

Decision of the FIBAA Accreditation and Certification Committee



5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	20/067 Cluster 1
Higher Education Institution:	Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT)
Location:	Surabaya, Indonesia
Study Programme:	Agribusiness Agriculture - Bachelor of Agriculture Master of Agriculture - Master of Science
Type of Accreditation:	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 April 2020, the study programmes are accredited with one condition.

Period of Accreditation: March 23, 2022 to March 22, 2027

Condition: The HEI ensures an identical title of the programme in all relevant documents (see chapter 3.1.2).

Proof of meeting this condition is to be submitted by December 22, 2022.

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on September 28, 2022.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Universitas Pembangunan Nasional “Veteran” – Jawa,
Timur, Surabaya, Indonesia (UPNVJT)

Bachelor/Master programme:

Agribusiness Agriculture - Bachelor of Agriculture
Master of Agriculture - Master of Science

General information on the study programme

Brief description of the study programme:

Agribusiness - Bachelor of Agriculture

The Bachelor programme Agribusiness aims to produce graduates who have global insight, who act as professional staff and managers, agribusiness entrepreneurs, agribusiness researchers and consultants, agricultural extension workers and community empowerment and agricultural development planners.

Students must obtain a minimum of 144 sks credits within 8 semesters. Graduates receive the degree “Bachelor of Agriculture”.

Master of Agriculture- Master of Science

The Master programme Master of Agriculture aims to produce graduates who become entrepreneurs, managers, consultants, researchers, educators in Agribusiness, and State Civil Apparatuses. For graduation students must obtain a minimum of 47 sks credits within 4 semesters. Graduates receive the degree “Master of Science”.

Type of study programme:

Agribusiness – Bachelor programme

Master of Agriculture- Master programme

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

Agribusiness – 4 Years; 144 sks credits

Master of Agriculture- 2 Years; 47 sks credits

Mode of study:

Agribusiness – full time

Master of Agriculture- full time

Didactic approach:

Agribusiness – study programme with obligatory class attendance

Master of Agriculture- study programme with obligatory class attendance

Double/Joint Degree programme:

N/A

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

Agribusiness – no data available

Master of Agriculture- no data available

Programme cycle starts in:

Agribusiness – summer semester

Master of Agriculture- winter semester

Initial start of the programme:

Agribusiness – 1968

Master of Agriculture- 1999

Type of accreditation:

Agribusiness – initial accreditation

Master of Agriculture- initial accreditation

For re-accreditation: last accreditation period:

N/A

Procedure

A contract for the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) initial accreditation of the Bachelor study programme: Public Administration was made between FIBAA and on November 26, 2020. On June 25, 2021 the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Susanne Czech-Winkelmann

RheinMain University of Applied Sciences, Wiesbaden, Germany
Professor em. for Sales Management

Dr. Ekkehard Hermsdorf, MBA

Volkswagen Group AutoVision GmbH, Wolfsburg
Head of Quality Management / Qualification
Coordination

Prof. Dr. Matthias Hiller

SRH Fernhochschule - The Mobile University
University of Applied Sciences, Riedlingen, Germany
Professor of Accounting

Prof. Dr. Rainer Kuehl

University of Giessen, Germany
University professor at the Institute of Agricultural and Food Business Management

Marie-Luise Meier

University of Lisboa, Portugal

Dr. Fosa Sarassina

Bisnis Universitas Gadjja Mada
Lecturer Management

FIBAA project manager:

Johanna Schrieber

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 23, 24 and 25 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Accounting (Bachelor), Accounting (Master), Management (Bachelor), Business Administration (Master) and Management (Master). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on March 03, 2022. The statement on the report was given up on March 23. 2022. It has been taken into account in the report at hand.

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Summary

The **Agribusiness - Bachelor of Agriculture** offered by the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with a 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 March, 23, 2022 and finishing on March 22, 2027, under one condition. The programme is 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 need for improvement regarding the following aspect²: identical title of the programme (see Chapter 3.1).³ They recommend the accreditation on condition of meeting the following requirements:

Condition: The HEI ensures an identical title of the programme in all relevant documents (see chapter 3.1.2).

Proof of meeting this condition is to be submitted by December 22, 2022.

Furthermore, the quality requirements that has not been fulfilled:

- Internationality of the student body (see chapter 3.4.2)
- Internationality of faculty (see chapter 3.4.3)

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- More English should be integrated into the curriculum. For example, through more English literature (see chapter 1.2);
- intensifying the preparation of English language skills by additional courses, especially for Business English (see chapter 2.5);
- separating the e-mail addresses and the evaluations in the future (see chapter 5.2.1).

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 is one criterion in which the programme exceeds the quality requirements:

- Student support by the faculty (see chapter 4.1.6).

The **Master of Agriculture- Master of Science** offered by the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with few exceptions the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 23, 2022[and finishing on March 22, 2027, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and

² These aspects are asterisk criteria which means that they are essential for the study programme.

³ This aspect is an asterisk criterion which means that it is essential for the study programme.

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 need for improvement regarding the following aspect⁴: identical title of the programme (see Chapter 3.1).⁵ They recommend the accreditation on condition of meeting the following requirements:

Condition: The HEI standardises all relevant documents so that the identical title of the programme is listed everywhere (see chapter 3.1.2).

Proof of meeting this condition is to be submitted by December 22, 2022.

Furthermore, the quality requirements that has not been fulfilled:

- Internationality of the student body (see chapter 3.4.2)
- Internationality of faculty (see chapter 3.4.3)

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Information

Information on the Institution

Universitas Pembangunan Nasional “Veteran” Jawa Timur (UPNVJT) started in 1959 as the Academy of Administration “Veteran” Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6th, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Business and Economics; Faculty of Engineering; Faculty of Architecture and Design; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences⁶. UPNVJT’s vision is to become the leading university with *Bela Negara* or State Defence characters⁷. The state defence characters are defined as nationalism, aware of being a citizen of the nation and the state, willing to sacrifice, believing that Pancasila (five principles of the national Constitution of the Republic of Indonesia)⁸ is the basis of the state and has the initial ability to defend the state all of which must be embraced by the entire academic community and instilled in students in the learning process. The *Bela Negara* characters and values are embedded in UPNVJT’s teaching, research, and community service.

Specifically, the UPNVJT missions are:

- Developing the education with focus on producing “Bela Negara” values and characters in its graduates and academics.
- Improving the culture of research and innovation in the development of science and technology to advance the community.
- Conducting community service based on local wisdom illuminated by research and innovation.
- Performing good and clean governance with accountability and transparency in regard of finance and budgeting.
- Developing excellent human resource quality in attitude and value, performance, knowledge, and managerial skills.
- Improving the management system of integrated facilities and infrastructure.
- Advancing institutional cooperation with stakeholders both domestically and internationally.

⁶ In the following: FISIP.

⁷ Bela Negara became Indonesian policy in October 2015 through the [2015 Defence White Paper](#). A three-step Action Plan was developed. The first step of implementation is the “dissemination, harmonisation, synchronisation, coordination, and evaluation” of Bela Negara, which is broken down into twelve actions and bulleted standards of evaluation. These actions include the creation of instructional modules for Bela Negara programmes, organising national consultation meetings and conferences, **designing curricula**, forming coordination and evaluation bodies, and planning multi-tiered cadre training programmes.

⁸ Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

UPNVJT strives to deliver its mission, both nationally and internationally. It strategically boosts its international outreach by offering various programmes such as joint-research, joint-teaching and hosting international students. UPNVJT has permanent cooperation with universities and education institutions abroad, for example, with Murdoch University Australia, Pearson Education and universities in Asia and South-East Asia regions. UPNVJT recently established a mutual cooperation with UiTM – Malaysia (Kelantan and Sarawak) by which several study programmes have already conducted virtual joint-teaching collaborations. UPNVJT is an associate member of ASEAN Universities Network for Quality Assurance (AUN-QA) as well as a member of WAEJUC (Western Australia- East Java Universities Consortium). This is in line with UPNVJT strategic plan for 2020-2024 to increase its competitiveness in the Southeast Asia (ASEAN) area. UPNVJT is an “A” status institution (superior) declared by the National Accreditation Board (BAN-PT). For the best practice of quality assurance system, UPNVJT has been applying ISO 9001:2015 and the internal quality assurance system with PDCA principles.

Further development of the programme, statistical data and evaluation results

Bachelor of Agribusiness

The Agribusiness Study programme has 3 study programs, namely Bachelor of Agribusiness, Masters in Agribusiness and Doctoral of Agribusiness. Thanks to the persistence and tenacity of the managers and all human resources of the Faculty of Agriculture, management processes and graduates, the Agribusiness Study programme received an A accreditation from BANPT-DIKTI which was issued on February 4, 2019.

The Bachelor's degree in agriculture is developed following the Indonesian National Qualifications Framework (KKNI) level 6 or similar to the European Framework's first cycle qualifications. Students must earn a minimum of 144 credits (semester credit system) in 8 semesters or a maximum of 160 credits for graduation. The Learning Outcomes Program is designed in accordance with professional associations, the National Framework (KKNI), National accreditation bodies while accommodating stakeholder input.

Bachelor / Master Study Programmes:

	2020	2019	2018	2017	2016	2015
# Study Places	184	159	127	108	123	104
# Applicants	Σ	3575	1218	1749	1652	3399
	f	1787	788	980	863	1523
	m	1788	430	769	789	1876
Application rate	1942.93%	766.04%	1377.17%	1558.40%	2763.41%	3450.98%
# First-Year Student	Σ	184	159	127	108	123
	f	97	105	100	95	100
	m	88	60	65	70	60
Rate of female students	0.527173913	0.660377358	0.787401575	0.898226415	0.81300813	0.625
# Foreign Students	Σ	0	0	0	0	0
	f					
	m					
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
# Graduates	Σ	0	0	0	60	90
	f				35	65
	m				25	25
Success rate	0.00%	0.00%	0.00%	56.60%	73.17%	81.73%
Dropout rate	100.00%	100.00%	100.00%	43.40%	26.83%	18.27%
Average duration of study	0	0	0	5	4.7	4.5
Average grade of final degree				3.68	3.65	3.605

Master of Agriculture

Master of Agribusiness (abbreviated MAGRI) was established in September 1999 under the Faculty of Agriculture. Since its establishment, MAGRI consistently becoming one of the sought after study programme in UPNVJT and attracting a large number of students each year (as sampled in the table below). MAGRI also successfully gained the “A” status (the highest national accreditation status by the BAN-PT / National Accreditation Board). MAGRI have 11 full-time lecturers who have the same meaning as permanent lecturers with 9 people holding Doctoral degrees and 2 having Professor. MAGRI constantly evaluated its curriculum by inviting alumnis, stakeholders and education consultants regularly. MAGRI redesigned its courses implemented by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) who recommended Indonesian HEIs to evaluate the curriculum with more concentrations and practical courses, multi-disciplinary approach as well as increasing strategic partnership with other institutions to meet the global workforce demands.

		2017	2018	2019	2020
# Study Places		7	8	49	13
# Applicants	Σ	17	14	57	27
	f	6	10	34	10
	m	11	4	23	
Application rate		242,86%	175,00%	116,33%	207,69%
# First-Year Student	Σ	7	8	49	13
	f	3	6	31	3
	m	4	2	18	10
Rate of female students		0,428571429	0,75	0,632653061	0,230769231
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	5	5	0	0
	f	2	2		
	m	3	3		
Success rate		71,43%	62,50%	0,00%	0,00%
Dropout rate		28,57%	37,50%	100,00%	100,00%
Average duration of study		2,9	2,5		
Average grade of final degree		3,8	3,94		

Appraisal

The descriptions and statistical data show that these are very well-established programmes that are well received by the students. There are a large number of applicants in each programme. However, no international students are enrolled. The HEI could therefore focus more on international students (see 3.4).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor of Agribusiness

The objectives of the Agribusiness study programme are describes as follows:

- Produce graduates who have a global insight, and act as professional staff and managers, agribusiness entrepreneurs, agribusiness researchers and consultants, agricultural extension workers and community empowerment and agricultural development planners (ASN)
- Produce graduates who behave scientifically, professionally, have emotional intelligence, and are able to negotiate by prioritizing ethics, honesty, and having the character of defending the State
- Produce dynamic graduates who are motivated to develop their own capacities, including lifelong learning.

Profile of graduates from bachelor of agribusiness:

- Independent Entrepreneur: Identifying products, determining production methods, arranging operations for product procurement, marketing products, and managing product operating capital to produce something of greater value.
- Professional Manager: leader whose main duties include planning, organizing, supervising and controlling work by utilizing shared knowledge, concepts, principles, technical language, and upholding recognized standards of work practice and code of ethics.
- Managerial Staff at Bank and Nonbank Financial Institutions: in addition, a managerial staff has the ability to manage emotional intelligence, manage human resources, design management strategies, have a leadership character, manage time well, design accurate marketing strategies, have a good reputation, manage finances, have good communication skills, and able to innovate.
- Agribusiness Researcher and Agribusiness Consultant; in addition, a researcher is able to communicate processes and results at an advanced level according to their field of scientific expertise.
- A consultant: someone who is able to carry out and complete certain tasks or problems. The skills that a consultant must possess include understanding and criticality in the business world, organizing project management, managing proactive and analytical thinking, professional personal development, developing interpersonal skills that include emotional intelligence skills, effective communication skills, and the ability to apply professional ethics.
- Agricultural Extension: as well as the development of more advanced agricultural technology.
- Bureaucrats or ASN: managing human resources, having the ability to coordinate, make judgments, make decisions, have the ability to think critically, be creative, emotional intelligence, negotiate, and have cognitive flexibility, and have the ability of service oriented.

Learning outcomes from the agribusiness study programme are focused on four aspects: attitudes, knowledge, general skills, and specific skills (the description of each aspect is found in chapter 3.1.1). Attitude aspects have been determined by the National Qualifications Framework (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud- Ristek). Specific knowledge and expertise are determined by HEI, as well as informed by stakeholders, professional associations and educational consultants. The teaching and learning method of the agribusiness study programme mostly uses student-centered learning (SCL) where students are expected to master a critical and reflective understanding of agribusiness management and practices in international trade in local, national and international contexts. The agribusiness study programme offers three specific competencies/fields: Agribusiness Management, Agricultural Economics and Agricultural Communication.

Master of Agriculture

Program Educational Objectives of Master of Agribusiness Study Program (PEO) is "Producing Excellent Graduates who have State Defense Characters to become Entrepreneurs, Managers, Consultants, Researchers, Educators Agribusiness, and State Civil Apparatuses" with the following characteristics:

- Education:

Mastering Science, Knowledge and Technology so that they are able to continue to develop into superior, competitive, professional and entrepreneurial human resources that are oriented to the development of agro-industry and agricultural marketing as a mean to internalize the values of defending the state.

- Research

Become a research innovator to provide alternative solutions to the nation's problems, especially in the fields of Food Security, Social and Community Empowerment through scientific works that can be utilized by wider community.

- Community Service

To have high integrity, strong ethics, commitment and social responsibility to carry out community service activities through the dissemination of appropriate technology so as to be able to carry out community empowerment in a sustainable manner.

MAGRI in the national education system is in line with the standard curriculum design guidelines by the Indonesian National Qualifications Framework (KKNI), the National Accreditation Board, the Communication Forum for Indonesian Agricultural Universities (FKPTPI) as well as Professional Associations such as the Indonesian Agricultural Economics Association (PERHEPI) and the Association of Indonesian Agricultural Economics. Indonesian Agribusiness (AAI). Based on the Indonesian National Qualifications Framework, master's degree graduates are at level 8, two levels higher than bachelor's. To achieve that level of competence, the graduates of MAGRI are not only equipped with the knowledge of Agribusiness Management, but are also equipped with multidisciplinary knowledge that is relevant to science. The learning process is carried out in the form of course tutorials and implemented into case studies and research so that they are able to contribute to solving food security problems faced by Indonesia.

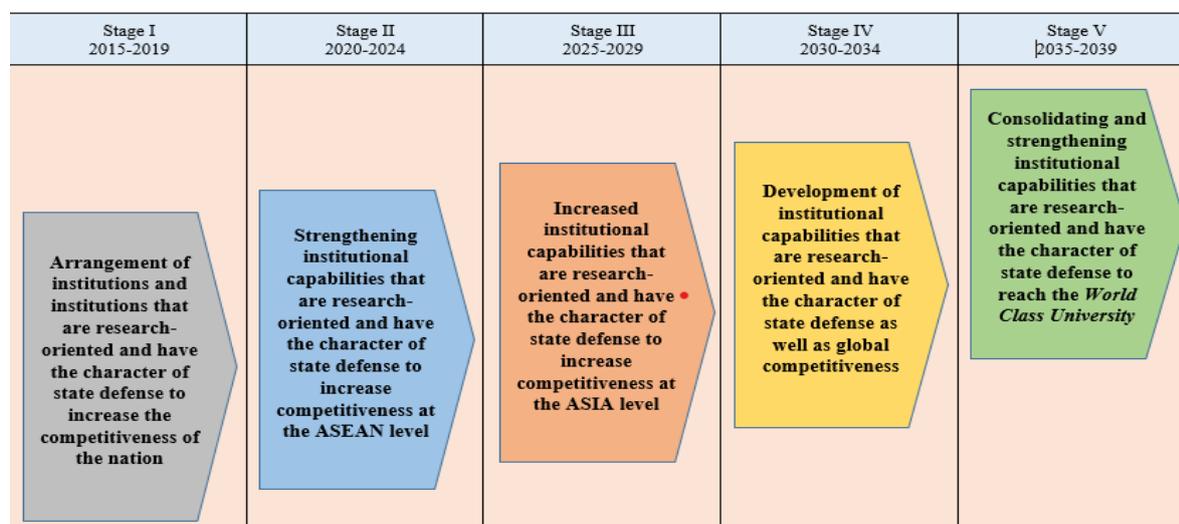
Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market. This confirms that the objectives of the programme at hand meet the expectations of employers. The qualification objectives are explained and convincingly presented in relation to target group, targeted professional fields, and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualifications framework of Indonesia.

		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)

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary (io.upnjatim.ac.id). In the teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students' international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.



At the faculty and programme level, the international orientation is implemented specifically in teaching and research activities. UPNVJT is part of the WAEJUC (Western Australia East Java

University Consortium); therefore, each year, UPNVJT hosts an intercultural exhibition with students from Western Australian universities.

Because the **Bachelor of Agribusiness** is multi-disciplinary, international orientation has become the basis of curriculum design, academic activities, research and community service. Various internationality efforts have been introduced and carried out in study programmes over the years. Some of the efforts in internationalizing study programmes are:

- The Agribusiness Department has a vision to become an international standard study programme in 2025
- Accredited A for 15 consecutive years
- As a presenter at international seminars
- Inviting guest lectures: Japan, Malaysia, and Yemen
- Holding a student exchange with Japan
- Designing curriculum in several globally oriented courses: International Business, Rural Sociology, Plant Agribusiness and Plantation
- Research Collaboration

MAGRI graduates have career opportunities abroad through a portfolio of experiences based on their mastery of science and technology, research expertise, mastery of English, work discipline culture, teamwork, and tolerance of ethnic and religious diversity.

Appraisal:

The experts conclude that all programmes address international aspects in terms of content. However, a strong focus on the Asian region can be observed. A more overall global focus would therefore be desirable in all programmes.

At the same time, it was noted that both teachers and students sometimes have problems with the English language. The review panel therefore recommends integrating more English into the respective curriculum, for example through more English literature.

		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

Bachelor of Agribusiness

The Agribusiness Department of the Faculty of Agriculture UPNVJT is an Agribusiness Department in Surabaya that has received an A accreditation. Its advantages include focusing on agribusiness and agro-industry activities in the agricultural sector in a broad sense (plants, livestock, and fish) by prioritizing the application of research results to empower agribusiness actors and development of learning materials. Therefore, practicum activities in the laboratory and in the field are an integral part of the learning process. This advantage is an attraction for prospective students, which is marked by the increasing interest of students to register in this Agribusiness study programme. An internship for one month in the industrial world is an academic activity that must be followed by agribusiness students so that it is expected to

produce graduates who are professional, disciplined, creative, and able to manage collaborative networks.

Another advantage of the UPNVJT agribusiness study programme is the collaboration with government agencies, the private sector, and several state-owned enterprises so that it is a study programme that will increase student competence in the socio-economic field of agriculture in the next four years.

Established in 1968, graduates from Agribusiness Study programme consistently occupy strategic positions in the world of work. Based on the latest tracer study in 2020, graduates from Agribusiness Study programme on average take 3-4 months before being accepted. A large number of graduates work as independent entrepreneurs, professional managers in bank and non-bank financial institutions, researchers in agribusiness and consultants in agribusiness, agricultural extension as well as civil servants.

One of the visions and missions of UPNVJT is to produce quality graduates who are well received by graduate users and in accordance with the character of defending the State in accordance with the slogan of UPNVJT. In addition, UPNVJT's strategic plan (2020-2024) is to promote knowledge and research in five priority themes: energy and food security; information and communication technology; economic empowerment; defence and state infrastructure; and biotechnology". The agribusiness study programme increases the socio-economic empowerment of agriculture so that it is demanded by the community as the core mission and strategic plan of the University.

Master of Agriculture

Master of Agribusiness is open to undergraduate (Strata 1) graduates with relevant backgrounds in agriculture, animal husbandry, fisheries, and economics from an accredited study programme from the Indonesian National Accreditation Board for Higher Education (BAN PT). Regionally in East Java Province, the programme must be able to compete with 3 other State Universities (PTN), namely Brawijaya University, Jember University, and Airlangga University, as well as 2 Private Universities, namely Muhammadiyah University in Malang, and Wijaya Kusuma University in Surabaya. At the national level, the MAGRI competes with 11 state universities and 5 of them are in Central Java Province, namely UNSOED, UNDIP, UNS, UGM, and UPN "Veteran" Yogyakarta.

The special quality of the Master of Agriculture of UPN Veteran Jawa Timur compared to similar study programmes is that it has been accredited with a "Good Accreditation" rating through the Decree of the National Accreditation Board for Indonesian Higher Education Number 697/SK/BAN-PT/Akred/M/IV/2019. Accreditation is an indicator of a quality assurance system that shows that the Master of Agribusiness has been managed properly. The dimension of excellence that continues to be developed is in the field of Research and Community Service with state defense character, namely providing alternative solutions to the nation's problems, especially in the fields of Food Security, Social and Community Empowerment.

Generally, the majority of Master of Agriculture graduates have had jobs in government agencies, government-owned companies, private companies, and including working at private universities in various regions.

MAGRI is a postgraduate study programme managed by UPN "Veteran" East Java. At the beginning of the proposal for the establishment of the study programme, it was decided to provide advanced agribusiness competency development for students who had studied agribusiness in the undergraduate programme. This study programme is a master level education programme that focuses on the formation and development of agribusiness competencies through mastery of sciences and knowledge-based decision skills for organisational entities. The establishment of this programme is based on the belief that adequate mastery of knowledge and mastery of good knowledge-based decision-making skills can help the Indonesian agribusiness world, especially in dealing with the development of technological disruption, declining agricultural regeneration, and efforts to maintain the spirit of nationalism and love for the homeland. This is in accordance with the dreams of our veterans who established the university as a "Living Monument" for independence veterans with the motto "Widya Mwat Yasa" which means that the entire academic community is always "Learning to Build the Nation and State". This ideal is in line with the strategic concept developed by the university today.

Appraisal:

For both programmes, the expert panel concludes that the reasons given for the positioning in the educational market of this study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

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

The admission to State Universities in Indonesia is regulated by the Government (Ministry Decree 60/2018). Based on this, the University follows a Rector's Decree with "Guidelines for admission of new students" that complies with the Government regulation. Also, the Rector's Regulation for Undergraduate Education includes directions for admission. The admission test of state universities in Indonesia has three paths: SNMPTN, SBMPTN and independent pathway.

The SNMPTN is a National Selection University Entrance Test. SNMPTN is the selection for the best students in high schools. This selection is implemented before the high school graduation. The selection committee is appointed by the Ministry. The prevailing high school accreditation status is also taken into the consideration.

The SBMPTN (Joint Selection University Entrance Test) is a computer-based national test organised by the Ministry for all prospective students on the same day.

The University also has the option for an independent pathway, called Mandiri Selection. Each state university is given authority to decide the quotas for prospective students (under SNMPTN and SBMPTN). Each state university can also within its rights organise its own selection.

UPNVJT has set the quotas for students acceptance in the percentage of minimum 20% for SNMPTN, 40% minimum for SBMPTN and 30% maximum for Mandiri Selection. The procedure for the Mandiri Selection is regulated under the above-mentioned Rector's Decrees. All public universities in Indonesia must report their admission process and results afterwards.

UPNVJT has a website (Unduhan – PPMB (upnjatim.ac.id) to provide information to prospective students, with a special dedicated email (maba@upnjatim.ac.id) and online helpdesk to address any issue during the admission process. This website provides information, including the quotas for each study programme. Furthermore, UPNVJT organised "Edufair 2021" which is being streamed on YouTube, Instagram, and Campus Television in order to directly connect to prospective students. To ensure equal opportunity for disadvantaged students, scholarships are awarded on all admission pathways (SNMPTN, SBMPTN and independent pathway). Scholarships can be awarded on national-level (organised directly under the Ministry), and on the university levels (UPNVJT). During the online conference students and alumni welcomed this support and underlined the importance of scholarships for students.

Also, the selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rectors Decree of Prospective Students Admission and in the Rector's Academic Regulation for Undergraduate education⁹. These decrees especially prescribe accreditation status, capacity,

9) See „Selection Art. 8“.

registration time, admission requirements, selection process, tuition fees, payment procedures, data verification, and re-registration procedures (registration).

The requirements for English skills are regulated in the Rector's Decree of Academic Regulations¹⁰ based on legal stipulations from the Government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards." An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

As part of the curriculum, there are two courses, "English 1" and "English 2", that are mandatory for every student. They need to be completed within the first year of study. Furthermore, before they submit the final project (thesis) students must proof their English proficiency as a condition with a minimum score: International Certificate JETSET Level 4; Pearson-LCC1 - UK (equivalent to IBT-TOEFL 57-86) or Institutional Certificate English Proficiency Test / EPT 450 - LC-UPN "Veteran" Jawa Timur (equivalent to ITP-TOEFL 450).

The result and decision of the various admission tests (SNMPTN, SBMPTN and independent pathway) can be directly accessed through the national website (<http://snmptn.ac.id> and <http://www.sbmptn.ac.id/>). The result from the independent pathway entrance test is transparently communicated through a dedicated one-gateway portal ([PPMB – Pusat Penerimaan Mahasiswa Baru UPNV Jatim \(upnjatim.ac.id\)](#)). This one-gateway portal also contains additional information about the study programmes (quotas, tuition fees, registration procedures).

Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service per special dedicated email, or to an online helpdesk at the university, for clarification of specific questions, of personal aptitude or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements for new students on language proficiency in English can be low. Only before submitting the final thesis students have to proof a level of sufficient English knowledge. The University offers preparatory language courses (English 1 and 2) that may help ensure that students are able to successfully complete the study programme. As these regulations are based on Government rules the panel got the impression that the students can cope with these requirements, also when it comes to English literature that they have to read during their studies. Nevertheless, the panel recommends the UPNVJT intensifying the preparation of English language skills by additional courses, especially for Business English.

¹⁰ See Art 15.

The panel welcomes that 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		
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

All HEIs in Indonesia implement outcome-based education (as regulated under the legal requirements of the Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI / study programme. This curriculum is entitled by the Ministry as “Independent Campus: Free to Learn (MBKM)” since it promotes higher student mobility and off-campus learning.

This policy to encourage multi-disciplinary abilities and competencies is called MBKM. Through this policy, students can take courses from different study programmes both domestic and abroad. In 2021, the Ministry of Education and Culture will also issue a programme to facilitate the exchange of domestic students with the Permata Merdeka programme. By implementing this programme, students can study at other campuses to enrich their multidisciplinary competencies and abilities. In addition, MBKM programme facilities are also utilized for international exchanges and additional internships.

Bachelor of Agribusiness

Learning outcomes are the sum of four aspects (attitudes, general skills, knowledge, and special skills). Agribusiness study programme has designed all of its study programmes with a total of 145 SKS credits for 8 semesters. The four aspects of learning outcomes are described as follows:

Aspects	Learning Outcomes
Attitudes	<ul style="list-style-type: none"> • Demonstrate a firm attitude towards the basic values of State Defense. • Demonstrate an attitude of honesty, responsibility, confidence, emotional maturity, ethics, and awareness of being a lifelong learner.
Knowledge	<ul style="list-style-type: none"> • Able to explain general theoretical concepts about plant biology, agricultural techniques, climatology, agricultural product processing, agricultural socio-economics, and agribusiness management in supporting integrated and sustainable farming, both in oral and written form with multimedia or other suitable teaching aids.
	<ul style="list-style-type: none"> • Mastering specific insights and knowledge in the agro-industry field, marketing, international business, research and business consulting, as well as bureaucracy based on local wisdom, global challenges, and sustainable agriculture. • Mastering theoretical concepts of methodology, operational design, and analytical tools for solving problems in the socio-economic field of agriculture and the field of agribusiness management to achieve sustainable agricultural development

General Skills	<ul style="list-style-type: none"> • Able to apply logical, critical, systematic, and innovative thinking by utilizing information technology to produce solutions in the socio-economic, agricultural and agribusiness fields, both individually and in groups with full responsibility, and manifested in scientific documents. • Able to study and apply general basic science in order to develop scientific, professional behavior, have emotional intelligence, and be able to negotiate by prioritizing ethics, honesty, and defending the state, and able to use at least one international language both oral and written communication • is able to develop expertise, adapt, work together, create, contribute, and innovate in applying science and technology in the socioeconomic field of agriculture and agribusiness in social life and able to act as global citizens with a global perspective. • Capable of documenting, storing, securing, and recovering data to ensure validity and prevent plagiarism practices in academic culture. • The ability to identify and analyze problems, potentials, and prospects and recommend alternative decision-making in the agribusiness sector, especially in marketing, international business, agro-industry, entrepreneurship, research and business consulting, and bureaucracy using quantitative and qualitative methods
Specialised Skills	<ul style="list-style-type: none"> • Able to plan, organize, implement, and evaluate agricultural business on a farm scale and or enterprise scale (enterprise) using the concept of sustainable agriculture and local wisdom by conducting quantitative and qualitative analysis to anticipate global challenges. • Able to analyze market potential, initiate, and manage agribusiness and its risks based on sustainable agriculture and integrated agriculture • Skilled in negotiating and communicating effectively with agricultural stakeholders and skilled in utilizing developments in information technology.

The curriculum is designed as follows:

Sample Curriculum Overview														
Bachelor Degree of Agribusiness Study Programme, 8 Semesters														
Modul No.	Title of Course Unit	Credit Points per Semester (ects)								Workload		Method of Teaching i.e. lecture, practical,	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
1st Semester														
M1	Pendidikan Pancasila	4,83								80	40	L	Exam Paper (90 Mn)	
M2	English I	3,22								30	50	L	Exam Paper (90 Mn)	
M3	Introduction of Economics	3,22								30	50	L	Exam Paper (90 Mn)	
M4	Bahasa Indonesia	4,83								80	40	L	Exam Paper (90 Mn)	
M5	Basic of Management	3,22								30	50	L	Exam Paper (90 Mn)	
M6	Introduction to Agricultural Science	3,22								30	50	L	Exam Paper (90 Mn)	
M7	Agricultural Biology	4,83								80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M8	Mathematical economics	3,22								30	50	L	Exam Paper (90 Mn)	
2nd Semester														
M9	Civics	4,83								80	40	L	Exam Paper (90 Mn)	
M10	English II	3,22								30	50	L	Exam Paper (90 Mn)	
M11	Religion and Science	4,83								80	40	L	Exam Paper (90 Mn)	
M12	Agroclimatology	4,83								80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M13	Statistic	4,83								30	50	L	Exam Paper (90 Mn)	
M14	Microeconomics	3,22								80	40	L	Exam Paper (90 Mn)	
M15	Agribusiness Accounting	3,22								30	50	L	Exam Paper (90 Mn)	
M16	Scientific Writing Method	3,22								30	50	L	Exam Paper (90 Mn)	
3th Semester														
M17	Education State Defense			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M18	Basic Plant Cultivation			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M19	Basics of Soil Science			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M20	Basic Plant Protection			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M21	Macroeconomics			4,83						80	40	L	Exam Paper (90 Mn)	
M22	Farming Science			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M23	Agribusiness Information Technology			3,22						30	50	L/P/F	Project Essay / Field Work / Exam Paper	
M24	Agricultural Sociology			3,22						30	50	L	Exam Paper (90 Mn)	
4th Semester														
M25	Agricultural Economics			4,83						80	40	L	Exam Paper (90 Mn)	
M26	Agribusiness Management			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M27	Agribusiness Marketing			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M28	Agro-industrial Economy			3,22						30	50	L	Essay Paper (90 Mn)	
M29	Human Resources Management			3,22						30	50	L	Essay Paper (90 Mn)	
M30	Quantitative Method			6,44						80	80	L/P/F	Project Essay / Field Work / Exam Paper	
M31	Institutional Economy			3,22						30	50	L	Essay Paper (90 Mn)	
M32	Production and Operations			4,83						80	40	L	Essay Paper (90 Mn)	
5th Semester														
M33	Entrepreneurship			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M34	Qualitative Method			4,84						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M35	International Business			3,22						30	50	L	Essay Paper (90 mn)	
M36	Agro-industrial Technology			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M37	Agribusiness Information System			3,22						30	50	L	Essay Paper (90 Mn)	
M38	Environmental Impact Assessment (EIA)			3,22						30	50	L	Essay Paper (90 Mn)	
M39	Agribusiness Communication			4,83						80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M40	Internship			3,22						80	40	F	Portofolio	
6th Semester														
M41	Leadership					4,83				80	40	L	Exam Paper (90 Mn)	
M42	Agricultural Development					4,83				80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M43	Managerial Economics					3,22				30	50	L	Portofolio	
M44	Financial Management					3,22				30	50	L	Essay Paper (90 Mn)	
M45	Agribusiness Feasibility Analysis					4,83				80	40	L/P/F	Project Essay / Field Work / Exam Paper	
M46	Agribusiness Research Methods					6,44				80	80	L/P/F	Project Essay / Field Work / Exam Paper	
M47	Modern Retail Management					3,22				30	50	L	Exam Paper (90 Mn)	
M48	Agribusiness Strategy Management					3,22				30	50	L	Exam Paper (90 Mn)	
7th Semester														
M49	IKKN													
M50	Proposal Thesis						4,83			80	40	L	Portofolio	
8th Semester														
BA	Bachelor's Thesis									9,66	210			11 / 210
total		30.59	32.2	35.42	35.42	22.54	33.8	4.83		9.66	2870	2460		
L: Lecture										194,81				
P: Practical										supply				
F: Fieldwork														

The name of the Agribusiness study programme has been used nationally based on the Decree of the Director General of Higher Education of the Ministry of Higher Education of the Republic of Indonesia Number: 163/DIKTI/Kep/2007 concerning the Structuring and Codification of Study Programs in Higher Education. The main competencies that must be possessed by graduates of the Agribusiness study program are abilities in the field of agribusiness who are professional, and have an entrepreneurial spirit in applying agribusiness-based science and technology, so that in designing the curriculum consider the needs of Indonesia as an agricultural country that requires professionals with special competencies in the agribusiness field expected to be able to manage Agribusiness more optimally.

The agribusiness study programme prioritizes a balance between theory and practice. Learning outcomes have been adjusted to the competence or concentration of learning. Agribusiness study programme has three concentrations: Agribusiness Management, Agricultural Economics and Agricultural Communication. In addition,

Agribusiness study programme also aims to produce future academics, researchers, and creative entrepreneurs.

The MBKM (Independent Campus, Freedom to Learn) curriculum facilitates and tries to balance the integration of theory and practice. Starting from the third year, students can implement their knowledge for up to a year outside campus by pursuing internship programmes with partnering companies. Two programmes can be implemented in this curriculum such as across-departments student exchange programme, which allows students to study in another department inside the university (minimum 6 credits), and across university students exchange programme, which allows the students to study in another state university (minimum 6 credits).

To support the implementation of MBKM internships, the Agribusiness Study Program seeks formal collaboration (namely MoUs) with several government and non-government institutions, guided by the profile of graduates of the Agribusiness Study Program. As of November 2021, the Agribusiness Study Program is still in the process of signing the MoU with PT Perkebunan Nusantara XII, the National Food Standardization Agency, PT Belfoods Indonesia and BISA AI Academy, a total of 20 credits of MBKM internships will be converted into seven relevant elective courses, as follows:

1. Leadership
2. Agricultural Development
3. Agribisnia Feasibility Analysis
4. Strategic Management
5. Financial Management
6. Managerial Economics
7. Creative Economy

The seven courses listed above are selected based on the suitability of learning outcomes.

Agribusiness study programme emphasizes interdisciplinary thinking by offering courses from other disciplines: Agribusiness accounting, Agricultural politics, international trade, marketing management, entrepreneurship, production and operations management, etc. Furthermore, students are encouraged to join between faculties and between university courses based on their interests starting from semester 5. Agribusiness study programme also collaborates in learning collaboration with the Agribusiness Study programmet of UPN Yogyakarta, so that students get a different experience in other agribusiness majors.

The agribusiness study programme aims to produce competitive graduates while still prioritizing ethical aspects. To produce these graduates, an academic environment that prioritizes ethical aspects is needed as well. The academic ethics are arranged in the Academic Manual which consists of:

- Teaching ethics (lectures)
- Student ethics
- Ethics for administrative staff (education)

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 86 of 2017 concerning the Statute of the Universitas Pembangunan Nasional "Veteran" Jawa Timur Part 4 Article 22, it is regulated that academic ethics are the guidelines for the academic community and do not conflict with human rights in carrying out activities academic.

Methodological competence is delivered through research methods courses. The course is introduced since the first year (semester 2). Research-based learning is designed to assist students in producing independent research work as a final project.

Exams for Agribusiness study programme students can be held in various formats. Consists of a combination of: midterm exams, final exams, assignments, practicum (laboratory work), quizzes and other suitable formats that measure four aspects of learning outcomes (attitudes, knowledge, general skills and specific skills). Thesis can be in the form of a research report (regular thesis) or another format (academic journal publication with the same weight as a regular thesis). This final project is written based on scientific principles and scientific ethics, original and based on regulations set by the faculty. Regular thesis will be examined at the final exam, while students who choose the journal publication form will be exempt from the final exam (additional requirement following journal reputation) and write a report instead.

Master of Agriculture

The composing of the curriculum for the MAGRI is based on the purpose of the study programme, which is to produce graduates who are excellent with state defense character to be entrepreneurs, managers, consultants, researchers and educators in the field of agribusiness. Students are given the ability to obtain sufficient abilities in accordance with learning outcomes, a balance between theory and practice, all courses are connected to meet the objectives of the study programme.

1 st Semester										
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
M1	Agribusiness Management	4.8							80	40
M2	Managerial Economics	4.8							80	40
M3	Professional Manager Development	4.8							80	40
M4	Production and Operations Management	4.8							80	40
M5	Human Resource Management	4.8							80	40
2 st Semester										
M6	Agribusiness Marketing Management		4.8						80	40
M7	Financial Management		4.8						80	40
M8	Agribusiness Research Method		4.8						80	40
M9	Quantitative Methods		4.8						80	40
M10	Agribusiness Decision Making Methods		4.8						80	40
M11	Agribusiness Decision Making Methods		4.8						80	40
3 st Semester										
M12	Agribusiness Strategic Management			4.8					80	40
M13	International Business			4.8					80	40
M14	Capita Selecta Agribusiness			4.8					80	40
M15	Agribusiness Policy			4.8					80	40
M16	Leadership And Entrepreneurship			4.8					80	40
4th Semester										
M 114	Thesis			9.6					40	80

The naming of the study programme is adjusted to the clumps of science and technology that have been recognized by the relevant scientific community and credible professional associations or organisations. The name of the study programme is based on the Regulation

of the Minister of Research in Higher Education Technology Number 33 of 2018 about the naming of study programs at universities and the Regulation of the Minister of Research on Higher Education Technology Number 59 of 2018 which contains the awarding of diplomas, certificates of competence, and how to write degrees in universities.

The curriculum structure of the Master of Agribusiness study programme balances theory and practice. Students are given the ability to obtain sufficient abilities in accordance with learning outcomes, a balance between theory and practice, all courses are connected to gain the objectives of the study programme. The course contains 36 credits of theory and 7 credits of practical content and almost all courses use case studies in their learning methods. In addition, the lecturers share their field experiences/research in each teaching and learning process of their courses so that students increase their knowledge and insight about management and business and their development.

The Master of Agribusiness programme provides courses outside the field of agribusiness which is an interdisciplinary approach in solving agricultural development problems. An interdisciplinary approach that is translated into a learning model that provides scientific groups of agribusiness management and agricultural economics to advance fundamental understanding and solve problems beyond agribusiness discipline. They are professional manager development skills, business law and ethics. Students have possibility to study subjects other than agribusiness courses through optional courses. The provided optional courses are Leadership, Entrepreneurship, Capita Selecta, and Business Law and Ethics.

MAGRI gives students ability to solve agribusiness problems with business ethics soft skills that they will be able to identify and manage agribusiness risks. Improving the learning content of soft skills material on ethics and morals in the world of work through courses such as Business Law and Ethics, and several courses contain ethical and moral soft skills content, they are Professional Manager Development Skills, Agribusiness Decision Making Method, and Leadership and Entrepreneurship.

Operationally in the teaching and learning process, the study programme trains students to have academic skills, basic engineering skills, and develop psychomotor abilities. Specific courses to train basic skills are Agribusiness Management and Managerial Economics, Agribusiness Research Methods which are attached to the diploma supplement. Courses that provide development of psychomotor abilities such as academic project work, namely Capita Selecta agribusiness and field work practices. At the beginning of the fourth semester, each student is required to write a thesis as a final project which has 6 credits and is guided by 2 supervisors. Each thesis written by students must go through two stages of seminars, namely the Thesis Proposal Seminar and Thesis Research Results Seminar.

Periodically per semester the Quality Assurance Group checks the questions given by the lecturers are in accordance with the Lesson Plan material and course descriptions that have been made by the supporting lecturer. The Quality Assurance Group checks the sample questions through an academic quality audit, whether there is compatibility between the learning materials, lesson plans and the questions given. Examination of the exam script refers to the university's Quality Assurance System regulations and is carried out regularly, systematically and planned and continuously, in order to meet the quality of graduate competencies, in accordance with the needs of stakeholders and the development of science and technology in order to achieve the expected learning outcomes.

Appraisal:

The panel welcomes that the curriculum of all programmes adequately reflects each programme qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes.

In both the Bachelor's and Master's programmes, the HEI switches between "Agribusiness" and "Agriculture" in its descriptions. For example, the curriculum is titled "Agribusiness" (Bachelor) but the degree is titled "Agriculture". Such differences can be found in both programmes. Therefore, the panel recommends the following **condition for both programmes**:

The HEI ensures an identical title of the programme in all relevant documents.

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourses and practical applications complement each other in developing the students' qualification profile.

The panel welcomes that several courses imply ethical training. General aspects of studies are communicated with the Code of Conduct (especially on academic integrity).

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel welcomes those methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in practical work. This further improves the methodological level of the programme.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The final theses are evaluated based on previously published and coherently applied 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)				Condition	
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

Bachelor of Agribusiness

Projected study time	8 semesters
Number of Credit Points (CP)	145 credits x 1.6 ECTS = 232 ECTS
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Time required for processing the final thesis and awarded CP	Six months

Examinations are regulated in the University and Faculty levels. More specific study and exams regulations are available in the Faculty student's handbook.

Students pass the course if they get a minimum grade of C. Students who get D+, D and E must repeat the courses and exams in the following semester.

Students are expected to collect a minimum of 145 credits and a maximum of 160 credits. 1 SKS consists of 50 minutes of direct face to face lecture, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes. Therefore 1 SKS = 170 mins X 14 weeks = 2380 minutes (39.7 hours). With 1 ECTS equals to 25 hours, thus the credit equivalence is 1 ECTS equals to 1.61 SKS.

Agribusiness study programme is an average study programme dominated by female students. Therefore, equality is an important aspect in agribusiness study programme. There are regular conferences on agricultural politics and Gender where activists are invited to guide students on various topics including sexual harassment and other social justice issues. Students with disabilities are given access (special lanes) in the agribusiness study programme building as well as all forms of affirmative action, for example in the exam process. and standards for assessment and evaluation of UPNVJT and ensuring that the PTN entrance test is not discriminatory, UPNVJT also provides scholarships for underprivileged students.

Master of Agriculture

Projected study time	4 semesters
Number of Credit Points (CP)	47 sks equal to 75,57 ECTS
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of modules/courses	16 modules
Time required for processing the final thesis and awarded CP	Six months

The workload of one module is as follows:

- 1 credit (SKS) refers to Meeting duration : 50 Minutes
- Self Study : 60 Minutes
- Task : 60 Minutes
- Therefore 1 SKS = 170 minute. In 1 semester for 1 credit there are 14 x meetings.

1 SKS credit consists of 50 minutes of face-to face lectures 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes. Therefore 1 SKS = 170 mins x 14weeks = 2.380 minutes (39.7 hours). With 1 ECTS equals to 25 hours, thus the credit equivalence is 1 SKS equals to 1.6 ECTS.

Regulations regarding the administration of study programmes and required information regarding to the programme requirements, structure or examinations are given in the Master of Agribusiness Handbook and Rector's Regulation No. 3 of 2019. The structure of the programme begins to initiate students to interrupt their studies to study abroad through the Merdeka Learn programme Independent Campus MBKM.

Some of the following indicators are also covered in other chapters. Regardless of their treatment under other assessment criteria, this chapter is concerned with them in the context of a thorough consideration of the feasibility of the study workload.

The teaching and learning process is periodically audited for academic quality and monitored by all department heads so as to ensure students graduate on time. Each course workload is between 1 – 3 credits.

MAGRI does not discriminate genders of students who are registered and come from various ethnic groups throughout Indonesia. Students come from various socio-economic backgrounds, ranging from students who have low financial to high financial. The occupations of parents or guardians ranging Civil Servants/TNI-Polri, BUMN/BUMD/Private Employees, Farmers/Fishermen, Entrepreneurs and others. This shows that the Agribusiness master's program does not discriminate between the socio-economic backgrounds of prospective students.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. In addition Rector's and Faculty regulations give descriptions on programme elements. However, the panel recommends substantiating the relevant exams and test formats in the syllabi of each course.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students get individual assistance in special circumstances.

		Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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

For both programmes

The UPNVJT prescribes the learning and teaching methods especially in Art. 25 of the Rector's Academic Regulation for Undergraduate Education. Learning methods have to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The student-centred learning (SCL) method shall include problem-based learning, project-based learning and interactive learning skills with group discussions, role playing and simulation. This applies to all study programmes.

The Covid-19 pandemic requires lecturers to fully adopt the online platform (ILMU) to organise the teaching. Therefore the UPNVJT e-learning portal (www.ilmu.upnjatim.ac.id) is used more intensively, where students can access all materials from their lecturers.

Bachelor of Agribusiness

The learning process can be divided into on-campus learning and off-campus learning. Campus learning usually consists of a combination of student-centred learning and practice-centred learning. Off-campus learning can be realised in different learning methods:

Table 1: Learning Process

Teacher-centered learning	Class teaching, demonstration, practices
Student-centered learning	Case study and problem based learning: discussion of specific scenarios that resemble or typically are real-world examples.
	Task-based learning: revolves upon completion of structured tasks.
	Interactive skills: discussion, role-playing, simulation.
Off-campus learning	Student exchange (student mobility programme), internship, community service – field work, research, entrepreneurship, independent project, humanities projects, teaching elementary schools.

Course materials are used in the form of conventional text-books and monographs, power points presentations, e-book, scientific journals, tutorial videos, audio recordings and video recordings. Students stored assignments and delivered exams in this ILMU-portal while

lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time.

International guest lectures were invited because of their research excellence, whereas Indonesian guest lectures were invited because of their professional credentials. Guest lecturers are part of the course management, especially within the competency-based courses (concentration courses). Some of the guest lectures (international and local) within the last three years (2018-2021) were:

Table 2: Examples of guest lectures

Courses	Guest lectures
Agriculture Economics	Vice president sales region Jawa Timur
Plantation crop agribusiness	VicePresident PT. London Sumatra Indonesia
Environmental Impact Analysis	Director of Environmental Certification Institution (AMDAL)
Production Economics	Associate Professor of Graduates school of Agriculture and Food Science Research Center Ehime University

Agribusiness department currently does not employ academic tutors for students. However the functions of academic tutorial relied on the lecturers and academic advisors. Students are encouraged to consult to his or her difficulties to the assigned academic advisor as well as consulting directly to their lectures.

Master of Agribusiness

National curriculum standards require university to adopt results-based, student-centred and mixed learning education as a teaching pedagogy. Therefore, each course is designed according to what will be obtained, studied, mastered, and produced by students at the end of the lecture, which is then measured coherently with the learning outcomes program (PLO).

Lecturers must provide a syllabus in advance and pass it to students at the beginning of the lecture. Generally, lecturers will provide reading recommendations and mandatory readings in the form of textbooks, scripts, literature recommendations, practical examples, case studies, and upload materials on the e-learning platform. Lecturers provide presentation slides, materials such as assignments, discussion topics, and others in class. In addition, the learning method carried out by lecturers is face-to-face meetings in class, but during the COVID-19 pandemic, lecturers conduct distance learning or online. Lecturers also use blended learning methods, which are a mixture of meeting and online learning methods.

The programme has held guest lectures in recent years with a Professor from the Ehime University (Japan), a Professor from Sultan Kudarat University (Philippines), a Professor from UPLB (Philippines). Meanwhile, from Indonesia, several representatives were from the Indonesian Professors Association invited. Guest lecture topics include sustainable agriculture, the impact of climate change on agriculture as well as scientific writing techniques for international publications.

The Agribusiness Department provides opportunities for the Master of Agribusiness students to teach the Bachelor students. The courses taught by the tutors include, for example, Operations Research Practice and Agribusiness Management.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. The panel became convinced that the digital platform ILMU is 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.

In the Master of Agribusiness programme, lecturing tutors support the students in the learning process and help them develop competences and skills.

	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

Bachelor of Agribusiness

Each course has been designed to observe the socio-economic phenomena of agriculture, not only in the local and Indonesian context, but also at the international level. Students are expected to have multiple perspectives on social phenomena inside and outside Indonesia. Lecturers also regularly invite guest lectures from abroad, increasing the international content of the curriculum. Community Service Course (KKN) is part of a mandatory course where students are expected to work in remote villages outside Surabaya for a minimum of three months. This experience shall enhance students' skills to deal with cultural diversity outside of campus. Some courses such as Agribusiness Communication apply comparative studies outside Java to observe and experiment with different cultures and societies.

Currently the study programme has students from Yemen and students from various regions in Indonesia.

Although the programme does not have lecturers from foreign nationals yet, there are several internationalisation efforts that have been initiated:

- Invite international scholars to be keynote speakers, guest lectures and to provide curriculum advice
- International guest lectures on several subjects
- Funding and sending lecturers to international conferences in Asia
- Organising international conferences

Most courses are delivered in Indonesian. However, starting in 2020 the programme offers several courses in bilingual (Indonesian – English). The bilingual language includes course material, course content, lecture delivery, course assignments and written exams. Research methods courses also require students to read English-language academic publications from reputable journals.

Master of Agribusiness

The internationalisation in programme is essentially the mobility of knowledge, ideas and programmes: In form of establishing cooperation or international partnerships, joint research, international publications, students and lecturers exchange, attending international seminars, as well as other forms of cooperation in accordance with the agreement between institutions/Independence to study at the Kampus Merdeka (MBKM). In addition, the implementation of the internationalisation of the programme is also held by lectures using English in the Agribusiness Management and International Business courses.

The programme does not have international students so all students are Indonesian (natives).

The internationalization of the programme at the Faculty level has been carried out by

- visiting lecturers based on the MoU such as between UPNVJT and the University of Putra Malaysia,
- recruitment of students from Timor Leste,
- establishing academic partnerships through lecturers from abroad, e.g. from UPLB (Philippines) and Nanyang University (Taiwan), and visiting students from various universities in Western Australia.

The languages used in the programme are Indonesian and English, with the majority using Indonesian language. The courses and materials taught in English are Agribusiness Management and International Business which are regular courses.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, internationality is only related to the ASEAN region. Therefore, the panel recommends taking a more global perspective by e.g., including more international literature.

The student body consists mostly of Indonesian students, due to the fact that all courses, except for foreign languages classes, are taught in Bahasa Indonesia. At the point of the online conference, there were international students from Yemen enrolled in the Bachelor of Agribusiness programme and no international student in the Master of Agribusiness programme.

Faculty has no international composition (lecturers from different countries, lecturers with international academic and professional experience). Although the University tries to intensify the internationalisation the panel **recommends** including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills. In this context, the panel would like to encourage further cooperation with more foreign HEIs, for instance to attract visiting professors.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nevertheless, as the programmes strive to integrate more international elements, the panel **recommends** including more training of the English language. The study programmes can achieve this by integrating more English language content and literature so that students' English skills can improve.

	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)

Bachelor of Agribusiness

The characteristics of interdisciplinary and multidisciplinary thinking and skills are seen in several aspects:

- Regular courses of the study programme: Entrepreneurship, farming science, agricultural communication, agribusiness management, agricultural politics, parameter statistics or agribusiness accounting.
- Inter-faculties and inter-universities courses: Starting from the 5th semester, students are encouraged to pick inter-faculties courses and inter-universities courses. The Ministry of Education has regulated that students are allowed to pick any courses (up

to 40 sks) from Indonesian universities (the list of courses offered is published nationally);

- Community service – fieldwork courses: this is obligatory in the 6th semester where students work in remote villages consisting of teams from other study programmes in UPNVJT;
- Internship programme: one month and up to six months internship in various institutions and companies.

Master of Agribusiness

Some subjects are designed to include multidisciplinary skills, such as Professional Manager Development, Agribusiness Capita Selecta and Field Work Practice. These courses are very important in developing students' personalities through their daily personal lives, not only in social activities but also in their business activities. The skills obtained include communication and public speaking, operation and conflict handling, and leadership. This is based on their personality and social function, so that multidisciplinary competencies are needed managerially, psychologically, and in communication.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course 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. This is also underlined by dealing with different subjects such as international business and entrepreneurship.

		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)

For both programmes

The study programmes have four laboratories (more details in chapter 4.4) which support the teaching process at the practice-oriented level. At the University level, UPNVJT has a Career and Entrepreneurship Counselling Center with the mission of helping graduates to compete in the national and global job market.

Bachelor Agribusiness Agriculture

The study programme has entered partnerships with several companies (see chapter 4.3) to offer students an internship programme of up to six months. Furthermore the programme also offers national certification as Junior PR for students to improve their employability before they

graduate. Additionally, the programme regularly invites alumni, stakeholders and professionals to align market needs with the PS Agribusiness curriculum. Therefore, the curriculum design is always in line with the job market.

Master of Agribusiness

Leadership abilities are reflected in the curriculum content that has been set in terms of human resource management, corporate strategy, budget management and other managerial aspects. In addition, the programme improves self-development by building the entrepreneurial spirit of students through leadership and entrepreneurship courses.

For students, work skills are reflected not only during lectures in the classroom but also the openness of lecturers and chairpersons through solutions sharing to problems faced in the workplace and exchanging experiences.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. The panel welcomes UPNVJT's activities of promoting employability. In particular, the possibilities to absolve internships with a subject close to their study and get experiences in courses on leadership and entrepreneurship can improve the integration of theory and practice as do adequate and suitable courses and extra-curricular initiatives.

The University also conducts a tracer study to evaluate the further career of graduates to ensure that the contents of the curricula meet the current and future needs of the job market.

		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

Bachelor of Agribusiness:

The Bachelor programmes employs 29 full-time lecturers and 2 part-time lecturers with minimum academic qualifications of Master's Degree in Agricultural Agribusiness or a relevant field of study. Agribusiness study programme members graduated from leading universities in Indonesia¹¹. There are two lecturers with the title of professor, twelve lecturers with the title of Doctor and 15 with a Master's degree.

	Faculty members
Full Time Lecturers	29
Professors	2
Doctoral degree	12
Master's degree	15
Part-Time Lecturers	2
Total full time and part time lecturers	31

The minimum qualification for a lecturer in agribusiness study programme is a Master's degree. Part-time lecturers are recruited not only because of their Master's degree qualifications, but also their professional background in the industry. Courses such as integrated farming, agricultural consulting, farmland production and hydroponic vegetable production require professionals with knowledge in both theory and practice. Some lecturers have various business ventures, especially in the field of agribusiness. Four lecturers have served as consultants at BAPEDA East Java, which oversees and regulates regional income in East Java. Many lecturers of Agribusiness study programme join the Indonesian Agribusiness Association (AAI) and the Indonesian Agricultural Economics Association (PERHEPI).

Master of Agribusiness:

There are 11 full-time lecturers in the Master of Agribusiness study programme, 9 lecturers are holding Doctoral degrees and 2 are having Professor titles. The programme does not have part-time lecturers.

¹¹ Gadjah Mada University, University of Indonesia, Padjadjaran University, Brawijaya University, Bogor Agricultural University and Airlangga University

	Faculty members
Full Time Lecturers	11
Professors	2
Associate Professors (Doctoral degree)	9
Master's degree	-
Part-Time Lecturers	-
Total full time and part time lecturers	11

The academic criteria to be a master programme lecturer is having academic qualifications of doctoral graduates that are relevant to the study programme mentioned in the state regulation.¹²

Lecturers who want to develop their experience while increasing their income can run a business, because their profession is unique and flexible. The Master of Agribusiness study programme's lecturers are also farmers, consultants or research data analyst, experts in regional policy studies and running food and beverage business.

For both programmes:

Lecturers are appointed by the government or the management body of the University. The recruitment process for lecturers in the UPNVJT is carried out centrally by the Government of Indonesia through the selection of civil servant candidates (Calon Pegawai Negeri Sipil – CPNS) and the recruitment process independently by UPNVJT.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). Besides Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year as further education and are funded by the UPNVJT. This helps lecturers design, manage, execute, organise, and evaluate their courses and teaching methods. UPNVJT also regularly sends faculty members on teaching certification: such as designing outcome-based education (OBE) methods and curriculum.

¹² Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 about National Standards for Higher Education. The lecturer recruitment procedure begins with an open announcement process, followed by the administrative examinations, written examinations and teaching simulations, as well as health and psychological examinations. The University adopted Law Number 14 of 2005 about Teachers and Lecturers, stating that professor is the highest functional position for lecturers who are still teaching in the higher education unit. The position of professor is achieved after the lecturer goes through the stage of achieving a predetermined credit score according to the cumulative value obtained. According to Minister of State Apparatus Regulation (Permenpan) no. 46 of 2013, the requirements to reach the level of Professor/Professor are 1) Doctoral certificate (S3) or its equivalent; 2) At least 3 years after obtaining a Doctorate (S3) diploma; 3) Scientific papers published in reputable international journals; and 4) Have work experience as a lecturer for a minimum of 10 years.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education. Besides conducting lectures they have to plan the learning process, to conduct assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

Lists with faculty members teaching at the Bachelor of Agribusiness and Master of Agribusiness show that all courses of the curricula are covered with corresponding qualification.

Faculty members are expected to cooperate with each other. All courses are delivered in team teaching (minimum of two lecturers). This team needs to meet regularly for coordinating, maintaining, organising course materials, examination, and course evaluation. Apart from teaching, the Ministry of Education has set the mission 'Tri Dharma' or three main obligations of lecturers that includes teaching, research, and community service.

Each student has an academic supervisor assigned by the Faculty. The academic advisor must hold a permanent position with a minimum qualification of Master degree. If the academic advisors are unable to perform their duties, the Faculty will assign a new academic advisor. The duties of supervisors include:

1. To guide students in planning his/her study and give consideration to the courses to be taken;
2. To approve study plan cards through the online system SIDOS;
3. To give insights and guidance about the number of credits to be taken;
4. To follow the development of students;
5. To help find solutions for students if the academic problems persist.
6. To motivate students to participate in the student body (Himakom) and other extracurricular activities (student communities).

A psychology counselling centre is available for students who struggle with their mental well-being. UPNVJT has a dedicated psychology centre with two psychologists to help students with difficulties. Usually, academic advisors will register the students and notify the centre.

The support of students by teaching staff also takes place beyond the classroom. Lecturers have regular office hours that are held at fixed times and by appointment. Students are also encouraged to contact them via email if they have urgent questions around a subject.

During the online conference students appreciated the intensive and effective support that they received from academic staff.

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. 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 programmes. As faculty members should hold the Sardos certificate the University verifies their qualifications. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. In particular with the training for AA and Pekerti 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 programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

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. The panel welcomes in particular that by law every student has an academic supervisor whom she/he can ask for advice and who will help her / him in case of difficulties. Also, it became clear during the online conference that Faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

		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

The programmes are managed and organised by the Programme Director, who is supported by administrative staff and reports to the Dean. The Dean is supported by Vice-Deans for academics, human resources, and finance and for student affairs. Specifically, the Programme Director tasks include:

- Planning schedules and evaluation of learning outcomes,
- Implementation of the lectures on the field of study,
- Coordinating the process of *tri dharma* (teaching, research, and community service) in the programme,
- Coordinating the planning, provision, and proposal of the need for lecture, facilities, and educational infrastructure,
- Coordinating and monitoring the preparation of teaching and learning process on the programme level, faculty level and university levels,
- Monitoring and evaluating the finance and budgeting on programme and faculty levels,
- Planning and suggesting the training of administrative staff to maintain the programme development,
- Evaluating and reporting the running programme management system,
- Fostering student activities both within the formal structure of student affairs and outside student organisations,
- Collaborating with corporate partners to support the learning process at the Faculty.

At Faculty level, administrative affairs are managed by administrative staff and coordinated under the head of administrative staff (Kabag TU) who is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. They help the Programme Director in maintaining the teaching and learning on a day-to-day basis, such as: schedules and timetables, examination, and final thesis exams. UPNVJT has an integrated online e-system (Siamik and Sidos) to help the management of the academic process. Administrative staff are routinely being mentored and trained to enhance their skills.

Furthermore, UPNVJT provides integrated services for students. To improve the quality of its services, UPNVJT periodically conducts surveys to measure the public satisfaction. Complaints from students or public can also be delivered on the UPNVJT website and the REPORT application on the Ministry website.

Appraisal:

The panel noticed that the study programme and the activities of everyone involved are well managed and coordinated by the programme coordinator. It is ensured 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. During the online conference, the panel was informed that 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		
4.2.2 Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

Bachelor of Agribusiness:

The Agribusiness Bachelor programme fully supports its faculty members to collaborate in teaching, research and community service. The following table shows some collaboration with HEI or other networks that are currently running:

Aspect of Tri Dharma	In cooperation with (HEI or networks)	Activities
Teaching	Ehime university	Inbound – outbound Summer exchange programme (before the pandemic). After the pandemic, the activities were moving online.
	UPN Yogyakarta	Joint teaching for several courses (research methodology, group communications).
	Trunojoyo University	Outbound teaching (several courses).
	Warmadewa university	Inbound multi-disciplinary courses
	The university of the Philippines Los Banos	Develop academic and educational cooperation and promote mutual understanding between the two universities
Research	UPN Yogyakarta	Joint-research and joint- publication funded by UPNVJT LPPM (Council of Research and Community Service) for several projects.
	Trunojoyo University	Joint-research and joint- publication funded by UPNVJT LPPM (Council of Research and Community Service) for several projects.
Community Service	Several high schools in Surabaya	Mentoring for high-school students (focusing on digital literacy and digital citizenship).

As of June 2021, the Bachelor programme is collaborating with several business enterprises and companies:

Enterprises / company	Activities
Balitan Buah Tropika	Studying places of exile and/or measures as an effort to prevent the entry and spread of pests and diseases or nuisance organisms from abroad and from one area to another within the country, or their exit from within the territory of the Republic of Indonesia.

Salesian of Don Bosco East Timor	Intended to facilitate and develop cooperation
Indonesian coffee and cocoa research center	implementation of education and teaching, research, community service and development

Master of Agribusiness:

The programme has cooperation and partnerships with other universities such as Trunojoyo University (Indonesia), EHIME University Japan, Sultan Kudarat State University (Philippines), University of Philippines Los Banos. The forms of cooperation among universities are documented in the Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA). The advantages of academic activities by establishing partnerships with other universities are in the form of guest lectures, international seminars, exchange of lessons, journal publications.

Cooperation with business enterprises and other organisations takes place in form of the recruitment of new students, with local government agencies and companies. There are also academic activities by establishing partnerships with professional organisations such as the Indonesian Agricultural Economics Association (PERHEPI) and the Indonesian Agribusiness Association (AAI) in organising seminars. The curriculum proposal is related to the Indonesian Agricultural Higher Education Community Forum (FKPTPI).

The programme is also having collaboration with several companies such as Kediri Aura Seed (Teknologi Perbenihan), Kampung Coklat, Kabupaten Blitar, PT, Perkebunan Nusantara X, Coklat Ndalem, Balitjestro Batu (Tanaman Hortikultura), BPPT Ketindan, dan Miracle Kurnia Farm (Pengelolaan Agrowisata) as field work practice venues.

Appraisal:

The scope and nature of cooperation with other universities from Indonesia and abroad relevant for the programme are plausibly presented. The agreements in terms of MoUs forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. Several activities contribute to the development of the students' qualification and skills.

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. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

		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

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof¹³.

UPNVJT has classrooms that comprise on average 56 square metres for 40 students, a 64 square metres reading room, an administration room, and a discussion open space for students equipped with Wi-Fi free of charge. There is also the language centre and health clinic.

Agribusiness study programmes have four laboratories to support teaching and learning activities and other activities. There are two heads of communication labs and one laboratory assistant who assist in the managerial and technical maintenance aspects of each lab. There is:

Labs	Main activities
Agribisnis Management	Improve the competency achievement of Agribusiness study programme students related to agribusiness management starting from planning, production, packaging to analysis of a business related to agriculture.
Agriculture Economic	To train the socio-economic problems of agriculture
Agriculture Communication	Supporting the implementation of research both conducted by lecturers and students of the Agribusiness Study programmes

Space for study and extra-curricular activities is provided. Facilities and infrastructure to support the talents and interests of students include three tennis courts, a football field, four basketball courts, four volleyball courts, a swimming pool, rock climbing, futsal courts, a set of marching band instruments, a set of musical instruments (kulintang and campursari). There are 33 student clubs and societies in UPNVJT, managed under the Student Centre. The disabled students are provided a special room on the first floor so that they are not obliged to attend lectures in the classroom. Disabled people can use special pathways around campus.

As far as the access to literature is concerned the National Library of Indonesia (<https://www.perpusnas.go.id>) has a substantial collection of e-books, scientific publications, periodicals, newspapers, historical archives, etc., which can be accessed by Indonesian

¹³ See self-evaluation report pp. 19 f.

citizens free of charge. The registration is simple, with only a national ID card. Perpunas can be accessed completely online.

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to several scientific publishers (Springer, Elsevier, ProQuest, and Cambridge University Press). The central library also holds substantial textbooks and is regularly updated.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UPNVJT's building. Instead, UPNVJT provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account 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 provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up-to-date. Moreover, the panel welcomes that UPNVJT assures full access for students and staff to electronic library platforms.

The panel learned that the books from the library can only be borrowed for one week. It would be appreciated if the University would extend this period for the students.

		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		

4.5 Additional services

Apart from the psychological counselling service, UPNVJT has its own career centre (namely Career Development and Entrepreneurship Centre). It regularly organises several activities:

1. Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.
2. Support for campus-based enterprise: students' business, campus mini-market, cafeteria.

3. Career-related conferences: inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (LinkedIn) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

Aside from dissemination of vacancies, UPNVJT also distributes information on student competitions and internships.

Alumni association activities include building a sustainable network for the district/city level, collaborating with various agencies/companies both private and national for all graduates and alumni reunions.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation with an alumni network has been set up.

	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)

UPNVJT is a public university. The financing of all public universities in Indonesia is regulated under Government regulations. There are three sources of income for UPNVJT:

1. Government: in the form of grants, subsidies, collaboration, and partnerships.
2. Public funds: come from the public, especially from tuition fees.
3. Other sources of income: come from the university's business enterprises.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

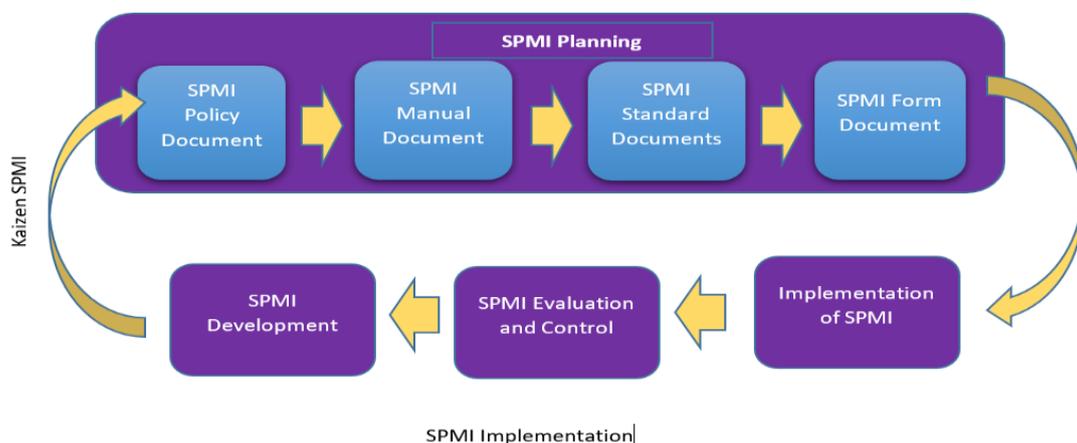
5. Quality assurance and documentation

As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UPNVJT has adopted “Guidelines for Internal Quality Audit” that are the basis for the University’s internal Quality Audit (AMI). By doing this UPNVJT wants to improve the quality of its higher education in a planned and sustainable manner.

UPNVJT has installed a quality assurance agency, the Institute for Learning Development and Quality Assurance (LP3M) that has the main task to conduct, coordinate, monitor and evaluate learning development and quality assurance. The quality assurance for non-academic aspects is held through internal control and supervision by the Internal Supervisory Unit (SPI).

SPMI is implemented periodically, using standards that meet the requirements of National Higher Education namely in the scope of University, Faculty, Departments and Study Programmes based on PDCA principles: Planning, implementation, evaluation, control, and development.

The quality standard of Higher Education in the Academic Field of UPNVJT consists of 36 quality standards, which include 24 mandatory quality standards in accordance with the National Standard of Higher Education and twelve additional quality standards developed by UPNVJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:



At the end of each semester, students are required to fill out the student satisfaction survey. Criteria are measured in order to evaluate the performance of lecturers, administrative staff, and facilities during the academic year. Those criteria are as follows: reliability, lecturers’ performance, administrative staff performance, responsiveness, assurance and empathy, accessibility, the quality of facilities and learning infrastructures. The study-workload is continuously being checked by faculty¹⁴. This survey is posted in the UPNVJT online academic system (Siamik) and is mandatory since the students cannot register for final exams before they have completed the survey.

¹⁴ See above chapter 3.1

At the end of each semester, students must fill out the satisfaction survey, which usually entails the quality of teaching, the quality of teaching materials, and mode of delivery. The results are then reported to the Dean and programme coordinator and published on the website while also being discussed in the regular faculty meetings. Students could also deliver their complaints via the student body organisation (HIMAGRI) who then reported such complaints to the programme coordinator. Moreover, at the end of the semester an audience is held by students and Deans related to the learning process for one semester concerning the quality of teaching, the quality of teaching materials, delivery methods and others that can be improved in the following semester.

Evaluation at the faculty level is carried out regularly every semester. The faculty quality assurance group develops quality standards and conducts a compliance evaluation procedure, including regular evaluation of procedure manuals and operational aspects related to academic activities.

According to the University structure, university boards are regularly monitored by the senate and board of monitoring (Dewan Pengawas). In addition to that, faculty members (lecturers and administrative staffs) are expected to fill in Google Form to evaluate the leadership of Faculty leaders, Dean, Vice Dean I (Academics), Vice Dean II (HR and Finance) and Vice Dean III (Students Affairs). The results of the survey and the progress of achieving performance targets are periodically communicated.

UPNVJT requires all study programmes to conduct tracer study for alumni. The link is available on the website of the programmes. This evaluation is carried out by the study programmes and the results are analysed by the coordinators of the study programmes who then decide on the action to be taken. The evaluation of external parties can be known transparently through the Tracer Study Report which can be viewed on the programmes' website. Several alumni and stakeholders are also regularly invited to review the curriculum and give their suggestions and recommendations for the progress in the future.

Each student will be given the University's handbook (general academic manual) as well as the Faculty's handbook by the time they have registered in UPNVJT. The Faculty regularly updates its students handbook in which curriculum, courses contents, regulations in regard of teaching, examination, internship, and thesis defence exam are contained. In addition to that, information in regards of the academic activities through the years are distributed and can be accessed on the programme website.

Information on the academic calendar and all activities during the academic year can be accessed online ([Sistem Informasi Akademik \(SIAMIK\) \(upnjatim.ac.id\)](http://upnjatim.ac.id)).

Appraisal:

The panel welcomes that UPNVJT has based on the binding legal provisions set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. However, the panel could identify that outdated literature was mentioned in course descriptions. It therefore recommends a stronger focus of quality assurance activities on the up-to-dateness and completeness of programme documentation.

The panel notes that students have the possibility per semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to improve in the following semester.

Evaluation by students and faculty is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. HEI states that the evaluations are anonymous. However, it is mandatory to provide an e-mail address. The experts trust the university's statement that the e-mail addresses are not linked to the evaluation results. Nevertheless, the expert panel **recommends** separating the e-mail addresses and the evaluations in the future.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		

Quality profile

HEI: Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT)

Bachelor / Master programme:

Agribusiness Agriculture- Bachelor of Agriculture

Master of Agriculture- Master of Science

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
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		
2	Admission					
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		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				Condition	
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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			Master	Bachelor	
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. Academic environment and framework conditions					
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		
5	Quality assurance and documentation					
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		