

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Universitas Muhammadiyah Surakarta, Indonesia
for the Accreditation of the Bachelor Study Program “Physiotherapy”,
Bachelor of Physiotherapy (Academic and Professional Level)**

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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: “Physiotherapy”, “Public Health”, “Nursing” and “Nutrition Science”. In the programs “Physiotherapy”, “Nursing” and “Nutrition Science” both the academic and professional level are considered for accreditation.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Universitas Muhammadiyah Surakarta (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on May 09, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Universitas Muhammadiyah Surakarta and the AHPGS was signed on May 09, 2025.

On December 22, 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 January 05, 2026 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 Muhammadiyah Surakarta follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Physiotherapy”, 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 “Physiotherapy”

Annex	Description
1	Module Descriptions
2	Curriculum
3	Teachers’ CVs
4	Teaching Matrix
5	Student Handbook
6	Program Specifications
7	Internship Manual and Logbooks

8	List of Exemplary Thesis Topics
9	Annual Program Report
10	Statistic and Evaluation Results

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

Annex	Description
A	Quality Manual
B	Academic Guide (Student Handbook)
C	Examination Manuals
D	Admission Requirements
E	Conversion Policy of Credit Hours (SKS) to European Credits (ECTS)
F	Research Strategy Mission
G	Thesis Writing Guideline
H	Gender Equality Concept
I	Policy on Services for People with Special Needs

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

Universitas Muhammadiyah Surakarta (UMS) was established in 1981 by the Islamic organization Muhammadiyah in Central Java. At its conception, the University had five faculties: the Faculty of Training and Education, the Faculty of Economics, the Faculty of Law, the Faculty of Engineering, and the Faculty of Islamic Studies. Nowadays, the University has built up to 42,021 students enrolled across 38 undergraduate programs, 9 professional programs, 21 Master's programs, and 8 doctoral programs. At the national level, the University has been accredited by the National Board of Higher Education Accreditation.

The University operates four main campuses in Surakarta in Central Java, with the Faculty of Health Sciences located on Campus 1, in the educational, cultural, and economic hub of the region. There are 17 research institutes (RIs) across the University, such as the Gender RI, Disability RI, Halal RI or Accounting RI. The

Faculty of Health Sciences operates the Chronic Disease Research Institute. In addition, the University has established a Sustainable Development Goals Center to promote eco-friendly practices as part of their commitment to environmental sustainability.

The Faculty of Health Sciences was established in 1993 and initially offered a diploma program. Currently, there are 2,750 students enrolled across six study programs: Bachelor and Master’s degree in Nursing, Bachelor and Master’s degree in Physiotherapy, Bachelor in Public Health, and Bachelor in Nutrition. All study programs have gained an ‘Excellent’ predicate from the Indonesian Accreditation Agency for Higher Education in Health.

2.3 Structural data of the study program

University	Universitas Muhammadiyah Surakarta
Faculty/Department	Faculty of Health Sciences
Cooperation partner	- 7 international partners, such as the University of Queensland (Australia) and the Neuromuscular Tapping Institute (Italy). - 37 national partners, including Prof. Dr. R. Soeharso Orthopedic Hospital, PERSIS Solo Football Club, and Kartasura Community Health Centers.
Title of the study program	Physiotherapy
Degree awarded	Bachelor of Physiotherapy (academic level), Physiotherapist (professional level)
Organizational structure	Full time Monday to Friday 08:00 – 16:00
Language of Studies	Bahasa Indonesia
Period of education	11 semesters
Credit Points (CP) according to the internal system	183 CP

Hours per Credit	Learning Methods			Interactive and cooperative learning (mins per 1 credit)	Structured Assignments (Mins per 1 Credit)	Independent learning (Mins per 1 Credit)	
	Lecture with interactive discussion and tutorial			50 mins	60 mins	60 mins	
	Laboratory learning clinical learning research and community empowerment			170 mins			
Workload	Learning methods	Total credit points	Interactive & cooperative learning (hrs per session)	Structured Assignments (hrs per session)	Independent Learning (hrs per session)	Total sessions per module	Total workload for the entire program (hours)
	Academic level						
	Lecture with interactive discussion	103	85.83	103	103	16	4669
	Laboratory learning	37		105		16	1680
	Final project	6		11		16	181
	Professional level						
		37		105		16	1677
Total						8207	
Credits for the final paper/project	6 CP						
Launch date of the study program	2009						
First accreditation	2013						
Time of admission	Winter semester						
Number of available places on the program	Academic level: 160 Professional level: 125						
Number of currently enrolled students in the program	661 at academic level 284 at professional level						
Number of graduates since launch date of the study program	3,003 (1,096 at the professional level and 1,907 at the academic level)						
Particular enrollment conditions	High school diploma, knowledge test, health certificate						
Tuition fees	Academic level 17,220,000 IDR (960.77 EUR) / semester 470,000 IDR per credit point (26.22 EUR) Professional level 10,307,000 IDR (575.07 EUR) / semester						

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on January 26-27, 2026, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on January 25, 2026, 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 of Health Sciences, the dean, vice dean, and the teaching staff of the program "Physiotherapy" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, and the library. Moreover, experts had the opportunity to examine the equipment and the capacity of the skills labs and 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 Health Sciences and the Department of Physiotherapy serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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 “Physiotherapy” study program is designed to produce graduates competent in physiotherapy education, research, physiotherapy services and community services. The program aligns with the University’s 2029 vision to integrate Islamic values and to excel in science, technology, and art. Students will be able to implement Islamic values in their profession, with orientation on lifelong education and community physiotherapy. The curriculum integrates interdisciplinary learning, field-based internship, and research, supported by collaborations with government institutions, private organizations, and international universities (SER 3.1.1).

The program has established key educational objectives to develop their graduates’ skills and character in four dimensions:

1. Scientific or artistic qualification: Master theoretical concepts in humanities and biomedical sciences; independently conduct research based on ethical standards; use latest technology in the field of physiotherapy; manage physiotherapy management systems.
2. Qualification to engage in a qualified occupation: Apply and uphold moral, ethical, and legal values in accordance with religious values; master theoretical knowledge to apply in physiotherapy practice according to service standards; plan, organize, educate, evaluate and inform of physiotherapy services in the community.
3. Qualification for social responsibility: Implementing effective education, collaborating and communicating with patients, families, and health teams by respecting their cultural and spiritual backgrounds; be responsible for personal and group performance of services according to the legal and ethical physiotherapy standards.
4. Qualifications for personality development: Apply principles of leadership and healthcare knowledge in systems; innovate and collaborate in the field of physiotherapy and entrepreneurship.

The Program Learning Outcome (PLO) derive from the key objectives, and are structured to help graduates develop departmental, methodical, learning and social skills, as well as overarching skills. The PLO’s complies with the PLO issued by the Indonesian Association of Physiotherapy Higher Education Institutions (IAPHEI) and is aligned with the Indonesian National Qualifications Framework. An advisory board, consisting of previously mentioned association members, stakeholders, and alumni, develops the curriculum to fit the qualification frameworks (SER 3.1.2).

The study program curriculum is designed to fit job market needs and adapt to current industry trends, based on testimonies of University and external stakeholders. After completing their studies, graduates pursue diverse careers, such as managers, research assistants, communicators and learners. After completion of the professional level, they are able to work independently as physiotherapists.

According to the University tracer study, 98% of their alumni have pursued careers in fields of neurology, geriatrics, pediatrics, sports and wellness, as well as in musculoskeletal and cardiopulmonary areas. The University mentions potential careers with the development of world health and technological developments, such as in sports health, digital physiotherapy with AI optimization, and physiotherapy with expertise in rehabilitation technology. National Indonesian data also show a rising demand for physiotherapists, driven by needs for rehabilitation services, shifts national disease patterns, and broader physiotherapy utilization in healthcare facilities. Currently, the physiotherapist ratio per population is 0.12 physiotherapists per 1,000 population, showing a demand for physiotherapy experts (SER 3.2.2).

Judgment

The University demonstrates a clear strategic commitment to internationalization. By seeking international accreditation, it aims to benchmark its study programs against internationally recognized standards and best practices. This approach reflects the University's intention to position itself within a global academic environment and to ensure the comparability and competitiveness of its graduates. The fact that some graduates pursue professional activities outside of Indonesia further underlines the international orientation of the program. Overall, the initiative to undergo international accreditation can be interpreted as part of the University's broader strategy of continuous quality enhancement and global engagement, according to the expert panel. The University currently enrolls students from 36 countries. As a next step in internationalization, UMS plans to send more and more students abroad as part of the student mobility.

The experts also inquire about the Muhammadiyah association, which the University was founded under. UMS incorporates Islamic values both into the academic content and the institutional culture. Students and staff demonstrate a clear awareness of the three core values (community transformation, community enlightenment and modernity and education for all), which visibly influence students' attitudes and professional conduct, according to the University.

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

The experts encourage the University to consider implementing a doctoral program in the field of health in order to shape the continuous education of their students and to further strengthen the research component at UMS.

Decision

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

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

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)¹ 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.

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.

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

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 study program “Physiotherapy” is structured as a four-year undergraduate program comprising eight semesters of academic study, followed by three semesters of professional education. The academic component amounts to 146 Indonesian credits (SKS), while the professional phase comprises an additional 37 SKS.

The academic level comprises 61 modules, out of which 59 are obligatory and 2 are compulsory optional modules. There are 8 modules in total provided for each semester. All modules have to be completed within one semester.

The list of modules offered:

Nr.	Title	Sem.	CP
FIS3221201	Anatomy I	1	2
FIS3221202	Physiology I	1	2
FIS3221203	General Pathology	1	2
FIS3221204	Biomolecular and Biochemistry	1	2
FIS3221205	Philosophy and Scientific Critical Thinking	1	2
FIS3221206	Health Psychology	1	2
FIS3221207	Introduction to Physiotherapy	1	2
FIS1221208	Religion	1	2
FIS1221209	Pancasila (National Foundation)	1	2
FIS1221210	English For Academic Purposes	1	2
			20
FIS3221211	Anatomy II	2	2
FIS3221212	Physiology II	2	2
FIS3221213	Basic Physics Sources	2	2
FIS3221214	Virology and Parasitology	2	2
FIS3221215	Biomechanics I	2	2
FIS3221216	Biomechanics II	2	2

FIS3221217	Electrophysical Agent I (Thermal and Mechanical Agents)	2	2
FIS1221218	Trancendental and Social Dimension of Islam	2	2
FIS1221219	Civic Education	2	2
FIS1221220	Standardized Test Preparation	2	2
			20
FIS3221221	Health Promotion, Behavior and Policy	3	2
FIS3221222	Comprehensive Biomedical Sciences I (Musculoskeletal Pathology)	3	2
FIS3221223	Comprehensive Biomedical Sciences II (Neuromuscular Pathology)	3	2
FIS3221224	Comprehensive Biomedical Sciences III (Cardiovascular and Pulmonary Pathology)	3	2
FIS3221225	Comprehensive Biomedical Sciences IV (Obstetric and Gynecological Pathology)	3	2
FIS3221226	Exercise Physiology	3	2
FIS3221227	Measurement for Physiotherapy	3	2
FIS3221228	Exercise Therapy I	3	2
FIS3221229	Physiotherapy Assessment and Diagnosis I	3	2
FIS1221230	Islam Science and Technology	3	2
			20
FIS3221231	Physiotherapy Professional Ethics and Health Law	4	2
FIS3221232	Exercise Therapy II	4	2
FIS3221233	Physiotherapy Assessment and Diagnosis II	4	2
FIS3221234	Manual Therapy I	4	2
FIS3221235	Manual Therapy II	4	2
FIS3221236	Electrophysical Agent II (High Frequency Current)	4	2
FIS3221237	Electrophysical Agent III (Low Frequency Current)	4	2
FIS3221238	Functional and Recreational Therapy	4	2
FIS1221239	Muhammadiyah Study	4	2
FIS1221240	Indonesian Language	4	2
			20

FIS3221241	Physiotherapy Development	5	2
FIS3221242	Research Methodology and Statistic	5	3
FIS3221243	Comprehensive Diagnostic of Physiotherapy	5	2
FIS3221244	Manual Therapy III	5	2
FIS3221245	Nutrition and Dietetic Medicine	5	2
FIS3221246	Pharmacology	5	2
FIS3221247	Integumen Physiotherapy	5	2
FIS3221248	Musculoskeletal and Traumatology Physiotherapy I	5	2
FIS3221249	Neurology and Psychiatric Physiotherapy I	5	2
FIS3221250	Wellness Physiotherapy	5	2
			21
FIS3221251	Technology of Physiotherapy	6	2
FIS3221252	Cardiovascular and Pulmonary Physiotherapy I	6	2
FIS3221253	Musculoskeletal and Traumatology Physiotherapy II	6	2
FIS3221254	Neurology and Psychiatric Physiotherapy II	6	2
FIS3221255	Reproduction Health Physiotherapy	6	2
FIS3221256	Sport Physiotherapy	6	2
FIS3221257	Occupational health and Safety Physiotherapy	6	2
FIS3221258	Pediatric Physiotherapy	6	2
FIS3221259	Geriatric Physiotherapy	6	2
FIS3221260	Community Physiotherapy I	6	2
			20
FIS3221261	Entrepreneurship for Physiotherapy	7	2
FIS3221262	Cardiovascular and Pulmonary Physiotherapy II	7	2
FIS3221263	Emergency Physiotherapy	7	2
FIS3221264	Community Physiotherapy II	7	2
FIS3221265	Pre-clinical setting	7	4
FIS3221466	Proposal Defence	7	2
	Elective course	7	4
			18
FIS2221375	Life Skill	8	3

FIS3221476	Thesis	8	4
			7
PTP3221801	Physiotherapy Musculoskeletal	9	8
PTP3221202	Physiotherapy Cardiovascular	9	2
PTP3221303	Physiotherapy Cardiorespiratory	9	3
			13
PTP3221205	Physiotherapy Integument	10	2
PTP3221306	Physiotherapy Paediatric	10	3
PTP3221604	Physiotherapy Neuromuscular	10	6
	Elective Course	10	4
			15
PTP3221307	Physiotherapy Geriatric	11	3
PTP3221408	Physiotherapy Sport/Wellness	11	3
PTP3221409	Physiotherapy Community	11	3
			9
	Total:		183

Chart 2: Module overview

The “Physiotherapy” study program is structured into four years at academic level and one and a half year at professional level. The sequence begins with basic foundation modules in the first year, such as Anatomy or Introduction to Physiotherapy, and progresses into more advanced modules in the second and third year, such as Exercise Therapy, Sport Physiotherapy or Emergency Physiotherapy. The design is intended to systematically build up students’ knowledge, skills, and competencies, advancing their critical thinking, problem solving, and independent research. Students also take compulsory University courses, which include language courses, civic education courses, and religious courses. The elective courses are divided into two topics of interests, namely community interest and advanced biomechanics. In the final year, students integrate their learning across multiple disciplines into a capstone project that prepares them for professional career or continued academic studies.

At the professional level, students complete 9 compulsory and 3 elective courses in three semesters. They are carried out in hospitals, primary clinics, physiotherapy independent practices, communities, and sports teams. The practice modules are

completed in 13 months. A national competency exam, consisting of Computer Based Test (CBT9 and Objective Structured Clinical Examination (OSCE) follow as final examinations of the professional level (SER 4.1.3).

At the academic level, the study program carries out a pre-clinic internship in the 4th year, earning students 4 CP. The internship takes place as hospitals and community health centers, which allows students to apply theoretical skills in real life situations. They are expected to gain experience in communication with colleagues and families, and their activities consist of identifying and establishing diagnoses, planning and management, carrying out therapy management, and documenting the process.

At the professional level, students gain physiotherapy practice beyond observation, and conduct examinations and assessments of patients and communities, evaluate findings and outcomes and make clinical judgements, provide consultations within their expertise, recommend self-management techniques and refer to other professionals, and collaborate with health professionals. Students are coordinated by instructors. Educators are faculty lecturers who provide guidance and ensure the internship aligns with learning objectives. They visit interns once a month or per competency on site. Clinical educators are clinical experts at host situations and guide, monitor, and task students during their internships, as well as compile reports of student performance. Both instructors maintain a logbook, which can be accessed by the student in the STAR management system to see feedback (SER 4.1.4).

The University implements student-centered learning with diverse teaching methods: lectures, seminars, exercises, project work, study groups, simulations, demonstrations, work placements, and others. This ensures that the lecturers and students stay actively involved in the teaching and learning process. Practical skills are gained through laboratory and clinical practice are integrated to provide a comprehensive educational experience. Electronic and multimedia-based learning is integrated to enhance student engagement, flexibility, and access to educational resources. Students can access materials, assignments, feedback, as well as submit their assignments and interact with lecturers via the SPADA learning platform. The University also facilitates blended learning via a learning platform with three other physiotherapy higher education institutions in Indonesia, which allows students to take courses at the other institution (SER 4.1.6).

The study program has divided its research groups into the following physiotherapy clusters. All research activities across these clusters are interconnected and systematically implemented in community-based settings, in line with the study program's distinctive strengths and orientation toward community physiotherapy and applied clinical practice. Hence, it allows students to master concepts related to certain physiotherapy areas:

- Neurology and Psychiatry Physiotherapy
- Musculoskeletal Physiotherapy
- Cardiorespiratory Physiotherapy
- Integumentary Physiotherapy
- Women's Health Physiotherapy
- Pediatric Physiotherapy
- Geriatric Physiotherapy
- Wellness Physiotherapy

The areas of research are also integrated into the final thesis research in the 8th semester, where lecturers offer topics relevant to the areas for students to choose for their thesis. The results of the research are published in scientific publications, books, and prototype works in collaboration of lecturers and students. Students are also encouraged to research for scientific competitions and final assignment. Modules that support these activities are Philosophy and Scientific Critical Thinking, Research Methodology and Statistics, Proposal Defense, and Thesis. At the professional level, student research is published in journals or at conferences in the form of case reports (SER 4.1.7).

The study program's curriculum is developed in accordance with the World Physical Therapy. Courses are taught in Indonesian and English. The study program has an established partnership with Mahidol University in Thailand, where students can participate in activities of the partner department. Furthermore, students can participate in practical activities at clinics and community settings at the Mahidol University and the Khon Kaen University in Thailand. Visiting professors from abroad are also invited annually to share their knowledge and expertise. In addition, the University's professors also become visiting professors to institutions abroad (SER 4.1.8).

Judgment

The Bachelor study program “Physiotherapy” has a course-based structure and a course-related examination system. Descriptions of the courses contain information on module number, title, level/semester, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module, and examination.

However, the module descriptions are different in the depth of details between basic sciences, where the descriptions including the examination is very detailed and the courses of later semester, where the descriptions are missing some information, like form of examination. The experts recommend greater standardization of the module handbook (e.g., consistent depth of learning objectives and methods) to improve transparency.

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.

Theory and practical learning in clinical settings is separated between the academic and professional level, students gain no experience in curriculum hours with clients until the professional level in the 9th semester, only in some extracurricular hours in the 4th semester. The preclinic activity, if available, should be described in the module handbook.

The program includes structured pre-clinical education prior to students’ clinical placements. Practical education takes place in hospitals, community health centers, and patients’ homes. Internships are jointly supervised by faculty members and clinical instructors employed by the hospitals. Faculty members are responsible for the academic supervision of internships and participate in practical examinations together with clinical instructors; both act as examiners.

Students are supervised by academic staff at least twice per week in addition to day-to-day supervision by clinical instructors in practice settings. Every semester, structured meetings are held between faculty and clinical instructors to clarify learning objectives, assessment criteria, and expectations for clinical training. Students maintain a logbook documenting practical hours, achieved competencies, and the completion of a defined number of clinical tasks, including reflective reports on learning outcomes. In addition to the logbook, a learning agreement is

signed between the lecturers and students, which defines the learning outcomes of the module at the beginning of the semester.

The experts acknowledge the very detailed course files with their contents and aims, which allows a high level of transparency. In addition to the course files, the University also developed a comprehensive syllabus. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

The internationalization of the University and the study program is also discussed. There is a strong institutional interest in expanding international engagement, particularly in student exchange programs, participation in international conferences, and lecturer exchange initiatives. However, the experts recommend further strengthening partnerships with other institutions to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community. These virtual initiatives support the development of intercultural and professional competencies while promoting internationalization and mobility opportunities without requiring students to leave the campus.

Decision

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

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

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

Admission to the Bachelor program “Physiotherapy” at Universitas Muhammadiyah Surakarta is regulated by institutional policies and implemented through a centralized University admission system.

The admission process consists of general enrolment at University level and program-specific selection. Prospective students must have a high school certificate with a natural sciences major or relevant vocational fields, as well as a health certificate with standard Body Mass Index. There are three possible pathways for admission:

1. E-Selection Report card – evaluated high school academic performance, achievements and awards;
2. Computer-Based Test (CBT) – a standardized test with science-based questions available onsite and online, which provides immediate results;
3. Scholarship – selected students based on academic and non-academic achievements, leadership, and Islamic knowledge.

The admission is open to students who graduated from high school in the same academic year, or who have graduated maximum two years before. Students can get accepted based on academic achievements or a computer-based test (SER 5.1.1).

While the University has implemented policies and compensatory measures to support prospective students with chronic illnesses or disabilities, the study program does not accept applicants with disabilities or chronic illnesses, based on the requirements for students to be in good physical and psychological conditions to take care of patients. If students encounter health problems during their studies, they are provided time to get treatment (SER 5.1.2).

Regulations governing the recognition and transfer of credits acquired at other higher education institutions are in place. Students may participate in national and international mobility programs, including student exchange, internships, humanitarian projects, entrepreneurship programs, and credit transfer schemes. Credit

recognition is based on the equivalence of learning outcomes, module content, and credit value. Requests for credit transfer require official transcripts and module descriptions and are reviewed and approved by the study program leadership in accordance with University regulations. Students with a GPA higher than 3.5 and English Score higher than 450 are eligible to join the program. They can take on or more courses at other universities, and credit transfers are reviewed by the staff for conversion (SER 5.1.3).

The program provides academic counseling for matters of career, study clubs, and final projects, complementing the Faculty's administrative guidance and services. The University provides psychological counseling, talent interests, career and religious guidance, scholarship advice, and mentoring activities. To make communication about support services more accessible, communication between lecturers and students is facilitated via email and chat groups during working hours on Monday to Friday, 8:00 to 16:00. In addition to academic support, the University offers social and personal development services, such as 28 University-level student organizations, 2 faculty-level student organizations, and 7 study clubs with focus on academic, artistic, and sports activities. Mentoring programs are implemented to support student engagement, and the English Tutorial Program, which is designed to strengthen language skills. Career planning, soft skills training, and professional mentoring help students to prepare for future employment. Financial aid, such as scholarships, and student housing are available through dormitory programs. Students also have access to free healthcare services at the Muhammadiyah Medical Center (SER 5.2.1).

Judgment

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements, both for the academic and professional stage, to be appropriate, as they correspond to the standards of the study program.

The University uses a continuous assessment of one midterm exam and one final exam per module. 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 syllabus at the beginning of each course. The experts confirm that the University takes good

measures to guarantee the feasibility of the study program despite the high workload. The organization of the education process ensures the successful implementation of the study program.

On site, it became obvious that the teaching staff follows an “open-door-policy”. According to the students, the support provided by the University's teaching staff is very good.

Each student is assigned an academic supervisor who provides guidance on academic progress, personal challenges, and career-related issues. One supervisor is responsible for approximately 20 students. This advisory system is intended to support students holistically across different thematic areas, including academic performance, personal well-being, and professional development.

Additionally, the University provides several student services to support their academic, career and personal developments. Students particularly appreciate the free healthcare. The experts find the support services at UMS to be good and conducive to the health and success of the student body.

The experts further inquire about the admission procedure for students with disabilities and chronic illnesses. According to the University, students need to fulfil specific health-related requirements, that are established by the Ministry of Health. The requirements, for example include color blindness, or having an appropriate body mass index. The experts encourage the University to make use of its autonomy in the student selection process, whenever possible.

Decision

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

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

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

The University has established an assessment system through a structured examination mechanism in accordance to the University guidelines contained in the Learning Assessment Quality Standard. Course assessments each semester include a mid-term written exam, a final exam, and various forms of assignments. Besides written exams, exam components often include live practical assessments, and OSCEs, to ensure students have proficient clinical skills, as well as assessment of communication and teamwork skills.

Students must attend 75% of lectures to be able to take the final exam. Aligning with the academic calendar, the written exams take place in middle (week 8) and end of the semester (week 16), while other assignments are evaluated throughout the semester without a fixed schedule. If students meet the policy criteria, they can take a remedial exam during the short semester. Grades are based on letters ranging from A (≥ 80) to F (< 40) (SER 6.1.1).

The study program provides information about the study plan and the process on the University and Faculty websites, which are available in English and Indonesian. Each module provides teaching methods and assessment procedures in the syllabus. Students can monitor their grades through STAR platform. The academic calendar is accessible on the Bureau of Academic Administration (BAA) website. Information on classes, support services, seminars, trainings, and student exchange programs are published on several platforms, including the University and Faculty website, social media, and notice boards, which ensures that key information is easily accessed by prospective students, students, alumni and the general public. (SER 6.2.2).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study program has 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 competencies. Nevertheless, 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 exam due to health issues or other unforeseen circumstances are allowed to take the exam 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. Attendance requirements apply across degree levels, including Bachelor's, Master's, and PhD programs, with a minimum attendance of 75% where applicable.

The main method of examination are written examinations. The experts recommend using a larger variety of examination methods focused more on the learned competence than on knowledge to enhance skill-based exams.

The requirements to students' performance in examinations are regulated and published in the course syllabus. The frequency of examinations, as well as their organizations, is appropriate.

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. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Upon graduation, students are awarded a Bachelor graduation diploma. 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

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

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

The Physiotherapy study program has 34 teaching staff, consisting of:

- 5 professors
- 6 associate professors
- 14 assistant professors
- 9 lecturers.

The total number of the academic lecturers is 34, comprising of 31 full-time lecturers and 3 practitioners from partner hospitals who teach 20% of clinical practice-related teaching. The lecturer to student ratio is 1:20. The total number of the professional level clinical educators is 47. The clinical educators to student ratio is maintained at 1:6 to ensure quality clinical learning. Additionally, there are 15 adjunct professors from institutions abroad, such as from Universitas Kebangsaan Malaysia, University of Khon Kaen, Thailand or the NMT Institute of Italy.

The average teaching hours of an academic lecturer is 16 hours per week, and with research and service, the number of working hours is 40 hours / week.

The criteria for prospective lecturers include knowledge of Islam and specific conditions determined by the program, such as holding a Master's degree with 3.5 GPA, an IELTS score of 5.5 or equivalent, and a series of tests including academic potential, microteaching, and research proposal assessments. Recruitment is carried through an electronic system and has several stages that range from academic tests to interviews. The lecturers' disciplinary expertise is taken in account during the recruitment process, the prospective lecturers with doctoral degrees are provided with financial incentives. Accepted lecturers are trained for one week by the Bureau of Human Resource Development (BHRD) about their duties, rights, and University policies.

The University provides lecturers facilities to develop through the Bureau of Human Resource Development, which includes support for career development to the doctoral level whereas Research and Innovation Center provides support for international conference and other events, assistance in publishing in reputable journals and in funding proposals from external sources. The University also encourages lecturers to be educator certified, which assesses professionalism in their teaching duties.

The placement of lecturers at the Faculty is based on academic qualifications according to their educational degree and their relevance to the study program, expertise or specialization. Coordination at the study program level is carried through regular meetings and WhatsApp groups, while Faculty level coordination is carried out with all study program officials. In the promotion process, they are required meeting the criteria in teaching quality, research, and community service. The University promotes integration of teaching and research by providing mentorship through the Bureau of Learning Innovation (BLI), offering training and incentives for scholarly activities and collaborative team-teaching and research (SER 7.2).

The teaching and learning of the "Physiotherapy" study program is carried out in the Faculty of Health Sciences building at the main campus. The building has the capacity of 22 lecture rooms and 33 laboratories, out of which 4 are lecture rooms equipped with screens, projectors, and whiteboards. Laboratories are specialized for certain areas, such as Pediatrics or Nutrition, and the Physiotherapy Clinic is dedicated for student training and services. The laboratories for Physiotherapy are:

Musculoskeletal and Orthopaedic Laboratory, Neuromuscular Laboratory, Cardiovascular and Pulmonary Laboratory, Paediatric Physiotherapy Laboratory, Sports Laboratory, Community Laboratory and Physiotherapy Clinic. Additionally, there are 8 workspaces for student activities, such as the HREC room, study center room, podcast room and postgraduate basecamp. There is also a smart class with digital technology facility to support distance learning. The Faculty provides large room facilities in the Auditorium, the Walidah Main Building, Edutorium, and the library.

The University library is open from 8:00 am to 8:00 pm from Monday to Friday and 8:00 am to 4:00 pm on Saturday. It disposes of various physical media, electronic databases and digital resources. Among them are national and international journals such as Elsevier, Cambridge and Scopus. The library also offers research support and accompanying services. The program also utilizes the SPADA Learning Management System to support student learning. The University has special allocations for the acquisition of learning materials and laboratory equipment (SER 7.3).

The University provides annual funding through Study Program Development Plan (SPDP) and Faculty Development Plan (FDP) to support study program activities, learning resources, and laboratory infrastructure based on annual operational planning. Each study program has a dedicated annual budget to support learning, facility and equipment purchases. These include workshops, training, promotion of study programs, international collaboration activities, funds for adjunct professors, seminars, research, and student community services. Extra budget income is also generated by laboratory equipment rental. The University offers 11 types of competitive research and community service grants that range from 584,601 to 5,846.058 EUR (SER 7.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at UMS show 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.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

Academic promotion follows transparent and clearly defined criteria based on teaching performance, community service, and scholarly publications. These criteria are perceived by staff as fair and consistently applied. The University provides financial support for publications, covering associated fees. Additionally, staff members receive support for PhD education through the coverage of tuition fees. Teaching workload is standardized at 16 hours per week per staff member, alongside additional academic duties and supervision responsibilities in practical settings.

Access to academic databases and scientific resources is provided. Mandatory pedagogical training is required for all lecturers, with differentiated programs for beginners and experienced staff, including specialized training for skills laboratories. Staff are employed under permanent, long-term contracts.

The experts recommend offering more frequent opportunities to engage in international mobility, ideally several times per year, including structured lecturer and postdoctoral exchange programs to the University staff. Also, to further support the development of staff, the establishment of day care facilities for children should be considered as a supportive measure for both staff and students.

The experts visited the premises of the University, where the skills labs of the Bachelor study program "Physiotherapy" are located. The study program operates a comprehensive skills laboratory that supports skills training and simulation-based learning. The didactic integration of theoretical content into skills lab activities was presented in a coherent and plausible manner. Simulation activities follow established national standards for simulation-based education. The skills lab infrastructure is functional; however, parts of the technical equipment require modernization to meet current educational and technological standards.

The clinical placement phase formally begins with an exchange between academic staff and clinical instructors to align learning objectives. This coordination process was described consistently by all stakeholders. The clinical logbook primarily documents performed activities and procedures and is strongly case-oriented. While this provides transparency regarding clinical exposure, a stronger competency-

based orientation of the logbook would further enhance constructive alignment with the intended learning outcomes of the program.

Skills laboratories are available and can be booked by students for self-study time, skills training, and simulation-based learning. These resources are actively used. Overall, the site visits confirmed a well-structured practical training environment with clear communication pathways between the academic and clinical settings, while also identifying specific areas for further development.

As a whole, it was ascertained by the experts that the Bachelor study program "Physiotherapy" has ample teaching facilities at its disposal.

Decision

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

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

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 University implements a quality assurance program in accordance with regulations of the Ministry of Education and University decrees. The Quality Assurance Center (QAC) coordinates central implementation of quality standards, which is carried out by the faculty-level Quality Assurance Group and program-level Quality Assurance Unit. The system follows the PDCA cycle (Plan, Do, Check, Act): planning involves Faculty Development and Study Program Development Plans; the

execution phase ensures that curriculum and research activities align with established roadmaps; evaluation phase utilizes instruments such as the monitoring and evaluation of teaching and learning process (METLP), student satisfaction surveys, and periodic internal audits; quality control and improvement are achieved through faculty and University level management review to determine necessary corrective measures and focus on achieving Key Performance Indicators.

The quality assurance at the program-level is carried out by the Quality Assurance Unit (QAU), which involves an internal audit to routinely assess achievement of quality standards and monitoring of the METLP. The results of the period evaluations of the audit and monitoring are analyzed in the management review sessions. To ensure compliance with national standards, the University also conducts study load evaluations. Students give feedback through evaluation of lecturers, participate in curriculum discussions, and satisfaction and study load surveys. Alumni assess job suitability, job placement time, and employer satisfaction. Lecturers and partners evaluate the program's impact on knowledge development and strategic collaboration. The Center for Research and Innovation evaluates research quality. All evaluation instruments, results, analysis, and follow-up actions are compiled into reports and disseminated to all stakeholders. The performance in one academic year is also submitted by the Study Program Annual Report to the University (SER (8.1.2)).

The study program is accredited by the Indonesia Accreditation Agency for Higher Education in Health which conducts evaluations through SWOT analysis, field assessments including data verification and on-site evaluations, and peer reviews. Follow-up includes semester evaluations of teaching processes, internal semester reviews, and regular faculty meetings. The data from internal quality assurance and external quality assurance are recorded in the Higher Education Database, which integrates them and results in improvements of accreditation outcomes (SER 8.1.3).

Modules are systematically evaluated every three years through curriculum reviews that involve experts, stakeholders, and students. The basis of the curriculum update is a SWOT analysis of modules, designed to fit the University's characteristics and values. Stakeholder input supports revisions through collaboration with national and international institutions, and the curriculum's market suitability and employer satisfaction is assessed by the alumni satisfaction surveys. The module

development is based on the Program Learning Outcome (PLO) which lays out the course content and evaluation methods (SER 8.1.4).

Assessment of practical relevance of the study program includes annual graduate and graduate user surveys, alumni meetings, and curriculum reviews involving external parties. Results of the surveys are used to update the curriculum every four to five years. Student workload evaluations are conducted annually through a designated online platform (SER 8.1.6).

In section 8.1.7 of SER, the University provided the following overview of the statistics of the study program:

Point Item	Cohort	Cohort	2021	Cohort	Cohort	Cohort	Cohort
	2023	2022	Cohort	2020	2019	2018	2017
	SPP	SPP	SPP	SPP	SPP	SPP	SPP
Applicants	1385	1523	1336	1494	1476	1411	1229
Accepted Applicants	147	253	329	292	295	289	232
Male Applicants	283	352	295	299	240	228	208
Female Applicants	946	1058	1181	1195	1096	1295	1177
International Students	2	2	2	0	0	0	1
Graduates	430	160	102	116	278	147	136
Drop Out	0	0	0	0	0	0	0
Average Duration of Study	3.7	3.7	3.9	3.9	3.8	3.9	3.9
Average Grade of Final Degree	3.61	3.56	3.47	3.52	3.6	3.4	3.37

Judgment

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. 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 "Physiotherapy".

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 possesses 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.

Curriculum development follows a participatory approach involving academic staff, students, and external stakeholders. Ideas and recommendations are discussed collaboratively and reviewed regularly.

Curricula are continuously updated in response to professional, societal, and policy developments. Advanced Community-Based Physiotherapy is cited as a recent example of content newly introduced into the national curriculum following such consultative processes.

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.

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

The University follows a policy regarding gender equality, which prohibits all unfair gender-based treatment, sexual harassment and gender discrimination. The concept of gender equality is implemented through non-academic measures, such as equal salary system for employees, and no exclusion based on gender, ethnicity and economic status in the recruitment process, and through academic measures where the program curriculum integrates learning materials on gender diversity, features texts written by and about women, promotes classroom discussions about gender, and incorporates gender perspectives among the student body and staff. International students receive support through academic mentoring, language assistance, and cultural integration programs (SER 9.1.1). It also offers a complaint system to help protect victims and punish offenders.

The prospective students must be physically and psychologically fit to be accepted into the Physiotherapy program. During their studies, students with health problems are provided support in infrastructure development and assistance. Students with chronic illnesses are offered free health services at the Muhammadiyah Medical Center. In addition, students can use this service to help them deal with their health problems, obtaining sick or rest certificates, obtaining medication services and advice from doctors, taking simple laboratory tests, and obtaining referrals if needed. The program also provides time for care or leave, as well as the opportunity to take a make-up exam based on the agreement between the student and staff.

The University provides academic flexibility for students with disabilities, allowing adjustments to lecture schedules, extended time for assignment submissions, and alternative practicum activities that cannot be done physically. Students can apply to the Disability Service and Research Center (DSRC) for compensation. Special needs students are provided individual assistance and adjusted exam formats.

The effectiveness of the policy is evaluated through surveys and discussions with the DSRC, faculty, and student organizations. The Physiotherapy program services for students who became disabled or chronically ill during their studies include

academic and examination support, such as scheduling of lectures and laboratory practices, communication with students about their needs, access to assistive technology, and provision of essential physical facilities.

The campus of the Faculty is disabled-friendly, equipped with special wheelchair access, ramps and lifts. People with disabilities are offered assistance with reaching destinations on campus, teaching and learning applications, and carrying out activities on campus (SER 9.1.3).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students within the cultural conditions 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 transparently. The experts also acknowledge the University's progress in promoting gender equity and encourage further advancement of women in leadership positions.

Decision

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

4 Conclusion

The Bachelor study program “Physiotherapy” at Universitas Muhammadiyah Surakarta (UMS) is a well-structured program, which is clearly aligned with its qualification objectives and supported by appropriate academic and clinical resources.

According to the experts, the study program shows a strong orientation towards professional competence, research skills, and social responsibility. Its curriculum integrates biomedical sciences, physiotherapy practice, and community-oriented learning. The curriculum structure follows a logical progression from foundational theoretical knowledge to advanced clinical competencies and professional training. Students benefit from a broad range of teaching methods including lectures, practical training, laboratory sessions, and clinical placements. The integration of internships in hospitals and community settings allows students to apply theoretical knowledge in real-world contexts and ensures strong practical preparation for professional careers.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Physiotherapy” offered at the Universitas Muhammadiyah Surakarta fulfils 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:

- Develop a doctoral program in health sciences to strengthen research activities and provide opportunities for graduates to continue their academic careers.
- Include modules in English in the curriculum to support students’ language skills and strengthen the international orientation of the program.
- Expand international partnerships with universities and institutions to increase opportunities for student and staff exchange.
- Create more opportunities for short-term international mobility, such as internships, summer schools, or short study visits abroad.

- Promote internationalization activities, for example through online conferences, guest lectures from international experts, or collaborative digital teaching formats.
- Provide a Diploma Supplement following the European template (Council of Europe, European Commission, UNESCO) to improve the international comparability of the degree.
- Increase opportunities for international mobility for teaching staff, including lecturer exchange and postdoctoral exchange programs.
- Consider establishing childcare (daycare) facilities to support staff and students with families.
- Modernize parts of the technical equipment in the skills laboratories to meet current technological and educational standards.
- Strengthen the competency-based structure of the clinical logbook to better align practical training with the intended learning outcomes of the program.
- Make greater use of institutional autonomy in admission decisions, particularly regarding health-related admission requirements where possible.
- Continue to promote gender equality, in particular by supporting the advancement of women into high leadership positions within the University.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission May 11, 2026

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 Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on January 26-27, 2026, 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 regarding the Assessment Report.

The Bachelor study program requires the obtainment of 183 credit points according to the internal system. The regulated study period in the program "Physiotherapy" is five and a half years: 8 semesters at the University followed by a 1,5-year internship.

The academic level of the study program comprises 61 modules, of which 59 are compulsory and 2 are elective modules. The professional level of the study program comprises 12 modules, of which 9 are compulsory and 3 are elective modules.

The language of instruction is Bahasa Indonesia. The Bachelor study program "Physiotherapy" is completed with awarding of the academic degree "Bachelor of Physiotherapy". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2009/2010.

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

The Bachelor study program "Physiotherapy" is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

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.