication ability (ILO 4), on the other hand, can be assessed by group/individual presentation method. The assessment criteria are presented in each course description equipped with rubric and to be explained and shared to students at the beginning of semester. For exit assessments, students have to write a thesis and take a comprehensive examination.

Comprehensive examination is an oral test of three clusters of accounting courses which are Financial Accounting (ILO 5), Management Accounting (ILO6), and Auditing (ILO 8). This exam is also a requirement before taking the thesis examination. In conducting research and writing thesis, a student is supervised by two assigned lecturers whose expertise is relevant with the research topic. In the thesis examination, the students have to explain and defend their thesis in front of the four examiners including two supervisors.

Students failing the thesis examination will be given the opportunity to re-seat for the examination within maximum three months.

## **BoM**

BoM is carried out the evaluation of student performance using diverse methodologies that are contingent upon the specific Intended Learning Outcomes (ILOs) incorporated within each individual course. In addition to knowledge and skills, these models evaluate the students' achievement of learning outcomes related to attitude and competence. Individual and group participation in discussion and presentation, for instance, will assess the ability to express ideas orally as well as the ability to communicate both as a team and as an individual.

During the learning process, students receive assessment feedback, which is typically provided directly by the lecturer during presentations and discussions. For example, courses that pertain to specific skills (ILO 9), such as Market Research and Analysis, or Money and Capital Market.

The essay method can be effectively utilised in courses such as Business Ethics, Financial Information Management, Quality Management, and Global Management. The assessment of the general skill of innovative thinking, decision making, and problem solving (ILO 6) can be

conducted through the utilisation of project or case study evaluations. The assessment criteria are outlined in the course descriptions, accompanied by a rubric, and are to be elucidated and disseminated to students at the commencement of the semester.

Students must programme thesis writing in the last semester. The guideline of thesis writing is designed to follow international writing standard and can be accessed at BoM Programme website. If the student passes the final thesis test, the university awards a Bachelor of Management (Sarjana Ekonomi - S.E.). The rules allows students to take the thesis test after passing the research results seminar and getting consent from the main supervisor and supervisor companion. The main supervisor, assistant supervisor, and two lecturers with a Master's degree or Level 8 Indonesian Qualifications Framework can be the maximum number of assessors for the thesis examination of research results. Students who fail this exam must retake the thesis defence.

### **MM and MSM**

In Rector's Decree<sup>17</sup> concerning the Implementation of the Master Programme at Unhas, the assessment system for the master's programme at Unhas, both exams and final theses. Students must pass examinations for all courses in order to graduate from the programme. Article 1 stipulates that the midterm and final exams are administered twice per semester. The schedules will adhere to the university's established academic calendar.

The faculty facilitates by creating a schedule for the two examinations; consequently, the exam schedule is the same for all master's and doctoral postgraduate programmes.

The student will start composing the thesis proposal during the second semester. If the student passes the final thesis examination, the university awards the master degree. Article 8 of the regulations stipulates that the thesis examination comprises multiple phases, including a thesis proposal seminar, a research seminar, a research publication, and a thesis examination, with a total score of 18 CP or 27 ECTS. The thesis exam's objective is to gauge a student's understanding of the subject matter of their thesis, which the primary and assistant supervisors have assessed and found to be acceptable. Five examiners conduct a private examination of the dissertation. The composition of the examiners dictates the initial sequence of thesis examination procedures.

Students who did not pass this examination must retake it within two months. The assessment of seminars and thesis examinations is founded on mastery of the following seminar and exam materials:

- Scoring for the proposal exam seminar consists of the two items listed below. Upon grading the seminar transcript with a 50% weight, the research methodology is evaluated. The weighted score for seminar execution is fifty percent and is based on presentation and material comprehension.
- The research exam seminar and thesis defence comprise of the following two components: The evaluation of research methodology, research methodology, results, and the composition of results is based on a 50% weighting of the seminar transcript. The weighted

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<sup>17</sup> No. 2784/UN4.1/KEP/2018

score for seminar execution is fifty percent and is based on presentation and material comprehension.

## **MM**

Generally, mid-term and end-of-semester exams consist of essays or mini-research projects that are interrelated. The fulfilment of an essay or mini-research project related to a student's thesis project is highly recommended to facilitate the acceleration of study completion. This exam model is deemed appropriate because, as is well-known, the MM study programme is a case study-based master's degree programme, so it is expected that its graduates will be able to convey management conceptual ideas with interdisciplinary and multidisciplinary insight and develop and implement practically with a multiparadigm perspective, as outlined in the MM's objectives. Other evaluation approaches are also used during the learning process, including lecture summaries, case analytics, and individual and group participation in debate and presentation. These models assess the students' accomplishment of learning goals related to attitude and competence in addition to knowledge and abilities. Participation in discussions and presentations, for example, will gauge a person's capacity to communicate both individually and in groups as well as to convey ideas verbally. Students receive evaluation feedback during the learning process, which is often given by the lecturer in-person during presentations and conversations.

## **MSM**

Generally, mid-term and end-of-semester exams consist of essays or mini-research projects that are interrelated so as not to burden students during the completion process. All examinations, as outlined in the semester's learning plan, are tailored in both format and content to achieve the intended educational objectives. The fulfilment of an essay or mini-research project related to a student's thesis project is highly recommended to facilitate the acceleration of study completion.

The students are provided by the guideline of thesis writing designed to follow international writing standard and can be accessed at MSM Programme website. It is expected that its graduates will be able to convey management conceptual ideas with interdisciplinary and multidisciplinary insight and develop and manage research designs with a multiparadigm perspective, as outlined in the MSM's objectives.

During the learning process, other assessment models, such as lecture summaries, article critiques, and individual and group participation in discussion and presentation, are also utilised. In addition to knowledge and skills, these models evaluate the students' achievement of learning outcomes related to attitude and competence. Individual and group participation in discussion and presentation, for instance, will assess the ability to express ideas orally as well as the ability to communicate both as a team and as an individual.

During the learning process, students receive assessment feedback, which is typically provided directly by the lecturer during presentations and discussions.

## **Appraisal:**

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel notes that the HEI should further renew the theoretical basis regarding the teaching contents.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	BAGb: 4 years (maximum 7 years) BACC: 4 years (maximum 7 years)
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	BoM: 4 years (maximum 7 years) MM: 1.5 Year (maximum 4 years) MSM: 1.5 Year (maximum 4 years)
Number of Credit Points (CP)	BAGb: 144 CPs equivalent to 244.8 ECTS BAcc: 145 CPs equivalent to 246.5 ECTS BoM: 145 CPs equivalent to 246.5 ECTS MM: 42 CPs equivalent to 71.4 ECTS MSM: 42 CPs equivalent 71.4 ECTS
Workload per CP	For all programmes:  45 hours/CP per semester (27 hours/ECTS per semester)
Number of modules	BAGb: 44 BAcc: 48 BoM: 49 MM: 18 MSM: 14
Time required for processing the final thesis and awarded CP	BAGb: 6 months/ 6 CPs (10.2 ECTS) BAcc: 6 months/ 6 CPs (10.2 ECTS) BoM: 6 months/ 6 CPs (10.2 ECTS)  MM: 6 months equivalent 18 CP (27 ECTS consist of: - Journal Publication/ Paper Presentation: 5 CP (7.5 ECTS) - Seminar/ Presentation Project (Output): 4 CP (6 ECTS) - Master Thesis (Defense): 9 CP (13,5 ECs)  MSM: 6 months equivalent to 27 ECTS to consisting of: - Publication/ Paper Presentation: 7.5 ECs - Seminar/ Presentation Project (Output): 6 ECs - Master Thesis (Defence): 13,5 ECTS
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	For all programmes:  13 hours/CP per semester (23 hours/ECTS per semester)

### **Modular Structure of the Study Programme (Asterisk Criteria)**

#### **BAGb**

The structure of this semester's learning plan supports the curriculum's successful implementation and helps students achieve the specified learning outcomes. This module links Learning Outcome, Learning Lesson Outcome (LLO) and Sub-LLO. Each Course has a Module with different Credit-Points based on the study material from the weighted SLO

mapping. Credit-Points (CP) per module indicate student workload. Practicum components are designed and integrated in such a way that CP can be achieved.

Module descriptions provide detailed explanations of learning outcomes and information defined in the ECTS User Guide (modules description) based on the European Credit Transfer and Accumulation System (ECTS).

### **BAcc**

According to the Decree of the Minister of Education and Culture concerning the National Standard of Higher Education, the workload calculation for one CP is 170 minutes per week, where one semester consists of 16 weeks, including the mid and final exams. Depending on the learning process form, 170 minutes is divided into in-class activity and self-study. For lecture, tutorial, and response forms of learning, 1 CP means 50 in-class activities, 60 minutes of structured assignment, and 60 minutes of independent study.

In the seminar form, one CP comprises 100 minutes and 70 minutes for in-class activity and independent study, respectively. Mostly, courses in BAcc apply lecture and tutorial form.

### **BoM**

The BoM Programme spans over a duration of eight semesters (normally in four academic years), with a maximum allowable duration of fourteen semesters. The programme is composed of a total of 145 credit points, which are divided into 136 credit points (equivalent to 204 ECTS) of mandatory coursework and nine credit points (equivalent to 13.5 ECTS) of elective coursework. The mandatory classes are available in each academic term, whereas the optional courses are accessible from the fifth to the seventh semesters.

The concluding semester encompasses a community service initiative, a research colloquium, and a thesis undertaking. The workload for one credit point consists of 50 minutes of minutes of contact hours, 60 (sixty) minutes of assignments or tutorials, and 60 (sixty) minutes of self-study, as per Ministry of Education and Culture Regulation<sup>18</sup>. The former educational approach encompasses a variety of instructional methods such as lectures, seminars, theoretical and practical exercises, as well as opportunities for discussion and interaction with both the instructor and fellow students. The latter approach, on the other hand, involves independent activities such as reading literature, conducting research or problem investigations, completing homework and assignments, preparing case studies, seeking consultation with teaching faculty, and engaging in other activities that are typically organised outside of the classroom setting. Each course is allocated three credit points. One academic semester comprises a total of 16 scheduled sessions, which includes both the mid-term and final examinations.

### **MM**

According to national regulations<sup>19</sup> one credit point is equal to 50 minutes of in-class activities consists of lectures, seminars, theoretical and practical exercises, discussion and interaction with lecturer and classmates. While three credit points equal to 120 minutes of independent

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<sup>18</sup> No. 49 year 2014 Article 16

<sup>19</sup> Article 16 of Ministry of Education and Culture Regulation No. 49 for 2014

study consists of literature reading, research/problem investigations, assignment and case-study preparation, consultation with teaching faculty, and other activities organised outside of class.

Each course is worth three credit units. There are 16 meetings per semester, including a midterm and final exam. Ministry of Education and Culture Regulation stipulates that the burden for nine credit points consists of 50 minutes of in-class activities and 120 minutes of independent study. While the former consists of lectures, seminars, theoretical and practical exercises, discussion and interaction with lecturer and classmates, the latter consists of literature reading, research/problem investigations, homework, assignment and case-study preparation, consultation with teaching faculty, and other activities organised outside of class. Each course is worth three credit units. There are 16 meetings per semester, including a midterm and final exam.

### **Study and Examination Regulations (Criteria Asterisk)**

The assessment and evaluation framework comprises examination guidelines that are pertinent to established national guidelines. The regulations pertaining to academics and assessment systems are established at the university level and are made publicly available through the Rector of Unhas Regulation<sup>20</sup>. The guidelines and pertinent details pertaining to the programme's prerequisites and framework can be accessed on the official website for study programmes.

The regulation also accommodates the policy of credit transfer, twinning programme, joint degree, and double degree. BoM and BAcc are currently in partnership with foreign universities such as Curtin University, University of Queensland, and Griffith University that provide opportunities for students to pursue their credit transfer or double degree. In 2020, the government has launched Independent Learning Independent Campus (MBKM) under Decree of Minister of Education and Culture concerning National Standard of Higher Education.

The regulation provides opportunities for students to take 20 up to 60 CPs outside their study programme or even in other universities in which they obtain credit transfer in the academic transcript. Another programme by the Indonesian government is the International Indonesia Student Mobility Awards Programme (IISMA) that provides scholarships to students to pursue one semester study abroad using a credit transfer system.

The academic information of the programme is communicated to students on the student orientation day before commencing their study life at Unhas. Also, each student is assigned one academic advisor to ensure students are on the right path. Students can access SIKOLA (Unhas' learning management system) by logging in with their student account and viewing information pertaining to programme requirements, its structure, and exams. The grading system applied in Unhas is presented in the Table below.

**Table 11: Grading System**

Score Range	Grade	Conversion Grade
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<sup>20</sup> No. 2781/UN4.1/KEP/2018 for bachelor programme and No.2784/UN4.1/KEP/2018 for master degree

85 – 100	A	4
80 - <85	A <sup>-</sup>	3.75
75 - <80	B <sup>+</sup>	3.50
70 - <75	B	3.00
65 - <70	B <sup>-</sup>	2.75
60 - <65	C <sup>+</sup>	2.50
50 - <60	C	2.00
40 - <50	D	1.00
< 40	E	0.00

### **Feasibility of Study Workload (Criteria Asterisk)**

#### **BAgb**

The design of student workload distribution shown in the curriculum structure should allow students to complete the study period for seven semesters. Smart and dedicated students can complete their studies in less than seven semesters with a tiered course presentation strategy according to the depth of the material, the role of academic advisors in programming Graduate Learning Outcomes (SLOs), assigning thesis supervisors from the beginning with a block system to accelerate accommodating students who have similar research in collaboration and streamline preparation and guidance time, as well as staff support and a clear and standardised administrative service system. Data on student study progress is well documented and updated accordingly. This data serves as student feedback to improve the implementation of the study programme. Students who are not progressing in their studies are invited by their supervisors to discuss the obstacles faced and formulate steps to overcome them.

Meanwhile, students who have graduated and have achievements receive a diploma supplement, as a certificate from the Faculty of Agriculture, Unhas, which contains information about the learning outcomes or qualifications of BAgb graduates. This Diploma Supplement is an additional document that states the employability, mastery of knowledge, and attitudes of BAgb graduates that are more easily understood by users at home and abroad than by looking at the graduate's transcript.

Therefore, the Diploma Supplement issued by BAgb is an objective explanation of the achievements and competencies of BAgb graduates to increase the employability of graduates in an increasingly competitive world of work.

#### **BAcc**

The Rector's Decree<sup>21</sup> states that the number of credits that can be programmed in one semester is at least 12 CPs and a maximum of 24 CPs. In respect to BAcc, a total of 145 credit points can be pursued within the normal length of study of 3.5 or four years (seven to eight

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<sup>21</sup> No. 2781/UN4.1/KEP/2018



semesters). Upon completion of the study, students will obtain a certificate and transcript as well as diploma supplement. The curriculum is structured by providing general and basic knowledge at the earlier semester continued with more specific knowledge and skills as the semester progresses. The regulation also imposes a four-semester evaluation in which students should have completed at least 48 CPs with minimum GPA of 2.00, or otherwise will be dropped out. This policy will force students to perform in their academics. An academic advisor is assigned to assist students throughout their study life. Students should at least meet with the academic advisor at least once in a semester to consult courses to enrol into in the upcoming semester.

This could be also the moment for students to consult about their issues in the university. At the university level and faculty level, Consultation Unit is provided for all civitas academics including students. In respect to research and thesis writing, two supervisors are assigned in assisting and supervising the progress of students. At the end of semester, a survey for each course is circulated among students to provide evaluation as well as suggestions to the learning activities, assessment, and teaching methods.

The results will be brought to the regular meeting of faculty attended by faculty leaders which in turn will be discussed in the department meeting as material for programme improvement.

### **BoM**

Based on the Regulation of the Chancellor of Unhas No. 2781/UN4.1/2018 concerning the Implementation of the Unhas Undergraduate Programme, it is stated that the study period for the Undergraduate Programme is scheduled for eight semesters and can be completed in at least six semesters and a maximum of 14 (fourteen) semesters. The workload meets the national standard as stated in the Decree of Minister of Education No. 232/U/2000 related to Guidelines for Developing Higher Education Curriculum and Assessment of Student Learning Outcomes.

Furthermore, the Unhas Rector Regulation<sup>22</sup> about Implementing the Undergraduate Programme outlines the drop-out policies:

1. The study period has ended according to regulations, typically evaluated at the end of the 14th semester.
2. The student resigns voluntarily on their own initiative or request.
3. At the end of the fourth semester, if the student's GPA is below 2.00, calculated from a minimum of 48 completed credits, they may face evaluation.
4. The student commits a crime or violates regulations set by the government or the university.

Additional regulations regarding student dropout:

- Students who fail to pay tuition fees for two consecutive semesters are declared dropouts.
- Students who are inactive for two consecutive semesters are declared dropouts.
- Students who do not take or fail the re-examination of their thesis, unless due to force majeure, are declared dropouts.

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<sup>22</sup> No. 2781/UN4.1/KEP/2018

In addition, BoM has socialised a list of academic supervisors for students who aim to help students with all academic matters during their studies. The existence of a student association also facilitates students facing problems in their studies, who can then consult with the study programme. Not only that, but the University also provides counselling services for all academics, including students.

At the end of each semester, students are asked to complete a survey related to the learning process of each programmed course. In addition, lecture monitoring is also carried out to determine the activity of lecturers and students during the learning process. Before the new semester begins, the study programme holds a meeting with all BoM lecturers to discuss various matters as evaluation material for improvement in the following semester.

Upon successful fulfilment of their course obligations following the relevant regulations, students will be granted a diploma certificate and a diploma supplement that will delineate their academic achievements.

## **MM**

The MM curriculum is structured so that students can potentially complete their studies in three semesters and typically in four. Several initiatives have been established to assist students in completing their programme. According to Rector's Decree<sup>23</sup> regarding Master Programme Administration, students must earn a minimum GPA of 2.75 and 3.00 in the first and second semesters, respectively, in order to avoid sanction for dropping out. It will compel students to perform well academically.

As academic advisors for all students, the heads of study programmes will assist students with academic concerns throughout their studies. The existence of a student association enables students with study-related problems to consult the study programme. The student association also offers a workshop on research methodology to assist students with their thesis projects.

Faculty evaluation of students' thesis writing progress based on information from the study programme director. Consultation Unit is available at the university level for all civitas academics, including students. Students with concerns regarding study burden can consult the student association, which will then discuss the matter with the head of the study programme. The respective issues will then be discussed at the beginning of the semester and two months later at the meeting of professors.

## **MSM**

The curriculum design of the Master of Science Management programme ensures that, in general, students can complete their studies within a duration of two years according to the prescribed curriculum. However, exceptionally bright and dedicated students may be able to complete the programme in less than two years. A number of programmes have been set up to help students finish their programmes.

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<sup>23</sup> No. 2784/UN4.1/KEP/2018

- Rector's Decree<sup>24</sup> about Master Programme Administration requires minimum study load of 36 credits and a maximum of 42 credits with a maximum study time limit of eight semesters. A minimum GPA of 2.75 and 3.00 in the first and second semesters to avoid dropping out. It will push students academically.
- Study programme heads, academic advisers, and even student association provides academic services such as counselling guidance and consultations. Not only give advice but students' feedback is also regularly reviewed to allow management to pinpoint any common hurdle regarding study progression or its associated workload. At the start of the semester and two months later, lecturers will discuss the difficulties.
- The MSM programme offers a Publication Clinic, a specialised workshop aimed at assisting students in preparing and publishing their manuscripts. The clinic guides students in enhancing their work and provides necessary guidance for submission to reputable national or international journals (Science and Technology Index [SINTA] 1-6) or proceedings.
- If students successfully complete their course requirements in accordance with the applicable regulations, they will be awarded a diploma certificate and diploma supplement specifying their year of graduation.

All civitas academics, including students, have access to the university's Consultation Unit. If a student has issues about their workload, they can talk to the student organisation, who will bring it up with the programme coordinator. All the initial faculty meetings of the semester and the second, held two months later, will be devoted to discussing the respective topics.

### **Equality of Opportunity**

The policy of Unhas is to promote the principles of non-discrimination for all students and lecturers, in line with the laws of the Republic of Indonesia. The regulation is contained in the Unhas Academic Senate Regulation<sup>25</sup>. This however is not limited to race, colour, religion, religious belief, ancestry, national origin, age, sexual orientation, marital status, medical condition, and disability. The university provides scholarships including affirmations for individuals with disabilities and those from underrepresented minority groups, in addition to catering to students hailing from geographically isolated regions, such as small islands. The management of the programme also prioritises the needs of international students and individuals with disabilities, particularly with regard to additional measures and organisational activities. Unhas also provides a discrimination queue complaint service that allows all lecturers, education staff and students to report all forms of discrimination both academic and non-academic experience through the Unhas website<sup>26</sup>.

### **BAqb**

Unhas has a basic policy to apply the principles of gender equality and non-discrimination in all student admissions and all aspects of study programme administration. Students with disabilities are given affirmative action regarding timing and formal standards/requirements during programmes and examinations. This is stated in the Regulation of the Rector of Unhas

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<sup>24</sup> No. 2784/UN4.1/KEP/2018

<sup>25</sup> No. 46919/UN.2/IT.03/2016 concerning the Unhas Student Ethics Code and Unhas Academic Senate Number: 469124/UN.4/IT.03/2016 concerning the Code of Ethics Unhas Lecturer

<sup>26</sup> <https://aduan.unhas.ac.id/>

on Equality. Unhas collaborated with PerDik (Indonesian Disability Movement for Equality) through the signing of a Memorandum of Understanding (MoU). The follow-up of the regulation is applied to the Bachelor of Agribusiness study programme by providing gender mainstreaming and disability-friendly facilities and infrastructure, such as pathways for wheelchairs, pathways for the blind, toilets for the disabled and so on.

### **BAcc**

In accordance with Government Regulation<sup>27</sup> concerning the Statute of Unhas, all students possess equal entitlements to educational services and the accompanying facilities irrespective of their race, national origin, religion, marital status, and gender. It is supported by the Regulation of the Academic Senate of Hasanuddin University Number 2/UN4.2/2020 concerning Code of Ethics for Students of Hasanuddin University stating that students must behave ethically based on the specific values and principles including respect each other, be able to cooperate, and behave with tolerance and tolerance in social life regardless of ethnicity, religion and race. To ensure the implementation of this policy, Unhas provides a complaint link to report any discrimination actions guaranteeing the confidentiality of the informant. Unhas and FEB provide facilities for students with disabilities such as guiding block, ramp, parking lot, toilet, etc. It is permissible for the student to request a rescheduling of the examination to a mutually agreeable alternative time if students are unable to participate in the examination due to health issues.

### **BoM**

The core values that are adopted by Unhas are as follows:

The user has provided a list of four characteristics that are deemed important. Firstly, integrity is described as embodying traits such as honesty, courage, responsibility, and firmness in stance. Secondly, innovation is characterised as a blend of creativity, quality-orientation, independence, and pioneering. Thirdly, being catalytic is associated with possessing qualities such as courage, determination, dedication, and competitiveness.

Lastly, wisdom is defined as the manifestation of propriety, fairness, civility, holistic thinking, and assimilation. The institution prioritises the matter of disability by ensuring the provision of accessible infrastructure to accommodate individuals with disabilities. At this point, there has been no enrolment of students with special needs in the Bachelor of Management programme. Nevertheless, the programme provides assistance to students with special needs.

### **MM**

MM programme accepts students regardless of their ethnicity, national origin, religion, marital status, or gender, as permitted by Indonesian law. All students have the same access to education services and facilities. Consequently, all university services were accessible to all students without discrimination. Scholarships are available for international students. They will receive Indonesian language instruction before beginning the programme. Academic accommodations will be made for students with disabilities or health-related concerns.

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<sup>27</sup> No. 53 of the year 2015

For instance, if a student is unable to take a test on the specified date due to a health concern, he or she may reschedule it. The regulation also stipulates that the personnel administration system is transparent and based on employees' performance without regard to their ethnicity, nationality, religion, or group membership.

## **MSM**

Unhas' core values encompass four essential attributes. Firstly, they emphasise the significance of integrity, which encompasses qualities like honesty, courage, responsibility, and unwavering commitment to principles. Secondly, the institution places a strong emphasis on innovation, which is characterised by a combination of creativity, a focus on quality, independence, and a pioneering spirit. Thirdly, they prioritise being catalytic, which entails possessing qualities such as courage, determination, dedication, and competitiveness.

Lastly, wisdom is highly regarded, defined as the embodiment of propriety, fairness, civility, holistic thinking, and the ability to assimilate knowledge. In the realm of academics, Unhas also underscores its commitment to addressing disability-related concerns. This commitment is reflected in the provision of accessible infrastructure to accommodate individuals with disabilities. It's worth noting that, as of now, there have been no enrolments of students with special needs in the Master of Science Management programme.

Nonetheless, the programme remains dedicated to offering support and assistance to students who may require special accommodations.

## **Appraisal:**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. The Panel notes that the structure of the programmes and the associated objectives and CP allocations should be made clearer.

Legally binding study and examination regulations contain all necessary rules and procedures, taking into account national requirements. The study programme is designed in such a way that students can study for a certain period of time at other higher education institutions or undertake work placements without the total duration of their studies being extended. The recognition of periods of practical work is also clearly specified. The final grade is given either as a relative grade or as an ECTS grade.

A suitable curriculum design, a plausible workload calculation, an adequate number and frequency of examinations, appropriate support services, and academic and general student counselling ensure the feasibility of the study programme's workload. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. For students with disabilities, positive action will be taken in terms of time and formal standards/requirements throughout the programme and in examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or students with a so-called non-academic background, shall be given special support.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		X		
3.2.2*	Study and exam regulations (Asterisk Criterion)		X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity		X		

### 3.3 Didactical concept

#### **Logic and Plausibility of the Didactical Concept (Asterisk Criterion)**

##### **BAgb**

The didactic concept applied in BA<sub>gb</sub> follows the general didactic concept, namely Teaching and Learning Activities. This didactic begins with an explanation of the course learning Plan as a contract. To support the didactic concept, the learning methods applied are as follows: (1) Lecture, (2) Case Study, (3) Experiential Based Project, (4) Student Presentation and Group Discussion. However, some courses combine two or more methods, adjusted to the expected learning outcomes.

A new blended learning platform using the Learning Management System (SIKOLA) also supported the study process and is accessible at <https://sikola.unhas.ac.id>. Relationship learning outcome and learning methodology can be described that is able to apply alternative problem solving, agribusiness system and formulate innovation for tropical agriculture-based agribusiness development. Students are assigned to see first-hand examples of cases of Agribusiness subsystem business units, by directly interviewing business unit managers about the problems and challenges they have faced.

The results of the fieldwork are then discussed in class as learning for other groups (learning methodology). The research programme continues to enhance the educational system. Unhas utilised the Learning Management System (LMS) prior to 2020. This system enables students and instructors to interact as part of the learning process, with students having access to learning resources, learning materials, modules, and assignments. Early in 2020, the University enhanced the LMS's learning system by developing a new blended learning platform, the Learning Management System (SIKOLA), accessible online<sup>28</sup>. SIKOLA is primed

<sup>28</sup> <https://sikola.unhas.ac.id>

to facilitate and support the learning process. Accessible before and after authentication, the video accessible from the home page provides SIKOLA usage instructions. SIKOLA's features are inexpensive and simple to use. SIKOLA provides video channels for instructions on using SIKOLA (how to register courses, record attendance, establish parallel classes, course search engines, etc.) to facilitate interaction between students and instructors in learning.

### **BAcc**

The pedagogical approach employed in the programme involves integrating theoretical knowledge with practical application. Various teaching methods applied in BAcc to achieve intended learning outcomes are interactive lectures, group presentations, project-based learning, problem-based learning, and collaborative/cooperative learning. For instance, interactive lecture and group presentations are applied to achieve ILO 2,3, and 4, while project-based learning and case studies are suitable for Competence learning outcomes (ILO 5, 6, 7, 8, and 9).

The details of the teaching method for each course are presented in course specifications. In the context of blended learning/distance learning, BAcc is able to implement the aforementioned teaching approaches by utilising facilities provided by Unhas. The details of the facilities are explained later.

### **BoM**

The didactical concept of the Bachelor of Management (BoM) Programme emphasises the application of both theoretical and practical approaches. Diverse pedagogical approaches are utilised in the field of education, including guest lectures, case studies, and collaborative assignments. The programme is structured to emphasise the practical components of current management methodologies.

The programme enables students to visit exemplary instances of innovation in the private sector, which assists in the attainment of the stated goal. BoM invites practitioners regularly through associations such as the Indonesia Marketing Association, Management Alumni Association and Bank of Indonesia to ensure the expertise and suitability of these practitioners. The integration of academic and experiential learning is anticipated to equip students with both theoretical and practical competencies, thereby facilitating their professional growth and development in their current or prospective vocation. The aforementioned techniques facilitate the attainment of educational objectives by engaging students in cognitive, experiential, behavioural, and reflective activities. Blended learning is the method employed by the BoM for its teaching and learning procedures. The course materials can be accessed through SIKOLA, a learning management system, while online classes can be attended by students through Zoom meeting or other online teaching providers.

### **MM**

The academic concept of MM integrates contemporary management issues and practices with management theory. Management issues and practices are derived from textbooks and additional references, while management theory is derived from the professional association, of which all MM lecturers are members, as well as research and publications discussed in class. The lecturers' professional and research experiences are conveyed in the classroom

through methods such as interactive lectures, case studies, small group discussions, project-based learning, cooperative learning, problem-based learning, and contextual instruction. These methods will vary depending on the learning outcomes of each course, which are outlined in the course description. For example, case studies are used with the objective of equipping students with the ability to assess a business problem, considering different perspectives and risks that are attached to the case, to make a sound managerial decision.

Unhas began implementing integrated learning in 2018. SIKOLA, an asynchronous learning management system, was created to accommodate this policy, which encompasses all aspects of the teaching and learning process, including pupil attendance. Each instructor will upload learning materials including the course description, materials, and assignments. The system logs all student activities so that lecturers can keep track of their activities. Additionally, it allows for lecturer- student interaction.

### **MSM**

MSM teaches modern management theory and practice. The former came from textbooks and other sources, while the latter came from MSM lecturers' research and services in their fields of expertise and recent company case studies. Interactive lectures, small group discussions, project-based learning, cooperative learning, problem-based learning, and teaching, the above methods are used by lecturers in class. Based on course descriptions, these strategies will differ in the implementation.

Problem-based learning gives students genuine business management challenges to influence managerial decisions and their effects on the economy, society, and environment. Unhas started blended learning in 2018. SIKOLA, an asynchronous learning management system. Lecturers post course descriptions, materials, and assignments. The system tracks student activity for teachers. It allows lecturer-student interactions.

### **Course Materials (Asterisk Criteria)**

#### **BAgb**

Every lecturer in this study programme prepares lecture materials at the SIKOLA as a blended learning platform. Lecturers upload lecture materials in the form of textbooks and recommended literature in the SIKOLA Learning Management System, which can be accessed by students at any time and has a user-friendly display. Various publications subscribed by the university library can be used by study programmes and can be accessed online<sup>29</sup>.

Course materials are uploaded in the form of PPT slides and learning videos by lecturers, this was developed to answer the needs, especially in the digital era, so that students can learn independently and update with examples of cases and issues in the agribusiness system nowadays. In addition, the course materials make students familiar with different problem-solving approaches from various scientific perspectives. Students can develop their own theory-based problem-solving strategies through interactive work with the materials.

The course materials continue to be developed according to new didactical concepts.

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<sup>29</sup> <https://library.unhas.ac.id/>



## **BAcc**

The lecturers provide materials such as textbooks, practical examples, case studies, academic articles, and slide presentations. The materials cover not only local but also international levels. For instance, for the course of Financial Accounting, the lecturers use Indonesian Accounting Standards, International Financial Reporting Standards, and an International textbook as main references, which provide international-level case studies and problems.

Other courses utilise materials from international academic journals that explore contemporary cases from different countries. The learning materials and references employed are tailored and reviewed to ensure their relevance with current issues while also considering the alignment between course learning outcomes and the requisite level of expertise. The coordinator of each course provides these materials in the learning management systems<sup>30</sup> to guarantee the accessibility of learning materials for students. Therefore, students can study independently. Moreover, the credit system requires self- study including structured assignments.

## **BoM**

Lecturers develop the materials in line with the jointly developed curriculum, course descriptions, exams, and assignments. The course materials are designed to align with the course learning outcomes. The learning materials enable the students to develop different views and approaches to academic aspects. This allows a certain degree of versatility and avoids sticking to one theory or one opinion. The course materials are continuously developed according to the didactical concepts and systematically designed according to the didactical preferences of the students.

All lecturers are required to upload all course materials to SIKOLA, which provides availability for all students registered for the course. The lecturers' course materials, such as textbooks, electronic books (e-books), journal articles, and case studies, will be updated every semester through lecturer meetings and uploaded in SIKOLA to encourage students to study independently.

To exemplify, course materials in Corporate Budgeting with the topic of budgeting production costs are given to the students, which is intended to stimulate problem-solving decisions in the formulation of production budgeting. The same is true in the course of Decision-Making Theory related to the Analytical Hierarchy Process (AHP) to drive optimal decisions based on rank structure.

## **MM and MSM**

The instructors create the course materials based on the curriculum, course descriptions, examinations, and assignments. This means that course materials must be designed in accordance with the course's learning outcomes. The instructional materials promote the diversification of student perspectives and approaches to academic topics. This allows for some adaptability and discourages adherence to a single theory or point of view. The course

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<sup>30</sup> <https://sikola.unhas.ac.id/>

materials are meticulously designed in accordance with the students' didactical preferences and pedagogical theories.

All instructors are required to publish all course materials to SIKOLA so that they are accessible to all enrolled students. Teachers distribute textbooks, e-books, journal articles, and case studies to students throughout SIKOLA. Additionally, students can access relevant materials through the Unhas e-library website<sup>31</sup>, where Unhas has subscribed to a number of journal databases, including EBSCOHost, Emerald Insight, and many others.

## **Guest Lecturers**

### **BAGb**

To broaden students' horizons and improve the quality of learning for students, the BAGb holds a General Agribusiness Lecture which agribusiness students attend to build students' entrepreneurial attitudes by inviting business consultants from Hong Kong with the theme "Knowledge Transformation Strategy From Lecturer to Student to Create Entrepreneur Profile" by Mr. Thirupathi Nachiappan. In addition, a guest lecture was also held by inviting the Education and Culture Attaché of the Indonesian Embassy in Australia with the theme "Agribusiness in the Era of Society 5.0": Insights into Curriculum Development for the Undergraduate Agribusiness Study Program, Faculty of Agricultural Economics, Unhas" which can become the basis for the development of science in developing agribusiness. The Guest lecturers are agribusiness practitioners, politicians, regional/provincial/central government officials, researchers from research institutions, and staff from foreign partners (universities and research and community service institutions) which are routinely invited by study programmes in collaboration with associations every semester to support the learning needs of the study programme.

### **BAcc**

FEB regularly invites guest lecturers to share their scientific or professional expertise. This is part of the didactic concept of the study programme at FEB, with the goal of improving students' understanding and employment prospects. There were numerous guest lectures, including Singapore Institute of Technology Associate Professors' lectures on Digital Accounting, Financial Technology, and Applications. In addition, one professor lectures on a variety of topics pertaining to sustainability, environmental economy, and finance. BAcc has also arranged for routine online and offline classes with industries to discuss current issues, primarily with Tax Institutions, the Financial Supervisory Agency, the Ministry of Finance, and Appraisals. These routine meetings will improve the quality of students from an industry perspective. Recently, FEB has invited an academician from Szeged University to share their expertise on academic writing, averting plagiarism, and other academic skills.

### **BoM**

FEB frequently invites reputable academicians and practitioners from national and international community to deliver guest lectures. This activity will provide broader learning horizon and perspectives including interdisciplinary aspects and create additional networking

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<sup>31</sup> <https://library.unhas.ac.id/>

opportunities for students. Guest lecturers contribute to the students' qualification process with their special experience, either from professional practice or scientific work or from culture and politics.

### **MM and MSM**

FEB frequently brings in guest lecturers who are respected both in the academic and professional communities. The forum will give students the chance to meet new people from different majors and disciplines, as well as expand their perspectives in terms of what they can discover. Professionals, scientists, and cultural and political figures who serve as guest lecturers enrich the educational experience for all students. There were numerous guest lectures, including Digital Accounting, Financial Technology, and Applications lectures by Singapore Institute of Technology Associate Professors. Moreover, one professor lectures on a variety of sustainability, environmental economy, and finance-related topics. Additionally, MSM and MM have organised routine online and offline classes with industries to discuss current issues, primarily with Tax Institutions, the Financial Supervisory Agency, the Ministry of Finance, and Appraisals.

These routine meetings will enhance the calibre of students from the perspective of the business community. MSM and MM also invited Szeged University professors to share their knowledge of academic writing, avoiding plagiarism, and other academic skills.

### **Lecturing Tutors**

#### **BAGb**

Although the BAGb Study Programme does not employ teaching assistants, senior students participate in learning activities. Students in their senior year assist younger students by providing tutorials. This type of contribution from senior students includes: (1) enhancing the ability of seniors to master software (tools) to process and analyse research data; (2) training seniors in providing a deeper understanding of relatively difficult course materials such as Quantitative Analysis and Interpretation of Research Results; and (3) informing seniors who are preparing a research framework plan about the availability of new references.

#### **BAcc**

The programme has chosen a qualified senior student to serve as lecturer assistant/tutor regularly. The classes will give exercises weekly to ensure the students' capability in fundamental courses such as Basic Accounting and Cost Accounting. The purpose of their job is to assist their colleagues in completing case studies assigned by their lecturers. Consequently, this teaching assistant's contribution to the accomplishment of learning outcomes is substantial.

In addition, there is an internal organisation or accounting student union (IMA) offering additional meetings to enhance accounting knowledge, particularly Financial Accounting.

#### **BoM**

Through the IMMAJ student association, the BoM programme fosters an academic culture in which students frequently discuss or exchange ideas and opinions regarding the development of courses and research. IMMAJ plays a role in assisting students who require tutoring in their studies, in addition to offering counselling services such as how to access reputable journals and share vital academic information. Senior students are also assigned by BoM as teaching assistants (student volunteers) to facilitate students in tutorial classes.

## **MM**

MM does not offer a formal mentorship programme for students. Nevertheless, it has become a prevailing practice for more advanced students in later semesters to provide guidance and support to their counterparts in earlier semesters. Due to the diverse professional job experiences held by students across many industries, they possess the capacity to contribute their experiential knowledge to facilitate comprehensive and profound dialogues.

The aforementioned talks were conducted by students in various settings, including on-campus, outside of formal class sessions, and through online platforms such as social media and the forum capabilities included in SIKOLA, the learning management system utilised by Unhas.

## **MSM**

The instructors support students in the learning process and facilitate the growth of their competencies and skills. This is apparent during the learning process, where lecturers are systematically integrated into teaching and learning activities to contribute to the attainment of expected competencies significantly. The programme has selected a competent senior student to serve regularly as lecturer assistant. The classes will provide weekly exercises to assess each student's proficiency in each subject.

Their task entails assisting their peers in completing case studies assigned by professors or senior lecturers. Consequently, this teaching assistant has made a substantial contribution to the achievement of learning outcomes. In addition, an internal organisation or management science master's student association offers additional meetings to expand knowledge management.

## **Appraisal:**

The study programme's didactic concept is plausible and oriented towards its objectives. It allows for the use of different teaching and learning methods, such as case studies or practical projects. Students are encouraged to have an active role in designing the learning process.

Course materials are digitally accessible, up to date, user-friendly and encourages students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities. The panel positively highlights the good relationship between tutors and students. Furthermore, the tutors are systematically employed, ensuring a fruitful learning atmosphere

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors		X			

### 3.4 Internationality

#### **International Contents and Intercultural Aspects (Asterisk Criterion)**

##### **BAgb**

Internationalisation in the agribusiness study programme is part of a structured curriculum. This is indicated by the implementation of curriculum benchmarking, reference development, joint international training in the field of agribusiness, and international publications. In terms of internationality, some lecturers in the implementation of lectures have used PPT in English and literature in English which forces students to be more active in knowledge content using English. Topics discussed in several courses such as Business Community Networking, Business Communication and Ethics, Business Feasibility Studies and Scientific Article Writing discuss the concept and scope of global business and international cooperation between countries and / or regional trading blocs. These courses are designed to provide students with an understanding of the nature of international business and the type of environment in which international business is conducted. BAgb students also do some international publications.

Therefore, the research methods course guides students regarding publication rules and regulations.

##### **BAcc**

Throughout the learning process, BAcc has included the use of international textbooks, case studies, and journal literatures as its main contents. Accounting professionals are required to understand the international accounting standard, namely International Financial Reporting Standard (IFRS), International Standards on Auditing (ISA), International Public Sector Accounting Standard (IPSAS), and Accounting and Auditing Organisations for Islamic Financial Institutions (AAOIFI).

Therefore, the use of mentioned international standards in the related courses are mandatory since it is important for students in the workplace. Several courses that contain international

issues are Financial Accounting, Management Accounting, Auditing, Accounting Information System, etc (for more details, can be seen in course specification). This will help students to compete globally given that they have been familiar with global level concerns in particular business and accounting study.

In addition, during the study period, students are suggested to participate in various international student events such as, Sharia Economic Festival, MonsoonSIM ERM Competition, International Science and Invention Fair and many more. By joining the events, students will have a different cultural context. The more often students participate in international events, the more networks, insight, soft skills, and strength they earn. Supported by the materials provided during the learning process, it will build up the students' capacity to take on challenges and take part in the global research projects.

### **BoM**

BoM has incorporated international content into its curriculum through textbooks, case studies, and journal literature. The goal is to train students to think logically with a global perspective to prepare them to face a multicultural environment in the future.

Almost all courses in the BoM, especially for the advanced courses such as Human Resource Management II, Marketing Management II, Financial Management II, Operations Management II, Global Marketing, Business International, and so on.

Addressing the Indonesian business environment and incorporating current international cases will help students compete globally, as they will be familiar with global-level concerns in particular business and management studies. In addition, students are encouraged to participate in various international seminars throughout their academic careers, which will provide them with a broader cultural context.

The more frequently students engage in international-standard activities, the greater their networks, insight, soft skills, and capacity to compete in the global marketplace. The materials provided during the learning process will help students better equip themselves to face challenges and participate in international research.

### **MM**

MM has incorporated international content into its curriculum according to the standards of several international education institutions. All course materials, including textbooks, case studies, and journal articles, include global information. The objective is to teach students to think logically and globally to prepare them for a future multicultural environment. Similarly, students can apply their international standards-based knowledge in the workplace.

Students are encouraged to participate in numerous international seminars and publications throughout their academic careers. Through interaction with overseas workers, they will gain a broader cultural context. The more frequently students engage in activities that adhere to international standards, the greater their networks, knowledge, interpersonal abilities, and capacities to compete on the global market. Due to the materials provided during the learning process, students will be better equipped to face challenges and participate in international projects.

## **MSM**

Through the use of textbooks, case studies, and journal literatures, MSM has incorporated international content into its curriculum. The objective is to train students to think logically and globally to prepare them for a multicultural environment in the future. Nearly all courses in the MSM, particularly the advanced courses such as Global Business, Marketing Global, Financial Technology, Knowledge Management, and among others, not only address the Indonesian business environment, but also incorporate contemporary international cases.

This will aid students in their global competitiveness, given that they will have been exposed to global business and management issues. Throughout their academic careers, students are also encouraged to participate in numerous international seminars. It will expand their cultural perspective. The more frequently students engage in activities that adhere to international standards, the greater their networks, understanding, interpersonal skills, and ability to compete on the global market.

Students will be better equipped to confront challenges and participate in international research with the aid of the materials provided during the learning process.

## **Internationality of the Student Body**

### **BAgb**

Most students come from different language regions and cultural backgrounds. Therefore, in-class discussions and group work always reflect an international aspect. Currently, there are no foreign students enrolled in the programme, but the programme has collaborated with international programmes to attract foreign students, such as the SUIJI collaboration that brings Japanese students to study in Indonesia. One of the challenges for some lecturers is English proficiency, but we have increased the lecturers' capacity in using English through various activities. The Agribusiness Undergraduate Study Programme has been designed to accept foreign students, for example some courses have used English as the language of instruction in English. This is done to make it easier for prospective foreign students to continue their studies so that the exchange of culture, thoughts, and perspectives between foreign and local students can occur during the study period.

### **BAcc**

BAcc has accepted international students from Africa and Asia. Unhas provides scholarships for international students to enrol in any study programme. Before commencing the programme, the accepted international students will be trained with an Indonesian language course facilitated by the language centre of Unhas. The international student will easily adjust to studying in the BAcc programme since it has numerous international materials and literatures, as well as the most recent journal and global case study.

### **BoM**

Scholarships are offered by Unhas to international students enrolling in any academic programme. There were two international students from Madagascar and Palestine in 2021-

2022. Before beginning the programme, accepted international students will take an Indonesian language course at the Unhas Language Centre. The international student will easily adapt to the BoM programme due to its extensive international materials and literature, in addition to its most recent journal and global case study.

The presence of environmental and social studies, which are incorporated into the Environmental Management course, is anticipated to attract students from other nations who are interested in taking it.

### **MM**

Scholarships are available to international students enrolling in any academic programme at Unhas. The Master of Management programme comprises six international students from Yemen, Sudan, China, and Iraq. Before commencing the programme, they must complete an Indonesian language course through the Unhas Language Centre. The programme is designed to attract international students who will easily acclimate to the MM study programme because it contains abundant international materials, literature, the most recent journal, and a global case study.

### **MSM**

Our long-term goal is to expand the Master of Science in Management Degree Programme's appeal to students from outside Indonesia. No foreign students have registered in the Programme at present, according to admissions data. Since the majority of courses in this programme are delivered in Indonesian, we see this as a significant barrier to entry for international students.

## **Internationality of the Faculty**

### **BAgb**

The BAgb has done much cooperation and held international programmes to attract foreign students. Currently, there are no foreign students registered in the study programme. However, some lecturers of the Agribusiness Undergraduate Study Programme are S2 and S3 graduates from various countries, including the USA (two people), Australia (one person), Japan (two people) and the Philippines (one person). The obstacle we face is the limited teaching staff resources to meet international language (English) requirements.

The HEI is currently mapping the improvement of teaching staff's English language skills in preparation for the acceptance of international students.

### **BAcc**

To date, BAcc has 12 out of 39 full-time lecturers who graduated overseas and joined sandwich programmes (the United Kingdom, Japan, Germany, and Australian universities). Therefore, the lecturers provide students with knowledge and practice in respect to business and accounting (case studies) in the international context. Students can also have the ideas of academic cultures at overseas campuses. International exposure is also obtained by some



lecturers who are involved in joint projects with academicians/researchers from other countries, including an assessor for international accreditation. Other activities are international seminars, conferences, and professional certifications. The Faculty of Economics and Business also frequently hosts seminars and invites speakers from other nations, including Australia, Japan, the United States, New Zealand, Malaysia, etc.

### **BoM**

Currently, BoM employs guest lecturers from other countries such as the United Kingdom, the United States of America, Japan, Australia, the Philippines, the Netherlands and New Zealand. Students will acquire knowledge and experience in management and business (case studies) in an international context. Additionally, students can gain knowledge of academic cultures on campuses abroad. Some lecturers participating in joint projects with academics/researchers from other countries gain international exposure.

Other activities include international seminars and certification for professionals. In addition, the Faculty of Economics and Business regularly hosts seminars with speakers from other nations, including Australia, Japan, the United States of America, New Zealand, Malaysia, etc.

### **MM**

One lecturer from Iraq and numerous lecturers with degrees and professional experience from the United Kingdom, Malaysia, Australia, New Zealand, and the Netherlands routinely teach in MM study programmes. Through international case studies, students will gain knowledge and experience in business and management. Additionally, students can obtain an appreciation for the academic cultures on international campuses.

MM lecturers have participated in international research collaborations with partners from institutions outside of Indonesia.

In addition, the Faculty of Economics and Business regularly conducts seminars featuring lecturers from countries such as Australia, Japan, the United States, New Zealand, Malaysia, etc.

### **MSM**

Currently, there are no lecturers from different countries teaching in this programme. MSM employs several graduate lecturers from countries such as the UK, USA, Japan, Australia, Philippines, Netherlands and New Zealand. Students will acquire knowledge and experience in management and business (case studies) in an international context. In addition, students can gain knowledge about academic culture in overseas campuses. Several lecturers who took part in joint projects with academics/researchers from other countries gained international exposure. Other activities include international seminars and certification for professionals. In addition, the Faculty of Economics and Business regularly organises seminars with speakers from other countries, including Australia, Japan, the United States, New Zealand, Malaysia, etc.

### **Foreign Language Contents**

## **BAgb**

The learning materials are mostly delivered in two languages, Indonesian and English, such as Introduction to Agriculture, Agriculture Sociology, International Business, Agricultural Marketing, and Agricultural Economics. Also, the students must explore bilingual material from books, international journals, and other supported platforms. Even more, the students are encouraged to deliver their oral seminar and thesis defence in English as well as their final thesis.

To fulfil that, the students are also required to be involved either as participants or committees in an international activity to improve their English communication skills. Moreover, the final-year students are required to submit their research article to a national-level journal, which usually requires the article to be written in English.

## **BAcc**

Although the courses are mainly taught in Bahasa Indonesia, several courses are taught bilingually, using Bahasa Indonesia and English, for instance, Basic Accounting, Cost Accounting, Management Accounting, Intermediate Accounting, etc. However, the students are encouraged to have a minimum English proficiency as most of the learning materials (e.g. textbooks and journal articles) and PowerPoint presentations are written in English. With the new curriculum framework, the final year students are obliged to publish their final paper and are also suggested to take part in an international conference to strengthen their English communication skills.

## **BoM**

Despite the utilisation of Indonesian as the medium of instruction, students are mandated to possess a basic level of English proficiency, given that a significant portion of the lecture materials and accompanying slide presentations are presented in the English language. Several courses are instructed in a bilingual format, utilising both the Indonesian and English languages, for example, Global Marketing, Leadership, Financial Information Analysis, etc.

In addition, every student is required to programme English courses coordinated by the University as general compulsory courses, namely MKWU to enhance their foreign language skills.

## **MM**

MM delivers lectures in two languages, Bahasa Indonesia and English. Textbooks, presentations, and other teaching materials are in English for classes taught by Indonesian lecturers, except for lecturers from other countries, such as Iraq. Lecturers use English as the language of instruction.

## **MSM**

Students are required to have at least an elementary understanding of English, even though Indonesian is used as the teaching language. This is because a sizable amount of the lecture materials and supporting slide presentations are delivered in English. Several classes are

taught in a bilingual setting, with Indonesian and English used in the classroom. English courses are Global Business, Marketing Global, Financial Technology, Knowledge Management, and Branding Strategy.

## Appraisal:

International content is an integral part of the curriculum, especially through international textbooks and English literature. Thus, students are prepared for the challenges of an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The panel positively highlights the promotion of international exchange but suggests a stricter implementation of the strategic international position.

The faculty's international composition (teachers from different countries and teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials correspond to the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

### **BAGb**

In almost every course in the BAGb Study Program, students are familiarised with assignments through discussions, presentations, and solving case studies. All of this aims to improve students' soft speaking skills, including expressing opinions in ways that still prioritise cooperation by respecting differences in opinion reflected in discussions, making presentations, and carrying out decision-making processes when solving problems.

The mastery of these abilities can be seen in all courses such as agribusiness management, agricultural and agribusiness policy analysis, agribusiness entrepreneurship and innovation and Agribusiness Qualitative and quantitative Research/Analysis Methods with a focus on

acquiring and improving business skills, communication, collaboration, and dispute resolution skills in an agricultural context. All of this is in line with multidisciplinary learning materials. All of them provide important essences to enable graduates to achieve the competencies and skills they need, such as the ability to publish research results both at home and abroad, solve problems and make decisions regarding all the problems they face based on mastery of knowledge and basic concepts of each scientific principle and its field which characterises graduates of BAgb study programme as entrepreneurs, and experts in the field of Agribusiness. Students also gain competence through internships in companies and industries both independently and through the MBKM activity programme which provides opportunities for students to increase their expertise in fields that are different from the field of study to hone and enrich students' knowledge and skills.

### **BAcc**

ILO 3 and ILO 4 of BAcc represent teamwork and communication skills respectively. Those ILOs are embedded in several courses and implemented through teaching methods such as interactive lectures, discussions, and cooperative/collaborative learning. For instance, Accounting Theory, Financial Information Analysis, and Management Control System apply interactive and discussion teaching methods and presentation for assessment. Meanwhile, cooperative/collaborative learning may improve conflict handling and decision-making skills.

### **BoM**

BoM's graduates possess a primary competency in critical and innovative thinking, as well as the ability to collaborate effectively in teams and communicate proficiently through both oral and written means within the field of management. Enhancing this particular competency is crucial in improving the employability prospects of graduates. To accomplish this objective, various pedagogical approaches are utilised. The acquisition of public communication proficiency is facilitated through pedagogical approaches such as delivering presentations and engaging in classroom discussions. Moreover, the acquisition of effective communication skills will be imperative for students when presenting their research papers at academic conferences. The acquisition of teamwork and conflict resolution skills is facilitated through small group discussions and cooperative learning. The implementation of these methods will additionally furnish students with leadership competencies, as it will necessitate the management of group members and collaborative efforts.

There are particular courses that specifically discuss leadership, communication, and conflict handling. For example, in Organisational Behaviour, the students can learn about how to be a leader, communication in the business field, and how to handle conflict.

### **MM**

The main competency of MM graduates is the ability to think critically and creatively. Furthermore, management capability such as leading skills, oral, and written communication skills in managing are also developed. This competency is essential for enhancing graduates' employability. In order to accomplish this, multiple learning methodologies are employed. The ability to communicate with the public is acquired through methods such as presentations and class participation.

In addition, students will develop the need for this skill when presenting their papers at conferences. While cooperation and conflict resolution abilities are acquired through small-group discussions and cooperative learning. These methods will also equip students with leadership abilities, as they will require them to manage group members and tasks.

### **MSM**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme MSM's profile.

There are courses that focus specifically on leadership, communication, and conflict resolution. For instance, in Human Capital Management, students can learn about leadership, communication in the business world, and conflict resolution.

### Appraisal:

In accordance with the module descriptions, students acquire communication and public speaking skills as well as cooperation and conflict management skills. This will be supported by appropriate didactic and methodological measures.

Other multidisciplinary competences such as leadership and broad contextual knowledge need to be acquired.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### **BAgb**

The employability skills of BAgb graduates, both as an entrepreneur and agribusiness developers are generated through integrating theory and practice through the support of multidisciplinary competencies and skills presented in courses presented by the study programme and outside the Agribusiness study programme. In addition, the BAgb study programme allows students to actively apply the skills acquired through internships and develop them further, which are systematically designed to meet the anticipated requirements of a dynamic job market and utilise the results of graduate evaluations. Many aspects of business knowledge in the curriculum will provide students with the necessary knowledge and abilities to enter the labour market in various sectors and capacities. The employability of graduates from this programme is based on the core elements of the programme:

- Integration between theory and practice (both curricular and extracurricular activities)

- Promotion of multidisciplinary competencies and skills, and
- Promotion of independent and systematic work

### **BAcc**

BAcc ensures the employability of its graduates by incorporating the aspiration of stakeholders in the formulation of graduates' profiles, ILOs, and curriculum. Thus, the integration between theoretical and practical courses in the BAcc curriculum enables students to possess abilities and competencies that are aligned with the labour market. Additionally, the discussion of case studies in relevant courses provides real-world practice experiences.

The curriculum also promotes multidisciplinary competencies and skills through several subjects such as Introduction to Sociology, Religion, Environmental Accounting, Community Services, Accounting for Islamic Entities, Accounting Theory, and Thesis. Moreover, several activities are also provided by the study programme to improve student skills including tax brevet training, risk management training, and preparation of Sustainability Reports for MSMEs based on the GRI Standard.

Students also gain competence through internships in the public sector and private sector industries, both independently and through the Independent Learning - Independent Campus (MBKM) activity programme which provides opportunities for students to increase their competence and expertise.

### **BoM**

The skills and competencies of the graduates for the labour market align with the intended learning outcomes pertinent to the development of employment skills. This is supported by a curriculum that combines theory and practice so that graduates can adapt to the work environment. The programme enables students to actively apply and develop their acquired skills in new fields of work. Utilising the results of graduate evaluations, it is systematically geared toward meeting the anticipated needs of the dynamic job market.

In 2022, according to the findings of tracer studies, the majority of graduates work in governmental institutions and private companies as first-line managers as well as researchers in universities. Other graduates are business owners. These positions suit the graduate profiles that BoM has set. Based on the alumni user satisfaction survey, it shows that graduate users have a very high level of satisfaction with BoM graduates both from the ethical aspect, expertise in the field of management, foreign language skills, use of information technology, teamwork, and self-development.

Students are equipped with skills such as etiquette, technology, communication, teamwork, foreign language, and self-development, in addition to the specific skills listed in the intended learning outcomes. Generally, employers are satisfied with the graduates of BoM in respect to the skills specified above. The survey results considered seven aspects: ethics, competence in the field of science, foreign language skills, use of information technology, communication skills, teamwork and self-development. The results show the "satisfactory" category with an average value of 80%.

### **MM**

The skills and competencies of the graduates for the labour market align with the intended learning outcomes pertinent to the development of employment skills. This is supported by a curriculum that combines theory and practice so that graduates are able to adapt to the workplace. The programme enables students to actively implement and further develop their acquired skills in new fields of work. Utilising the results of graduate evaluations, it is meticulously geared toward meeting the anticipated needs of the dynamic job market.

**MSM**

The skills and competencies of the graduates for the labour market align with the intended learning outcomes pertinent to the development of employment skills. This is supported by a curriculum that combines theory and practice so that graduates are able to adapt to the workplace. The programme enables students to actively implement and further develop their acquired skills in new fields of work. Utilising the results of graduate evaluations, it is meticulously geared toward meeting the anticipated needs of the dynamic job market.

**Appraisal:**

The promotion of employability runs as a common thread of the study programme through all its modules.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

## **4. Academic environment and framework conditions**

### **4.1 Faculty**

#### **Structure and Quantity of Faculty in Relation to Curricular Requirements (Asterisk Criterion)**

##### **BAgb**

The Agribusiness study programme at Unhas is supported by 28 full-time teaching staff from Socioeconomics backgrounds. The full-time teaching staff consists of ten professors and eleven lecturers with doctoral (Ph.D. or equivalent) qualifications and seven lecturers with Master (MSi or equivalent). The Agribusiness lecturers are sufficient to meet students' teaching and mentoring needs in terms of number and composition.

##### **BAcc**

There are 39 lecturers who are actively involved in academic activities in BAcc, 15 lecturers (38%) holding master degrees and the remaining 24 lecturers (62%) with Doctoral degrees. In respect to the academic position, there are ten professors, eleven associate professors, and 18 assistant professors. In addition, BAcc regularly invites practitioners on a part-time basis to teach in the class for several courses.

##### **BoM**

BoM employs a total of 57 full time lecturers. At least 24 lectures delivered by the aforementioned lecturers have been conferred with the title of Professorship. These professors are also distributed across the elective tracks that are available. The adherence to the qualification standard and professional practices will facilitate the ability of BoM to generate graduates possessing the qualifications delineated in the ILOs.

##### **MM**

The MM study programme is staffed with a cohort of 45 lecturers, which consists of 22 professors and 23 associate professors who are employed full-time. Some of the teaching staff have certifications for different aspects of management such as Certified Wealth Management (CWM), Certificate in Investment Performance Measurement (CIPM), etc. These competencies as well as their prior management experiences of the lecturers ensure that the faculty staff have the professional expertise needed to the qualifications ascribed in the ILO.

The educational institution, MM, employs one international teaching staff member on a part-time basis to provide assistance in instructing students from foreign countries who have not yet attained proficiency in the Indonesian language. The implementation of a blended learning approach guarantees the efficacy of the pedagogical process through the documentation of diverse instructor actions, such as attendance tracking, material distribution, assignment submission, and class engagement within the system.



In order to ensure that all students get the support they need, MM also provides two administrative staff that can help students to address the problem they might have regarding daily education activities. The head of MM study programme also holds regular academic faculty meetings every term and regular staff meetings in order to make sure that internal cooperation is implemented.

## **MSM**

There are a total of 31 lecturers assigned to MSM, including 20 professors and eleven lecturers. They are all permanent lecturers. Their qualification standards and professional practices will assist MSM in producing graduates with ILO-required credentials. MSM has 100 percent full-time professors and no adjunct professors. As the integrated learning system records lecturer activities such as attendance, materials, assignments, and class participation, the quality of the teaching and learning process is ensured.

### **Academic Qualification of Faculty (Asterisk Criterion)**

The lecturers recruited by Unhas consist of the permanent civil servant (PNS) lecturers, non-PNS permanent lecturers and non-permanent lecturers. Permanent PNS Lecturers are recruited and placed based on the national level planning and need for lecturers, while Non-PNS Permanent Lecturers are recruited directly by the University. Permanent (full-time) and non-permanent (part-time) lecturers can only be accepted by Unhas if they meet the academic qualifications<sup>32</sup>.

The planning, recruitment and selection system for non-PNS permanent lecturers refers to the Rector's Decree<sup>33</sup> concerning Procedures for Selection of Candidates for Civil Servants (CPNS) for Education Personnel and Education Personnel at Unhas. The process of accepting Non-PNS permanent lecturers is carried out by the university, starting from the preparation for the formation of the selection committee through to the selection process.

The qualifications of lecturer are:

- Have graduated from accredited higher education postgraduate programmes
- Possess the minimum academic qualifications, which are:
  - Graduate of a master's programme for lecturing in undergraduate programs;
  - Graduate of a doctoral programme for lecturing in postgraduate programmes
  - and have expertise and outstanding achievements based on the decision of the Academic Senate of Unhas.

On the other hand, the requirement for practitioners recruited part-time is that they have been working or running a business closely related to the course for at least three years. The position of professor is achieved after the lecturer has gone through various stages and achieved a minimum cumulative credit score of 850 points. The cumulative credit score is obtained from the implementation of the tri dharma (three pillars) of higher education, including the implementation of education and teaching; research; community service and other activities to support the tri dharma of higher education. Based on the Regulation of the Minister for

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<sup>32</sup> Law No. 14/2005 concerning Teachers and Lecturers and Government Regulation No.37/2009 concerning Lecturers.

<sup>33</sup> No. 42926/UN4.1/OT.10/2016

Empowerment of State Apparatus and Bureaucratic Reform (Permenpan RB)<sup>34</sup>, concerning the Amendment to the Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform<sup>35</sup> concerning the Functional Positions of Lecturers and Credit Scores, it is stated that the requirements to achieve the level of Professor, are as follows:

- Doctoral Degree diploma (S3) or equivalent;
- Have worked for at least 3 (three) years after obtaining the Doctoral Degree (S3) diploma;
- Have authored scientific papers published in reputable international journals;
- Have a minimum of 10 (ten) years of work experience as a lecturer.

Unhas supports lecturers in their personal and professional development by providing opportunities and financial support to participate at conferences (International or National), seminars, workshops, training events and various other types of activities on a national and international scale. All activities in the context of developing human resources are planned and stated in the Activity Plan and Annual Budget of the Unhas Graduate School.

### **Pedagogical / Didactical Qualification of Faculty (Asterisk Criterion)**

Law<sup>36</sup> states that "Lecturers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they work and have the ability to realise national education goals". Concerning the regulations relating to this Act, Unhas continues to facilitate the improvement of lecturer competencies to enable lecturers to obtain certificates of professional lecturer.

Unhas, through the Institute for Quality Assurance and Educational Development - IQAED regularly conducts workshops to improve lecturers' didactical techniques, particularly regarding learning process, for instance, Instructional Technique Training (PEKERTI) and/or the Applied Approach (AA) programme. These two types of training are specifically aimed at improving the pedagogical skills of lecturers. In addition, the University facilitates various activities to improve lecturers' pedagogic skills.

These include training and guidance on the development of syllabus, preparation of module description, and improving the quality of teaching materials. At faculty/study programme level, to increase teaching didactic capacity, every lecturer must attend a workshop on the use of an educational management system known as the Learning Management System (SIKOLA). Moreover, supporting workshops of various teaching methods, project-based learning, case study, etc are regularly carried out to improve lecturers' teaching skills.

### **Practical Business Experience of Faculty**

#### **BAqb**

Several lecturers of the Agribusiness study programme have experience managing business organisations as commissioners, directors, managers, consultants, exporters or expert employees.

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<sup>34</sup> No. 46 of 2013

<sup>35</sup> Number 17 of 2013

<sup>36</sup> Under Act No. 14 of 2005 article 45 concerning Teachers and Lecturers

## **BAcc**

BAcc lecturers, in addition to working full-time, are also active practitioners, including auditors at public accounting firms, consultants at companies and several local governments, tax consultants, commissioners of regional-owned enterprises, and others. Experiences obtained as practitioners are used to supply the lecture materials in the form of case studies to be discussed in the class.

It also helps students to gain various issues in the working environment. Moreover, BAcc also recruits business practitioners on semester basis to teach in several elected courses such as Financial Information Analysis, Public Sector Accounting, Islamic Capital Market, etc.

## **BoM**

A number of instructors are concurrently serving as proficient consultants for the municipal administration, operating at both the regional and provincial levels. Academic experts who are also lecturers have the potential to provide valuable assistance to regional leaders in the areas of decision-making, policy formulation, and regional planning. Drawing on practical expertise, instructors can formulate theoretical frameworks that can serve as instructional resources for specific case studies to be deliberated in class.

Furthermore, it facilitates students' acquisition of diverse perspectives on the professional environment.

## **MM**

A number of lecturers within the MM's academic programme are concurrently serving as professional or consultants in private enterprises and as experts in local government, spanning both regional and multinational companies (see Lecturer Experiences here).

## **MSM**

Several MSM academics double as consultants for private businesses and as specialists for local governments at the state, regional, and provincial levels. Experts from the academic community who are invited to give lectures can potentially help regional leaders with decision-making, policy-making, and regional planning. Lecturers can use their experience in the field to create theories that can be used as classroom resources.

## **Internal Cooperation (Asterisk Criterion)**

### **BAgb**

Internal cooperation between lecturers in the BAgb study programme occurs in course teaching activities, research, and community service. In the field of teaching, Agribusiness study programme lecturers are grouped into several teams, and one team is assigned to each course offered each semester. After the team is formed, they are well coordinated, starting

with preparing the module descriptions, preparing the learning materials, and teaching responsibilities.

To avoid overlapping teaching materials in courses, the BAgb study programme prepares a lecture monitoring form that must be filled in by lecturers after teaching by filling in the details of the course material taught. Agribusiness study programme lecturers also often collaborate in research and community service activities, which internal university programmes and external funding sources can fund. Interaction among agribusiness study programme lecturers also occurs in activities such as student seminars and thesis examinations, workshops, conferences, and other events.

### **BAcc**

Several forms of internal cooperation between lecturers in BAcc are teaching, thesis supervision, research, and community service activities. Several lecturers teach each course called teaching teams, which are required to discuss the course specification including materials as well as teaching and assessment method before the semester begins. On the other hand, in respect to thesis supervision, two lecturers are assigned to guide the student in conducting the research and writing the thesis. Meanwhile, research and community service activities are jointly conducted by a group of lecturers.

### **BoM**

Various kinds of internal collaboration among lecturers in the BoM include teaching, supervising theses, conducting research, and engaging in community service activities. BoM Programme comprises multiple courses, each of which is facilitated by a team of instructors. The assembled team would ensure tight coordination during the preparation phase of the Semester Study Plan or Learning Modules prior to the commencement of a semester. In order to prevent redundancy in course material, the academic programme facilitates a workshop dedicated to the creation of a semester study plan, commonly referred to as a module description. The Head of BoM study programme periodically organises meetings where all academics are present to discuss issues related to course allocation, supervision of student theses, and assessment of student mentoring progress. The presence of a lounge area at BoM serves as a means of promoting coordination among lecturers and students, while also offering them a designated space for gathering during breaks or periods of waiting between lectures. Afterwards, the lounge serves as a venue for instructors to engage in discussions about a wide range of academic subjects. The lecturers of the BoM study programme frequently engage in collaborative research and community service endeavours.

### **MM**

Regularly each semester, the Head of MM gathers meetings with all lecturers to deliberate on matters about course allocations, supervision of student theses, and assessment of student mentoring progress. In the context of mentoring evaluation, the lecturer must provide a comprehensive report that includes the identification of any students under their assistance who have not demonstrated satisfactory progress in their thesis writing. This information will enable the head of MM study programme to initiate appropriate follow-up measures with the concerned student.

A routine session is also carried out to assess the academic burden of students. The purpose of this measure is to prevent the duplication of course material. Every course is instructed by a pair of two lecturers. The designated instructors for each course will engage in discourse regarding the lecture materials and corresponding assignments that are conducive to attaining the desired learning objectives. In addition to the scheduled meetings overseen by the Head of MM, lecturers engage in informal discussions within the meeting space, specifically pertaining to novel topics that may be incorporated into their lectures. Additionally, the lecturers of MM collaborate in a majority of research and community outreach endeavours.

### **MSM**

All MSM faculty engage in knowledge sharing, collaborative research projects, curriculum development, committee work, mentorship, departmental collaboration, and professional development opportunities. They share expertise in discussions and seminars, collaborate on research to achieve impactful outcomes, and work together to develop and improve curriculum. Committee and departmental meetings facilitate decision-making and coordination. Mentoring encourages knowledge transfer and professional growth.

Department members also engage in interdisciplinary collaboration and participate in workshops and conferences to build networks and learning. Collaboration fosters a productive academic environment, allowing MSM members to capitalise on each other's strengths, contribute to institutional governance, and improve the quality of education.

### **Student Support by the Faculty (Asterisk Criterion)**

Student support is an integral part of the services provided by the faculty. It is offered regularly and serves to help students study successfully. The faculty provides two kinds of support services for students regarding academic and non-academic matters. Both lecturers and administrative staff provide this support for students during learning activities for students. One way in which lecturers provide support is as an academic supervisor. This support system is regulated through the appointment of an Academic Advisor who is generally appointed by the Head of the Study Programme. If needed, the Dean of the faculty can also be appointed based on the Decree of the Rector of Unhas<sup>37</sup>. Academic advisors are tasked with guiding and directing students in planning academic activities, facilitating students in planning their research proposals and helping students to overcome academic and non-academic difficulties they may face.

Academic staff also provide some support during learning activities, connecting students and lecturers in their daily activities. With respect to the support from the faculty through the appointment of academic advisors to provide counselling and guidance to students, in practice, an academic advisor must be ready to be contacted by students through various communication media, which of course, need to be mutually agreed upon by the academic advisor and the student.

In addition, such as communication tools, consultation services, and guidance from professors, and hardware, including journal facilities, library resources, and Internet connectivity, students

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<sup>37</sup> Number: 2781/UN4.1/KEP/2018 on Guidelines for the Implementation of Bachelor's Programme (S1) Academic Advisors (PA)

are also afforded supplementary amenities. Since 2012, Unhas has implemented a blended learning system. Despite the implementation of a blended learning approach, all forms of student support remain available. The website Neosia and Sikola facilitates convenient access to information about students' instructional and learning processes.

Another form of lecturer support in BAGb is when lecturers involve students in their research so that students are assisted with respect to research funding. Students and lecturers can also compile joint publications.

### **Student Support in Distance Learning**

Unhas has implemented a blended learning system. Both synchronous and asynchronous are applied in the online learning system. All the course materials and assignments are all provided in the learning management system of Unhas called SIKOLA. Students may monitor their performance progress on this platform. Also, lecturers may interact with student through 'Forum' menu. Unhas subscribes to Google to support distance learning. In addition, FEB provides video conference media, Zoom Conference Meeting, for lecturers willing to conduct online classes.

### **Appraisal:**

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Although the faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives, the panel members suggest a stronger support to enhance collaboration including more transparent communication channels among lecturers. For instance, they suggest regularly events or implementing or more strongly using existing communication instruments such as chat channels.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			X		

## 4.2 Programme management

### **Programme Director (Asterisk Criterion)**

The Head of Study Programme for bachelor and master degrees are proposed by the Dean to the Rector. Concerning the Organisation and Work Procedures of Faculties and Schools Within Unhas makes this abundantly plain. Unhas' educational activities are conducted by Rector's Regulation<sup>38</sup> on the Organisation and Work

Procedures of Faculties and Schools. The Head of the Study Programme has 14 tasks and authorities. In addition, the head of the study programme coordinates with the Dean of the Faculty of Agriculture at the end of each semester to discuss lecture monitoring. If a lecturer's activities do not meet the standards, the head of the study programme will issue a warning and request improvement. The chief of the study programme also evaluates lecture material every week.

It follows up on the results to ensure that the material obtained and distributed to students by lecturers is appropriate and that the learning process is proceeding smoothly. All the activities will be reported to the dean through the vice dean of academic and student affairs. The head of study programme is supported by six academics to manage administration, financial and academic concerns.

### **Process Organisation and Administrative Support for Students and Faculty**

<sup>38</sup> No. 13/UN4.1/2018

The administrative staffs are responsible for providing support and services for the learning processes. Every faculty supports students and faculty members by providing staffs consisting of Head of Administration and four subdivisions; Academic Affairs, General and Equipment, Finance and Personnel, and Student and Alumni Affairs. The authority and responsibilities are clearly defined in Rector’s Decree<sup>39</sup> concerning the organisation and working procedures of faculty and school at Unhas.

The current regulation<sup>40</sup> stipulates three sub-divisions namely Academic and Student Affairs; Planning, Resources and Alumni; and Collaboration, Research, and Innovation. Education Sub-Division personnel are responsible for preparing all academic activities, including registration, supporting lecturers in delivering lectures, beginning with the provision of lecture rooms, lecture technical equipment, and preparation of lecture materials (e.g. handouts) required by lecturers when teaching, teaching

correspondence, administering examinations, supervising, etc. Regarding administrative services related to lecturer and student activities, academic staff can contact the relevant person directly or provide information via WhatsApp Group to facilitate and expedite the exchange of information regarding lectures and other teaching-related matters. Additionally, Unhas has a counselling unit to support students throughout their study life. The practice of benchmarking against a variety of domestic and international universities has become routine, with the aim of gaining the knowledge and skills necessary to provide adequate administrative services to students. Other training, such as ESQ, outstanding service, and archiving, are also designed to improve the performance of education personnel in carrying out their responsibilities and providing services to students and faculty.

## Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		

<sup>39</sup> No. 8/UN4.1/2018

<sup>40</sup> Rector’s Decree No. 16/UN4.1/2022



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.2 Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

Unhas has signed MoU with many academic institutions, government, and business enterprises both nationally and internationally. The list of partners is available at the link. The partnership covers agreements in the field of education, research, and community services. The collaboration is in a unified network that is integrated within the entire scope of internal institutions, starting from universities, schools/faculties and study programmes. This collaboration is ongoing and always well monitored.

#### **Cooperation with HEIs and Other Academic Institutions or Networks (Asterisk Criterion for Cooperation Programmes)**

##### **BAGb**

The BAGb Study Programme has collaborated with NIPPON KOEI, CO., LTD. in the field of research, and also collaborates in the field of education by inviting the Attaché of Education and Culture of the Indonesian Embassy in Australia as a guest lecturer to provide students with additional insight. In addition to working with the government, the agribusiness study programme collaborates with an independent consultancy on International Trade as well as a number of national enterprises Research BRI Institute and Central Bank.

The BAGb Study Programme also established SUIJI inbound cooperation, which offers research fellowships to senior students and facilitates cultural exchanges with Japanese students. This collaboration has produced knowledge, instructional materials, and networks. In the meantime, cooperation in the form of student exchanges, research, and community service has expanded to incorporate technical consultations and internships for domestic students.

##### **BAcc**

Under the MoA and RPL scheme, BAcc offers academic mobility for students, academic staff, and administrative staff. Students may choose either a double degree and credit transfer at Griffith University, Queensland University, and Curtin University or a summer school programme at Humber College Canada, Vrije University, and Utrecht University. With respect to cooperation in the research field, there are lecturers who are currently involved in research under the partnership with international organisations such as

Partnership for Australia-Indonesia Research (PAIR) from Australia and Conservation Strategy Fund (CSF) from Washington DC, USA. Both research and community services programmes may involve students in order to equip them with various skills such as research, writing, and social skills. In addition, several joint research and visiting professors have been carried out

with universities abroad with Flinders University, Simon Fraser University, Nagoya University and University of Western Australia.

### **BoM**

BoM cooperation is a sort of collaboration that fosters and improves the attainment and implementation of Tri Dharma activities, namely education, research, and community service, such as collaboration with Airlangga University regarding MBKM, collaboration with IPB University regarding curriculum development and collaboration with the Malaysian University of Sabah regarding community service. Students may choose either a double degree and credit transfer at Griffith University, Queensland University, and Curtin University or a summer school programme at Humber College Canada, Vrije University, and Utrecht University. The creation of original curriculum materials, teaching strategies, and student exchanges are examples of educational activities, as are initiatives to increase lecturer competence. The purpose of this is to develop innovative learning strategies and build institutions in order to accomplish regional and global objectives.

### **MM**

Three programmes are available to students: double degrees, credit transfer, and summer school. The first two programmes are exclusive to students enrolled in study programmes that have established a faculty agreement with the corresponding school at the partnering university. In addition, the academic partnership programme enables Unhas, particularly the Faculty of Economics and Business, to invite guest lecturers to provide lectures that enrich students' understanding with useful information.

MM is engaged in research activities in collaboration with several universities. Students may be required to implement a research and community service programme in partnership with a partner organisation. This programme will facilitate the development of various skills, including research, writing, and social competencies, among students.

### **MSM**

The partnership programme involves collaborating by inviting guest lecturers from other institutions to deliver and enrich students' understanding with information, managerial issues, and the latest global developments, enabling students to adapt quickly to changes. To improve the quality and relevance of graduates, develop a culture of excellence, and enhance international reputation, MSM is engaged in research activities in collaboration with several universities.

This collaboration allows students to participate in research and community service programmes with partner organisations. This programme will facilitate the development of various skills, including research, writing, and social competencies, among students.

## **Cooperation with Business Enterprises and Other Organisations**

### **BAqb**

In carrying out its academic functions, The Unhas Agribusiness Study Programme also collaborates with other professional organisations such as the Indonesian Agricultural Economics Association (PERHEPI) and the Indonesian Agribusiness Association (IAA) where all lecturers in the BAGb programme are members of the two organisations. This collaboration is valuable with respect to scheduling general lectures for students. These general lectures provide students with additional insights into agribusiness development and the problems/issues encountered in the field because the membership of the two associations does not only come from academia but also from agribusiness actors and policymakers in a broad sense. The dissemination of knowledge and experience from and through these two associations can enrich teaching materials and add to the discussion topics for related courses.

Cooperation with these two associations has also promoted regular joint conferences to discuss the further development of the programme and to develop guidelines for the desired graduate profile of the BAGb programme. This is a valuable collaboration because these two associations are in direct contact with relevant policies and graduate users, and they can significantly contribute to the development of qualifications and skills and the quality of student final theses.

### **BAcc**

BAcc has cooperative relationships with several government institutions, for instance, the Asian Development Bank (ADB) and the Audit Board of Indonesia (BPK-Badan Pemeriksa Keuangan), the Provincial and Local Government in Sulawesi, the Ministry of Social, etc. Also, BAcc cooperates with industries such as the State Electricity Company (named PLN) by providing tax training and with PT Vale tbk regarding the study of the development of an integrated rural area in the empowered area of PT Vale tbk.

Moreover, the involvement of professional organisations such as the Indonesian Institute of Accountants (IAI), the Indonesian Institute of Certified Public Accountants (IAPI), the Indonesian Institute of Management Accountants (IAMI), the Association of Indonesian Economic Scholars (ISEI), and others contributes to BAcc in the curriculum improvement. FEB is recently collaborating with the Central Bank of Indonesia to provide training and supervision to Small and Medium Enterprises in South Sulawesi to prepare financial statements. This programme assigns students as supervisors to enrich them with industry real practice.

### **BoM**

Industry, BUMN (State Owned Enterprises), Ministries, Regional / Regency Governments, and professional associations also partner in our cooperative efforts. We conduct internship programmes in state-owned and private businesses by placing students. The internship period lasts two to six months, in addition to supporting the MBKM programme of the Ministry of Education and Culture of the Republic of Indonesia.

Professional associations combine to provide lecturers with industry-recognised credentials. The CWMA (Certified Wealth Manager Association) programme is one illustration.

### **MM**

The partnership between Unhas and other parties seeks to increase the role and benefits of the academic community on a local, national, and international scale by enhancing the accessibility, quality, relevance, and governance of tertiary institutions. One form of partnership is when MM collaborates with several institutions, such as the Certified Wealth Managers Association of Eastern Indonesia (CWMA), to administer the Wealth Management certification programme in Eastern Indonesia.

This partnership increases MM students' chances of obtaining a CWMA professional certificate of international standard, providing them with greater value than other MM institutions.

**MSM**

In our collaborative endeavours, we engage with various stakeholders such as the industrial sector, state-owned enterprises (BUMN), government ministries, regional and regency governments, as well as professional associations. These professional associations collaborate to offer educators credentials widely recognised within the industry, exemplified by the Certified Wealth Manager Association (CWMA) programme.

**Appraisal:**

The scope and nature of cooperation with HEI, other academic institutions, and networks relevant to the programme are plausibly presented, with agreements forming the basis of this cooperation being documented. However, while the cooperation is pursued, its actual impact on the conception and implementation of the study programme is less clear than intended, according to the panel members. In order to ensure fostering development of students' qualifications and skills, the panel **recommends** that the HEI more strategically implements and evaluates existing partnerships with HEIs, verifying that they are still active and influential.

Similarly, the scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented but although the cooperation is actively pursued and its actual impact on the conception and implementation of the study programme should be clearer. Hence, the panel **recommends** that the HEI more strategically implements and evaluates existing partnerships, verifying that they are still active and influential.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

### **Quantity, Quality, Media and IT Equipment of Teaching and Group Rooms (Asterisk Criterion)**

Unhas provides facilities and equipment to support teaching activities. Generally, faculty buildings consist of classrooms, deanship room, lecturer lounge, administration room, meeting room, seminar room, examination room, gazebo for students, reading room, laboratory, and canteen. Each classroom is equipped with whiteboards, TV/LCD, air conditioning, and tables and chairs with a capacity of 30-40 students. Moreover, the availability of student workplaces with internet facilities (bandwidth of 200.0 Mbps) is considered excellent in both indoor and outdoor areas that can be accessed freely.

### **Access to Literature (Asterisk Criterion)**

The Library Unit building at Unhas has four floors and a total floor area of 14,420 m<sup>2</sup>. Around 516,000 volumes of books, theses, dissertations, research reports, magazines, electronic publications, and audio-visual materials make up the collection as it stands today. The owned collections are divided into the following categories: 1) public collections (loaned collections), 2) collections of references and Tandon books, 3) collections of Unhas scientific works, and the digitisation of collections of studies: Pacific Studies, Marine Affairs, Women,

World Bank Publications & Books for Asia. Sulawesiana collection, American, French, German, and Korea-Indonesia Corner collections, Cultural Corner and Mandiri Corner collections, and an e-Book and e-Journal collection round out the list of collections. The library is open weekdays from 8:00 a.m. to 4:00 p.m. Furthermore, learners can access specific resources through the Unhas e-library website, which includes a range of journal databases that Unhas has subscriptions to, including Ebscohost, Gale Cengage,

Emerald Insight, and many others. Additionally, the e-library has ties to the country's main library as well as a number of prestigious university libraries in Indonesia. They can all be accessed via the Unhas e-library. Students may require the password provided by the librarian to access these databases virtually anywhere. At the faculty level, a reading room equipped with computers and relevant literature for each study programme is provided for students.

### **Appraisal:**

Since an online conference was conducted, the panel was not able to visit the University on-site. Therefore, the panel was provided with descriptions of the University's premises and facilities and based their assessment on this evidence. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes.

The teaching rooms' quantity, quality, media, and IT facilities meet the programme's standards, even considering the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is free. A sufficient number of group rooms is available.

Services for adequate participant support are documented. The requirements for students' workstations at home (e.g., technical IT equipment) are listed. Regarding access to hardware equipment, the panel members suggest longer opening hours.

Access to literature and journals, as well as digital media (e.g., electronic media, databases), is ensured. The literature expressly required for the study programme is available in the library and kept up to date. Regarding the point mentioned above, the panel members suggest longer opening hours and, hence, longer access to hard copies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

#### 4.4 Additional services

##### **Career Counselling and Placement Service (Applied to All)**

Unhas puts strong concern on its students and alumni. Therefore, it established a specific Directorate of Alumni Affairs and Career Preparation, currently called Career Development Centre (CDC), which offers career counselling and placement to students. CDC intensively organises activities to improve the readiness of new alumni to enter the workforce. It regularly holds Hasanuddin Career Programme (HCP) every graduation period. HCP is a training programme that supplies students and alumni with skills such as how to write an interesting Curriculum Vitae, good public speaking, tips and tricks on psychological test, and how to achieve high TOEFL score through a simulation. Additionally, CDC also conducts career talks regularly inviting prominent speakers from big companies to share information about vacancy requirements. CDC also organises a certified internship programme to support prospective alumni to be easily absorbed in the working place. This programme is a form of collaboration with state-owned companies and the Indonesian Human Capital Forum.

In addition to the monthly allowance, students will obtain competency and industry certificates on the condition that they pass the competency test and evaluation at the end of the internship period. If the level of competence is adequate for the company, students can be officially recruited. Furthermore, CDC provides vacancy information that can be accessed online<sup>41</sup>. Students can also consult their career placement with the lecturers or academic advisor.

Benefitting from established networks and alumni, the head of study programme obtains information regarding vacancy to be offered to alumni. Most MM students are active employees of various companies and government-owned institutions. For that reason, many students from similar backgrounds are facilitated by the study programme to form a networking group with the objective to conduct sharing and discussion to further their careers. For example, there is

<sup>41</sup> <https://cdc.unhas.ac.id/lowongan>

a student organisation facilitated by the programme entitled Regional Banking Consultative Community or Badan Musyawarah Perbankan Daerah (BMPD) which comprises students working in the banking sector.

### **Alumni Activities**

#### **BAgb**

BAgb Study Programme alumni are members of the Unhas Alumni Association (IKA). The IKA carries out various activities such as welcoming events for each graduation and participating in Anniversary events, seminars and conferences organised by the Alumni play a major role in providing facilities such as reference materials (books) for the library. In addition, alumni also facilitate activities that are useful for the academic community and support the academic atmosphere at the Alumni Association such as the construction of gazebos (shaded patio seating units), prayer rooms or mini mosques, and asphaltting the entrance drives to the Bachelor's Agribusiness. Alumni inputs are also significant for improving the instructional processes. Alumni are involved in several ways to improve the quality of education. These include alumni participation in tracer studies, involving alumni in the teaching and learning process, e.g., by inviting alumni to give guest lectures and inviting alumni to provide feedback and suggestions on the learning process.

Alumni are also invited to give their input in workshops organised by the study programme on curriculum revision and vision and mission of the study programme. Another important form of contribution from alumni is building a network that joins the Agribusiness study programme with various parties in all parts of the country, including the remoter regions. Alumni are a powerful tool for socialisation in their respective regions of origin and institutions. The networks that can be developed through using the alumni can be in the form of or focused on sharing information on and cooperation in education, research and community service, opportunities for visiting professors, joint research and so on.

#### **BAcc**

The alumni of BAcc will join a group called Accounting Alumni Association which has a WhatsApp Group as a media of communication. All relevant information will be shared by BAcc through this WhatsApp Group. IKA regularly held gatherings, at least once a year. This event could link the fresh graduate with senior alumni in terms of job opportunity. Also, the alumni may provide suggestions to the BAcc for the development of both academic and non-academic aspects.

In respect to academic activity, several alumni have been invited as lecturing practitioners and guest lecturers to share their practical business experience in the campus. Recently, Unhas has just launched an endowment fund programme in which the alumni of Unhas including BAcc can contribute to.

#### **BoM**

The graduates of the BoM Programme actively participate in the Management Alumni Forum, commonly referred to as IAM (Management Alumni Association). The activities of the IAM are strategically planned over an extended period of time. When formulating its programme, the

councils engage in consultation with the head of the Board of Management (BoM). The organisation consistently engages in scholarly endeavours, including hosting workshops focused on international publication, facilitating the exchange of scholarship information, and disseminating information regarding seminars and conferences. In addition, they engage in various social activities, including communal iftar gatherings for students and alumni during the month of Ramadhan, contributing to mosques or prayer rooms, and providing assistance to areas affected by earthquakes. In addition, IAM serves as a platform for disseminating information regarding job opportunities specifically targeted towards graduates of the field of Business Management.

Additionally, it presents suggestions regarding the content of the curriculum. The anniversary day of the FEB extends an invitation to all alumni, providing them with an opportunity to contribute valuable insights and recommendations for the enhancement of the study programme.

### **MM**

The graduates of MM study programme are joined in an alumni network called Master of Management Alumni Association. The organisation held activities periodically, with the main event held every October. They regularly conduct networking activities to help the alumni members engage with each other for career development, mentorship, as well as expanding business opportunities. In addition, the alumni network also frequently participates in social activities during the Ramadan such as breaking fast together, providing donations for flooding and earthquake victims, and many more.

The overall alumni activities in Unhas are overseen and in coordination with the Directorate of Alumni Affairs of Unhas, which facilitates the networking opportunities from myriads of alumni networks from Unhas to engage to collaborate. These alumni events serve as a platform for students and alumni alike to connect, share knowledge, explore professional opportunities, as well as maintain a sense of community and belonging which will contribute to the personal and professional development of alumni while fostering an enduring connection to Unhas.

### **MSM**

Students and alumni of the MSM Programme participate in the Master of Science Management Student and Alumni Forum, also known as Science Management student association (SMAS). SMAS activities are planned for the long term. The councils consult with the president of MSM when arranging their schedules. They routinely conduct academic activities such as workshops on qualitative and quantitative research, workshops on international publication, the exchange of scholarly information, and the dissemination of information at seminars and conferences. In addition, they participate actively in social activities such as breaking the fast with students and alumni during the month of Ramadan, donating to masjids or prayer rooms, supporting earthquake relief efforts, etc. SMAS also serves as a forum for graduates of the MoECRT to share information about available employment opportunities. In addition, it provides suggestions for curriculum content. Alumni are also invited to the FEB anniversary day, where they can share information or make suggestions for the development of the study programme.



## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. The career development center is a clear advantage and big opportunity for the students.

An alumni organisation has been set up to develop an alumni network. A positive note is that the HEI implemented the Student and Alumni Forum to foster an alumni network actively participating in the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

Financial planning begins with preparing the Annual Budget Activity Plan in the Study Programme by involving all lecturers. The plan is then submitted to the dean to obtain approval for the amount of the annual budget for each study programme. These funds are allocated for academic and student activities, research and community services, human resource development, and facility and infrastructure investments. Single tuition fees paid by students at the beginning of each semester, funds allocated from the state budget, educational assistance from scholarship providers, research grants, partner institutions are sources of funding for study programmes. With this income structure, teaching and learning activities can operate effortlessly and sustain the study programme.

## Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another HEI).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

Indonesia has issued a national regulation for the quality assurance of Higher Education Institutions (HEI) through ministerial regulation<sup>42</sup>. Specific to Unhas, the government of Indonesia has also enacted Government Regulation<sup>43</sup> concerning Hasanuddin University Statutes, which also regulates internal quality assurance system of Unhas.

Accordingly, Unhas has established a unit responsible for managing the quality assurance system, the Institute of Quality Assurance and Educational Development (IQAED). IQAED is directly responsible to the Rector and subsequently coordinates with the Vice-Rector for Academic Affairs and the University Secretary to perform its duty.

The task of IQAED is to plan, implement, control, and develop an academic quality assurance system and is responsible for planning and sustainable quality improvement, as well as conducting studies and developing learning systems and being responsible for the implementation of quality, relevant, effective, and efficient learning processes. Rector's Decrees<sup>44</sup> also stipulate that an internal quality assurance unit should be established at the faculty level, recently called Quality Assurance and Reputation Enhancement Unit (QAREU). The task of QAREU is to plan, implement, control, and develop an academic quality assurance system for faculties and study programmes that is in line with the Unhas internal quality assurance system, and is responsible for planning and sustainable quality improvement.

School Unhas mandates the establishment of a quality assurance unit at department/study programme level. There are two types of evaluation used for study programme accreditation namely external and internal evaluation. External evaluation is carried out by National Accreditation Agency or Independent Accreditation Agency such as LAMEMBA, ISO 9001, AUN-QA, and ABEST- 21, while internal evaluation is conducted by IQAED. There are 9 criteria to be evaluated by National Accreditation Agency or LAMEMBA:

- Vision, Mission, Objective, and Strategy;
- Organisation, Governance, and Collaboration;
- Studentship;
- Human Resources;
- Finance and Facilities;
- Education;
- Research;
- Community Services;
- Outcomes and Accomplishments.

For internal evaluation, the standards and elements of the evaluation of the internal assurance evaluation of the study programme refer to Internal Quality Assurance System established by IQAED Unhas. The assessment includes 11 (eleven) standards, namely:

- Vision, Mission, Objectives, and Strategy Standard;
- Graduate Competence, Research Result, Community Service Result Standard;

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<sup>42</sup> Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 Concerning Higher Education Quality Assurance System

<sup>43</sup> No. 53 of 2015

<sup>44</sup> No. 13/UN4.1/2018, Rector's Decree No. 2/UN4.1/2022

- Learning, Research, and Community Services Content Standard;
- Learning, Research, and Community Services Process Standard;
- Learning, Research, and Community Services Assessment Standard;
- Lecturer, Supporting Staff, Researcher, and Community Service Standard;
- Learning, Research, and Community Services Facilities Standard;
- Learning, Research, and Community Services Management Standard;
- Learning, Research, and Community Services Financing Standard;
- Student Standard; and
- Cooperation standard.

Evaluation regarding student workload and success rate in standard four while the graduate employment is covered in standard two. Each study programme carries out ILOs measurement to assure the quality of learning process. Each course contributes to the achievement of ILOs. ILOs reflect the competencies possessed by a student after completing study.

Each course is composed of one or more study materials, each of which can be correlated with one or two ILOs. To measure the achievement of each course's LLO, assessment strategies are needed. For example, assessment strategies with six (six) indicators, namely, attendance and participation (0.10), quiz (0.05), Summary Paper (RMK) (0.05), Case Study (0.50), Midterm Exam (0.15), and Final Exam (0.15), are used.

## **Instruments of Quality Assurance**

### **Evaluation by Students**

Unhas conducts assessments for the learning process every semester. The assessment process is carried out by conducting a survey regarding student satisfaction with several indicators to gauge their level of agreement with the provided statements. The assessment is carried out by the students through the website of each faculty. All evaluation activity is recorded in the system and documented by the Quality Assurance Unit at each faculty. The evaluation covers issues regarding the lecturers' performance and teaching contents including materials, learning and assessment method, and facilities. QAREU documents the results and prepares reports to be discussed in regular meetings with the dean, vice deans, and the head of all study programmes. Dean and vice deans monitor the progress of the follow-up carried out by the study programme regularly. The results of the students' evaluations are communicated to students through e-mail by the head of study programmes.

Students can also raise issues through the student union, which will report to the head of the study programmes. The issue will then be discussed in the regular meeting of lecturers, who jointly decide the measures to be taken against the respective concerns regarding the workload of each course.

### **Evaluation by Faculty**

At the end of each term, the faculty conducts an evaluation of lecturer satisfaction through each faculty's website. The objective of completing the questionnaire is to evaluate the degree of lecturer satisfaction concerning the appropriateness of the teaching workload, provisions for

learning support, work setting, direction and oversight in the learning process, and the sufficiency of preparation for educational pursuits. The quality assurance unit documents all activities.

The procedure for analysing results follows a protocol similar to that of evaluating students, whereby the Quality Assurance Unit at the faculty level analyses the results. Subsequently, the outcomes will be deliberated upon during the meeting with the dean, vice deans, and the head of all study programmes. Matters will also be discussed during the lecturer's routine gatherings. The dean and vice deans regularly monitor the study programme's progress.

The head of the programmes will convey the outcomes during the lecturers' meeting before the initiation of the subsequent academic term.

### **External Evaluation by Alumni, Employers and Third Parties**

External parties, alumni, and users are involved in evaluating the study programmes through a tracer study at <https://tracerstudy.unhas.ac.id/> managed centrally by the Directorate of Alumni and Career Preparation. The Directorate sends the result of the tracer study to the Quality Assurance Unit at each faculty, in turn, reports it to the dean, vice deans, and head of the study programmes in the regular meeting. The Quality Assurance Unit records all the documents regarding the tracer study and meeting results.

The results of the questionnaire can also be accessed by the dean, quality assurance unit, and head of the study programme using their account on the website. The tracer study assesses the quality of alumni in the job market indicating the quality of learning outcomes. Alumni are asked about their working status, the relevance of academic background to their job, the waiting time to get a job after graduation, competencies obtained from the programme that contribute to handling their job, course materials that are strongly relevant to the job, and facilities provided. While for the employer, evaluation covers aspects such as foreign language proficiency, etiquette, disciplinary knowledge, technology savvy, communication skills, teamwork, and self-development. They are also required to provide suggestions for the development of the study programme. Moreover, each faculty invites all stakeholders to its anniversary day. This forum, locally called "Tudang Sipulung" becomes a moment to share the result of evaluation to alumni and partners.

In this event, the dean encourages third parties to participate in the development of faculty, for example, building renovation, literature supply, etc.

### **Programme Documentation**

#### **Programme Description (Asterisk Criterion)**

All study programmes provide information both online and offline. All interested parties can access information on the website of each study programme. The information contained on the website comprises the profile of the study programme, graduate profiles, learning outcomes, curriculum structure, academic profiles of lecturers, academic regulation, including examination scheme and admission requirements and procedures. The study programme also provides information in an offline form, such as brochures that can be obtained in the faculty

building. The website is regularly updated to enable stakeholders to access relevant information.

### **Information on Activities During the Academic Year**

At the university level, all activity information can be accessed at the website<sup>45</sup> such as Unhas' profile, academic information, study programmes, regulations, student and alumni activities, research centres, supporting units, and partnerships. All activities, such as academics, research, community services, and various seminars, are provided on the website. In addition, Unhas also provides information in newspapers both online and offline, press releases, and social media through stakeholders' networks.

### **Appraisal:**

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. The panel members noted the importance of being more transparent about the methods in use and the rationale behind their selection because it is important to ensure consistency and clarity of approach, not only within programmes but also across programmes. Hence the panel suggest that the methodology should be clearly communicated to help understand. The panel members positively highlighted that the key performance indicators from the control processes was to be commended. They acknowledged the systematic approach used, which included internal quality audits at the macro level, course surveys, learning outcomes surveys and other assessment tools. In their view, this comprehensive assessment framework demonstrates a strong commitment to maintaining high standards and continuous improvement.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The panel members suggest that the results of the evaluation to be provided and explained to the stakeholders.

The study programme's content, curriculum and examination scheme have been suitably documented and published.

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<sup>45</sup> <https://sikola.unhas.ac.id/>

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*		X			
5.2	Instruments of quality assurance				
5.2.1			X		
5.2.2			X		
5.2.3			X		
5.3	Programme documentation				
5.3.1*			X		
5.3.2			X		

# Quality profile

HEI: Hasanuddin University, Indonesia

## Bachelor / Master programme:

- 1 Bachelor of Agribusiness
- 2 Bachelor of Accounting
- 3 Bachelor of Management
- 4 Master of Management
- 5 Master of Science Management

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)				X	
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors		X			
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			X		
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		