



## **Assessment Report**

**for the Application of Universitas Indonesia  
Faculty of Public Health  
for the Accreditation of the Study Program “Nutrition”,  
Bachelor of Nutrition**

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Decision

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<sup>1</sup> The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand.

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## 1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

## **I. The University's application**

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

## **II. Written review**

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

## **III. On-site visit (peer-review)**

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

#### **IV. The AHPGS accreditation decision**

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

## 2 Overview

### 2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: "Nutrition", as well as the following Master study programs: "Nursing Science" and "Occupational Health and Safety".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Universitas Indonesia (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August 02, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Universitas Indonesia and the AHPGS was signed on March 20, 2024.

On March 27, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On April 16, 2025 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Universitas Indonesia follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Nutrition", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Nutrition"

Annex	Description
1	1-Module Description
2	2-Teaching Matrix
3	3-Teachers' CV
4	4-Cooperation Partners
5	5-Curriculum
6	6-General Objectives
7	7-Organizational Structure
8	8-Facilities

9	9-Laboratories
10	10-Tuition Fees
11	11-Equivalency Matrix with NQF
12	12-Community Nutrition Internship Guidebook
13	13-Internship Supervision
14	14-Funds
15	15-Current Situation of Labor Market
16	16-Study Program KPI
17	17-List of Academic Staffs Training and Development Activities
18	18-Characteristics of Teaching Staff
19	19-Types of Training for Academic Staff
20	20-Student Mobility Program
21	21-Guidelines and Matrix for Assessment of Performance Documents
22	22-Alumni Survey Results
23	23-Feedback Mechanism on Student Assessment
24	24-Blueprint Assessment
25	25-Stakeholders Feedback & Follow Up Action
26	26-Student Involvement in Quality Assurance Activities
27	27-Literature Inventory and Online Databases
28	28-Lecturer Statistics
29	29-Road Map
30	30-Homecoming
31	31-Integration of Research & Community Services with Learning
32	32-Presentation of Current Issues on Nutrition Module
33	33-Course & Competency Sequence
34	34-International Benchmark
35	35-Learning Characteristics
36	36-RPL Guidebook
37	37-Software Training Flyer
38	38-Flowchart of Appeal Procedure
39	39-Person in Charge & Course Teaching Team
40	40-Block Sequence
41	41-Roundtable Discussion Minutes
42	42-Example of Teaching Plan Book
43	43-PPEPP Cycle
44	44-General Lecture by International Speakers
45	45-Report of Tracer Study & Example of Job Vacancies

46	46-Rector's Decree Establishment of the Program
47	47-List of IISMA Student
48	48-Health Worker Ratio Target
49	49-Tracer Study Report
50	53-Research Integration and Funding for Final Project
51	55-Student Achievements
52	56-Integration of Research and Community Services with Learning
53	57-Figure Recruitment and Promotion of Academic Staff

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
A	Circular Letter about Educational Qualification Requirements
B	Guidebook of Indonesian Freedom of Learn
C	Institutional Guidebook of RPL
D	Institutional Guidebook of RPL_Based on List
E	Institutional Guidebook of Internal QA System
F	Institutional Guidebook of Internal QA System_Based on List
G	Institutional Guidelines of Academic QA
H	Institutional Policy Brief Regarding Application of the Concept of Freedom to Learn
I	Institutional Report of Vulnerable Group Friendly in FPHUI
J	National Regulation about Lecturer Management
K	National Regulation about New Student Admission
L	National Regulation Regarding Appropriate Accommodation for Students
M	National Regulation Regarding HEI National Standard
N	National Regulation Regarding Indonesian National Qualification Framework
O	National Regulation Regarding Quality Assurance of Higher Education
P	National Regulation Regarding Recognition Prior Learning
Q	National Regulation Regarding Registration of Educators in Higher Education
R	National RI Law Regarding Lecturers and Teachers
S	Student Counselling Board
T	Student Counselling Service Board

The application, the open questions (OQ) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present

summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

## **2.2 Information about the University**

The University was originally established in 1849 as The Dokter Djawa School in Batavia before it was renamed Universitas Indonesia in 1950, therefore becoming the first university in Indonesia. At that time, the University was spread over different cities, as can be seen in the following list:

- Faculty of Medicine, Law, and Social and Political Science in Jakarta,
- Faculty of Engineering in Bandung,
- Faculty of Agriculture in Bogor,
- Faculty of Dentistry in Surabaya,
- Faculty of Economics in Makassar.

Then, between 1954 and 1963, faculties located outside Jakarta evolved into independent universities. Meanwhile, the University maintained three campuses in Jakarta located respectively in Salemba, Pegangsaan Timur, and Rawamangun. Another campus was established in 1987 in Depok. Since 2013 the health sciences faculties have been grouped together in the health sciences buildings to facilitate interprofessional education between the students. This cluster includes the faculties of medicine, dentistry, nursing, public health, and pharmacy. Overall, the University currently has 14 faculties, two interdisciplinary postgraduate schools, and one vocational program. In total, 257 study programs are offered and a total of 48,964 students are currently enrolled. Among these, 2,130 are international students. The University shows engagement for ecology by keeping the Depok campus as a green campus and only using 25% of the area for research and academics. Moreover, learning accessibility is promoted through the development of five asynchronous learning platforms. Lastly, the University is involved in seven higher education associations in the Asia-Pacific region, Europe, Southeast Asia, and other parts of the world such as the Association of Pacific Rim Universities (APRU) or the ASEAN University Network (AUN). The University was ranked first in the country in 2024 based on eight world rankings (SER 1.1).

The Faculty of Public Health (FPHUI) was founded in 1965 within which the Bachelor study program "Nutrition" was established in 2008. In 2023, there were 2,458 students enrolled in the FPHUI and 226 students enrolled in the "Nutrition" program. Beside the Bachelor study program "Nutrition", the FPHUI offers three other Bachelor study programs (public health, environmental health, and

occupational health and safety), four Master study programs (public health, epidemiology, hospital administration, and occupational health and safety), as well as two doctoral degrees (public health science and epidemiology). According to the University, the FPHUI is continuously enhancing specific areas including curriculum quality, accreditation achievements, international partnerships and mobility high-competence graduates, community services, research, and innovation. The University also actively encourages research activities and development. It holds an annual international conference (FPHUI Science Festival) allowing international postgraduate students as well as undergraduate students to meet (SER 1.2).

### 2.3 Structural data of the study program

University	Universitas Indonesia
Faculty/Department	Faculty of Public Health / Department of Public Health Nutrition
Cooperation partner	<ul style="list-style-type: none"> <li>- Hospitals (RSUPN Cipto Mangunkusumo, RSUD Cibinong, RS Adhyaksa),</li> <li>- City and District Health Offices (Dinas Kesehatan Kota dan Kabupaten Bogor, Dinas Kesehatan Kota Depok),</li> <li>- Private sectors (PT Vale Indonesia, PT Bayer, PT Indofood, PT BAYAN),</li> <li>- Other universities and international level (STIK Sint Carolus, Universiti Putra Malaysia).</li> </ul>
Title of the study program	“Nutrition”
Degree awarded	Bachelor of Nutrition
Form of studies	Full-time, on-campus
Organisational structure	From Monday to Friday, from 8am until 4pm.
Language of Studies	Indonesian
Period of education	Eight semesters
Credit Hours (CH) according to the internal credit hour system	144 credit hours
Hours/CH	1 credit hour = 170 minutes <sup>2</sup>
Workload	Total: 6,528 hours Contact hours: 1,800 hours

<sup>2</sup> one theory credit hour equal to 170 minutes (60 minutes for structured face to face learning activity, 50 minutes for structured assignment and 60 minutes for self-learning). Meanwhile one practical credit hour equal to 170 minutes structured face to face practical activity.

	Individual work: 3,024 hours Practice: 1,704 hours
CP for the final paper	6 credit hours
Launch date of the study program	2008
First accreditation	2010
Time of admission	May
Number of available places on the program	60
Number of enrolled students by now	226
Particular enrollment conditions	<ul style="list-style-type: none"> <li>- Being Indonesian citizen or foreign citizen with a study permit from the Ministry of Higher Education,</li> <li>- Proficiency in the language of instruction, which is Indonesian,</li> <li>- Graduate of senior/vocational High School or equivalent, including the Home Independent Learning Program (home schooling),</li> <li>- Being healthy as required by the selected program,</li> <li>- Being enrolled in the Natural Science Program (IPA) during senior High School</li> </ul>
Tuition fees	<p>The maximum tuition fee (class 11<sup>th</sup>) for each science cluster is:</p> <ul style="list-style-type: none"> <li>• Health, technology &amp; natural science cluster ranging from 1067 – 1219 dollars per year.</li> </ul>

### **3 Expert Report**

The site visit was carried out on June 2-3, 2025 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on June 1, 2025 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty Public Health, the chair, vice chair and the teaching staff of the program "Nutrition" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Public Health and the department of Nutrition serve as the foundation for the statements made in the Assessment Report.

#### **3.1 Program aims and their implementation**

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

#### **Summary**

The objectives of the study program are aligned with the vision and mission of the University, faculty, and study program and are focused on the development of the scientific skills and character of the students. The general aim of the program is

to produce graduates in nutrition who are able to explain the theoretical aspects of nutrition and health as well as to apply their knowledge in individual, group, or community nutrition services. Moreover, the students should be giving nutrition services by utilizing public health approaches, research, and interprofessional collaboration (SER 3.1.1).

The Bachelor study program “Nutrition” is organized around 12 learning objectives (ELOs) referring to the Association of Nutrition Higher Education of Indonesia (ANHEI). These objectives cover scientific/artistic qualifications, qualifications for engaging in a qualified occupation, qualifications for social responsibility, and qualifications for personality development, as shown in the following table (SER 3.1.2):

No	ELOs	Scientific or artistic qualification	Engage in a qualified occupation	Social responsibility	Personality development
1	thinking broadly (metacognitive) with scientific foundation	√			√
2	explaining basic theory, nutrition science and technology and related science systematically	√			√
3	applying nutrition science and technology in solving individual, group, and community nutritional problems through nutritional assessment	√	√		
4	communicating effectively in counseling services, nutrition education, and dietetic to overcome individual, group, and community nutritional problems in accordance with the assessment results as well as considering the implications	√	√	√	
5	independently managing nutritional services based on standarized nutritional assessment		√		
6	making decisions in nutrition problem-solving process at individual, group, and community levels through nutritional assessment		√	√	
7	developing nutritional promotive, preventive, curative, and rehabilitative services as well as adapting to limited resource conditions		√		
8	cooperating in teams and responsible for both independent and group work results, displaying critical attitude, and demonstrating empathy to clients and co-workers at internal and external organizations levels			√	√
9	designing nutrition education using suitable media and method for target characteristics	√	√		
10	designing institutional food service management by applying management concepts		√		
11	developing business plan for program, product and services, including funding development, staff necessities, facility requirements, equipment and supplies		√		
12	conducting research in the field of nutrition in groups	√			

The output-oriented description of the Bachelor study program “Nutrition” refers to the undergraduate program graduate skills standards in the Ministry of Education regulation no. 3/2020 and to the ANHEI (Association of Nutrition Higher Education of Indonesia) decree no. 003/SK/AIGPI/2016 concerning the national curriculum of the Bachelor of Science in Nutrition. The program learning objectives are divided into three categories including knowledge/science skills, problem-

solving skills, and intervention development/soft skills. They are described as follows (SER 3.1.3):

1. Departmental skills:

- Thinking broadly (metacognitive) with scientific foundation,
- Systematically explaining basic theory, nutrition science, technology, and related science,
- Applying nutrition science and technology in solving individual, group, and community nutritional problems through nutritional assessments.

2. Methodological skills:

- Independently managing nutrition services based on standardized nutritional assessments,
- Designing nutrition education using suitable media and method for target characteristics,
- Designing institutional food service management by applying management concepts,
- Developing business plans for programs, products and services, including funding development, staff necessities, facility requirements, equipment and supplies,
- Conducting group research in the nutrition field.

3. Learning and social/key skills:

- Communicating effectively in counseling services, nutrition education, and dietetics in order to overcome individual group and community nutritional problems in accordance with the assessment results as well as considering the implications,
- Making decisions in nutrition problem-solving processes at individual, group, and community levels through nutritional assessments,
- Developing nutritional promotive, preventive, curative, and rehabilitative services as well as adapting to limited resource conditions,
- Cooperating in teams and be responsible for both independent and group work results, displaying critical attitude, and demonstrating empathy to clients and co-workers at internal and external organization levels.

According to the University, graduates of the “Nutrition” program have a wide range of career opportunities in various fields. Some possible career paths include the following (SER 3.2.1):

- Health services: hospital nutritionists, or puskesmas nutritionists (State-employed nutrition experts who work in community health centers),

- government employees: civil servants in the Ministry, district, or subdistrict health offices in the city/region,
- non-health service facilities: day-care, companies, or online consultation platforms,
- university lecturers or researchers,
- private sector workers: research & development, quality assurance, or social responsibility,
- “Nutripreneurs”: food and beverages, online nutrition platforms, or nutri-cosmetics.

Based on the health worker ratio target document, the government of Indonesia sets the ratio of nutrition workers to 0.35 for 1.000 population for health service-based nutrition services. The total need for nutrition workers is currently 96.245 but there are only 39,955 workers available, which means that around 56.470 new nutrition workers are still required. In line with the enactment no. 17/2023, there is currently a reorganization of health workers including the nutrition workers. According to the University, health workers who are graduates of Bachelor's programs including Bachelor of Nutrition programs are currently unable to gain recognition as health workers and cannot obtain a certificate of registration as health workers. ANHEI and PERSAGI (Indonesian Nutritionists Association) are currently coordinating with the Ministry of Health to find solutions by remapping the types, competencies, and work areas of nutrition workers in Indonesia. On short-term, the Ministry of Health has issued a circular letter opening job vacancies for graduates of a bachelor's program in nutrition without the need of a registration certificate. The University names two possible scenarios after graduating (SER 3.2.2):

- Students interested in becoming health workers are directed to dietitian or nutritionist professional education. At present, the faculty and department are in the process of establishing a “Nutritionist professional program”, planned to launch next year. For those interested in becoming dietitians, the University still recommends pursuing further studies at other universities, as the University do not yet offer a dietetics program.
- Students not interested in becoming health workers look for career opportunities which do not require a registration certificate such as researcher, teacher or “nutripreneur”. As an alternative, they can continue their education on the master's level.

Based on the latest tracer study conducted by Career Development Center UI in 2022, 60% of fresh graduates in 2022, 80% of graduates in 2021 and 100% of graduates in 2020 are employed. About 30% of graduates choose to continue their studies.

Based on a survey conducted to graduates in 2012 - 2020, 84.6% of graduates are working in the nutrition and health area with the following details:

- 30,9% in the food industry (regulatory affair, quality assurance, R&D, etc)
- 20,3% in academic area as lecturer or researcher
- 14% in health facilities (hospital, primary health care, private clinic)
- 5% in government office (District Health Office, Ministry of Health, Ministry of National Development Planning / National Development Planning Agency, Indonesian Food and Drug Authority, etc)
- 4,3% in food service institutions (F&B)
- 9,8% as nutripreneur (start-up, day care, etc)

### **Judgement**

Under a transparent governance framework led by the Rector and Vice-Rectors for Academic Affairs, Research, Finance, and other portfolios, the University emphasizes five strategic goals for 2024–2029: empowering entrepreneurship; improving access to and quality of education; driving impactful research and innovation; enhancing global competitiveness; and promoting good governance alongside cultural transformation. As the University explains, over the next five years, UI plans to expand its international offerings by adding English-medium tracks to all currently Indonesian-taught programs, increasing beyond the existing 22 international programs. The University also aims to launch double-degree partnerships to strengthen collaboration with German and other European institutions. From the experts' point of view, this broader internationalization effort will support more extensive student and staff exchanges and align with Indonesia's growing economy by attracting higher-tuition international students. Since UI's first international accreditation by AHPGS in 2022, these initiatives have already led to a rise in international enrollments and collaborative research projects, which the experts appreciate.

The experts inquire about the professional pathways of the graduates. As the University explains, since 2023, "Nutrition" alumni have not qualified for health worker licensure under the national framework, which restricts such licenses to level-7 graduates (while the Bachelor program is classified at level 6). Within

Nutrition, two distinct professional pathways—nutritionists and dietitians—require separate credentials. Currently, graduates who wish to become dietitians must enroll in a one-year professional program at another university. For the nutritionist license, UI is developing its own one-year professional education track for licensed nutritionists to address this gap, and the experts strongly endorse launching this program as soon as possible. By addressing these licensure gaps, the program will better serve its national context and reinforce its commitment to preparing graduates for the different professional roles in Nutrition.

From the experts' point of view the Bachelor study program "Nutrition" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.2 Structure of the study program**

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)<sup>3</sup> and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

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<sup>3</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

## Summary

The program comprises 57 to 58 modules, out of which 3 are University modules, 6 are health cluster modules, 6 are faculty modules, 36 are program-specific modules, and 6 to 7 are elective modules. There are between 2 and 9 modules in total provided for each semester. All modules have to be completed within one semester. No semester are offered as a period for exchange programs.

The list of modules offered:

### Module Distribution in Each Semester

- SEMESTER 1			SEMESTER 2		
Code	Module	SCU	Code	Module	SCU
UIGE600004	Religion	2	UIGE600007	Integrated Personality Development	6
UILS600010	Basic of Biomedical Science 1	2	UILS600014	Collaboration and Cooperation of Health Professionals I	2
UILS600011	Health Communication	2	PHF0600121	Basic of Biostatistics	3
PHF0600111	Basic of Public Health	3	PHG1602122	Pathophysiology of Diseases	4
UILS600015	Basic of Biomedical Science 2	2	PHG1602123	Nutritional Biochemistry	2
PHG1602111	Physiology	3	UIGE600003	English	2
PHG1602112	Anatomy	2			
PHG1602113	Organic Chemistry	2			
		<b>Total</b>	<b>18</b>		
<b>Total SCU's in Semester 1</b>				<b>Total SCU's in Semester 2</b>	<b>19</b>

SEMESTER 3			SEMESTER 4		
Code	Module	SCU	Code	Module	SCU
UILS600009	Ethics and Law in Health	2	UILS600012	Health Research Methodology	3
PHF0602131	Basic of Epidemiology	3	PHF0600141	Global Health	3

PHG1602131	Nutritional Anthropology	2	PHG1602141	Food Science	3
PHG1602132	Nutritional Sociology	2	PHG1602142	Nutrient Analysis	3
PHG1602133	Energy & Macronutrient Metabolism	2	PHG1602145	Food Technology	2
PHG1602134	Micronutrient Metabolism	2	PHG1602146	Nutritional Status Assessment	3
PHG1602135	Basic of Nutrition Science	2	PHG1602147	Nutritional Data Management and Analysis	3
PHG1602136	Nutrition through The Life Cycle	3		Elective	2
PHG1602137	Nutritional Psychology	2			
	Elective	2			
<b>Total</b>		<b>22</b>	<b>Total</b>		<b>22</b>
<b>Total SCU's in Semester 3</b>		<b>22</b>	<b>Total SCU's in Semester 4</b>		<b>22</b>

SEMESTER 5			SEMESTER 6		
Code	Module	SCU	Code	Module	SCU
PHF0600151	Scientific Writing	2	UILS600013	Disaster Management	2
PHG1602151	Nutrition Education	2	PHG1602161	Current Issues on Nutrition	2
PHG1602152	Dietetics of Non-Communicable Diseases	3	PHG1602162	Basic of Nutritional Management	3
PHG1602154	Nutritional Counselling	2	PHG1602163	Food Service Management	3
PHG1602155	Nutritional Research Methodology	2	PHG1602164	Community Nutrition Internship	4
PHG1602156	Entrepreneurship	2	PHG1602165	Urban Nutrition	2
PHG1602158	Nutrition Program Planning and Evaluation	2	PHG1602166	Positive Deviance in Nutrition	2
PHG1602159	Dietetics of Nutrition Deficiencies and Infection	3	PHG1602167	Nutrition for Fitness & Sport	3
PHG1601153	Basic of Culinary	2		Elective	2
	Elective	2			
<b>Total</b>		<b>22</b>	<b>Total</b>		<b>23</b>
<b>Total SCU's in Semester 5</b>		<b>22</b>	<b>Total SCU's in Semester 6</b>		<b>23</b>

SEMESTER 7			SEMESTER 8		
Code	Module	SCU	Code	Module	SCU
PHF0600171	Collaboration and Cooperation of Health Professionals II	2	PHG1602181	Proposal Writing	2
PHG1602171	Dietetic Internship	5	PHG1602182	Undergraduate Thesis/Final Project	4
	Elective	5			
<b>Total</b>		<b>12</b>	<b>Total</b>		<b>6</b>
<b>Total SCU's in Semester 7</b>		<b>12</b>	<b>Total SCU's in Semester 8</b>		<b>6</b>

<b>Study load Resume</b>	<b>University Module</b>	<b>10</b>
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<b>Health Cluster Module</b>	<b>13</b>
<b>Faculty Module</b>	<b>16</b>
<b>Study Program Module</b>	<b>92</b>
<b>Total of Compulsory Module</b>	<b>131</b>
<b>Elective</b>	<b>13</b>
<b>Total of SCU's</b>	<b>144</b>

The module description/catalogue covers the following aspects: module number, level/semester, credit hours, language, learning outcomes/goals/skills of the module, content, examinations.

The “Nutrition” program has three levels of curricula including a macro-curriculum (12 learning objectives of the study program), a meso-curriculum (learning block themes), and a micro-curriculum (module learning outcomes, study material). Moreover, the University has adopted an outcome-based curriculum by implementing a spiral curriculum approach which means that the students accumulate knowledge and learning experiences which they will use in subsequent learning over their study time. Therefore, during the first year, students are expected to accomplish basic scientific skills while learning the basics of nutrition science. There, the competencies and skills that need to be mastered by students are more focused on professionalism and self-development and effective communication. The second and third years go over to more specific nutrition courses (food science, dietetics, public health nutrition, etc.). Here the focus is on research skills, information management, and core competencies. Finally, the third and fourth years of study end on scientific applications (urban nutrition, internships, final projects). During this final phase of study, the focus is on scientific applications in the form of nutrition problem management and community empowerment, as well as research skills (SER 4.1.3).

The students of the Bachelor study program “Nutrition” get to take two internships including the community nutrition internship in the sixth semester and the dietetics and food service management internship in the seventh semester. For each internship, students have two supervisors including a field supervisor who is a practitioner from the internship institution, and an academic advisor who is a lecturer from the study program. The academic supervisor is expected to provide assistance regarding the assignments to be completed during the internship and to supervise the implementation of assignments at the internship location. Moreover, students have to report their logbook daily to the field supervisor and must report their progress every week to both supervisors. They are also provided with an

internship handbook and competency checklist for each internship activity. Therefore, all activities conducted at the internship site should be communicated and approved by the field supervisor. The assessment components of both internships include internship progress (preparation and implementation), a final presentation, final reports (individual and group reports), an oral examination, peer assessment, and a logbook which is reviewed and marked by the field supervisor and academic supervisor. As part of the quality assurance, the internship handbook includes a range of information about the qualifications of academic supervisors and field supervisors. Field supervisors are required to be permanent employees with a master's degree or, in the case of employees with a bachelor's degree, to have worked for more than 5 years in the institution. As another part of the quality assurance process, periodic evaluations and discussions are conducted about the internship planning and implementation through routine round-table discussions each year. According to the University, the internship system has generally reached the desired level of satisfaction and provides benefits for all stakeholders involved. However, there have been suggestions of improvement including the implementation time, the frequency of mentoring, and variations in the levels of difficulty of cases between the different institutions. These suggestions have been addressed by the internship coordinator and study program, which led to more intense socialization and harmonization of the internship handbook for the internship institution (SER 4.1.4).

The learning process at the University is student-centered and includes problem-based learning from the third semester when entering the basics of nutrition block. The didactic methods used by the teaching staff include general lectures, tutorials, practica, self-learning, plenaries, and examinations. A detail of the learning activities can be seen in the following table (SER 4.1.5):

No	Activity	Description
1.	General lecture	An introductory lecture that provides an overview of the course/module that will be undertaken. General lectures are given by the block coordinator at the beginning of the block. The number of general lectures depends to the amount of credits and the number of topics discussed.
2.	Tutorial	Tutorials are at the core of problem-based learning. They are discussion processes facilitated by tutors. Each group consists of 8-12 students. In tutorial activities, students are actively involved in the problem-solving process by searching for information from various perspectives independently, communicating with group members, constructing the information obtained, and integrating it with previously known information. The implementation of tutorials at UPNUI was adapted and modified from the seven jumps developed by Maastricht University.
3.	Practicum	This is part of the effort for achieving module learning outcomes, especially those with the psychomotor domain. Practicums are held in laboratory facilities within the FPH's Health Cluster building.
4.	Self learning	In these sessions, students are encouraged to find out more about the problem being discussed through literature searches, peer discussions, consultations/discussions with sources/experts, or other activities that can help in understanding the problem being discussed.
5.	Plenary	Plenary sessions are held at the end of each module before the final exam. In each plenary session, external experts in the topics discussed are presented. The purpose of plenary sessions is to clarify the discussion results of each tutorial group and discuss the module learning outcomes that have not been achieved. The presence of experts is also intended to provide updated information about the topic being discussed. In the plenary sessions, each group is able to provide feedback to other tutorial groups and to monitor the achievements of each tutorial group's module learning outcome.
6.	Exam	Examination is an instruments used to measure students' achievement of learning outcomes. The exam method depends on the learning outcome to be measured in each module and include written exams, practical exams, quizzes, oral exams, and role play.

The program uses multimedia in the learning process. Referring to the study program KPI, all courses must be inputted into the e-Learning management system (EMAS) and utilized in the lecture process. The EMAS platform is therefore used for assignments, discussion forums, repository of learning sources, chat between the lecturers and students, quizzes, and the monitoring of students' activity. Additionally, the academic information system (SIAK-NG) is used for monitoring the students' activity, achievements, administration, as well as to discuss problems or the final project. For online lectures or discussion, students and teachers can use the online meeting platforms including Microsoft Teams, Google Meet and Zoom. Finally, the platform EVISEM is used for assessing the study program and learning activities (SER 4.1.6).

The "Nutrition" program follows the research and community service road map which is in line with the University and faculty road maps. The results of research and the community service of lecturers are integrated into the learning process in various ways, such as updating and enriching scenarios, reference discussions, and public lecture materials. Besides that, the program offers a variety of research modules beginning in the third semester and culminating with the writing of the final thesis. The research modules include the following (SER 4.1.7):

- Basic of biostatistics in the second semester,
- ethic and law in health and basic of epidemiology in the third semester,
- methodology of health research, nutritional status assessment, and nutritional data management and analysis in the fourth semester,
- scientific writing and nutrition research and method in the fifth semester,

- proposal writing and final project in the eighth semester.

In developing the curriculum, the program benchmarked contents of nutrition to Wageningen University and Kagawa University as well as learning methods to Maastricht University. Moreover, in 2024, discussions were held with the Universiti Putra Malaysia and the Universiti Kebangsaan Malaysia in order to update the curriculum. The academic staff is also encouraged to participate in international activities including international forums (SER 4.1.8).

### **Judgement**

The Bachelor study program “Nutrition” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. The course specification for each course contains information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

To address emerging technologies, the program has developed dedicated AI modules for faculty and students, training them to apply AI tools responsibly. Students may use AI-generated content provided they clearly acknowledge its use. Interdisciplinary learning occurs within the Health Science Cluster, where Bachelor’s students share core modules—such as “Communication,” “Research Methodology,” and “Biomedical Statistics. Furthermore, a new “Global Health” module is planned for interdisciplinary teaching and learning. The experts appreciate the introduction of additional interdisciplinary courses and recommend leveraging potential synergies within the Health Sciences Cluster more intensively.

The arrangement of the internships in the study program allows the acquisition of credits. These Internships combine community-level and hospital placements, with a four-credit community internship adapted to Association of Nutrition Higher Education of Indonesia A(NHEI) standards and specialized rotations in Food Service Management and Clinical Nutrition. The experts appreciate the good support and supervision for students during the internships, which the students confirm on-site.

The University integrates lecturers' research and outreach outcomes into the curriculum by updating case scenarios, enriching class discussions with current findings, and incorporating public-lecture materials. Beginning in the third semester and culminating in the final research project, the program offers a structured sequence of research modules: students first learn biostatistical fundamentals in semester two, then study health ethics, law, and basic epidemiology in semester three. In semester four, they progress to health-research methodology, nutritional-status assessment, and data management and analysis. Semester five builds on these skills with courses in scientific writing and nutrition research methods, and by the eighth semester students prepare and defend their research proposals as their final project.

The experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

As the University explains, the majority of the courses in the program are delivered in Indonesian, but the "Current Issues in Nutrition" module is taught in English. Furthermore, students are encouraged to study abroad through the offers of the international office. Students have already taken summer courses or short courses at various overseas institutions. Finally, students can participate in various international online and offline competitions, seminars, conferences, public lectures, and short courses. Besides outbound mobility, the "Nutrition" program also holds an annual short inbound summer course, inviting students from overseas universities to increase international exposure. In addition, the Nutrition Students Association under the program also holds an international seminar called Nutrition Expo every year with academic speakers from overseas universities. The experts recommend promoting and expanding these mobility and exchange activities more actively to enrich intercultural learning.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3 Admission and Feasibility**

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

## **Summary**

The selection methods and criteria refer to the MoECRT (Ministry of Education, Culture, Research, and Technology) regulation no°48/2022. Prospective students have to complete the online registration and to pass the selection process. The selection schemes and specific criteria are as follows (SER 5.1.1):

- National selection based on performance in senior high school:
  - Outstanding academic achievement proven by a transcript of records and the school achievement index,
  - Student's score in the high school period is weighed according to their school achievement index.
- National selection by exam:
  - Students have to have graduated a maximum of three years prior to the application year,
  - Exam questions to be validated and analyzed by the selective power in order for the applicants to be shortlisted based on the exam score,
  - Exam questions include cognitive potential, mathematical reasoning, and language literacy in Indonesian and English.
- Independent selection by the University:
  - Independent test selection,
    - Exam questions including basic skills and academic skills,

Invitation scheme based on the performance in senior high school.

The program follows the MoECRT regulation no°48/2022 concerning admission of new students in diploma and undergraduate programs at state universities which states the obligation to provide access for prospective students with disabilities. According to the University, the objectives and key skills required are equivalent to the learning objectives of the study program, but the methods and evaluations used are adjusted as per the needs of the students without diminishing the quality of the output. The University and faculty state to ensure consistent infrastructure development oriented towards enhancing accessibility and accommodation of disabled students or students with chronic illnesses (SER 5.1.2).

The regulations regarding acknowledgement, conversion, and assessment of credits are available in the Rector Regulation No. 5 of 2021. The credit transfer is carried out by the academic division of the University. The transfer process involves the assessment of the quality of credits obtained at other universities which involves some experts from the department. To be accepted, the quality of an overseas university needs to be equivalent to the University (SER 5.1.3).

There is no specified educational objective qualification for the nutrition program (SER 5.1.4).

According to the University, until now, no UPNUI students have suffered from chronic diseases or disabilities. However, based on various activities that have been carried out, FPHUI was selected by the Ministry of Administrative and Bureaucratic Reform as the first representative locus of state universities in Indonesia to be assessed on the fulfillment and quality of facilities and infrastructure that are friendly to vulnerable groups (i.e., those with disabilities) in 2023. Based on the assessment of its vulnerable group-friendly facilities and infrastructure FPHUI has been categorized as "The Best/Model". FPH UI already provides facilities for vulnerable groups including guiding blocks, ramps, priority seating, priority parking etc. Additional support services such as a health room, nutritional consultation, and dedicated service counters are also available. On the other hand, FPH UI has also developed an assistance system for students with mental health issues. UPNUI has conducted a series of assistance to these students. Initial identification is carried out by academic supervisors and then coordinates with the head of the study program in the process of assisting the problem. If needed, students will be referred to counselors from the Student Counseling Board formed by the Faculty. If further assistance or treatment is needed, students will be referred to psychologists from the University Clinic or University Hospital. Academic supervisors and the Head of Study Program will get periodic reports related to the progress of student assistance.

Academic counselling support is offered to the students during their entire study time under the responsibility of the University academic and student affairs manager. Each student can get help from the teaching staff, the course coordinator, or the academic advisor about any academic issue. First, the student should consult the academic advisor who will help in providing alternative solutions for the future report to the course coordinator. Once the report is received by the coordinator, a meeting is organized. If the student is reluctant to meeting the course coordinator, the academic advisor will do it instead. In case of unsatisfaction

regarding the decision taken, the case will be sent to the head of the study program. Moreover, online support is offered when needed. Various media such as Zoom, Google Meet, social media or phone calls can be used for communication between staff and students. Counselling is given from Monday to Friday from 8am until 4pm. Besides that, many kinds of sports and art facilities are offered to the students. Finally, the University Crisis Center and the University Clinic provide assistance and counselling services in cases like sexual assault issues (SER 5.2.1).

### **Judgement**

The experts observe that student selection for the “Nutrition” program follows a transparent national procedure regulated by the Ministry of Education. High schools nominate top-performing graduates, and candidates may also apply independently based on their GPA and performance in the national entrance examination (SIMAK), which is scheduled on weekends to accommodate working applicants. A minimum language proficiency level is required and assessed during the admission process, ensuring that all students can engage fully in coursework. The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course specification at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. Regarding psychological support, the University provides comprehensive services to safeguard student wellbeing. All students undergo a pre-screening to identify health concerns, and those in need receive ongoing follow-up, counselling, and psychological consultation. The program trains peer mentors in stress-management techniques, fostering a supportive community. Through these measures the University demonstrates its commitment to maintaining a healthy, resilient student body.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.4 Examination system and transparency**

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

## **Summary**

To assure the goals of every module are achieved, an assessment is conducted based on the Indonesian Ministry of Higher Education regulation No. 3 of 2020. The assessment methods used in the program include written tests, case

presentations, papers, quizzes, reflective writing, laboratory examinations, scenario-based examinations, and the final thesis. Usually, the exams are timed as follows:

- Mid-term exam: week 8,
- Other tests: during the semester,
- Final exam: week 16.

A detailed listing of the type and timing of examinations can be seen in the following table:

Semester	No of Modules	Type of Examination	Timing
1	8	Individual essay and mind map, group discussion, oral presentation, and MCQ mid-term and final-term exams	Mid-exam at 8th session and final exam at 16th session.
2	6	Individual case study, problem-based learning group discussion, oral presentation, MCQ mid-term and final-term exams, group project, and quiz	Essays, oral presentations, problem-based discussion assignments, individual case study, mind map are all carried out regular in-class session
3	9 -10	Individual case study, MCQ mid-term and final-term exams, log book, group presentation, group report, and tutorial performance	- for modules implemented in conventional sessions
4	8 - 9	Individual case study, oral presentation, MCQ mid-term and final-term exams, group presentation, group report, and tutorial performance	- Mid-exam at 8th session and final exam at 16th session.
5	9 - 10	Individual case study, final-term exams, log book, group presentation, group report, tutorial performance, and group project	- essays, oral presentations, problem-based discussion assignments are all carried out regular in-class session
6		oral presentation, final-term exams (MCQ & essay), quiz, group report, tutorial performance, and group project	- for modules implemented in a block system: - final exam (theory and practical) at the end of the module/final session - group presentation and group report assessment at the end of the module - log book and tutorial performance assessment is carried out throughout the module
			- Mid-exam at 8th session and final exam at 16th session
7		Group project, peer assessment, and mid-term exam	Group project at the final session Peer assessment at the mid and final session Mid-term exam at the 8th session
Internship			
6		Individual field project, group field project, oral exam, and student's performance assessment	Oral exam at the end of the internship
7		Individual case study, group project, oral exam, and student's performance assessment	Oral exam at the end of the internship
8		Individual final project	Proposal defense and thesis defense

To pass a module, students must get a minimum grade of 55 on a scale of 0 to 100 and have attended at least 75% of the total 16 sessions. Students who fail to achieve the minimum cumulative score are given the opportunity to repeat the requisite components. After retaking the exam, if the student still scores below the pass mark, he is asked to retake the module in the next academic year or an extra summer class. The grades obtained from each course are used to calculate

the Semester Performance Index and the Cumulative Performance Index. (SER 6.1.1).

All the information related to the study program is openly accessible on the University website. There, students can find a list of the learning activities, as well as a description of the modules. Besides that, the website and the Instagram account are regularly updated with the latest news and events concerning the program. The admission requirements are also to be found on the University website where all prospective students are expected to create an account in order to take tests and see the announcements. The platform EMAS2 can also be used for communicating information related to examination regulations and compensation measures for students with disabilities. Finally, the platform SIAK-NG is used to record the presentations of students in every class as well as the grades obtained in each course (SER 6.2.1).

### **Judgement**

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Regarding the module descriptions, the experts reviewed the stated teaching activities. The experts clarify that examinations are not classified as teaching activities and recommend revise it accordingly in the module descriptions. Furthermore, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, is appropriate. The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## **3.5 Teaching staff and material equipment**

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

### **Summary**

Currently, the program in nutrition has a total of 11 full-time staff members including 3 professors, 3 associate professors, 4 assistant professors, 1 lecturers, and 5 visiting professors. The program also includes one adjunct professor. The workload of each lecturer ranges between 12 and 16 credits per semester. Details of the workload per semester can be seen in the following table:

2021/2022		2022/2023	
<b>Odd</b>	<b>Even</b>	<b>Odd</b>	<b>Even</b>
15.2125	15.385	14.5938	15.5175
14.9275	15.6915	14.75	14.2375
14.895	14.4375	13.5355	14.97
15.9375	14.788	14.8635	8.7695
15.515	14.5613	14.24	13.7438
14.125	15.015	15.9375	15.6292
15.1875	15.725	14.4375	15.8625
14.4625	15.64	14.5625	15.575
13.625	15.3775	15.125	15.2625
15.6084	14.1563	14.2876	15.2825
13.2875	11.4023	Retire	Retire
n/a	n/a	probation	4.55

According to the University, more than 90% of the nutrition courses are taught by professors, associate professors, and practitioners. Meanwhile, the University states that it is facing a challenge with the majority of the lecturers being over 55 years old. The current ratio of academic staff to students is 1:20. Details of the lecturer/student ratio can be seen in the following table (SER 7.1.1):

<b>Class Year</b>	<b>Number of Students</b>	<b>Lecturer : student ratio</b>
2020	53	1 : 4.8
2021	55	1 : 5
2022	47	1 : 4.2
2023	56	1 : 5.1
<b>Total</b>	<b>211</b>	<b>1 : 19</b>

The recruitment process of teaching staff follows the regulations that apply at the University level and is conducted through two systems. Those who are recruited through the latter system undergo a selection process by the ministry of education and culture. The procedure is ruled by several selection criteria, including administration, field competency, psychology and/or other required criteria. The placement of new lecturer positions is based on the needs of the study program. Therefore, each study program conducts a need assessment of new lecturers and sets the requirements for the educational background and expertise needed. Those

requirements are then submitted to the faculty and to the University administrators to initiate the recruitment process (SER 7.1.2).

The lecturers' performance is evaluated through EDOM by students, through SKP by the head of the department, through BKD by the dean and through certification by the human resources development manager. The monitoring of human resources is done through the human resources information system. According to the University, both academic and non-academic self-development opportunities are fully supported by the faculty. The opportunity to gain a scholarship is one form of support in the academic development of lecturers, including opening relationships with prospective supervisors. For non-academic development, various training opportunities can be taken by lecturers. The University allocates capacity-building funds annually that can be used by lecturers to attend conferences, write journal publications, or engage in other forms of self-development (SER 7.1.3).

The human resources coordination within the study program under the faculty is handled by the vice dean and the heads of the departments. The coordination is carried out through internal meeting mechanism of the department of public health nutrition. At the end of each semester, a teaching evaluation meeting based on the EDOM data is organized at the study program and University levels. After that, the evaluation results are used as meeting material before the new semester begins in order to determine the study material, the teaching team, and the teaching load for each module (SER 7.2.1).

There are seven buildings on the University site, including six for academic activities and one for faculty administration. Currently, 39 classrooms, 6 laboratories, 5 student workstations, an information center, a library and 7 smart classes are available at the University. Additionally, to the University facilities, the nutrition students can also use the facilities of the health cluster building. The nutrition program uses 5 laboratories including a microbiology laboratory, a biomedical laboratory, a nutrition analysis laboratory, a dietetics and culinary laboratory, as well as a nutrition education laboratory (SER 7.3.1).

The University has a central library with various types of collections including the following resources:

- 428.788 literatures,
- 39.136 periodicals,
- 74.533 titles,
- 78.189 copies of literature,

- 20.411 hardcopies of final assignments,
- 1.347 softcopies,
- 25 online databases,
- 35 remote databases,
- 5 research tools.

According to the University, the library has one of the largest collections in Asia.

The library is open from Monday to Saturday with the following opening hours:

Library	Opening Hours		Website
Universitas Indonesia Library	Monday–Friday	8 a.m.–6 p.m. (Library) 8 a.m.–9 p.m. (Computer Room & cubicle)	<a href="http://lib.ui.ac.id/">http://lib.ui.ac.id/</a>
	Saturday	9 a.m.–4 p.m.	
FPHUI PUSINFO	Monday–Friday	8 a.m.–7 p.m.	<a href="http://lib.fkm.ui.ac.id/">http://lib.fkm.ui.ac.id/</a>
	Saturday	9 a.m.–5 p.m.	

The electronic database collection can be accessed online inside and outside the campus area (SER 7.3.2).

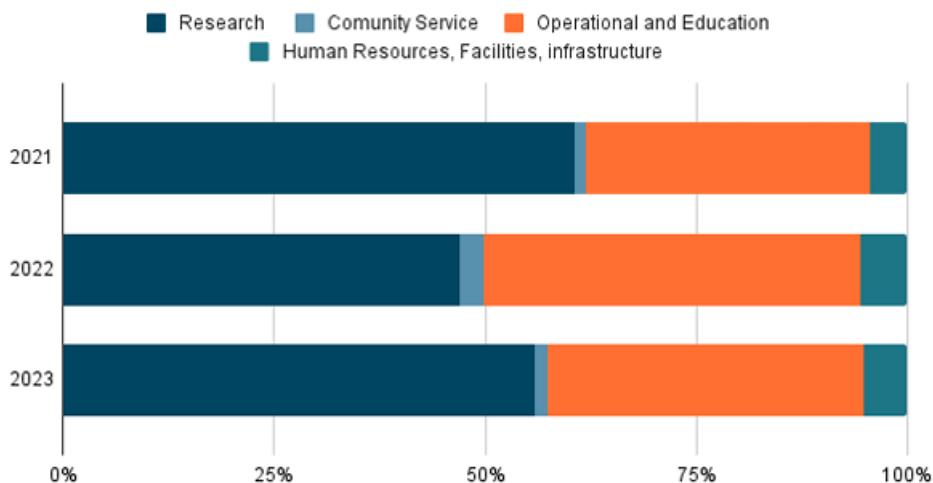
Library collections that are relevant to the needs of the Nutrition Study Program can be seen in the following table:

No	Type	Number	Example of Title
1	Undergradu- ate Thesis	1.123	“The Relationship of Coffee Drinking Habits and Other Factors with Blood Pressure Control in Hypertension Patients at Kemirimuka Health Center in 2023”
2	Thesis	365	“Trend and Determinants of Hypertension in Adults 25-59 Years of Age in Bogor City (Time Series Analysis of NCD Cohort Study Data 2015-2017)”
3	Disertation	18	“Pengaruh suplementasi multi gizi mikro terhadap penambahan berat badan hamil: sebuah studi prospektif di Lombok»
4	Text-books	4.700	“Nutrient adequacy : assessment using food consump- tion surveys”
5	E-books	1.635	“Handbook of Anthropometry”

The computer laboratory is currently equipped with 94 computers. Moreover, internet access is available in every classroom, auditorium, student common hall, student workstation, lecture cubicles, and working unit room. Each class is provided with a computer and a projector. Additionally, 6 smart/multimedia classrooms are available (SER 7.3.3).

The fund management is carried out in a centralized manner by the faculty. The funding sources include the “educational operational cost” (BOP), faculty ventures,

and extra funding sources such as grants, cooperation with other institutions, and lecturers' development funds. The details of the expenditure allocation for the academic years 2021-2023 can be seen in the following figure (SER 7.3.4):



### Judgement

New teaching staff are thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Universitas Indonesia shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivation to teach at the Universitas Indonesia the faculty staff cite good working conditions, the good reputation and the family-like feeling among the staff.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions currently. The teaching staff are well qualified and in possession of academic and technical credentials and experience adequate to their tasks. However, the experts advise maintaining a focus on generational renewal in staffing, as the current student-to-faculty ratio (1:19) is almost at its maximum per University regulation (1:20). Furthermore, the University should continue to advance the staff-development plan, including the University's goal of ensuring every faculty member holds a PhD by 2028.

The University informs its employees about opportunities for personal and professional development transparently, and encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site. However, the staff on site

reports that the budget is often not enough to participate at well-known international conferences. The experts recommend that the University increase and flexibly manage program-specific budgets to facilitate participation in international conferences.

The experts note that academic career progression at the University follows a clear, government-regulated pathway: faculty advance through the ranks of assistant, lecturer, assistant professor, associate professor, and finally full professor, with each promotion contingent on demonstrated excellence in community engagement, research, and teaching. The University supports its teaching staff with three core didactic training programs and offers additional certificates in areas such as gamification, distance learning, and learning-management systems. Faculty may also attend specialized workshops at partner institutions such as Maastricht University's problem-based and student-centered learning courses. The experts positively acknowledge that.

The experts visited the premises of the Faculty of Public Health, where the skills labs of the Bachelor study program "Nutrition" are located. The skills labs are equipped with relevant devices. However, from the experts' point of view, more space is recommendable, especially for the anthropometric laboratory and the laboratory for counselling. Additionally, some equipment could be modernized and extended according to the scientific high standard. For example, in the dietetics laboratory, the currently displayed but unused gas stoves could be replaced with electric stoves, which are stored in the adjacent room. This would also provide additional workspace for students; at present, working in groups within the laboratory appears to be cramped. A medium-term investment to increase the number of electric stoves to match that of the unused gas stoves could be considered. The unused gas stoves currently occupying space in the laboratory could be donated by the university to a social assistance program, as their storage incurs costs and their value continues to depreciate.

The anthropometric laboratory is a shared facility between the Nutrition and Occupational Health departments, enabling synergies. Nevertheless, it is recommended to invest in updated equipment, such as a modern stadiometer for precise measurement of body height and weight, a scientific-grade body composition analyzer (BIA), and indirect calorimeters for assessing energy expenditure. The microbiological laboratory was found to be sufficiently equipped. The nutritional biochemistry laboratory contains a combination of traditional and modern equipment—for example, classical Kjeldahl apparatus for nitrogen estimation, as

well as advanced instruments such as liquid chromatography systems. This blend reflects an integration of classical and modern laboratory competencies. The classical Kjeldahl method, in particular, demands a higher level of technical expertise, thereby enhancing hands-on training. However, a medium-term recommendation would be to increase the number of instruments, available space, and laboratory personnel in the nutritional biochemistry laboratory.

From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are predominant sufficient. As a whole, it was ascertained by the experts that the Bachelor study program "Nutrition" has ample teaching facilities at its disposals.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

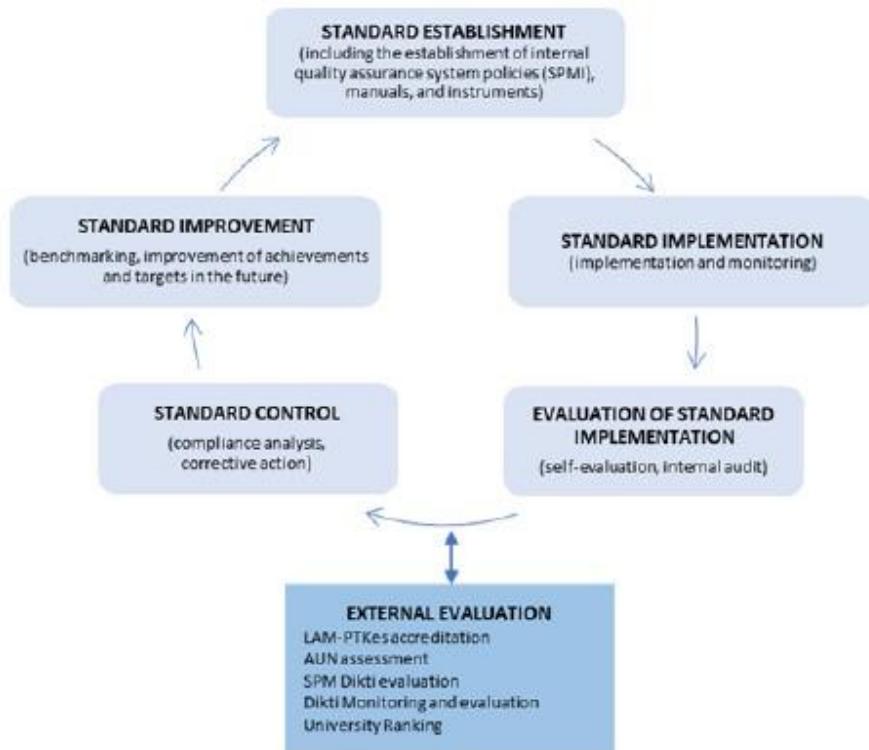
### **3.6 Quality assurance**

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

## **Summary**

The academic quality assurance system of the University consists of an academic quality assurance board responsible for the University level, an academic quality assurance unit for the faculty level, and an academic quality assurance team for the program study level. The process is based on a PPEPP cycle (establishment – implementation – evaluation – control – improvement) which is described in the following figure:



The quality assurance process is based on internal and external evaluations. The internal quality assurance measures encompass the University, faculty, and study program levels through academic internal quality audits. The different steps are listed below:

- Preparation by establishing standards and instruments for the academic quality assurance,
- Development of standard and instrument based on the specific needs of the faculty,
- Monitoring of the adherence to the standard,
- Evaluation on a semester basis at the University, faculty, and study program levels by using the developed instrument.

The results of the internal and external quality assurance evaluation are then forwarded to the heads of the study program, faculty, and University. Depending on the results obtained, a follow-up plan is then developed. Finally, a quality assurance for research is conducted when students are preparing, implementing, and presenting their thesis (SER 8.1.1).

A quality assurance process is rigorously implemented in the study program according to the University and faculty guidelines. Besides external quality assurance processes (accreditation by LAMPTKES), internal quality assurance is applied

through EVISEM, EDOM, learning monitoring, and evaluation, as well as internal academic audits. Additionally, the nutrition program conducts monitoring attendance lists, as well as assessments of student and lecturer performances. Overall, the quality assurance activities are carried out by the quality assurance coordinator at the study program level in coordination with the head and secretary of the study program. All relevant stakeholders are involved in the quality assurance process and their feedback is followed up by the study program in order to improve the quality of the learning process (SER 8.1.2).

External quality assurance involves assessments from two institutions being LAMPTKES, a national accreditation agency, and AUN-QA, an ASEAN regional institution. The recommendations from both institutions are used in developing the curriculum and learning process of the program. The highlighted recommendations were to offer wider opportunities for students to carry out internships in the industrial world, to integrate the research results, and to introduce community service for updating teaching materials and learning outcomes. According to the University, these possible improvements are being addressed (SER 8.1.3).

The stakeholders involved in the quality assurance process include lecturers, students, internship instructors, alumni, and graduate users in order for them to provide input and suggestions. The provided feedback then becomes material for improving the organization of lectures at the University. Students get to fill out evaluation forms related to the lecturer performance and class organization at the end of each module. Finally, regular meetings are held with student associations to discuss student suggestions and complaints regarding lectures, facilities, and other issues (SER 8.1.4).

The University has implemented an evaluation program and graduate tracking system that is centralized and coordinated by the “career development center” (CDC UI). This system gives an overview of the graduates’ competencies and achievements compared to the expected attainable competencies. In general, the data show that graduates’ competencies are above average expectations. Additionally, to the tracer study, a user survey is organized to see how well prepared the graduates are for entering the job market. The results of the last survey conducted in 2021 show that the graduates of the nutrition program had superior performance in both hard skills and soft skills. According to the University, the existence of the evaluation program and graduate tracking system has had a positive impact on the improvement of quality management (SER 8.1.5).

The student workload is regulated according to the rector's regulation no°24/2023 regarding the implementation of the bachelor's program in the University. There is a maximum of credits to be taken by students for each semester based on the GPA of the previous semester. This limitation keeps the students' study load from becoming overwhelming. In general, the students of the last three years in the nutrition program completed their studies within the specified time limit of eight semesters and managed to obtain a GPA above 3.5 (very satisfying). However, the University notes that there was an increasing trend in the study period. According to the University, this is due to the MBKM policy which gives the opportunity to conduct other activities outside of the studies even though the lecture schedule is described as being quite tight. Finally, the student association regularly holds various activities, including the "Nutrition Expo", activities for nutrition study program students across Indonesia, as well as "Nutrition for the Nation", a seminar activity to disseminate the final project results (SER 8.1.6).

The number of applicants and admitted students in the last three years can be seen in the following table:

Academic year	Applicant		Accepted		Registered		Acceptance Ratio
	M	F	M	F	M	F	
2020/2021	273	3,338	8	52	7	50	1.63%
2021/2022	3,862		67		6	58	1.73%
2022/2023	216	2,376	5	66	3	52	2.74%

The following table shows the number of active students and graduates per semester for the academic years 2020 to 2023 (SER 8.1.7):

Aca-demic Year	Semes-ter	No. of Students			No. of Graduates			Total (In Year)
		Male	Female	Total	Male	Female	Total	
2020/21	1st term	7	50	57	3	35	38	42
	2nd term	7	50	57	0	4	4	
2021/22	1st term	4	56	60	2	46	48	49
	2nd term	4	55	59	1	0	1	
2022/23	1st term	3	51	54	6	49	55	57
	2nd term	3	51	54	0	2	2	

## **Judgement**

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its unit. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program "Nutrition".

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts observe that the University takes evaluation feedback seriously. For instance, in response to student requests for clearer guidelines on field trips and practical training, the University revised its practical-work arrangements. All evaluation results are systematically reviewed and discussed by academic committees, ensuring that constructive

feedback leads to tangible enhancements in teaching and program delivery.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process. To ensure accountability, the University maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.7 Gender equality and equal opportunities**

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

#### **Summary**

According to the University, the promotion of gender equality and equal opportunities for students with special living situations is regulated by the rector's regulation n°17/2023 regarding the "ethical and manners code" and the "nine values into action". At the faculty level, handbooks are provided to the lecturers, students, and staff with all the information about the University values, also promoting equal opportunities for various student backgrounds characteristics. Concrete policies applied by the faculty are the following:

- No limitation of the number of women participating in the student registration, admission, and scholarships,
- Launch of a special class to discuss the roles of women and the women's rights,
- Collaboration with NGOs,
- Conduction of research on women,

- Leave for those who give birth, besides a lactation room and a playground being present on the campus,
- Protection offered for complainants.

Moreover, in order to create equal opportunities for students in special living conditions, various scholarship and tuition fee schemes are offered. The integration of international students is ensured for example through Indonesian language courses which are offered through the BIPA program (Indonesian Language for Foreign Speakers) by LIB UI (Language Institute of Universitas Indonesia ) (SER 9.1.1).

The decree n°1860/2019 established the “disabled students service unit” (ULMD) ensuring the accessibility for people with disabilities. This unit has various support mechanisms including assistance devices, skills development, motivation and mental support, support groups, and student assistant volunteers. Automatically upon acceptance into the University, students are obliged to obtain a health insurance. According to the University, efforts are still made to increase the accessibility for disabled students as several disability-friendly facilities including for example toilets are still being built. Finally, the University states that it was selected by the ministry of administrative and bureaucratic reform to be the first representative locus of state universities in Indonesia in the fulfillment and quality of facilities and infrastructure that are friendly to vulnerable groups in 2023. Based on the assessment of the vulnerable group-friendly facilities and infrastructures, the University has been categorized as “the best/model” (SER 9.1.2).

The MoECRT regulation n° 48/2023 concerning “reasonable accommodation for learners with disabilities in formal early childhood education units”, the University, and the faculty ensure that the types of materials, media tools, learning processes, and evaluations are adjusted according to the needs of each student. Concerning the examinations, different services are provided such as special assistance, and/or extra examination time. The students are also allowed to take a sick leave during their studies and are provided with an accident insurance by the University (SER 9.1.3).

### **Judgement**

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of

gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled.

## 4 Conclusion

Overall, the programs demonstrated strong curricula, with clear examination processes, generous opportunities for second attempts, and manageable workloads that students appreciate. Students expressed satisfaction with admissions and academic support.

Faculty reported high job satisfaction and commitment under new management. The University's robust quality-assurance framework responds effectively to student feedback and advances initiatives in gender equality and disability support. Progress in internationalization was evident through guest lectures and partnerships with institutions in Taiwan and Thailand. Notably, the program successfully integrates practical training with academic study.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Nutrition" offered at the Universitas Indonesia fulfills the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The University should intensify the use of potential synergies within the Health Sciences Cluster.
- The experts support the University in further promoting and expanding mobility and exchange activities to enrich intercultural learning.
- As examinations are not classified as teaching activities, the module descriptions should be revised accordingly.
- To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO as an addition to the graduation certificate.
- The University should maintain focus on generational renewal in staffing.
- The University should continue to advance the staff-development plan, including the University's goal of ensuring most of the faculty member holds a PhD by 2028.

- The University should increase program-specific budgets and let them be more flexibly managed to facilitate participation in international conferences.
- The University should replace the unused gas stoves in the dietetics laboratory with electric stoves currently stored in the adjacent room. Thereby it should be ensured that sufficient workspace is available in the dietetics laboratory to enable group work without space constraints. Additionally, a medium-term investment in additional electric stoves should be considered to match the previous number of gas stoves.
- The University should invest in updated equipment for the anthropometric laboratory, including a modern stadiometer, a scientific-grade body composition analyzer (BIA), and indirect calorimeters.

## **5 Decision of the Accreditation Commission**

### **Decision of the Accreditation Commission September 25, 2025**

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on June 2-3, 2025, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group of the University regarding the Assessment Report.

The Bachelor study program requires the obtainment of 144 credits (SCU) according to the internal credit system. The regulated study period in the program "Nutrition" is four years (eight semesters). The program comprises 57 to 58 modules, out of which 3 are University modules, 6 are health cluster modules, 6 are faculty modules, 36 are program-specific modules, and 6 to 7 are elective modules. The language of instruction is Indonesian. The Bachelor study program "Nutrition" is completed with awarding of the academic degree "Bachelor of Nutrition". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2008/2009.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Bachelor study program "Nutrition" is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.