

Accreditation Report

Program Accreditation of

The University of Bengkulu - Faculty of Agriculture Indonesia

Bachelor in Agribusiness (Bachelor in Agriculture), Bachelor in Agroecotechnology (Bachelor in Agriculture), Bachelor in Plant Protection (Bachelor in Agriculture), Bachelor in Soil Science (Bachelor in Agriculture), Bachelor in Agricultural Industrial Technology (Bachelor in Agricultural Technology), Bachelor in Animal Husbandry (Bachelor in Animal Husbandry), Bachelor in Forestry (Bachelor in Forestry), Bachelor in Marine Science (Bachelor in Marine Science), Magister in Agribusiness (Magister in Agriculture), Magister in Natural Resources Management (Magister in Environment), Magister in Agroecotechnology (Magister in Agriculture), Doctoral in Agricultural Sciences (Doctor)

I Procedure

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Attendance by ACQUIN office: Dr. Jasmine Rudolph

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study program(s), study program(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for structured doctoral programs (Salzburg Recommendations). In addition, the respective country-specific criteria and standards are taken into account.

The group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study program(s).

1 The Higher Education System in Indonesia

1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a



lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new HEIs.

In addition, the law established comparable structures at the universities, the "Tri Dharma" (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, p. 8, as of December 2020). 633 of these higher education institutions are considered universities (*universitas*). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious' colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state



universities are generally regarded as particularly qualified and have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, “only” about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

Most of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university:

At a state university, undergraduate studies (bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian “Sarjana 2”), the



tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be either state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor's, a master's and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) study at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called Instituts are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions are the Sekolah Tinggi ("High School"), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These "Diploma" degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor's degree (S1) in



Indonesia, albeit with the addition of “Bachelor of Applied Science”. In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies (“Akademi”).

Similar to the institutes, the Akademi are usually specialised in one field of study such as e.g. accounting, foreign languages or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics (“Politeknik”) offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master’s degree as their highest qualification; all others teach with bachelor's, diploma or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master's degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90 percent of the HEIs are nationally accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine and teachers’ education.

The accreditation system is three-tiered and is carried out in a five-year rotation. An “A” accreditation is the best rating. “B” means “very good”, “C” is the lowest classification level and is also used for newly established study programs. The designations “unggul” (excellent), “baik sekali” (very good) and “baik” (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited



with an “excellent” grade (the majority of which were state higher education institutions), 859 with a “very good” grade and 1,755 with a “good” grade. Among the study programs that have already been accredited, 19.0 per cent received an “excellent” grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a “very good” grade and 29.2 per cent a “good” grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor’s and master’s programs at state universities are accredited with an “excellent”, this applies to only 7.5 percent of bachelor’s and 12.9 percent of master’s programs at private universities (Pendidikan Tinggi 2020 statistics, p. 24f).

According to the government’s plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected “decline in performance” of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g. to move up from the “very good” to the “excellent” level.

2 Short profile of HEI

The University of Bengkulu is a state university under the authority of Ministry of Education, Culture, Research, and Technology located in Bengkulu city of Bengkulu province. The University of Bengkulu was established on March 31st, 1982, and it was officially opened on April 24th, 1982.

The strategic plans of the Ministry that are relevant to the university are (1) emphasising on quality and relevance focused on students’ development; (2) developing the students’ character; (3) emphasising on qualified educational access expansion, especially through equitable and inclusive affirmation; (4) preserving and advancing not only Indonesian culture, language, and literature but also its main impact on education.

The university’s goal is “Becoming a world-class university in 2025” and it has formulated the following mission statements:

1. Creating a professional, resilient, fair and sustainable governance system.
2. Developing an education and teaching system that is accessible to people at all levels of society.
3. Carrying out community service in accordance with the needs of regional, national and international communities.



4. Carrying out research by looking at the potential for regional development and development nationally and internationally.
5. Performing the integration of Tri dharma activities that have an impact on the development of science, society, and national resilience.

University Values

The University of Bengkulu aims to implement the equality and diversity of the community in carrying out the educational process at the diploma, Master, doctoral, and professions levels in science, technology, and arts. The implementation should be in accordance with the regulations consisting of the main values that must be possessed by the academic community of the University of Bengkulu. The main values are: 1. Culture 2. Innovation 3. Humanity 4. Leadership 5. Integrity 6. Transparency 7. Academic Freedom 8. Divinity.

The implementation of vision, missions, and values of a university is called the *Tri Dharma* of higher education which includes education, research, and community service. The education pillar is implemented in the form of education administration including vocational, academic, and postgraduate program study. The research pillar is implemented to conduct qualified, innovative, and updated research to solve scientific, social, and humanity problems. The community service pillar is implemented to introduce and to apply lecturers' and students' ideas and research results in society to contribute to national and regional development. The Tri Dharma is implemented through the study programs at UNIB with the coordination of the Office of Research and Community Service.

The university's vision, mission, objectives, and strategies (VMTS) involved internal and external parties. Internal parties include lecturers and students. While external parties include potential employers and parties who use the services of the faculty of agriculture: government agencies, private companies, business communities, etc. The process was officially accommodated through a workshop.

At the end of 2021 the University of Bengkulu had 8 faculties with 81 study programs in all levels of education consisting of 5 study programs on doctoral degree, 21 study programs on magister degree, 44 study programs on bachelor degree, 9 study programs on vocational or diploma level. It employs 819 lecturers, consisting of teaching staff (18%), Assistant Professor (6%), Assistant Professor (32%) (p. 27), Associate Professor (37%) and Professor (7%), and 308 other staff (librarians, lab assistants, administrators).



The number of active students at the University of Bengkulu in the semester 2021/2022 is 21,932 students, consisting of 1,286 vocational students, 18,755 bachelor students, 1,563 magister students, 161 doctoral students, and 167 profession program students.

The faculty of agriculture

The faculty of agriculture has a vision that in 2025 it will become an internationally reputable institution in tropical agriculture development and coastal ecosystem management. The missions are: 1) organising higher quality education; 2) conducting quality research in tropical agriculture and coastal ecosystem management; 3) providing community services according to local, national, and international needs; 4) expanding national and international cooperation networks; and 5) organising the institution management in accordance with the good governance system.

The objectives of the Faculty of Agriculture are: 1) producing internationally competitive graduates; 2) producing international reputable scientific papers in tropical agriculture and coastal ecosystem management; 3) increasing the empowerment of the local community and institutional participation at national and international levels; 4) establishing cooperation in various fields with different parties both within and outside Indonesia in order to improve the quality of the Tri dharma implementation and services of higher education; and 5) improving organisational and institutional leadership capabilities to achieve better higher education governance.



3 General information on the study program(s)

3.1 Bachelor in Agribusiness (BAB)

Location	University of Bengkulu
Date of introduction	1992
Faculty/ department	Faculty of Agriculture
Academic degree	Bachelor in Agriculture
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	100 per year
Number of students currently enrolled	638
Average number of graduates per year	108
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.2 Bachelor in Agroecotechnology (BAE)

Location	University of Bengkulu
Date of introduction	1982
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Agriculture
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	120 per year
Number of students currently enrolled	581
Average number of graduates per year	123
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.3 Bachelor in Plant Protection (BPP)

Location	University of Bengkulu
Date of introduction	1998
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Agriculture
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	50 per year
Number of students currently enrolled	147
Average number of graduates per year	14
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.4 Bachelor in Soil Science (BSS)

Location	University of Bengkulu
Date of introduction	1995
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Agriculture
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	40 per year
Number of students currently enrolled	160
Average number of graduates per year	23
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.5 Bachelor in Agricultural Industrial Technology (BAT)

Location	University of Bengkulu
Date of introduction	1998
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Agricultural Technology
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	120 per year
Number of students currently enrolled	452
Average number of graduates per year	65
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.6 Bachelor in Animal Husbandry (BAH)

Location	University of Bengkulu
Date of introduction	1993
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Animal Husbandry
Standard period of study (semesters)	8 semesters
Number of ECTS credits	221.97
Number of study places	100 per year
Number of students currently enrolled	428
Average number of graduates per year	104
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.7 Bachelor in Forestry (BFT)

Location	University of Bengkulu
Date of introduction	1993
Faculty/ department	Faculty of Agriculture
Academic title	Bachelor in Forestry
Standard period of study (semesters)	8 semesters
Number of ECTS credits	217.44
Number of study places	90 per year
Number of students currently enrolled	390
Average number of graduates per year	83
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.



3.8 Bachelor in Marine Science (BMS)

Location	University of Bengkulu
Date of introduction	2009
Faculty/ department	Faculty of Agriculture
Academic Degree	Bachelor in Marine Science
Standard period of study (semesters)	8 semesters
Number of ECTS credits	229.52
Number of study places	80 per year
Number of students currently enrolled	283
Average number of graduates per year	58
Form of study	Full-time
Tuition fee	Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) per semester for Indonesian student, depending on the financial situation.

3.9 Magister in Agribusiness (MAB)

Location	University of Bengkulu
Date of introduction	2012
Faculty/ department	Faculty of Agriculture
Academic Degree	Master in Agriculture
Standard period of study (semesters)	4 semesters
Number of ECTS credits	60.4
Number of study places	20 per year
Number of students currently enrolled	35
Average number of graduates per year	22
Form of study	Full-time
Tuition fee	5.000.000 IDR (USD 345)/ semester



3.10 Magister in Natural Resources Management (MNR)

Location	University of Bengkulu
Date of introduction	2007
Faculty/ department	Faculty of Agriculture
Academic Degree	Magister in Environment
Standard period of study (semesters)	4 semesters
Number of ECTS credits	60.4
Number of study places	50 per year
Number of students currently enrolled	85
Average number of graduates per year	40
Form of study	Full-time
Tuition fee	5.000.000 IDR (USD 345)/ semester

3.11 Magister in Agroecotechnology (MAE)

Location	University of Bengkulu
Date of introduction	2014
Faculty/ department	Faculty of Agriculture
Academic Degree	Magister in Agriculture
Standard period of study (semesters)	4 semesters
Number of ECTS credits	60.4
Number of study places	20 per year
Number of students currently enrolled	21
Average number of graduates per year	10
Form of study	Full-time
Tuition fee	5.000.000 IDR (USD 345)/ semester



3.12 Doctoral in Agricultural Sciences (DAS)

Location	University of Bengkulu
Date of introduction	2019
Faculty/ department	Faculty of Agriculture
Academic Degree	Doctor
Standard period of study (semesters)	6 semesters
Number of ECTS credits	63.42
Number of study places	10 per year
Number of students currently enrolled	9
Average number of graduates per year	(not yet graduated)
Form of study	Full-time
Tuition fee	9.500.000 IDR (USD 637)/ semester

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards and the Salzburg Recommendations as well as with the national standards. The report must document the assessment of each study program in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level in order to avoid repetition and better describe general context.

1 ESG 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The University of Bengkulu has a quality assurance system which consists of different policies of Indonesian Higher Education Quality Assurance. With the Internal Quality Assurance System (SPMI), the University of Bengkulu always strives to improve the quality of education in a planned and sustainable manner. The implementation of SPMI at the University of Bengkulu starts from the university level to the study program level to maintain the educational quality. It checks whether targeted educational outcomes are met, and targeted graduates' competencies are achieved.

The evaluation of the Implementation of Higher Education Standards is carried out through an Internal Quality Audit (AMI). AMI is a systematic, independent, and documented assessment process. AMI ensures that the implementation of activities in the university are following the procedures and that the results are in accordance with the standards to achieve institutional goals.

To strengthen the content of curricula and respond to changes and existing needs of the labour market, external and internal stakeholders are involved and asked for their input. External stakeholders are for example graduates, graduate employers including the government agencies, private companies, and business communities.

Every faculty of the university has its own quality assurance unit (UPM) that monitors the learning process. It evaluates the process twice a year at the end of each study period. In addition, UPM also conducts exit surveys biannually to evaluate implementation of thesis guidance and academic services in laboratories, study programs, departments, and faculties.



The results of the evaluation process conducted by the quality assurance unit are considered for future improvement. UPM also measures the performance of lecturers' teaching activities. This evaluation is divided into four aspects: pedagogic, social, personality and professional. UPM findings are followed up by the Vice Dean of the Academic Division.

1.2 Assessment

The quality assurance policy at UNIB is highly regulated by state laws that define the purpose of the universities policies (e.g., the Tri Dharma), the organization of the quality assurance units (e.g., SPMI), and the level of operation of the study programs (Indonesian Qualification Framework). However, as the legal framework defines the range of policies and the instruments to be used, the UNIB has to give substance to the framework. And according to the information presented and the impression of the discussions with UNIB-stakeholders, the UNIB filled the framework ambitiously.

UNIB has a clear vision and mission statement as well as core values that formulate the policies for the next decades. These vision, mission, objectives, and strategies are constantly revised and broken down into five to ten-year development plans that are closely monitored by a strategic business plan.

At the heart of the quality assurance system sits the SPMI. It is a rather large department with 18 employees covering all aspects of quality assurance.

How far the scope of the SPMI reaches, is displayed in the Manual of Internal Quality Assurance System that covers a wide range of quality aspects including, such as: Student and alumni standards; Academic service standards; Student admission standards; Student enrolment standards; Curriculum implementation standards; E-Learning instruction standards; Course materials preparation standards; Laboratory / studio standards and many more.

The expert panel had the opportunity to discuss the actual work of the SPMI with the Vice Rector for Academic Affairs and the Head of Quality Assurance of the FKIP. Based on recent surveys and quality assurance measurements the experts could exemplary see how the evaluation measurements are working at the UNIB in general and the FKIP in particular. According to the expert's impression, the policy for quality assurance covers all relevant areas and all relevant bodies and institutions are involved in development and implementation of quality policies. For an even better understanding within the programs, gaining more transparency of employees and students as main stakeholders in the development process of the individual curriculums would be beneficial.

The HEI demonstrates adequate concepts on gender equality and equal opportunities. Discrimination based on gender, race, or religion is not tolerated according to university



management. There's a notable presence of female permanent and non-permanent staff, with no evidence of a policy of intolerance.

However, the implementation, monitoring, and revision of the policy seem to involve setting aims for each quality step toward achieving excellence by 2035.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

2.1.1 General

The implementation of agriculture in higher education at University of Bengkulu is closely related to the agricultural development at the local (Bengkulu Province), regional (Sumatra Island), and national levels. Bengkulu and Sumatra rely on natural resources in its economic development. The higher education in agriculture organised by the faculty of agriculture plays an active role in supporting agricultural development including food crop farming, plantations, animal husbandry, fisheries, marine, forestry, and agro-industrial technologies.

Politics and policy, economic, social, cultural, scientific, and technological developments influence the purposes of higher education. The formation of study programs incorporates the needs of graduates, business and industry, the job market, the study programs at other universities, student candidates, lecturer resources, e-learning and remote education, open courseware, etc.

Learning outcomes are described for each study program based on the National Standard of Higher Education (SN-DIKTI) according to the graduate profiles the university wants to create. Therefore, the preparation and development process of the curriculum is performed by each study program. To strengthen the content of the curriculum and to respond to the changes and existing needs, external and internal stakeholders are involved and asked for input in the curriculum preparation of the study programs. The external stakeholders are potential employers including the government agencies, private companies, business communities, etc.



The achievement of learning outcomes is designated to main and enrichment courses. Learning outcomes are formulated in terms of knowledge, general and special skills, and attitude. Moreover, modules are formed, and credits are distributed. To complete a bachelor program, students must take a minimum of 144 credits during 8 semesters. Meanwhile, the magister program students have a minimum load of 36 credits which can be completed in 4 semesters, and the doctoral program students' minimum load is 42 credits which may be completed in 8 semesters. If students acquire knowledge fast, they can complete their studies in shorter time.

2.1.2 Bachelor in Agribusiness (BAB)

The BAB study program uses local wisdom of coastal and tropical forest areas as one of the courses, research activities, and community services. The learning outcomes of BAB are to produce graduates who can:

1. Develop sustainable agribusiness units.
2. Formulate a strategic business plan and evaluate agribusiness programs.
3. Develop the expertise, innovation, entrepreneurship, and agribusiness partnership networks.
4. Work in a multidisciplinary team.
5. Implement business ethics and sustainable agribusiness.
6. Negotiate and communicate ideas and development on sustainable agribusiness.
7. Facilitate the capacity improvements (individuals, entities, systems) of key actors and stakeholders of sustainable agribusiness.
8. Conduct feasibility studies and evaluate sustainable agribusiness units.
9. Formulate, use, and develop tools and instruments of agribusiness management.
10. Formulate policies for sustainable agribusiness development.

The curriculum is taught over 8 semesters. ECTS credit points are evenly distributed over the first 6 semesters (between 30.02 – 36.24 ECTS) featuring courses in Business and management, Economics and resources, Agricultural development, Communication, Qualitative and quantitative methods, Decision-making, Sociology and Agricultural engineering. The seventh semester contains an Internship and Community development task (together 9.06 ECTS), and the eighth semester is reserved for the Thesis (7.55 ECTS).



2.1.3 Bachelor in Agroecotechnology (BAE)

The curriculum of BAE is taught over 8 semesters. ECTS credit points are relatively evenly distributed over the first 7 semesters (between 18.12 – 36.24 ECTS) featuring courses in Agricultural basic sciences, Environmental sciences, Plant technology, Planting media technology, general courses, Internship and Research. The eighth semester 7.55 ECTS points in General courses.

Intended learning outcomes are:

1. Being able to acquire advanced knowledge and skills in sustainable crop production and responsive to the latest IPTEKS developments.
2. Being able to interpret and apply scientific principles to solve agricultural problems which are in accordance with the legal provisions.
3. Being able to apply plant cultivation technology that is oriented towards increasing production, efficiency, quality, quantity, and sustainability.
4. Being able to identify, formulate and find solutions to problems in crop cultivation technology in a sustainable agricultural system.
5. Being able to plan, design, implement, and evaluate the effective and productive plant cultivation technology.
6. Appreciating both the diversity of cultures, views, religions and beliefs and the opinions or original findings of others.
7. Being able to cooperate and have social sensitivity and concern for the community and environment.
8. Obeying the law and being disciplined in the life of society and the state.
9. Internalising academic values, norms, and ethics.
10. Demonstrating a responsible attitude towards work in the field

BAE aims to produce graduates who master the science and technology of sustainable crop production to support Indonesia's food security. BAE graduates are designed to become: (1) Doers in the agricultural sector who are able to apply science and technology in the field of plant cultivation in tropical areas sustainably; (2) Managers who are able to plan and implement the effective and productive crop production systems; (3) Entrepreneurs who are able to innovate in applying science and technology on plant cultivation in business; (4) Researchers who are able to identify, analyze and generate solutions to the problems of crop cultivation systems in tropical areas appropriately; (5) Educators who are able to transfer knowledge and technology on the plant cultivation to the community in tropical areas.



2.1.4 Bachelor in Plant Protection (BPP)

The BPP curriculum is taught over 8 semesters. ECTS credit points are evenly distributed over the first 7 semesters (between 24.16 – 31.71 ECTS) featuring courses in Common core and fundamental study, Foundational Literacies and academic core courses, In depth study program courses, Final year courses and programs and Enrichment courses and programs. The eighth semester is again reserved for final year courses and programs (13.59 ECTS).

The intended learning outcomes are:

1. Producing agricultural graduates with high competencies in plant protection technology especially in tropical and coastal ecosystems.
2. Producing graduates who are able to not only master science and technology in solving problems on plant protection especially in tropical and coastal ecosystems but also disseminate them locally, nationally and internationally.
3. Producing graduates who are innovative, productive, professional, nationalist, aware of problems in society, and having global insights.
4. Appreciating both the diversity of cultures, views, religions and beliefs and the opinions or original findings of others.
5. Being able to cooperate and have social sensitivity and concern for the community and environment.
6. Obeying the law and being disciplined in the life of society and the state.
7. Internalising academic values, norms and ethics.
8. Demonstrating a responsible attitude towards work in the field.

2.1.5 Bachelor in Soil Science (BSS)

The BSS curriculum is taught over 8 semesters. ECTS credit points are relatively evenly distributed over the first 7 semesters (between 15.1 – 45.3 ECTS) featuring courses in Basic sciences, Social Sciences and humanities, applied sciences, Soil sciences and Natural and environmental sciences. The eighth semester contains a community development task and the Undergraduate Thesis (together 13.59 ECTS).

Intended learning outcomes include:

1. Mastering the knowledge about the formation process and soil morphology.
2. Mastering the knowledge about quality of the sustainable use of land based on geospatial data.



3. Mastering the knowledge about land conservation, degraded land, and its reclamation.
4. Mastering knowledge about land conservation, degradation, and restoration.
5. Being able to describe the characteristics, potentials and problems of soil and land in agricultural cultivation and apply the principles of Soil Science in various situations.
6. Being able to classify, evaluate land capability and suitability, and to plan for its sustainable management, based on field observations, laboratory analysis and cartographic maps.
7. Being able to visually and or laboratory diagnose symptoms of nutrient deficiency, toxicity, and availability of water in various types of plants and alternative solutions to those problems.
8. Being able to compile recommendations for fertilisation with the right type, dose, time, and method of application on various types of soil and cultivated plants.
9. Being able to identify and analyse problems, manage, restore, rehabilitate, and reclaim degraded lands sustainably.
10. Being able to present an integrated natural resource database using Geographic Information Systems.
11. Respecting cultural diversity and academic ethics.
12. Demonstrating a responsible attitude towards work and having social sensitivity and concern for society and the environment.
13. Obeying the law and being disciplined in the life of society and the state.
14. Internalising the values, norms of the field of expertise independently.
15. Internalising the spirit of independence, struggle and entrepreneurship.

The graduates of BSS are prepared to not only work directly in various fields related to agriculture but also continue to higher education levels (post-graduate). Soil Science graduates work in various government and private institutions: Banks, National Land Agency, Department of Agriculture, Forestry, Regional Planning and Development Agency, oil palm plantations, rubber plantations, and agricultural entrepreneurship.

2.1.6 Bachelor in Agricultural Industrial Technology (BAT)

The BAT curriculum is taught over 8 semesters. ECTS credit points are evenly distributed over the first 7 semesters (between 16.61 – 34.73 ECTS) featuring courses in Basic Sciences, Social science and humanities, Applied science, Agro-industrial technology, Management in agro-industry, agro-industrial systems engineering, Internship and Community development. The eighth semester is reserved for the Thesis (7.55 ECTS).



Intended learning outcomes are:

1. Mastering the principles of processing technology in the agricultural industry.
2. Being able to formulate alternative solutions to agro-industry problems in an integrated system by considering technological, socio-economic, management, human resources, financial and environmental factors.
3. Being able to identify the source of agro-industry problems through the process of observation, interpretation of data and information, problem formulation, and analysis based on computational or experimental analytical approaches.
4. Being able to think analytically and synthetically by considering the impact of global problems in social life.
5. Being able to apply the principles and techniques of designing industrial facilities in integrated agro-industry (agricultural products especially in the tropical plantation product processing industry).
6. Being able to apply the principles of processing technology both simple and complex (agricultural products especially in the tropical plantation product processing industry).
7. Being able to design and control an integrated agro-industry system by considering technical standards, quality, performance aspects, technology, socio-economic, management, human resources, and biological, financial and environmental factors.
8. Cooperating and having social sensitivity and concern for society and environment.
9. Obeying the law and being disciplined in social life.
10. Internalising academic values, norms, and ethics.
11. Demonstrating a responsible attitude towards work in their field of expertise independently.
12. Internalising the spirit of independence and entrepreneurship.

The objectives of the establishment of BAT are (1) to produce graduates who have noble character and good personality, are critical thinking, holistic, innovative, intelligent, and excellent in the utilisation of natural resources and agricultural products in tropical forest and coastal areas; (2) to gain knowledge and develop technology, especially on agro-industry products of tropical forest and coastal areas through research activities (3) to actualise intellectuals in improving the community welfare through the application of agro-industrial science and technology; and (4) to strengthen organisations in achieving good governance. Moreover, BAT students are prepared to compete with graduates from other universities. BAT



graduates have been working in various fields, both in government and private agencies. Additionally, there are BAT graduates who become industry players who develop their own businesses in the agro-industry sector.

2.1.7 Bachelor in Animal Husbandry (BAH)

The BAH curriculum is taught over 8 semesters. ECTS credit points are evenly distributed over the first 7 semesters (between 19.63 – 33.22 ECTS) featuring courses in social science and humanities, Basic science, Livestock production systems, Livestock management, Livestock business development and Community development. The eighth semester is reserved for the Thesis (7.55 ECTS) and 3.02 ECTS in Livestock business development.

BAH was established to accelerate the livestock development in Bengkulu Province because of its potential in the plantation sectors (palm, rubber, etc.). BAH currently expands its scope to keep up with the local and global issues. In other words, BAH is a study program which is applicable to various fields related to all domestic animals. It also provides opportunities to develop livestock production.

Intended learning outcomes are:

1. Demonstrating knowledge of fundamental concepts in animal sciences.
2. Mastering knowledge and technology in animal production, genetic, nutrition, reproduction, animal product, animal management and entrepreneurship in livestock-based enterprises.
3. Being able to plan, design, implement, and evaluate effective and efficient livestock production systems both individually and cooperatively with a multidisciplinary approach.
4. Being able to make appropriate decisions in the context of solving problems in the field of animal husbandry based on data and information analysis.
5. Being able to maintain and develop a network and the results of cooperation within and outside the institution.
6. Being able to be responsible for livestock work independently.
7. Being able to be responsible for the achievement of teamwork and to supervise and evaluate the completion of the work assigned as their responsibility.
8. Being able to communicate and work together in a multidisciplinary team effectively according to business ethics and be responsible for the achievement of the organisation.



The purpose of the BAH program is to enable graduates to become managers, entrepreneurs, community leaders, implementers, and developers of animal husbandry science. BAH graduates master the basic knowledge of animal husbandry to become leaders in both government agencies and private companies. BAH graduates are also expected to have an entrepreneurial spirit in establishing and developing a business in the livestock sectors, either individually or cooperatively. As the community leaders, BAH graduates are expected to be active in the community development, either in animal husbandry or related fields. In the future, BAH graduates will have an important and strategic role as "agents of change" for livestock development as well as the "promotion agents" for the further quality student candidates.

2.1.8 Bachelor in Forestry (BFT)

The BFT curriculum is taught over 8 semesters. ECTS credit points are relatively evenly distributed over the first 7 semesters (between 19.63 – 33.22 ECTS) featuring courses in Basic sciences, Applied Sciences, Social Sciences and humanities, Natural and environmental sciences, forestry sciences, community development and Internship. The eighth semester is reserved for the thesis (7.55 ECTS).

At the beginning of its establishment, the initial concept of this study program was to manage forest resources and to provide insights into policy formulations related to the forestry sectors and it has been expanding to a wider scope to keep up with the current local and global issues. However, the BFT study program still keeps its focus on sustainable community-based tropical forest management.

Intended learning outcomes are:

1. Mastering theories and principles regarding silvicultural processes, ecology, ecosystems, succession and dynamics of tropical forests, and social/cultural/ economic forestry.
2. Mastering theories and principles regarding the interaction of ecosystem components and social systems in community-based tropical forest management.
3. Mastering theories and principles on forest resource conservation and the impact of development, global warming, and climate change on forest resource sustainability.
4. Being able to think critically and develop science related to the management and conservation of tropical forest resources based on ecological, economic, social, and cultural principles



5. Being able to describe the properties, characteristics of tropical forest ecosystem types, and the potential and matters in the utilisation of forest resources.
6. Being able to identify the benefits of forest resources, assess forest benefits, diagnose forest conditions, and prepare indicative plans for forest restoration based on ecological, economic, social and cultural concepts.
7. Being able to present a database of forest resources in an integrated manner with the use of geomatics technology and geographic information systems.
8. Being able to process various forest products using renewable and environmentally friendly IPTEKS.
9. Contributing to the life quality improvement of the society, nation, and civilisation.
10. Being able to cooperate and have social sensitivity, and care for the community and the environment.
11. Obeying the law and being disciplined in the life of society and the state.
12. Being responsible for work in the field of expertise independently.

The purpose of the BFT study program is to provide the best education practice and learning activities to the students. It is implemented by instilling robust fundamental concepts and enriching learning experiences through laboratory and field practicum. Currently, the BFT study program offers four divisions for the undergraduate research specialisations, i.e., silviculture, ecology and conservation, forest management, and forest product technology in which the research topics are updated to current global knowledge and issues related to the forestry and environment.

2.1.9 Bachelor in Marine Science (BMS)

The BMS curriculum is taught over 8 semesters. ECTS credit points are relatively evenly distributed over the first 7 semesters (28.69 – 34.73 ECTS points) featuring courses in Basic sciences, Social Sciences and humanities, Fisheries science, Fisheries resources economics, Marine bioecology, Oceanography and meteorology, marine acoustics and instrumentation, Marine bioprospecting, Remote sensing and GIS, Coastal management and disaster management, Research methods and data analysis, Marine practice with internship and Community development. The eighth semester is reserved for the Thesis (7.55 ECTS).

Intended learning outcomes include:



1. Understanding concepts and applying knowledge in the marine sector as an ecosystem/system, especially in marine studies, fisheries, coastal areas, and deep seas, in order to identify marine problems.
2. Being able to understand concepts and apply knowledge in the management, utilisation, and optimisation of coastal and marine areas, especially in the study of marine, fisheries, coastal areas, and the deep seas.
3. Being able to understand concepts and apply knowledge related to social, economic, cultural and legal studies and marine regulations/policies, especially in marine studies, fisheries, coastal areas, and deep seas.
4. Being able to evaluate marine problems, especially in marine studies, fisheries, coastal areas, and the deep seas.
5. Having an entrepreneurial spirit in fisheries and marine, especially in the coastal and the deep-sea areas.
6. Being able to perform oral and written communication.
7. Being able to develop and adapt to working conditions individually and cooperatively, and being able to make the right decisions, lead, and manage resources based on capabilities in the marine, fisheries, coastal areas, and the deep seas.
8. Being able to be responsible for their own work and can be given responsibility for the achievement of organisational work results and being able to solve problems based on the leadership skills and devotion to God Almighty.
9. Being able to cooperate and have social sensitivity and concern for society and the environment.
10. Obeying the law and being disciplined in social life.
11. Internalising academic values, norms, and ethics.
12. Demonstrating a responsible attitude towards work in the field of expertise independently.
13. Internalising the spirit of independence, struggle, and entrepreneurship.

BMS aims to produce graduates with the ability to explore and conserve the marine resources and environment. This purpose is achieved by independently and creatively utilising observation instruments, scientific diving, mapping, marine information systems, marine acoustics, rehabilitation techniques, and biotechnology as the manifestation of the graduates' adaptation ability to deal with environmental problems through specialisations in marine studies, fisheries, coastal areas, and the deep seas.



In addition, BMS graduates master the theories of marine biology, marine ecology, oceanography, cartography/mapping, marine remote sensing, geographic information systems, marine acoustics, scientific diving, conservation, rehabilitation techniques, and biotechnology so that they can systematically identify and formulate solutions for the problems of exploration and conservation of resources and marine environment

2.1.10 Magister in Agribusiness (MAB)

The MAB curriculum is taught over 4 semesters. ECTS credit points are evenly distributed over the four semesters (13.59 – 16.61 ECTS points) featuring courses in Business and management, Economy and resources, Agricultural Development, Quantitative and qualitative methods, Decision-making, Communication counselling and empowerment. The eighth semester is reserved for the Research component (13.59 ECTS).

Intended learning outcomes include:

1. Mastering the theory and methodology of agribusiness as well as the principles of micro, macro, and econometrics in order to develop an agricultural economic model in accordance with the latest developments.
2. Having critical and analytical thinking and being sensitive and responsive to risks and uncertainties due to the social, economic, and technological transformation of agribusiness.
3. Mastering the principles of agribusiness management to develop tropical and coastal agribusiness systems in accordance with the latest developments.
4. Being able to develop logical, critical, systematic, and creative thinking through scientific research and applying humanity values in accordance with agribusiness.
5. Being able to master and apply IPTEKS of agribusiness at the intermediate level.
6. Being able to use several knowledge and methods of strategic policy making in economy and agribusiness management.
7. Being able to use several methods of problem-solving analysis in agricultural economics, both micro and macro.
8. Being able to use several problem-solving analysis methods in agribusiness management, both at the company and macro levels.
9. Being able to analyse, plan and conduct research and communicate scientifically in economics and agribusiness management.



10. Being able to work together and have social sensitivity and concern for society and the environment.
11. Obeying the law and being disciplined in social life.
12. Being able to internalise academic values, norms, and ethics.
13. Demonstrating a responsible attitude towards work in their area of expertise independently.

MAB aims to produce qualified graduates in the agribusiness field. The graduates are expected to have competencies: 1) being able to apply managerial principles, strategic planning, marketing, production, and business development in the field of agribusiness on broader concepts, 2) being able to become masterminds at the small, medium and large levels involving the strategy of community development, economic of agricultural productions, and agricultural politics, 3) being able to become an expert in solving problems and developing strategies related to agribusiness in tropical and coastal areas through interdisciplinary, multidisciplinary and transdisciplinary manner, and 4) being able to become a facilitator, motivator and dynamist for the development related to agribusiness in tropical and coastal areas in order to develop the agriculture, mobilise farmers and Micro, Small and Medium Enterprises, and work more effectively in accessing the growing business opportunities.

2.1.11 Magister in Natural Resources Management (MNR)

The MNR curriculum is taught over 4 semesters. ECTS credit points are evenly distributed over the first three semesters (16.61 – 18.12 ECTS points) featuring courses in Applied Sciences, Social sciences and humanities, Natural and environmental sciences, Environmental policy and management, and Biodiversity and ecosystem. The eighth semester is reserved for the Research component (9.06 ECTS).

Intended learning outcomes include:

1. Mastering the theory and principles of ecological processes, ecosystems, and the dynamics of natural resources and the environment.
2. Mastering the theory and principles of interaction between biophysical, social, economic, cultural interactions, and harmony, and justice in natural resource management.
3. Mastering the theory of natural resource management methods, and the impact of its development on the environment.
4. Mastering the theory and concept of the relationship between the natural resource management and environment in sustainable development.



5. Mastering the theories and principles of conservation and the impact of its development on the environment.
6. Being able to think critically, and develop science related to the natural resource management, conservation, and environment.
7. Being able to master and implement the science of conservation of biological diversity and the environment and ecosystem as the basis for sustainable and equitable utilisation of natural resources.
8. Being able to master developing research methods and conduct research through a multidisciplinary approach, data presentation, evaluation, and comprehensive solutions related to conservation and natural resource management.
9. Being able to master, develop and prepare management plans, utilisation, monitoring activities, and policies related to natural resources and environment.
10. Being able to apply and develop basic principles of environmental impact analysis
Having mastered the main principles of auditing, and environmental management systems.
11. Being able to develop agricultural industrial production processes and analyse their impact on the environment.
12. Being able to disseminate the results of the study on the management of natural resources and the environment in accordance with the principles of scientific writing.
13. Contributing to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila. Cooperating and having social sensitivity and concern for the society and environment.
14. Obeying the law and being disciplined in social life.
15. Internalising the spirit of independence, struggle, and entrepreneurship.
16. Demonstrating a responsible attitude towards work in the expertise independently.

The objectives of MNR are to produce magister graduates who are competent and able to: (1) develop knowledge and technology of natural resource and environment management of tropical and coastal areas; (2) manage natural resources and environment in tropical forest and coastal areas by considering the principles of harmony, justice, and sustainability; (3) provide solutions in overcoming problems related to the development and management of natural resources in tropical forest and coastal areas; (4) cooperate with those who are related to the natural resources and environment management of tropical forest and coastal areas.



2.1.12 Magister in Agroecotechnology (MAE)

The MAE curriculum is taught over 4 semesters featuring courses in Planting materials, Growing media, Crop production, and Environmental sustainability. The fourth semester is reserved for Scientific Performances (10.57 ECTS).

Intended learning outcomes are:

1. Being able to demonstrate advanced knowledge and skills in sustainable crop production and being responsive to the latest developments in IPTEKS.
2. Being able to interpret and apply scientific principles to solve agricultural problems according to the legal provision.
3. Being able to develop science and technology for sustainable crop production that is relevant to the expertise and other related fields.
4. Being able to conduct research effectively and efficiently, collect valid data, analyse it and interpret the results critically.
5. Being able to develop special techniques, both in the field and in the laboratory, to maximise crop productivity.
6. Being able to convey complex knowledge and ideas through scientific communication, both spoken and written, for the academic community and public.

MAE is established to produce graduates who can develop professional performance which is indicated by the critical thinking on the problem analysis, holistic review, and integrity on problem solving, particularly as lecturer, researcher and planning expert.

2.1.13 Doctoral in Agricultural Sciences (DAS)

The DAS curriculum is taught over 6 semesters. ECTS credit points are unevenly distributed over the semesters (3.02 – 21.14 ECTS points) featuring courses Coastal tropical Agriculture and Applied Sciences and Advanced courses. The sixth semester is reserved for the Research component (21.14 ECTS).

Intended learning outcomes are:

1. Mastering agricultural knowledge as a multidisciplinary empirical discipline.
2. Mastering the main concepts and theories about the development of sustainable tropical agriculture.
3. Mastering the latest specific concepts and theories relevant to the area of sustainable tropical agriculture in coastal areas profoundly and comprehensively.



4. Mastering the principles, theories, and measurement methods of agricultural research profoundly.
5. Being able to develop new scientific ideas and conduct research to solve problems based on the results of studies on the availability of internal and external resources.
6. Being able to apply effective leadership in resource management.
7. Being able to develop research for innovations that become solutions to tropical agricultural problems in coastal areas.
8. Being able to apply fundamental and applied research designs to produce new science of tropical agriculture in coastal areas.
9. Being able to compile, evaluate and develop tropical agriculture resources.
10. Being able to develop specific planting materials and resources for coastal areas in tropical areas.
11. Being able to formulate alternative solutions to socio-economic problems in coastal agriculture in the tropical areas.
12. Having social sensitivity and concern for the society and environment.
13. Obeying laws and regulations and being disciplined in social life.
14. Actualizing academic values, norms, and ethics.
15. Being responsible for work in the field of expertise independently.
16. Having a spirit of independence.

The Doctoral in Agricultural Sciences (study program was established to fulfil the needs of doctoral studies in agricultural science in western region of Indonesia. Considering the character of the Bengkulu Province which is located on the west coast of the Sumatra Island, DAS focuses on agricultural development for tropical coast areas. This focus distinguishes DAS from other doctoral programs of agricultural science in Indonesia. The purpose of DAS is to produce doctors who have international reputable innovations in developing sustainable tropical agriculture in coastal areas. This objective leads DAS graduates to have profiles based on the market needs as consultants, decision makers, lecturers, and researchers.



2.2 Assessment

2.2.1 General

The implementation of agricultural education at the University of Bengkulu is linked to the agricultural development at the local Bengkulu Province, regional Sumatra Island, and national specifications. The economy of Bengkulu and Sumatra heavily relies on natural resources, making the role of higher education in agriculture crucial for fostering development in food crop farming, plantations, animal husbandry, fisheries, marine industries, forestry, and agro-industrial technologies. The Faculty of Agriculture at the University of Bengkulu actively supports this development through its educational programs and is in line with the national principles.

The purposes and structure of the stated programs are influenced by a variety of factors, including political and policy considerations, economic trends, social and cultural dynamics, as well as scientific and technological advancements. The design of the study programs takes into account the needs of graduates, the demands of business and industry, the job market, comparable programs at other universities, the interests and capabilities of prospective students, available lecturer resources, and the evolving landscape of e-learning and remote education. Furthermore, open courseware initiatives also play a significant role in shaping the curriculum.

Learning outcomes for each study program are meticulously outlined based on the National Standard of Higher Education and aligns with the desired graduate profiles of the university. Consequently, the individual curriculum development process is undertaken by each study program independently. To ensure the curriculum is robust and responsive to both current trends and future needs, input is solicited from both internal and external stakeholders. External stakeholders include potential employers such as government agencies, private companies, and business communities, who provide valuable insights into the skills and knowledge required in the workforce.

The achievement of learning outcomes is facilitated through a combination of main and enrichment courses, with outcomes specified in terms of knowledge, general and specialized skills, and attitudes. Modules are carefully designed, and credits are allocated to ensure comprehensive education. For the completion of a bachelor's program, students are required to earn a minimum of 144 credits over eight semesters. Magister program students must complete at least 36 credits in four semesters, while doctoral program students need a minimum of 42 credits, which can typically be completed in eight semesters. However, students who demonstrate rapid learning and mastery of the material may be able to complete their programs in a shorter timeframe.



The comprehensive involvement of stakeholders in curriculum design ensures that the programs remain relevant and of high quality. The rigorous outlining of learning outcomes and the structured yet flexible credit system underscore the university's commitment to providing education that is both thorough and adaptable to the needs of students and the wider community.

Nevertheless, the experts see some room for improvement and give the following recommendations:

- 1) It is recommended that the campus' opening hours are longer to ensure that students can use the facility for group work activities and sports even after lectures. **(Recommendation 1)**
- 2) It is recommended that cooperation with employers should be deepened to have more practical experiences during the studies. **(Recommendation 2)**
- 3) It is recommended that in terms of a broader internationalization strategy, English should be used at all levels (administration, teaching staff and students, and also for some BA courses to ensure the specific level of English faculty wide. **(Recommendation 3)**
- 4) It is recommended that academic mobility is expanded also abroad Asian countries so that the exchange and international cooperations can be established **(Recommendation 4)**
- 5) It is recommended that international research of the lecturers is expanded so that the students also benefit from current developments in the respective field **(Recommendation 5)**
- 6) It is recommended to establish a student's council to maintain the important work from students to students. This would probably lead in even greater involvement of students in all UNIB committees **(Recommendation 6)**

2.2.2 Bachelor in Agribusiness (BAB)

The program is designed to integrate local wisdom from coastal and tropical forest areas into its courses, research activities, and community services. The program spans eight semesters, with SKS/ECTS credit points evenly distributed over the first six semesters, ranging from 30.02 to 36.24 ECTS points. The curriculum includes courses in business and management, economics and resources, agricultural development, communication, qualitative and quantitative methods, decision-making, sociology, and agricultural engineering. The seventh



semester focuses on an internship and community development task, collectively worth 9.06 ECTS points, while the eighth semester is dedicated to the thesis, worth 7.55 ECTS points.

The intended learning outcomes of the program are aimed at producing graduates capable of developing sustainable agribusiness units, formulating strategic business plans, and evaluating agribusiness programs. Graduates are expected to develop expertise, innovation, entrepreneurship, and agribusiness partnership networks; work in multidisciplinary teams; implement business ethics and sustainable agribusiness practices; negotiate and communicate ideas related to sustainable agribusiness; facilitate capacity improvements for key actors and stakeholders in sustainable agribusiness; conduct feasibility studies and evaluate sustainable agribusiness units; formulate, use, and develop tools and instruments of agribusiness management; and formulate policies for sustainable agribusiness development.

A notable aspect of the program is its emphasis on practical experience and collaboration with industry practices, highlighted by the inclusion of an internship in the seventh semester. This hands-on approach ensures that students gain valuable real-world experience, aligning their academic knowledge with industry demands. Additionally, the program promotes international orientation through the use of English in scientific work and publishing, although there is potential to further enhance this by promoting international exchange opportunities for both incoming and outgoing students.

To strengthen the program, there is a recommendation for greater involvement of external stakeholders, including local food communities, initiatives, and non-governmental organizations. These stakeholders are valuable for knowledge transfer and community involvement but are not explicitly mentioned in the curriculum development process or in shaping the university's strategy, vision, and mission. Their inclusion could enrich the program and provide diverse perspectives, enhancing the relevance and impact of the education provided. **(Recommendation 7)**

In conclusion, the Bachelor of Agribusiness program at the University of Bengkulu offers a comprehensive and practical curriculum that prepares students for the challenges of sustainable agribusiness. By integrating local wisdom, involving diverse external stakeholders, and enhancing international orientation, the program can further strengthen its position and attract a broader student base.

2.2.3 Bachelor in Agroecotechnology (BAE)

The program is structured over eight semesters, with ECTS credit points evenly distributed over the first seven semesters, ranging from 18.12 to 36.24 ECTS points. The curriculum



includes courses in agricultural basic sciences, environmental sciences, plant technology, planting media technology, general courses, internship, and research, with the eighth semester focusing on general courses worth 7.55 ECTS points.

The program's intended learning outcomes aim to equip graduates with advanced knowledge and skills in sustainable crop production, responsive to the latest developments in science and technology. Graduates are expected to apply scientific principles to solve agricultural problems in compliance with legal provisions, utilize plant cultivation technology to enhance production efficiency and sustainability, and identify, formulate, and solve problems in crop cultivation technology within a sustainable agricultural system. Additionally, they should be capable of planning, designing, implementing, and evaluating effective plant cultivation technology, appreciating cultural diversity, cooperating with social sensitivity, obeying laws, internalizing academic values, and demonstrating responsibility towards their work.

The program is designed to produce graduates who master the science and technology of sustainable crop production to support Indonesia's food security. Graduates are expected to take on various roles, including practitioners in the agricultural sector applying science and technology in tropical plant cultivation sustainably, managers planning and implementing effective crop production systems, entrepreneurs innovating in plant cultivation technology, researchers analyzing and solving crop cultivation problems, and educators transferring knowledge and technology to the community.

In conclusion, the curriculum demonstrates a comprehensive approach to equipping students with relevant skills and knowledge while emphasizing sustainability, legal compliance, and social responsibility. This structured design ensures that graduates are well-prepared to address contemporary agricultural challenges and contribute effectively to the agricultural sector in Indonesia, Asia and beyond.

2.2.4 Bachelor in Plant Protection (BPP)

The program at the University of Bengkulu is structured over eight semesters, with ECTS credit points evenly distributed over the first seven semesters, ranging from 24.16 to 31.71 ECTS points. The curriculum includes courses in common core and fundamental study, foundational literacies and academic core courses, in-depth study program courses, final year courses and programs, and enrichment courses and programs. The eighth semester is dedicated to final year courses and programs, accounting for 13.59 ECTS points.

The intended learning outcomes of the program are designed to produce graduates with high competencies in plant protection technology, especially in tropical and coastal ecosystems. Graduates are expected to master science and technology to solve plant protection problems in these ecosystems and disseminate their knowledge locally, nationally, and internationally.



The program aims to produce graduates who are innovative, productive, professional, and nationalist, with a global perspective and an awareness of societal problems. Graduates should also appreciate cultural diversity, different views, religions, beliefs, and original findings of others. They are expected to cooperate with social sensitivity, obey laws, maintain discipline, internalize academic values and ethics, and demonstrate responsibility towards their work.

The program aims to produce agricultural graduates equipped with the necessary skills and knowledge to address plant protection challenges in tropical and coastal ecosystems. Graduates are prepared to contribute effectively to the agricultural sector by mastering and disseminating advanced plant protection technologies, fostering innovation and productivity, and maintaining professional and ethical standards. The program emphasizes the importance of social sensitivity, legal compliance, and cultural appreciation, ensuring that graduates are well-rounded and capable of addressing contemporary agricultural issues at various levels.

In conclusion, the curriculum demonstrates a comprehensive approach to equipping students with relevant skills and knowledge. This structured design ensures that graduates are well-prepared to address plant protection challenges and contribute effectively to the agricultural sector, both locally and globally.

2.2.5 Bachelor in Soil Science (BSS)

The program is structured over eight semesters, with ECTS credit points distributed relatively evenly over the first seven semesters, ranging from 15.1 to 45.3 ECTS points. The curriculum includes courses in basic sciences, social sciences and humanities, applied sciences, soil sciences, and natural and environmental sciences. The eighth semester is dedicated to a community development task and the undergraduate thesis, which together account for 13.59 ECTS points.

The intended learning outcomes of the program are comprehensive and aim to produce graduates with a deep understanding of soil formation processes and morphology, sustainable land use based on geospatial data, land conservation, degradation, and restoration. Graduates are expected to be proficient in describing soil and land characteristics, potentials, and problems in agricultural cultivation, and applying soil science principles in various contexts. They should be able to classify and evaluate land capability and suitability, plan for sustainable management based on field observations, laboratory analysis, and cartographic maps, and diagnose symptoms of nutrient deficiency, toxicity, and water availability in plants. Additionally, graduates are trained to compile fertilization recommendations, identify and analyze problems, manage, restore, rehabilitate, and reclaim degraded lands sustainably, and present an integrated natural resource database using Geographic Information Systems (GIS).



The program emphasizes the importance of respecting cultural diversity, academic ethics, and demonstrating a responsible attitude towards work with social sensitivity and concern for society and the environment. Graduates are also expected to obey the law, maintain discipline in societal and state life, internalize field-specific values and norms independently, and embrace the spirit of independence, struggle, and entrepreneurship.

Graduates of the program are prepared for careers in various fields related to agriculture, as well as for pursuing higher education. They find employment in government and private institutions such as banks, the National Land Agency, the Department of Agriculture, Forestry, the Regional Planning and Development Agency, oil palm and rubber plantations, and agricultural entrepreneurship.

The soil lab at the UNIB is well-equipped for basic soil analysis but lacks advanced capabilities such as phosphorus fraction analytics. It is recommended to enhance the lab's analytical capabilities in this area. **(Recommendation 8)**

Additionally, the study program has a strong regional focus on soil types and tasks pertinent to the Bengkulu region, which lacks emphasis on salinity/saltwater intrusion, stable rainfall levels, and in-depth study of volcanic and organic soils. It is recommended to broaden the curriculum to include these areas, along with a greater focus on hydrology and geohydrology. **(Recommendation 9)**

The program's focus on land restoration is particularly attractive for fostering international collaboration with universities advanced in soil science, especially in coal/lignite mining areas such as Western Australia, Southern Poland, the Czech Republic, and South Africa. Expanding the internationalization strategy by offering more courses in English and ensuring that teaching staff are proficient in English would further enhance the program's appeal. Improving language skills across the university and providing English courses to all employees, including administrative staff, would also support this goal. Additionally, acquiring better technical equipment, such as drones, would enhance the program's research and practical capabilities.

In conclusion, the Bachelor of Soil Science program at the University of Bengkulu offers a well-rounded education that prepares students to address soil and land management challenges effectively. By enhancing lab capabilities, broadening the curriculum scope, promoting international collaboration, and improving technical and language resources, the program can further strengthen its position and provide even greater value to its students and stakeholders.



2.2.6 Bachelor in Agricultural Industrial Technology (BAT)

The program is structured over eight semesters, with ECTS credit points evenly distributed over the first seven semesters, ranging from 16.61 to 34.73 ECTS points. The curriculum includes courses in basic sciences, social sciences and humanities, applied science, agro-industrial technology, management in agro-industry, agro-industrial systems engineering, internship, and community development. The eighth semester is dedicated to the thesis, accounting for 7.55 ECTS points.

The intended learning outcomes of the program are designed to produce graduates who master the principles of processing technology in the agricultural industry. Graduates are expected to formulate alternative solutions to agro-industry problems within an integrated system, considering technological, socio-economic, management, human resources, financial, and environmental factors. They should be able to identify agro-industry problem sources through observation, data interpretation, problem formulation, and analysis using computational or experimental approaches. Graduates are also expected to think analytically and synthetically, considering the impact of global issues on social life, apply principles and techniques for designing industrial facilities in integrated agro-industry, and apply processing technology principles for agricultural products, particularly in tropical plantation product processing.

Additionally, graduates should be able to design and control an integrated agro-industry system by considering technical standards, quality, performance aspects, and various influencing factors. The program emphasizes cooperation, social sensitivity, legal compliance, discipline, and internalizing academic values, norms, and ethics. Graduates are also expected to demonstrate responsibility in their field of expertise, independence, and entrepreneurship.

The program aims to produce graduates with noble character, critical thinking, holistic views, innovation, intelligence, and excellence in utilizing natural resources and agricultural products in tropical forest and coastal areas. The program seeks to advance knowledge and technology, especially in agro-industry products of tropical forest and coastal areas, through research activities. Additionally, it aims to improve community welfare through the application of agro-industrial science and technology and to strengthen organizations in achieving good governance. BAT-students are prepared to compete with graduates from other universities, and many graduates work in various fields, both in governmental and private sectors. Some graduates become industry players, developing their own businesses in the agro-industry.

In conclusion, the curriculum demonstrates a comprehensive approach to equipping students with relevant skills and knowledge. This structured design ensures that graduates are well-



prepared to address agro-industrial challenges and contribute effectively to the sector, both locally and globally.

2.2.7 Bachelor in Animal Husbandry (BAH)

The Bachelor program is structured over eight semesters, with ECTS credit points evenly distributed over the first seven semesters, ranging from 19.63 to 33.22 ECTS points. The curriculum includes courses in social science and humanities, basic science, livestock production systems, livestock management, livestock business development, and community development. The eighth semester is dedicated to the thesis (7.55 ECTS) and additional coursework in livestock business development (3.02 ECTS).

The program was established to accelerate livestock development in Bengkulu Province, capitalizing on the region's potential in plantation sectors such as palm and rubber. It has since expanded its scope to address both local and global issues, making the program applicable to various fields related to domestic animals and providing opportunities for developing livestock production.

The intended learning outcomes of the BAH program are designed to produce graduates with a deep understanding of fundamental concepts in animal sciences. Graduates are expected to master knowledge and technology in animal production, genetics, nutrition, reproduction, animal products, animal management, and entrepreneurship in livestock-based enterprises. They should be able to plan, design, implement, and evaluate effective and efficient livestock production systems, both individually and cooperatively, using a multidisciplinary approach.

Additionally, graduates are expected to make appropriate decisions in solving problems in animal husbandry based on data and information analysis. They should be capable of maintaining and developing networks and results of cooperation within and outside the institution. Graduates should also demonstrate responsibility for livestock work independently, supervise and evaluate teamwork, and communicate and collaborate effectively in multidisciplinary teams, adhering to business ethics.

The primary objective of the program is to prepare graduates to become managers, entrepreneurs, community leaders, implementers, and developers of animal husbandry science. BAH graduates are equipped with the foundational knowledge of animal husbandry to assume leadership roles in both government agencies and private companies. They are also expected to possess an entrepreneurial spirit, enabling them to establish and develop businesses in the livestock sectors, either individually or cooperatively. As community leaders, BAH graduates are anticipated to be actively involved in community development related to



animal husbandry and related fields. In the future, BAH graduates will play a crucial role as "agents of change" for livestock development and as "promotion agents" for attracting quality student candidates.

In conclusion, the BAH curriculum demonstrates a comprehensive and well-structured approach to equipping students with relevant skills and knowledge. This ensures that graduates are well-prepared to address challenges in animal husbandry and contribute effectively to the sector, both locally and globally.

2.2.8 Bachelor in Forestry (BFT)

Generally, forestry B.Sc. program is well designed having all major subjects included similar programs. The recent change in Indonesian forestry paradigm has caused few changes to teaching priorities. Importance of social aspects and conservation have increased. Indonesia has still one of the largest pulp and paper industry in the World and is important round wood producer. However, the role forest related products are economically important and there is clear need for skilled foresters. University of Bengkulu has already professional teaching expertise, which has very good formal competence and long relevant experience for B. Sc. education. Besides teaching, staff member are continuously doing scientific publications and some are also published in international forums. Good international collaboration already exists. There is still room for additional international activities and need to improve external professional collaboration. Forestry B.Sc. education is definitely in good level without conditions. Following two recommendations might help the UNIB to improve and maintain program in relevant level.

A formalized concept of ecosystem services and sustainability should be introduced in specific courses. Now, many topics are covered separately. Integration of social aspects, carbon balance, and biodiversity are important in sustainability of production forestry (HTI, and natural forest concessions). A general concept of "ECO-labeling" should be clearly integrated to several courses (management, GIS etc.). **(Recommendation 10)**

The Technology used in Forest Operations is developing very fast. There is need to maintain understanding of modern remote sensing methods as well as sustainability of machineries/techniques used in forest operations. Collaboration with technology specific experts and industry is recommended. **(Recommendation 11)**



2.2.9 Bachelor in Marine Science (BMS)

The Bachelor program is structured over eight semesters, with ECTS credit points distributed relatively evenly across the first seven semesters, ranging from 28.69 to 34.73 ECTS points. The curriculum includes courses in basic sciences, social sciences and humanities, fisheries science, fisheries resources economics, marine bioecology, oceanography and meteorology, marine acoustics and instrumentation, marine bioprospecting, remote sensing and GIS, coastal management and disaster management, research methods and data analysis, marine practice with internship, and community development. The eighth semester is dedicated to the thesis, worth 7.55 ECTS points.

The intended learning outcomes for the program are comprehensive and include the relevant approaches to undergo such a program in Indonesia and the ASEAN countries. The international approach could be broadened, but this will definitely be implemented by reaching out to new partner universities outside of Europe with international projects also covering more international experience over time.

The program aims to produce graduates who can explore and conserve marine resources and the environment by utilizing observation instruments, scientific diving, mapping, marine information systems, marine acoustics, rehabilitation techniques, and biotechnology. Graduates are expected to master theories of marine biology, marine ecology, oceanography, cartography/mapping, marine remote sensing, geographic information systems, marine acoustics, scientific diving, conservation, rehabilitation techniques, and biotechnology, enabling them to systematically identify and formulate solutions for marine exploration and conservation.

A clarification is necessary for students who are unable or unwilling to complete the practical elements of the diving module. It is recommended to make the theory compulsory, as it is part of the exam, while allowing students to opt out of the practical component. This ensures inclusivity and flexibility within the program. **(Recommendation 12)**

The BMS courses have been successfully running for over a decade, supported by adequate staffing and opportunities for staff development, such as PhD studies abroad. The courses are well-aligned with national guidelines and are closely aligned with international standards, barring compulsory subjects like religion. The learning outcomes are generally adequate but could benefit from incorporating terms related to higher cognitive functions such as evaluating and discussing critical topics. While research is a critical aspect, it is acknowledged that many institutions, including those in the UK, allocate limited time and resources to undergraduate research, focusing more on PhD and Master's programs. The monitoring of student



attendance, often through smart cards, is becoming common practice and may reflect government measures rather than institutional choices.

In conclusion, the BMS program at the University of Bengkulu demonstrates a well-rounded curriculum, aligned with both national and international standards, and is supported by robust QA processes. The program effectively prepares graduates to address marine and environmental challenges through a comprehensive educational approach.

2.2.10 Magister in Agribusiness (MAB)

The Magister program at the University of Bengkulu is structured over four semesters, with ECTS credit points evenly distributed across the semesters, ranging from 13.59 to 16.61 ECTS points. The curriculum includes courses in business and management, economy and resources, agricultural development, quantitative and qualitative methods, decision-making, communication, counseling, and empowerment. The fourth semester is dedicated to the research component (13.59 ECTS).

The intended learning outcomes of the program aim to produce graduates with a deep understanding and mastery of agribusiness theory and methodology, including micro, macro, and econometrics principles necessary for developing agricultural economic models that align with the latest developments. Graduates are expected to demonstrate critical and analytical thinking, sensitivity, and responsiveness to risks and uncertainties arising from social, economic, and technological transformations in agribusiness.

Graduates should also master agribusiness management principles to develop tropical and coastal agribusiness systems on a magister level. They should possess logical, critical, systematic, and creative thinking skills, applying humanistic values within agribusiness contexts. Furthermore, graduates are expected to have an intermediate level of proficiency in science and technology related to agribusiness.

The program aims to equip graduates with the ability to use strategic policy-making knowledge and methods in economics and agribusiness management, as well as various problem-solving analysis methods in agricultural economics and agribusiness management at both company and macro levels. Graduates should be capable of analyzing, planning, conducting research, and communicating scientifically in economics and agribusiness management. Additionally, they are expected to work collaboratively, demonstrating social sensitivity and concern for society and the environment, while obeying the law and maintaining discipline in social life. The internalization of academic values, norms, and ethics, as well as a responsible attitude towards work in their field of expertise, are also emphasized.



The program aims to produce qualified graduates who can apply managerial principles, strategic planning, marketing, production, and business development in agribusiness with a research part. Graduates are expected to become masterminds at small, medium, and large levels, involving strategies for community development, agricultural production economics, and agricultural politics. They should be capable of solving problems and developing strategies related to agribusiness in tropical and coastal areas through interdisciplinary, multidisciplinary, and transdisciplinary approaches. Additionally, graduates should be able to serve as facilitators and motivators for agribusiness development, mobilizing farmers and Micro, Small, and Medium Enterprises (MSMEs) and effectively accessing growing business opportunities.

The consecutive BSc/MSc Agribusiness program is well-structured, with a high graduation rate in the Master's program compared to other Master's programs at the university. However, the number of students in the Master's program is relatively low. To attract more students, particularly from other universities, it would be beneficial to create a clearer distinction between the Bachelor's and Master's programs and develop measures to make the Master's program more appealing. This could include tailored marketing strategies, highlighting unique program features, and offering incentives for high-performing BSc students to continue their studies at the University of Bengkulu.

In conclusion, the MAB curriculum demonstrates a comprehensive and well-structured approach to equipping students with the necessary skills and knowledge. This ensures that graduates are well-prepared to address challenges in agribusiness and contribute effectively to the sector both locally and globally.

2.2.11 Magister in Natural Resources Management (MNR)

The Magister program's curriculum spans over four semesters, with the first three semesters covering various subjects, including applied sciences, social sciences and humanities, natural and environmental sciences, environmental policy and management, and biodiversity and ecosystem, distributing ECTS credit points between 16.61 and 18.12. The final semester is dedicated to research, accounting for 9.06 ECTS points.

The program aims to equip students with comprehensive knowledge and skills in ecological processes, ecosystem dynamics, and natural resource management. Key intended learning outcomes include mastering the theories and principles of ecological and social interactions, sustainable development, conservation, and environmental impact analysis. Additionally, students are trained to think critically, conduct multidisciplinary research, develop management plans, and disseminate scientific findings effectively.

The objectives of the program are to produce graduates who are competent in developing knowledge and technology for managing natural resources and the environment in tropical and



coastal areas. Graduates are expected to manage these resources sustainably, provide solutions to related problems, and collaborate with stakeholders in tropical forest and coastal areas.

In conclusion, the program is well-structured and meets European standards by providing a balanced distribution of coursework and research components, aiming a multidisciplinary approach, and focusing on sustainability, social responsibility, and legal compliance.

2.2.12 Magister in Agroecotechnology (MAE)

The Magister program's curriculum spans four semesters, with the first three semesters covering courses in planting materials, growing media, crop production, and environmental sustainability. The final semester is dedicated to scientific performances, accounting for 10.57 ECTS points.

The program aims to provide students with advanced knowledge and skills in sustainable crop production, emphasizing responsiveness to the latest developments in science and technology. Intended learning outcomes include demonstrating advanced knowledge and skills in sustainable crop production, interpreting and applying scientific principles to solve agricultural problems according to legal provisions, and developing science and technology for sustainable crop production relevant to their expertise and related fields. Students are also expected to conduct research effectively and efficiently, collect valid data, critically analyze and interpret results, develop specialized techniques to maximize crop productivity both in the field and laboratory, and convey complex knowledge and ideas through scientific communication to both academic and public audiences.

The objectives of the MAE program are to produce graduates who demonstrate professional performance through critical thinking, holistic review, and integrity in problem-solving, particularly in roles such as lecturers, researchers, and planning experts.

In Conclusion, the MAE-curriculum integrates coursework and scientific performance components. The program focuses on sustainability, scientific rigor, legal compliance, and effective communication, preparing graduates to address agricultural challenges professionally and innovatively on a national and international basis.

2.2.13 Doctoral in Agricultural Sciences (DAS)

The Doctoral program's curriculum spans six semesters, with ECTS credit points unevenly distributed across the semesters (3.02 – 21.14 ECTS points). The curriculum features courses in coastal tropical agriculture, applied sciences, and advanced courses, with the sixth semester reserved for the research component (21.14 ECTS points).



The program aims to provide students with a deep understanding of agricultural knowledge as a multidisciplinary empirical discipline. Intended learning outcomes include mastering the main concepts and theories of sustainable tropical agriculture, particularly in coastal areas, and understanding the principles, theories, and measurement methods of agricultural research. Students are expected to develop new scientific ideas, conduct research to solve problems, apply effective leadership in resource management, and innovate solutions to tropical agricultural challenges in coastal areas. They should also be able to compile, evaluate, and develop tropical agriculture resources, create specific planting materials for coastal areas, and formulate alternative solutions to socio-economic problems in these regions. The program emphasizes social sensitivity, legal compliance, academic values, norms, and ethics, and fosters a spirit of independence and responsibility in professional work.

The Doctoral program was established to fulfill the need for doctoral studies in agricultural science in the western region of Indonesia, particularly considering the coastal characteristics of Bengkulu Province on the west coast of Sumatra Island. This focus on tropical coastal agricultural development distinguishes the program from other doctoral programs in agricultural science in Indonesia. The purpose is to produce doctors with internationally reputable innovations in developing sustainable tropical agriculture in coastal areas. Graduates are expected to meet market needs as consultants, decision-makers, lecturers, and researchers.

Assessment of the PhD program and the Salzburg Recommendations:

According to the insights from the site visit, students are sufficiently involved in research activities, which are a core part of their educational experience. The program provides ample research opportunities that not only enhance the students' learning but also contribute to the overall quality of the academic program. According to recent surveys, students express high levels of satisfaction with the university's offerings, particularly appreciating their direct involvement in the faculty's research projects. This hands-on experience allows students to apply theoretical knowledge in practical settings, aiming a deeper understanding of their field of study. Furthermore, the university is well-equipped with research resources that enable both students and faculty to conduct studies and projects at an international standard. This access to state-of-the-art facilities and resources ensures that the research conducted is innovative and globally competitive, preparing students to excel in their future careers.

2.3 Conclusion

The criterion is **fulfilled**.

The expert panel gives the following recommendations:



- 1) It is recommended that the campus` opening hours are longer to ensure that students can use the facility for group work activities and sports even after lectures. **(Recommendation 1 for all programs)**
- 2) It is recommended that cooperation with employers should be deepened to have more practical experiences during the studies. **(Recommendation 2 for all programs)**
- 3) It is recommended that in terms of a broader internationalization strategy, English should be used at all levels (administration, teaching staff and students, and also for some BA courses to ensure the specific level of English faculty wide. **(Recommendation 3 for all programs)**
- 4) It is recommended that academic mobility is expanded also abroad Asian countries so that the exchange and international cooperations can be established **(Recommendation 4 for all programs)**
- 5) It is recommended that international research of the lecturers is expanded so that the students also benefit from current developments in the respective field **(Recommendation 5 for all programs)**
- 6) It is recommended to establish a student`s council to maintain the important work from students to students. This would probably lead in even greater involvement of students in all UNIB committees **(Recommendation 6 for all programs)**
- 7) It is recommended that external stakeholders and partners have a stronger involvement in the knowledge transfer within the program. **(Recommendation 7 for BAB)**
- 8) It is recommended to enhance the lab`s analytical capabilities in this area. **(Recommendation 8 for BSS)**
- 9) It is recommended to broaden the curriculum to include these areas, along with a greater focus on hydrology and geohydrology. **(Recommendation 9 for BSS)**
- 10) It is recommended to integrate a general concept of “ECO-labeling” that clarifies differentiation in several courses (management, GIS etc.). **(Recommendation 10 for BFT)**
- 11) It is recommended to establish collaborations with technology specific experts and industry partners to develop the curriculum. **(Recommendation 11 for BFT)**
- 12) It is recommended to make the theory compulsory, as it is part of the exam, while allowing students to opt out of the practical component. This ensures inclusivity and flexibility within the program. **(Recommendation 12 for BMS)**



3 ESG 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

General

The University of Bengkulu implements Blended Learning and learning based on MOOCs (Massive Online Open Courses) so that learning is no longer limited by place and time. Thus, the wider community, both at home and abroad, can study at UNIB. Learning methods feature lectures, tutorials, seminars, practicum, studio practice, workshop practice, practice fieldwork, research, and community services. Face-to-face learning in the classroom is combined with online learning. Lecturers vary learning methods according to the characteristics of the material and student learning styles. There are group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfilment of the learning outcomes.

Lecturers are provided with university teaching training and active learning methods. They are encouraged to use interactive teaching methods with available facilities and infrastructure. UNIB has an e-learning system to support online classes and student learning management. During the Covid-19 pandemic, the learning process switched to online mode. Students are offered online meeting platforms and online chat applications. The classes are also conducted by using blended learning, both face-to-face and virtual either synchronously or asynchronously by utilising online learning resources. In addition to class discussions, the teaching methods used are problem-based, discovery-inquiry, and project-based learning which involve students actively participating in learning.

Students are assisted to learn by using empirical data so that the learning process is easier to understand and apply. To ensure that this learning process goes well, lecturers have the RPS which maps out the learning activities in the classroom for one course in a semester. Learning is also conducted in an integrative way between lectures in class and practical learning activities (in both the laboratory and field).

Each faculty's UPM evaluates the learning process at the end of each semester. This evaluation allows students to evaluate the performance of lecturers and provide feedback on the learning process and their input is used for future improvement. The results of monitoring



and evaluation are used to improve the quality of the learning media and lecturer performance. Lecturers can access the results of student assessments online.

In addition, UPM also conducts exit surveys in to assess the implementation of thesis guidance and academic services in laboratories, study programs, departments, and faculties. The results of the evaluation process are considered for improvements.

Assessment

The assessment principles applied by the University of Bengkulu are educative, authentic, objective, accountable and transparent. The **educative principle** motivates students to improve the planning and learning methods, and to achieve the graduate learning outcomes, the **authenticity principle** orientates towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process, the **objectivity principle** describes that the standard is agreed by the lecturers and students and is free from the influence of the subjectivity of the assessor and the one being assessed. The **accountability principle** describes clear procedures and criteria and is agreed upon at the beginning of the lecture and understood by students. The **transparency principle** guarantees that procedures and results can be accessed by all stakeholders. All assessment principles are applied and adjusted to each study program based on its characteristics and related to the competencies and degrees to be achieved by the graduates.

Each course has a description called Semester Course Details (RPS) that consists of the targets of learning outcomes, materials, methods, time, and stages. The RPS is consistently evaluated at the end of each semester. This evaluation is conducted by the lecturers of the courses and students separately.

The method of assessing student learning outcomes is stated by each lecturer in the RPS and compiled by a team of supporting lecturers and approved by the department. The points assessed include assignments/quizzes, midterm and final exams, and practicum scores. Assignments can be in the form of answering questions, group discussions, writing papers, presentations, etc. The weights of assessments differ from course to course.

In the first meeting, the lecturer should explain the assessment procedure. At the end of each semester, the lecturer gives a final score which he or she inputs in the academic portal also at the end of the semester. Usually, the time limit for uploading the scores is within two weeks after the final test.

Students can complain if the learning process, assessment, or other services are considered inappropriate. Students can submit complaints against the lecturers or other services to the department. The complaint is then resolved at the department level, submitted to the faculty level, or, if necessary, to the university level. Clarifications on grades are resolved by the



relevant lecturer. If problems are not resolved, students can escalate to the department level. The department then conducts a direct follow-up or coordinates with the Academic Division of the Faculty when necessary. The complaint mechanism is described in the Standard Operating Procedure.

Aspects of student-centred learning, teaching and assessment can vary between programs. From the self-documentation it can be concluded, however, that all programs put a strong emphasis on teacher-student interaction, proper student supervision and responding to students' talents and abilities as well as any special needs they might have.

3.2 Assessment

Each student must complete a number of workloads to obtain a degree in their respective study program. Undergraduate students complete a minimum of 144 SKS and a maximum of 160 SKS (equivalent to ECTS-workload) which are completed in at least eight semesters and a maximum of 14 semesters. Magister program students complete a minimum of 36 SKS and a maximum of 44 SKS for the magister program completed in at least four semesters and a maximum of eight semesters. A small amount of SKS is reserved for elective courses and a final project.

Assessment of students is conducted in each course that is carried out to evaluate learning outcomes. The assessment type or system applied to each course may differ depending on the lecturer's prepared RPS. Assessment of the students can be done with written exams, oral exams, assignments, seminars, practical exams, and others.

The study programs are clearly structured and consist of face-to-face lectures as well as laboratory projects. Furthermore, the courses require individual learning possibilities and the work with exercises in addition to lectures. The exam modalities as well as the method of examination are discussed and agreed with all students at the beginning of each module, according to UNIB. Each professor can freely access the e-learning platform, make use of it for digital teaching formats or the upload of learning material and exercises.

The quality of teaching, the match between exercises and lectures, additional material as well as the professor's creativity regarding the use of new teaching methods is evaluated every semester. Beside anonymous feedback via analogue or digital evaluation sheets, a student executive board is in good contact to the professors and is able to forward gathered feedback from students. In addition, open discussion about the curriculum takes place on assigned dates according to students. Further involvement of engaged students in each study program's organization and beyond is yet not foreseen but was discussed in the individual sessions.



In order to investigate the student's workload, the amount of credit points (SKS/ECTS) as well as the academic hours are listed in a study program's module handbook also published online. Depending on the study program of interest, additional information such as the responsible professor, learning outcomes and covered materials are also shown in the module handbook or in additional documents named module evaluation process (RDP) which can only partially be found online. Especially for international students, the orientation for a study program at UNIB as well as the allowance of courses at their home university is complicated.

According to the discussion with students of every accredited study program and exam results, the workload seems to be feasible. Each assessment can be repeated twice, and the dropout rates are low in the first semesters and even negligible in higher semesters. The students name mainly personal problems as dropout reason instead of deficient performance. Professors also mentor about 10 students, but students see a conflict of interest in talking about technical or other problems with a rater.

3.3 Conclusion

The criterion is **fulfilled**.



4 ESG 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

Prospective student admissions by UNIB are held at the beginning of each year. There are several admission procedures for the selection of prospective students:

1. State University National Admission Selection (SNMPTN)

SNMPTN is an entry path for undergraduate students with SNMPTN criteria: (1) Selection participants will take the National Examination the year of registration; (2) Have consistently high academic achievement based on ranking by the school; (3) The selection participants have obtained a recommendation from the school.

2. State University Joint Admission Selection (SBMPTN)

This admission procedure is a selection for undergraduate students based on the results of the Computer-Based Written Examination or a combination of results written exams and skills exams for prospective students, conducted jointly under the coordination of the Central Committee. The SBMPTN selection criteria are: Indonesian citizenship, degree from senior/vocational high school /MA or equivalent or package C, and adequate health.

3. Independent Entrance Selection of Higher Education (SMMPTN)

The implementation of SMMPTN Barat is carried out by the Independent Examination Organising Committee (PPUM). Candidates need to register online to start the registration process. They need to fill out a brief personal information form on the registration page to get a payment code and PIN.

4. Selection based on Non-Academic Achievement of Students

The selection is based on the grades stated on the high school report book and certain achievements in sports, arts, culture, religion and other supported fields with a certificate of achievement obtained when they were at the high school.

Meanwhile, the postgraduate student admissions are managed and conducted directly by each postgraduate program. Students who want to enrol in a postgraduate program must pass the



Academic Potential Test, the TOEFL exam, and an interview with a panel of professors to determine their qualifications and eligibility for the postgraduate program.

The student admission mechanism at the Faculty of Agriculture is started with the coordination between the departments and study programs of the Faculty of Agriculture to set the quota of each study program which then is reported to the university and is used as a reference for the student admissions. The proportion of quotas for each admission system for undergraduate student candidates is 20% for SNMPTN, 50% for SBMPTN, and 30% for the university's independent entrance system. To increase the number of applicants of student candidates of the Faculty of Agriculture, promotion and socialisation activities are conducted at high schools by the lecturers and students of the faculty. The promotion is also conducted at the university level through websites, social media, etc.

Progression

Student progress is monitored continuously through the Academic Information System (SIKAD). SIKAD provides complete information regarding student study plans and study results each semester. Student progress can be monitored by Academic Advisors, the Study Programs and departments, the Academic Section of the faculty and the Office of Development of Technology, Information, and Communication. If students perform poorly or exceed regular study times, academic advisors offer support. If students do not achieve the minimum grade average they can be given a warning by the Dean.

Recognition and Certification

Students can graduate once they have fulfilled their academic requirements, including their coursework, internships, theses/dissertations, based on the curriculum. Students that take part in the graduation ceremony will be awarded: a. Diploma, including a diploma number issued by the Ministry. b. Academic transcript, including all study results, course scores, grade average, thesis/dissertation title, and the explanation of the scoring system. Students' qualifications are recognized nationally. The Ministry of Education issues each student's diploma number after confirming that the educational process is carried out following the law and that they have completed the required amount of coursework for higher education.

Additionally, UNIB graduates also obtain a Diploma Companion Certificate (SKPI). It is issued by UNIB and signed by the Dean and Study Program Coordinator. The certificate lists Achievements and Awards, Arts and Culture, Sports, Foreign Language Ability, Community Service, and Organisation and Leadership skills.



4.2 Assessment

The entry and admission requirements of UNIB are clearly defined and set out transparently for applicants. The higher education entrance qualification is a prerequisite, followed by government admission tests and personal interviews. Thus, a multi-stage admission system is provided for the students. The government decides on the admission capacity. As a consequence, the UNIB in general and the faculties itself cannot decide the student's entry level. However, the number of applicants surpasses the number of available study places by far so that in the meeting among the Rector, Vice-Rector for Academic Affairs, and the Dean of the Faculties to decide the list of the successful candidates a selection of the best is possible.

The progression of the students is not so much limited by the time span of the study time – a limit to the length of the study time is not set –, but by success in accomplishing all courses. However, the threshold to continue to the next semester seems not too high. The usual GPA rate of the students in all study programs of the faculty is far above the level that prohibit an advancement.

The university has procedures for the recognition of work done elsewhere. Whether these procedures work well in practice cannot be assessed by the expert panel, because the number of cases is too small to make a fair judgement of the procedures. In every study program, just few cases have gathered international experience – and most of these cases have not had an exchange semester at another university, but have taken part in international competitions etc.

To transform the vision of “Becoming a world-class university in 2025” into reality, the international collaboration with universities and companies in the ASEAN-region should be expanded. The possibilities for a student exchange should be enhanced and the number of intakes and outgoings should grow to better integrate in the international scientific community.

The faculty has submitted a diploma supplement that proves study content and degree level to employers and other universities for continuing studying on master level – an option that some 10% of the bachelor study programs' graduates chose. For international use, the diploma could be supplemented with information on the national higher education system of Indonesia.

Summary: All main elements of admission are present, and the general process is so far transparent. Indonesia is not signature of the Lisbon Recognition Convention. However, at faculty level they are ready to recognise mobilities abroad on individual basis. There is sufficient information on university degrees and programs, although in some cases the quality of information provided could be improved.

4.3 Conclusion

The criterion is **fulfilled**.



5 ESG 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Implementation

General

By the end of 2021, the number of the teaching staff of the 12 study programs of the faculty of agriculture is 175 people. Based on their level of studies, 46.78 % of them have PhD degrees and the rest hold master degrees. There are 18 teaching staff undergoing doctorate studies at highly qualified universities across Indonesia and abroad. In addition to Indonesia, most teaching staff received their degrees from other countries, such as Australia, Japan, the United Kingdom, the United States of America, and other European and Asian countries. Currently, 25 teaching staffs are professors, 68 are associate professors, and the rest are assistant professors and lecturers.

In addition to their formal degrees, some of the teaching staff have certificates of competencies in their fields and attend courses and workshops for knowledge enrichment. The staff also collaborate with the academic staff from other universities in either research or teaching. Moreover, some of the teaching staff also served as guest lecturers or additional professors at other universities. For their research work, the teaching staff receive the funding from the Ministry of Education, Culture, Research and Technology, UNIB, the faculty of agriculture, and other national funding sources such as the National Fund of Oil Palm Research and internationally such as the Australia Award and The International Tropical Timber Organisation (ITTO).

Since UNIB is a state university, the teaching staff recruitment is regulated by the Ministry of Education, Culture, Research and Technology. UNIB proposes the number of staff needed for each program (if necessary), and afterwards, the Ministry decides how many staff will be recruited each year. The decision depends on the need for the new staff, student ratio, and available budget. The recruitment is conducted by Ministry through nationally organised tests. Additionally, in order to become a teaching staff at a university, the applicant should hold at least a magister degree in a relevant field of studies.

The lecturers of the faculty of agriculture participate in various academic and training activities to improve their capability. The lecturers attend various workshops, seminars, and conferences at national and international levels regularly. They also take short courses or training related to learning and research both in Indonesia and abroad to get a certificate of expertise or knowledge enrichment. This continuous improvement in the capability and competence of



lecturers and other staff (such as laboratory staff) is an effort to improve the quality of the learning process. The faculty also conducts training to improve the teachers' use of learning management tools such as e-learning.

The development of scientific capacity and productivity of lecturers is supported by an adequate budget. The minimum budget of each faculty to be allocated for research is 15% of the Non-Tax State Revenue. This research fund is allocated to support research activities, participation in national and international seminars, research implementation, and publication costs in reputable international journals. The fund is also allocated to support the management of journal publications managed by the study programs within the faculty of agriculture.

The lecturers are responsible for reporting their workload including teaching, research, and community service (three higher education pillars, the Tri Dharma of Higher Education). The workload, divided by staff qualification level, should be between 12 and 16 credit points each semester, consisting of 79% study load, 13% research load, 3% community service load, and 5% supporting elements. The requirement for bachelor program lecturers is to have an academic qualification of masters degree and preferably a doctoral degree.

The strategy of developing human resources is stipulated in the Business Strategic Plan of the university 2019-2023.

5.1.1 Bachelor in Agribusiness (BAB)

There are 29 lecturers at the BAB consisting of professor (7%), associate professor (31%), assistant professor (48%); and lecturer (14%). It means that most of the lecturers in the agribusiness study program rank as associate professors and assistant professors. Based on their education level, 62% of lecturers graduated from doctoral degree level, 31% graduated from magister degree, and 7% of them are currently pursuing the doctoral degrees.

The research of BAB lecturers is an important reference in Agribusiness studies. Research conducted by BAB staff has always been improved in novelty which also impacts the study development related to Agribusiness. The publications of this research are also expected to be an important output to improve the existence of BAB lecturers of the faculty of agriculture in terms of ensuring the research quality in the field of Agribusiness studies. In 2020, there were 79 research titles conducted by lecturers of BAB. Based on the funding sources, 42 research which are self-funded or funded by the university, 36 titles funded by institutions outside the university, and 1 title funded by an international institution.

5.1.2 Bachelor in Agroecotechnology (BAE)



There are 34 permanent lecturers at BAE assigned to teach courses relevant to their competencies. Those lecturers consist of 27 people (79.4%) with doctoral degrees, and 7 (20.6%) lecturers with masters degrees. Furthermore, 30 people have professional certificates (88.2%) and their academic positions are professor (17.7%), associate professor (64.7%), assistant professor (8.8%), lecturer (2.9 %) and lecturer candidate (henceforth CAPEG – Calon Pegawai) (5.9%). In terms of the ratio between lecturers and students, BAE's is about 1:21.

5.1.3 Bachelor in Plant Protection (BPP)

There are 13 permanent lecturers at BPP. Until November 10, 2020, there were 2 professors (14.29%) of the total lecturers at BPP. The number of professors declined as one of the professors passed away due to illness. Furthermore, the lecturer academic ranks include lecturer (1 person or 8.33%), assistant professor (5 people or 41.67%), and associate professor (6 people or 50%).

5.1.4 Bachelor in Soil Science (BSS)

There were 29 lecturers assigned in BSS including 19 permanent staff and 10 lecturers from other study programs. The details of their educational qualifications are 19 of them graduated from magister degrees and 10 of them graduated from doctoral degree. All permanent staff at BSS have areas of expertise in accordance with their competencies. They have professional certification as certified education personnel. Their academic positions are: the professors (5 people), the associate professor (5 people), and the assistant professors (9 people).

5.1.5 Bachelor in Agricultural Industrial Technology (BAT)

BAT currently has 21 lecturers consisting of a professor, 10 associate professors, and 10 assistant professors. All of the permanent lecturers of the university that are assigned as course lecturers have areas of expertise in accordance with their competencies. Several lecturers of BAT are graduates from the USA, the Netherlands, New Zealand, France, the Philippines, Australia, as well as outstanding Indonesian universities.

5.1.6 Bachelor in Animal Husbandry (BAH)

BAH currently has 22 lecturers, professors (18.18%), associate professors (45.45%), assistant professors (22,73%) and lecturers (13.64%). Currently two lecturers are pursuing their doctoral degree in Andalas University and IPB University. All BAH lecturers are active participants in both national and international professional associations.



5.1.7 Bachelor in Forestry (BFT)

BFT has 19 permanent lecturers and almost half of them are graduates from international universities in the USA, the Netherlands, Australia, and Japan. The lecturers of BFT consist of 11 lecturers with doctoral degrees (58%) and 8 lecturers (42%) with magister degrees. Moreover, the academic position of the lecturers of BFT includes three Professor (5%), 7 Associate Professors (37%), and 9 Assistant Professors (47%).

5.1.8 Bachelor in Marine Science (BMS)

BMS currently has 14 lecturers: 2 Associate Professors and 11 assistant professors. The permanent staff are assigned to manage the courses within their areas of expertise and in accordance with the core competencies of the study program. The academic background of lecturers in BMS includes 2 lecturers (14.29%) with doctoral degrees, and 12 lecturers (85.71%) with magister degrees.

5.1.9 Magister in Agribusiness (MAB)

MAB currently has 20 lecturers: 7 professors, 6 associate professors and 7 assistant professors. All staff hold Lecturer Certifications.

5.1.10 Magister in Natural Resources Management (MNR)

The MNR has 20 lecturers with competencies that are in accordance with the courses they teach. The academic positions include 2 assistant professors, 11 associate professors and 7 professors. MNR involves lecturers outside of the study program to become undergraduate thesis and seminar supervisors. Additionally, one course is managed by 2 or more lecturers in order to provide cross-sectoral views on a topic

5.1.11 Magister in Agroecotechnology (MAE)

In 2020, MAE had 20 certified permanent lecturers with scientific competencies in accordance with the learning curriculum and the development of IPTEKS in the study program. In terms of academic qualifications, the lecturers of MAE have 20 doctoral degrees and 11 of them are professors while the rest are associate professors. Currently, 4 associate professors are in the process of being promoted to professors at the Ministry of Education, Culture, Research and Technology.



5.1.12 Doctoral in Agricultural Sciences (DAS)

The lecturers of DAS consist of 8 home-based lecturers with doctoral degrees, 7 of them are Professors.

5.2 Assessment

The processes for the recruitment and development of staff at the UNIB comply with international standards and are deemed clear and transparent. UNIB provides good opportunities for staff to succeed. The recruitment process for home-based staff follows standard procedures for Indonesia, and there is an added focus on developing staff from neighbouring institutions. This clear and transparent approach ensures that the university attracts and retains qualified teaching staff. Most of the teachers are originally from their own university and go on with their career within UNIB.

The university supports the scholarly activities of the teaching staff through scholarships and grants for conference and research visits, available at both the university and national levels. This support enhances the academic and research capabilities of the staff.

The university offers the teaching staff all the important equipment required, including lab space, which contributes to a very good working atmosphere and high motivation among the staff.

In the development of the individual study programs, several goals are pursued at both university and faculty levels. These include increasing the academic qualifications of lecturers through further study activities, improving the quality of lecturers and administrative staff through conferences, seminars, workshops, internships, and training activities, and increasing the scientific publications of lecturers in national and international journals. This comprehensive support ensures that teaching staff are equipped with the latest teaching methods and technologies. However, it could be ensured that the English skills of teaching staff will be improved over time. This would give more opportunities for an international mobility of students and the staff itself.

The teaching staff is appropriate to carry out the study programs. However globally, an increase in the number of teachers, especially at higher levels (Full Professors) and lab technicians, would be beneficial for national and international students and individual research activities.



5.3 Conclusion

The criterion is **fulfilled**.



6 ESG 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

General

The University of Bengkulu occupies a land area of 24.9 ha located in Bengkulu Province. This location is easy to access by people from outside of the Bengkulu province since it is only around 30 minutes from Fatmawati airport. The University of Bengkulu has public facilities that may be used by all students of the faculty of agriculture including Integrated Service Building, UNIB library, clinic, sports facilities, banking facilities, and prayer facilities (mosques). The faculty of agriculture is divided into 12 study programs. To conduct the educational activities, the faculty of agriculture has 14 main buildings: 10 office buildings, 1 teaching/learning building, 3 laboratory buildings, 1 library building, 1 PKM building, and 1 health care building. In addition, there are several supporting facilities: canteens, student association secretariats, entrepreneurship hangars, etc. UNIB implements resource sharing of facilities to support the educational activities. Therefore, all study programs at the faculty of agriculture may access the facilities owned by other faculties, for instance the teaching/learning buildings and laboratories.

Additionally, there is a shared administration room for the education personnel of the faculty of agriculture who serve students in each study program. In the teaching/learning building, there are 26 classrooms with a capacity of 1660 students. The classrooms can be used for 5 sessions a day to accommodate 8300 students. The available classrooms are sufficient for the number of 3229 students. All rooms are equipped with air conditioners, and 6 classrooms are equipped with smart TV and the other classes may use mobile LCDs. The teaching/learning building is equipped with toilets, 2 administration rooms, 1 prayer room, and a garden. The magister classes are conducted in the teaching/learning building and the magister building. The seminar and final exam rooms are located within the building of each study program.

The laboratory building is used for practicum activities and student/lecturer research. There are 8 laboratories in the Faculty of Agriculture: the Agronomy, Plant Protection, Soil Science, Forestry, Animal Husbandry, Fisheries, Agricultural Socio-Economic, and Agricultural Technology Laboratory. The head of the laboratory is a lecturer appointed based on the Decree of the Rector. The head and laboratory staff have rooms in the laboratory. In the laboratory buildings, there are also practical classrooms and research rooms with complete and sufficient equipment to support the student and lecturer research. Each laboratory can accommodate



15 to 20 practicums in the following semester with a total of 2 to 6 shifts per practicum course. The digital analysis laboratory used by the agribusiness study program has 40 computers. The procurement of equipment is conducted every year to support the qualified practicum activities and is funded by PNBP.

The faculty of agriculture also collaborates with other institutions to support student and lecturer research by sharing the equipment or expert human resources that are not available in UNIB.

The facilities and operations of the Tridharma of higher education activities at the faculty of agriculture are funded by PNBP, APBN and cooperation activities. In the last 3 years, the average amount of funds for facilities and operations was IDR 52,763,610,000 per year (USD 3,596,211 per year). For 3,236 students, the operational cost per student per year is IDR 16,305,196 (USD 1,111.31). The allocation of the fund is as follows: 74.26% for education operations, 6.85% for research, 0.93% for community service, 2.01% for infrastructure investment, 13.92% for facilities investment, 1.40% for HR investment and 0.63% for additional necessities.

Administrative student support

During the study period, the students are supported by the SIAKAD system. SIAKAD includes the KRS, LHS, transcripts, class schedules, academic guidance, and e-learning that can be accessed by students and lecturers. Students can easily consult with the best possible lecturers directly in the workspace or through the internet and SIAKAD facilities provided. Students can consult in planning their studies with their academic advisor at the beginning of the semester before the lecture starts. Lecturers as academic advisors provide advice and input regarding the student's study plans and study results of each semester.

New students are encouraged to join the student organisations or associations to develop their interests and talents in academic and non-academic fields. These activities can help students develop their potential to balance their learning activities. The division which oversees this activity is the division of student affairs of the faculty.

Students are also encouraged to seek information about career and work goals through the skill, insight, and career development. These activities may be conducted through workshops and training on entrepreneurship, seminars on career development, public lectures with practitioners according to their fields, and collaboration with the industry by involving the students

Student research



Already during their studies, students are guided to apply for research funds. The most competitive funds are provided by the Ministry of Education, Culture, Research, and Technology. These funds were received through the PKM and Student Creativity Competition scheme. The emphasis of student's research is to follow the research roadmap of each study program.

Library

The library's mission is to provide access to information, to support the Tri Dharma of Higher Education, and to improve the quality of library resources to become relevant and professional. The library facilities can be accessed freely by registered users with a library membership card.

The availability of the faculty of Agriculture Reading Room with various collections of reading materials creates a conducive academic atmosphere. The academic atmosphere is also improved by the support of the internet network with adequate accessibility and speed of up to 800 Mbps to allow the academic community to access the required reading materials/journals from abroad and within the country.

The library of UNIB and Agriculture faculty Reading Rooms currently have an area of 6,000 m² and 400m², respectively. They continue to be developed as the institution's commitment to improve the quality of the facilities and learning resources and the quality of education. The collection of the library of UNIB currently includes more than 75,000 copies of textbooks, 11 national journals accredited by Dikti/LIPI, 1 international journal, 3 proceedings, 339 theses with 1,117 copies, 2 dissertations, and 11,000 undergraduate theses with 15,251 copies. Meanwhile, the faculty of agriculture has a collection of 605 textbooks, 37 magazines, 986 journals, thousands of undergraduate theses, etc. Many journals can be accessed without a subscription. UNIB collaborates with the national library so that library users can access various books, journals, etc.

In addition to the collection of books in the library, the library of UNIB is also equipped with the digital collections for students to access the learning resources for free.

UNIB has also innovated in developing an integrated online digital library with all Faculty Reading Rooms within UNIB through the SlimS application and website or the Senayan Library Information System (<https://slims.unib.ac.id/index.php>). Through this application and website, the academic community can connect to the National Library and access all books and journal collections including: the books, references, magazines, national and international journals. In addition to supporting facilities, the library of UNIB is also managed by professional librarians. They all have sufficient qualifications to properly help the academic community and employees within UNIB. The work of librarians is also assisted by the administrative staff (civil servants and honorary staff) who are placed by the university at the library of UNIB.



IT-Service

The information system of UNIB is connected using the Local Area Network (LAN) and Wide Area Network (WAN). This system has a big data capacity and adequate accessibility with a speed of 800 Mbps. The area of UNIB has been connected using optical fibre and WiFi for LAN connection to access the internet. Therefore, these facilities will help the academic community and education personnel to access various UNIB internal information and the internet.

UNIB already has an LMS-based e-learning application (<https://elearning.unib.ac.id/>) which has been used intensively to support blended learning. The system can be used to provide lecture materials and modules that the lecturers and students can use to support synchronous and asynchronous learning. The online learning is conducted through video conference applications.

The department, study program, laboratory, and dean building of the faculty of agriculture have available wifi networks that can be utilised by the academics and education personnel. Each student has an account to access the WiFi with a speed of up to 3.5 GB. The utilisation of wifi facilities within the Faculty of Agriculture is conducted by using a resource-sharing system with the students. Moreover, the existence of the Agrivoice community radio and the faculty website makes the information easier to access by the public. The Faculty of Agriculture has also developed the system for exit surveys and tracer studies.

The management of the information system of the faculty of agriculture is integrated to the one developed by UNIB. LPTIK is an institution responsible for the utilisation and development of information systems for the benefit of learning and program management which can be accessed at <https://lptik.unib.ac.id>. The development of information systems conducted by LPTIK is related to the needs of the university. The system includes New Student Registration System, Academic Portal System, Lecture Attendance System, Graduation Registration System, UNIB Academic Information System, Online Community Service System, Personnel System, Remuneration System, Planning System for UNIB PPK Bureau, Lecturer and Employee Absence System, Registration SIM, UNIB Portal PIN Making System, e-Learning System, Library System, Correspondence System, e-Journal System, Book Search System, UNIB Repository System, Learning Evaluation Information System, Database Information System, and UNIB Graduates Tracer Study application.

The information system of UNIB is used to improve the effectiveness in archiving, decision-making, efficient learning, and improving the quality of academic programs. The development of the information system is a part of the internal quality assurance in learning activities. To improve the quality of academic program implementation, each study program can use various



applications: the Academic Portal, Lecture Attendance, UNIB Academic Information, Online KKN, e-Learning, Library, Correspondence, e-learning Journal, Book Search, UNIB Repository, and Learning Evaluation Information System.

Training events and support services

UNIB conducts various approaches of training for the management, lecturers, and students to support the improvement of the learning standards, research and community service, and institutional management. Training of staff is described elsewhere, students can participate in training to increase their competence through soft skills training, student creativity programs, entrepreneurship, and organisational management. These training programs support the main competencies of students in their respective fields. They are conducted by the division of the student affairs of the university and faculty, and the UPT PKM.

UNIB has a Career Development Center to implement programs to align education and professional work. In the future, this unit is expected to be able to prepare UNIB graduates to compete in the job market to increase their employability. The career and entrepreneurship guidance is also conducted by the Technology Business Incubator, which aims to grow young creative entrepreneurs at UNIB with several activities including technical business guidance, Business Competitions, Business Training based on livestock products, etc.

6.1.1 Bachelor in Agribusiness (BAB)

BAB is well supported by the laboratory of Agricultural Socio-Economic, which provides learning facilities and infrastructure in the form of system analysis tools consisting of computer equipment with analytical programs, a cooperative simulation learning unit that synergises with student cooperatives (BiSmart), and an informatics communication unit in the form of an agribusiness podcast studio. All these facilities can be used for learning, research, and community service activities through the coordination of three divisions of laboratory services: Analysis Division, Broadcasting and Multimedia Division, and Business Incubation Division

6.1.2 Bachelor in Agroecotechnology (BAE)

BAE have of 6 classrooms at their disposal: 4 rooms in the Teaching/Learning Building I, 1 Agronomy Laboratory building (640 m²), and 1 room in the Workshop Building. The practicum facilities consist of indoor laboratories and outdoor laboratories. The outdoor laboratory includes the land, greenhouses, and wirehouses around the Agronomy Laboratory Building with an area of around 2 hectares. In addition to the practicum, the student uses the facilities for research. The land in the Integrated Agricultural Zone (with an area of 5 hectares) located in Medan Baru is administratively directed under the faculty of agriculture. However, its use



and management are conducted by the Agronomy Laboratory and the Department of Agricultural Cultivation.

6.1.3 Bachelor in Plant Protection (BPP)

The available facilities for the learning process at BPP are: the Teaching/Learning Building (GKB I), the Seminar Room in T Building, the Dean Building, the Plant Protection Laboratory, the Agronomy Laboratory, the Soil Science Laboratory, the Agro-industrial Technology Laboratory, the Greenhouse, UNIB library, the Agrocomplex reading room building, and the Integrated Agricultural Zone in Medan Baru. The condition of the infrastructure for learning activities is good and well maintained. Additionally, BPP has a Reading Room for their students to browse literature and reading materials. BPP has a well-equipped laboratory with an area of 1000 m² which consists of several fields, a biology laboratory, a molecular laboratory, an entomology laboratory, a nematology laboratory, a phytopathology laboratory, and an isolation room. BPP also has a 200 m² experimental land. The BPP of the faculty of agriculture uses the computer networks facilities to share information to stakeholders. In addition, BPP can share information on its activities to the public through the BPP web page.

6.1.4 Bachelor in Soil Science (BSS)

BSS has a two-story Laboratory Building with an area of 388 m² which is in good condition. There is a studio room in the laboratory facilities with 4 computers and an internet network which students can freely use. BSS students also have an association room with an area of 4 x 4 m² and are equipped with furniture, a set of computers and internet to conduct the student activities freely. BSS also has a field laboratory.

6.1.5 Bachelor in Agricultural Industrial Technology (BAT)

BAT has an Agricultural Technology Laboratory building which consists of the laboratory of industrial systems, bio-industry, postharvest, agricultural tools and machinery, entrepreneurship, chemical, and food engineering. These laboratories are used for practicum and research by BAT lecturers and students.

The laboratory building of BAT is equipped with tools and materials to conduct the practicum and research, for instance Ultraviolet and visible spectra spectrophotometer which is used to analyse carotene, total phenol, and antioxidant activity. The food engineering laboratory is used for practicum on the technology of plantation product processing, agro-industrial material processing, and sensory testing. The machine and equipment laboratory is used for the practicum on measurement and instrumentation, physics, machinery and equipment courses. The system laboratory is used for practicum in courses of system analysis and decision-making, programming techniques, and computer applications. The post-harvest laboratory is



used for practicum courses on the knowledge of agro-industrial materials, packaging, and physical properties of agricultural products. The chemistry laboratory is used for chemistry and biochemistry practicums. The entrepreneurship laboratory is used for the development of innovative research outcomes by the students and lecturers of BAT and as a forum for developing the entrepreneurial spirit.

6.1.6 Bachelor in Animal Husbandry (BAH)

In order to support the practical work/labs courses, which account for 30% of the BAH graduate skills, BAH has indoor laboratories (4 x 240 m²) and outdoor laboratories (2 hectares). The Animal Nutrition, Physiology and Livestock Reproduction, and Livestock Products Technology Laboratories are some of the indoor labs. The outside laboratory, often referred to as the Commercial Zone and Animal Laboratory, serves as a commercial zone where students are to train and develop their business skills.

More specifically, BAH offers an Animal Nutrition Laboratory, Physiology and Livestock Reproduction Laboratory, Livestock Product Technology Laboratory and an Outdoor Laboratory, which is equipped with the barn of cows, goats, sheep, chickens, ducks etc., and foraged plants for livestock. This laboratory is intended to help students to learn entrepreneurship and supports courses in Hatching Technology, Beef/Dairy Livestock and Poultry Production, Animal Health, Reproduction, Inspection, Forage Production, etc.

6.1.7 Bachelor in Forestry (BFT)

To support the study and research activities, BFT has four general laboratories for practicum activities and four divisions of specialization and research laboratories consisting of forest products technology, silviculture, ecology and conservation, and forest management. Each of the four divisional laboratories is managed by some lecturers of the relevant field and coordinated by one person. The four divisional laboratory coordinators are under the authority of the head of the general laboratory. In addition, BFT is facilitated with field laboratories: Forest Areas with Special Purposes or forest station. These facilities are provided for education, training, and research.

6.1.8 Bachelor in Marine Science (BMS)

In addition to the facilities provided on a cost-sharing basis by the university and faculty, BMS itself has a building consisting of a hall that can be used for teaching and learning processes with a capacity of 200 students, three laboratory rooms, lecturer and administration rooms, and an undergraduate thesis examination room. The Fisheries Laboratory serves BMS in the learning process and water quality tests and microplastics. The Fisheries Laboratory has sufficient equipment for the implementation of practicum and research for students and lecturers.



6.1.9 Magister in Agribusiness (MAB)

MAB is facilitated by the Agricultural Socio-Economic Laboratory in collaboration with BAB. This laboratory can be used for learning, research, and community service activities with the coordination of three laboratory service divisions: Multimedia, System Analysis, and Business Incubation Division. This laboratory has various learning facilities and infrastructure in the form of system analysis tools consisting of computer equipment with analytical programs (SPSS, Shazam, MYOB, etc.), and an informatics communication unit in the form of an agribusiness podcast studio.

Additionally, MAB has a reading room which provides books, journals, proceedings, undergraduate thesis, thesis, dissertations, and other scientific literature. They are not only available in hardcopy but also in softcopy versions, which can be accessed digitally in the form of a collection of virtual learning materials. In addition, MAB has a reading room that students can easily access. Meanwhile, the students can access the laboratory facilities according to the proposed activity schedule.

6.1.10 Magister in Natural Resources Management (MNR)

MNR is different from the study programs of bachelor degree which are managed by the department. MNR, on the other hand, is directly managed by the faculty. Hence, the management of MNR involves the lecturers. The faculty has the MNR facilities and all the laboratory facilities. The study program also has several rooms: four separate classrooms and the head, secretary, and administration rooms. The classrooms have air conditioners and class equipment (whiteboard and LCD projector).

6.1.11 Magister in Agroecotechnology (MAE)

The students of MAE are facilitated with 7 laboratories that can be used for practicum and research activities: the Soil Science, Plant Protection, Agricultural Technology, Animal husbandry, Agronomy, Forestry, and Fisheries Laboratory. The laboratory is equipped according to the standards for achieving the learning objectives that require a practicum.

Furthermore, there are the Plant Protection laboratory with an area of 1,946 m², Soil Science laboratory with an area of 1,750 m², Industrial Technology laboratory Agriculture with an area of 1,000 m², Forestry and Animal husbandry laboratory with an area of 3,000 m², Fisheries Laboratory with an area of 3,000 m², a laboratory with an area of 3,154 m², Greenhouse, wirehouse, plastic house with an area of 400 m². There is the Agrocomplex library with an area of 400 m², experimental garden with an area of 50 hectares, Experimental gardens on the university with an area of 10,000 m² and Educational Forest with an area of 200 hectares. To support the learning process, MAE is provided with enough lecture rooms equipped with air conditioners, LCD, and comfortable furniture.



6.1.12 Doctoral in Agricultural Sciences (DAS)

The students of DAS can utilise the facilities and infrastructure in the form of classrooms and laboratories, student administration, libraries, and IT services. The students of DAS are facilitated with a self-study room equipped with furniture, an air conditioner, and free internet access (Appendix 126). This room is accessible to every student for their activities at the university. In addition, there is a discussion room for students with adequate equipment (Appendix 127). This room is used to ease the interaction between the students and lecturers. The students of DAS can conduct research in UNIB laboratories or send their research samples to other laboratories if the UNIB laboratory is not available.

6.2 Assessment

The infrastructure of the university is extensive and includes well-structured facilities, such as a university and faculty library, lecture rooms, rooms for seminars and discussions, a writing room, praying rooms and laboratory. Special equipment is also provided for disabled people. With the information provided in the official documents, it seems appropriate and sufficient to achieve the qualification goals.

The number of staff for supervision of the students also seems sufficient. The qualifications (e.g. ratio of staff with PhD) could be improved, similarly the English of the lecturing staff needs an improvement to ensure international network for student mobility.

The allocation, planning and provision of learning materials and support services are wide and allow a heterogeneous student body. Namely, tolerance of different cultures and traditions are well tolerated. The teaching methods are modern and include online hybrid and offline teaching methods. Blended learning is included in the study program. It seems especially notable that also classes for the social development of the students are offered to ensure the improvement of teamwork and responsibility skills.

The given resources for each program in the cluster were sufficient to meet the national and somewhat international standards.

6.3 Conclusion

The criterion is **fulfilled**.



7 ESG 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

The University of Bengkulu has effective management to collect and evaluate data of students, lecturers, teaching staff, graduates, and other stakeholders which are evaluated against Key and Additional Performance Indicators. Data gathering starts with an Entry survey. This survey is conducted on new students at orientation time. The purpose of the survey is to obtain background information on students for instance area/ethnic/province origin, economic background, school origin, etc. The results of this survey can be one of the foundations for the implementation of learning methods in each study program.

The student academic progress information system can be monitored through the academic portal system (<https://pak.unib.ac.id>). Moreover, academic supervisors can monitor the academic progress based on student GPA in each semester, while academic progress is monitored through the Academic Information System (SIKAD). Students with academic problems, including those who must drop out, will also be addressed through the study program. The data includes student profiles, study development and progress, the record of study results (grades), student successes and failures, courses and lecturers, class schedules, academic supervisors, number of students, the status of active and inactive students, student graduation, file sharing references and guides. Students can access a list of courses, room and class schedules, lecturers, KRS, academic supervisors, reports of the semester and cumulative study results (grade), student status, and student profiles. They also can evaluate courses and the learning process. SIKAD can be accessed by relevant units to input, process, update, monitor and evaluate the progress of students' studies. SIKAD is also connected with bank partners for students to carry out tuition fee payments.

Furthermore, the information management related to student satisfaction with the learning process for each lecturer can be accessed through (<https://siepel.unib.ac.id/>). The institution of Learning Development and Quality Assurance (LPMPP) is a unit that works to compile and report the evaluation result to the university leaders which will be submitted to the faculty, which later will be forwarded to the study programs. This evaluation is conducted every semester on all courses offered at UNIB. The Quality Assurance Team at the faculty level and the Quality Assurance team in each study program will analyse and closely consider any recommendations made as a result of the learning evaluation's findings for potential future improvements. The results of the learning evaluation are also followed up by the dean, the



head of study programs, and supporting lecturers to find solutions and raise the standard of learning. The learning outcomes report will be used as the basis for UNIB leaders to improve the quality of learning, including improving the infrastructure.

The University of Bengkulu also established a graduate career information centre (CDC) that connects with stakeholders outside the university. The centre conducts stakeholder satisfaction surveys of employers of graduates. This survey can be conducted directly in person, online using a Google form, or using other methods. It includes questions about graduate performance in integrity, professionalism, communication, teamwork, foreign language mastery skill, management, and IT skills.

The Class Attendance System is created to record the attendance of lecturers in the class that they teach in that semester. It is also created as a course journal for quality assurance of the conformity of lecture materials with RPS and Lesson Plan designed by the lecturers. In addition, it is also created to monitor student attendance as a basis for eligibility to take exams.

The Online community service system monitors students' participation in community service activities by tracking their location real-time. Students can also document their activities and share them with their supervisors.

The Human Resources System (SISTER) collects data on lecturers and manages their portfolios for career development purposes. The data in the portfolio can be claimed in the credit score assessment process and lecturer certification. Assessors or reviewers can evaluate lecturer activities and products that have been claimed.

The Remuneration Information System assists the remuneration team in handling employee incentive calculations and provides reports of direct incentives, indirect incentives, incentives received by employees, and the percentage of incentives divided for the needs of the manager.

An Attendance system using fingerprint mechanism records attendance of lecturers and educational staff once they are within the area of UNIB.

The Inter-semester class registration system is an additional system to facilitate intersemester classes whose duration is shorter than the regular one. Registration for inter-semester class is intended to record students who will take part in these activities.

The Library Management Information System (e-library) is the developed information system to help the services and library staff in managing the library. The library staff can always monitor the availability of books, the list of new books, borrowed books, and returned books. The library system at UNIB simplifies the inventory of the available books and other related information at the library.



7.2 Assessment

The accreditation process can depict modules, reveal mistakes and assist the data-driven improvement of modules. Through various tools, UNIB records different aspects of the study programs such as course modules, community services, lecture materials or library services adequately. Furthermore, the surveys capture all phases of a study program starting with an entry survey and including alumni for feedback.

Low hurdles are presented by offering feedback via analogue as well as digital channels. The distinction in various platforms separates the targeted audience to better find the intended tool and analyze the gathered data properly later on. The proposed questions for each module are presented in the PBM report of learning process evaluation and capture four relevant aspects of teaching: pedagogic, professional, personal and social competences. Furthermore, the questions also address the surrounding learning environment such as internet connection and other equipment.

Also, the workload calculation from SKS to ECTS is considered so that students and university's administrative staff can relate to the respective workload and convert these into their own system to ensure that all requirements to complete a course from an international perspective are fulfilled.

Results are gathered in internal quality audits by the Institute for Quality Assurance and Learning Development at UNIB. Recently, the latest quality audit reported a high quality in 2021. Most teachers and courses in natural science study programs are evaluated "good" or "very good".

7.3 Conclusion

The criterion is **fulfilled**.



8 ESG 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

The information on the University of Bengkulu can be accessed at the university official website (www.unib.ac.id). The website provides access to the latest information regarding the university profile, institution, student affairs, and academic regulation. The information on the website is periodically updated in accordance with the content presented in the website by the public relation division that is coordinated by the information and documentation officers (PPID).

The website of the University of Bengkulu is available in two languages English and Indonesian. The contents of information that can be accessed by the public are the information on the university profile, offices, academics, scholarships, general information, and reports, admission system for the new students and the academic regulations.

In addition to the contents above, the website is equipped with the external and internal links to ease the academic community to be integrated to all academics, official websites of the ministry of education, governments, and stakeholder systems.

In addition to the website, the public can access similar information through social media accounts such as Facebook, Instagram, Twitter and YouTube.

8.2 Assessment

Most members of the expert panel have no language competencies in Indonesian. Therefore, the assessment concentrates on the English version of UNIB's website.

UNIB has made a SWOT-analysis of their website and came to the conclusion that despite the strength of a continuous updating the "design of the website is outdated [and the] layout (...) is unorganized". The immediate plans for improvement, however, concentrate on elimination of user complaint and on technical issues like stability of the website's performance in case of massive increases of users at a given time.

The expert panel strongly suggests that a relaunch of the website with a more attractive and user-friendly design and layout should be a priority. Interested international students, national students, employers, and other stakeholders should find the most relevant information immediately without bigger struggles.



How informative the website is in Indonesian; the expert panel cannot assess (see above). However, the information in English is definitely not a mirrored version of the Indonesian one. In general, information about the study programs in English are inadequate, difficult to find, or not current or dummy data from when the website was created. For an international recognition, the website of UNIB should be enhanced both in structure and in content, especially in regards of international students, seeking for program-related information such as curriculum structure, module handbooks and study plans.

Furthermore, public information should not be reduced to websites or social media. The students should be given all relevant information about the study programs they want to attend. A website may be a good introduction of key information. For an in-depth information, additional documents should be provided, e.g. syllabi of the study programs, informal students guide, RPS etc. This documentation should be included on the study programs' website. Alternatively, an information package could be presented via e-mail to interested people that at least the applicants for a study program are thoroughly informed.

8.3 Conclusion

The criterion is **fulfilled**.



9 ESG 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

The University of Bengkulu conducts regular monitoring and review of study programs to ensure the learning outcomes are set and adapted to the needs of students and the community. Systematic monitoring is a part of internal quality insurance conducted by LPMPP through internal quality audits (AMI). AMI is an objective evaluation process to ensure that the implementation of activities at UNIB is in accordance with the procedures and that the results are in accordance with the standards set by UNIB. Deviations from standards set are answered with corrective actions.

The effectiveness and productivity of the educational process at UNIB is measured by looking at study duration and average grades (GPA) of the graduates. UNIB also implements user satisfaction surveys which cover service requirements, procedures, paces, fees/tariff, facilities and infrastructures; conformity of service products according to standards; the ability/competence and manners of service officers; complaints, suggestions, inputs handling; and information provision services at UNIB. The results of the average description of user satisfaction are very good (82.8%), good (15.2%), fair (1.2%) and poor (0.8%).

AMI has been carried out since 2019 so that by 2022 it will have run 4 cycles. In 2021, AMI was conducted on 78 undergraduate and postgraduate study programs. The AMI results of each study program are discussed in the Management Review Meeting (RTM) at the faculty level. In the RTM, the root of a problem and its corrective actions are determined. Afterwards, the RTM results of all faculties are used as university-level RTM materials. Corrective actions and corresponding improvement targets are implemented in the Business and Budget Plan of the faculty in accordance with the improvement targets to be achieved. In addition, the results of the RTM are also used as the basis for standard revisions so that sustainable quality improvement is achieved.

9.2 Assessment

UNIB has implemented a continuous monitoring and readjustment process for all study programs. The review panel can approve that the internal quality management works because all curricula include important and well-established subjects according to international



standards – international literature, methods and trends are integrated into the study programs. The content of the study programs reflects primarily the needs of Indonesian society and the district of Bengkulu but is in line with the national strategy.

All study programs are evaluated uniformly and regularly with the relevant stakeholders involved in the readjustment of the programs. Evaluation of the study programs is done regularly and according to international standards. Each semester, all courses are evaluated, and the study programs designs are evaluated every four years. Evaluation of courses is done in the form of a survey anonymously, and questions are partially tailored to individual programs. Results are communicated to students and teaching staff adequately. The measures in place are effective in meeting students' expectations, students' satisfaction, and students' successful completion of the programs. New study programs benefit herein from existing standards and procedures that are already in place. The quality assurance instruments are suitable for ensuring the quality of the programs according to international standards.

Administrative staff, teaching staff, and – in particular – students are aware of the monitoring and readjustment processes, the engagement of the stakeholders in the monitoring and readjustment processes, and the strategic goals of UNIB and their implications for the department and the study programs. In particular, students are aware of the potential and impact of their engagement in the processes, yet they are not informed about the results (see below). Student progress regulations comply with regulations of the Indonesian government.

The selection of evaluation reports has been limited, and it seems that all evaluation reports provided for the accreditation have been only positive. The recommendation is to provide a wider selection of evaluation reports and ensure that also critical remarks are being considered in evaluation.

The integration of state of art and how it develops can be refined in the study programs. This means intensifying student and teaching staff exchange with an international level, and a strategic plan to integrate modern developments concerning in particular, sustainability as an important topic for society in curricula.

9.3 Conclusion

The criterion is **fulfilled**.



10 ESG 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Implementation

The Ministry of Education, Culture, Research and Technology implements a Higher Education Quality Assurance System (SN Dikti) to ensure the quality of the study programs and the higher education institution. The assessment is planned, implemented, documented, and evaluated by the National Accreditation Board for Indonesian Higher Education (BAN-PT) or the Independent Accreditation Board (LAM) through the accreditation process based on their authority. SPME implements an assessment every five years. The goals of SPME are to: (a) determine the quality of the study program and Higher Education based on the criteria of SN Dikti and b) ensure the quality of the study program externally in both academic and non-academic fields. The higher education institution submits a request for re-accreditation of the study program to LAM or BAN-PT for maintaining and enhancing the accreditation status and accreditation rank.

The process of accreditation is conducted at the level of study programs, faculty, and university. The office of Education and Teaching Quality Assurance (LPMPP) prepares the documents of the policy of quality management, quality management manual, quality management report, and others.

Based on the latest data of the accreditation of study programs at the University of Bengkulu until June 2022, 17 study programs gained A rank, 48 study programs gained B rank, 3 study programs gained C rank, 3 study programs gained “excellent” rank, 3 study program gained “very good” rank, and 7 study programs gained “good” rank. In conclusion, 25% of the study programs at the University of Bengkulu has gained the top rank in the last accreditation.

10.2 Assessment

UNIB’s external quality assurance is performed by national regulation. Other forms of quality assurance have not been considered so far on a regular basis.

According to the self-evaluation report and the discussions of the expert panel with the UNIB management, lecturers, staff, and students, the external quality assurance of the Indonesian government is appropriate and does cover all academic levels, i.e. university, faculty, and study program level. The external quality assurance that observers not only the internal development in a five-year span, but also ensures the compliance with the legal requirements. As UNIB is highly regulated by national legislation, the internal quality assurance system has been developed in accordance with the external standards by BAN-PT and LAM. The results of the



accreditations are published, and the rating of study programs, faculty and UNIB as a whole influence student in their decision where to start studying.

From the point of view of the expert panel, the thorough process of accreditation and re-accreditation on a recurring basis helps to promote internal quality assurance and to implement new official requirements such as the introduction of a new competency scheme in 2015 that differentiates between core competencies, additional and other competencies with respect to the learning outcomes of the individual study programs.

However, it seems to the expert panel that the criteria of the external quality assurance are formal and mostly based on KPIs. UNIB could consider adding other external quality assurance tools like an assessment of the research activities by an international expert panel. This could strengthen the commitment to the vision of “Becoming a world-class university” and could provide essential recommendations for action.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programs “Bachelor in Agribusiness”, “Bachelor in Agroecotechnology”, “Bachelor in Plant Protection”, “Bachelor in Soil Science”, “Bachelor in Agricultural Industrial Technology”, “Bachelor in Animal Husbandry”, “Bachelor in Forestry”, “Bachelor in Marine Science”, “Magister in Agribusiness”, “Magister in Natural Resources Management”, “Magister in Agroecotechnology”, “Doctoral in Agricultural Sciences” were assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their



objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.



The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

Salzburg Recommendations:

The University of Bengkulu has demonstrated their commitment to aligning with the Salzburg Recommendations in the stated Doctoral program. UNIB emphasizes doctoral education quality and raising an innovative research environment. The institution actively promotes interdisciplinary research and supports doctoral candidates through structured programs, ensuring alignment with European standards. However, challenges remain in enhancing international collaboration and increasing access to diverse funding sources. The UNIB is encouraged to strengthen its infrastructure for doctoral training, provide comprehensive supervision, and enhance career development opportunities. Continuous efforts in these areas will further elevate the university's academic standards and contribute to the global research community.



2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation of the study programs: “Bachelor in Agribusiness”, “Bachelor in Agroecotechnology”, “Bachelor in Plant Protection”, “Bachelor in Soil Science”, “Bachelor in Agricultural Industrial Technology”, “Bachelor in Animal Husbandry”, “Bachelor in Forestry”, “Bachelor in Marine Science”, “Magister in Agribusiness”, “Magister in Natural Resources Management”, “Magister in Agroecotechnology”, “Doctoral in Agricultural Sciences”.

The peer group proposes the following accreditation:

- Accreditation without conditions

The peer-review experts recommend the following **conditions and recommendations**:

General conditions

- None -

General recommendations

- 1) It is recommended that the campus` opening hours are longer to ensure that students can use the facility for group work activities and sports even after lectures. (**Recommendation 1 for all programs**)
- 2) It is recommended that cooperation with employers should be deepened to have more practical experiences during the studies. (**Recommendation 2 for all programs**)
- 3) It is recommended that in terms of a broader internationalization strategy, English should be used at all levels (administration, teaching staff and students, and also for some BA courses to ensure the specific level of English faculty wide. (**Recommendation 3 for all programs**)
- 4) It is recommended that academic mobility is expanded also abroad Asian countries so that the exchange and international cooperations can be established (**Recommendation 4 for all programs**)
- 5) It is recommended that international research of the lecturers is expanded so that the students also benefit from current developments in the respective field (**Recommendation 5 for all programs**)



- 6) It is recommended to establish a student's council to maintain the important work from students to students. This would probably lead in even greater involvement of students in all UNIB committees (**Recommendation 6 for all programs**)

Specific recommendations:

- 7) It is recommended that external stakeholders and partners have a stronger involvement in the knowledge transfer within the program. (**Recommendation 7 for Bachelor in Agribusiness**)
- 8) It is recommended to enhance the lab's analytical capabilities in this area. (**Recommendation 8 for Bachelor of Soil Science**)
- 9) It is recommended to broaden the curriculum to include these areas, along with a greater focus on hydrology and geohydrology. (**Recommendation 9 for Bachelor of Soil Science**)
- 10) It is recommended to integrate a general concept of "ECO-labeling" that clarifies differentiation in several courses (management, GIS etc.). (**Recommendation 10 for Bachelor in Forestry**)
- 11) It is recommended to establish collaborations with technology specific experts and industry partners to develop the curriculum. (**Recommendation 11 for Bachelor in Forestry**)
- 12) It is recommended to make the theory compulsory, as it is part of the exam, while allowing students to opt out of the practical component. This ensures inclusivity and flexibility within the program. (**Recommendation 12 for Bachelor in Marine Science**)



V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the peer group and the statement of the institution the Accreditation Commission of ACQUIN decided on 02 July 2024:

General recommendations for all study programmes:

- It is recommended that the campus` opening hours are longer to ensure that students can use the facility for group work activities and sports even after lectures.
- It is recommended that cooperation with employers should be deepened to have more practical experiences during the studies.
- It is recommended that in terms of a broader internationalization strategy, English should be used at all levels (administration, teaching staff and students, and also for some BA courses to ensure the specific level of English faculty wide.
- It is recommended that academic mobility is expanded also abroad Asian countries so that the exchange and international cooperations can be established.
- It is recommended that international research of the lecturers is expanded so that the students also benefit from current developments in the respective field.
- It is recommended to establish a student`s council to maintain the important work from students to students. This would probably lead in even greater involvement of students in all UNIB committees.

Bachelor in Agribusiness (Bachelor in Agriculture):

The study programme “Bachelor in Agribusiness” (Bachelor in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programme:

- It is recommended that external stakeholders and partners have a stronger involvement in the knowledge transfer within the program.

Bachelor in Agroecotechnology (Bachelor in Agriculture):

The study programme “Bachelor in Agroecotechnology” (Bachelor in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Plant Protection (Bachelor in Agriculture):

The study programme “Bachelor in Plant Protection” (Bachelor in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.



Bachelor in Soil Science (Bachelor in Agriculture):

The study programme “Bachelor in Soil Science” (Bachelor in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programme:

- It is recommended to enhance the lab’s analytical capabilities in this area.
- It is recommended to broaden the curriculum to include these areas, along with a greater focus on hydrology and geohydrology.

Bachelor in Agricultural Industrial Technology (Bachelor in Agricultural Technology):

The study programme “Bachelor in Agricultural Industrial Technology” (Bachelor in Agricultural Technology) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Animal Husbandry (Bachelor in Animal Husbandry):

The study programme “Bachelor in Animal Husbandry” (Bachelor in Animal Husbandry) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Forestry (Bachelor in Forestry):

The study programme “Bachelor in Forestry” (Bachelor in Forestry) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programme:

- It is recommended to integrate a general concept of “ECO-labeling” that clarifies differentiation in several courses (management, GIS etc.).
- It is recommended to establish collaborations with technology specific experts and industry partners to develop the curriculum.

Bachelor in Marine Science (Bachelor in Marine Science):

The study programme Bachelor in Marine Science” (Bachelor in Marine Science) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programme:

- It is recommended to make the theory compulsory, as it is part of the exam, while allowing students to opt out of the practical component. This ensures inclusivity and flexibility within the program.



Magister in Agribusiness (Magister in Agriculture):

The study programme “Magister in Agribusiness” (Magister in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Magister in Natural Resources Management (Magister in Environment):

The study programme “Magister in Natural Resources Management” (Magister in Environment) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Magister in Agroecotechnology (Magister in Agriculture):

The study programme “Magister in Agroecotechnology” (Magister in Agriculture) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Doctoral in Agricultural Sciences (Doctor):

The study programme “Doctoral in Agricultural Sciences” (Doctor) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

