

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 Study Program "Public Health",
Bachelor of Public Health**

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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 (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) 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 “Public Health”, 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 “Public Health”

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 Science. All study programs have gained an ‘Excellent’ predicate from the Indonesian Accreditation Agency for Higher Education in Health.

The study program “Public Health” was founded in 2004. Currently there are 698 enrolled students.

2.3 Structural data of the study program

University	Universitas Muhammadiyah Surakarta
Faculty/Department	Faculty of Health Sciences (FHS) Department of Study Program of Public Health (SPPH)
Cooperation partner	- 36 national institutions, i.e: Kartasura Primary Health Care, UNS Hospital, Dr. Moewardi Hospital, Surakarta Health Office, Food and Drug Supervisory Agency - 10 international institutions, i.e: Universiti Teknologi Mara, Khon Kaen University, The University of Leeds
Title of the study program	Public Health
Degree awarded	Bachelor of Public Health
Organizational structure	Full time Monday – Friday 08:00 – 16:00
Language of Studies	Bahasa Indonesia
Period of education	8 semesters
Credit Points (CP) according to the internal system	146 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		Interactive and cooperative learning (mins per 1 credit)	Structured Assignments (Mins per 1 Credit)	Independent learning (Mins per 1 Credit)	Total Sessions per Module	
	Lecture with interactive discussion	113	94	113	113	16	5120
	Laboratory learning	29		82		16	1312
	Final project	4		11		16	176
	Total	146					6608
Credits for the final paper/project	4 CP						
Launch date of the study program	2004						
First accreditation	2009						
Time of admission	Winter semester						
Number of available places on the program	160						
Number of currently enrolled students in the program	698						
Number of graduates since launch date of the study program	1,724						
Particular enrollment conditions	High school diploma, knowledge test, physical health certificate						
Tuition fees	Annual tuition fee: 15,225,000 IDR (\approx 884.91 EUR) Per-credit fee: 427,000 IDR (\approx 24.82 EUR)						

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 "Public Health" 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.

In the course of the on-site visit, the University submitted the following additional documents at the request of the experts:

- Revised module descriptions

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 Public Health 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 “Public Health” study program aims to produce graduates with expertise in public health, international competitiveness, and strong ethical values. The program aligns with the University’s vision to integrate Islamic values and to excel in science, technology, and governance. Graduates will be capable of identifying health problems, designing and implementing interventions, and effectively evaluating public health programs. The curriculum integrates interdisciplinary learning, field-based internship, and research, supported by collaborations with government institutions, private organizations, and international universities. There are five specializations offered:

- Epidemiology
- Environmental Health
- Health Promotion and Behavioral Sciences
- Occupational Health and Safety
- Health Policy and Administration (SER 3.1.1).

The Program Learning Outcomes (PLO) are developed with Indonesian National Qualification Framework (INQF), the national public health curriculum guidelines by the Association of Indonesian Public Health Higher Education Institutions (AIPHHEI), the 10 Essential Public Health Services by the Centers for Diseases Control and Prevention (CDC) (2020), and UMS Graduate Competency Standards (SM-UMS-01). The PLO establish a comprehensive skill set categorized in four dimensions to ensure attaining expertise in public health:

1. Overarching skills: Demonstrate professionalism based on religious and national values.
2. Methodical skills: Develop and communicate scientific research with integrity and ethics.
3. Learning skills: Master public health principles to improve community health.
4. Departmental skills: Analyze public health issues by an interdisciplinary approach; plan, implement, and evaluate health programs with evidence-based management; apply effective technological communication and community empowerment strategies; exhibit leadership and systems thinking in primary healthcare; manage entrepreneurship in public health.

These objectives are achieved through research courses, internships, leadership programs, and field-based learning. Students develop their skills from basic to advanced levels, in alignment with gaining expertise in public health management, research, and interdisciplinary collaboration (SER 3.1.3).

The University tracer data shows that graduates have pursued diverse career options, such as managers, researchers, educators, communicators, entrepreneurs, consultants, legislators, and social media influencers in public health. 27% of graduates are employed in community health centers, 24% in private sectors, 19% in hospitals, 10% in higher education institutions, and the rest in governmental institutions. Additionally, new career opportunities arise with the development of digital health technologies, including roles in health startups, app developments, or digital health promotion.

According to the University, the demand for public health professionals is rising due to increasing health issues, industrial environmental impacts, and the COVID-19 pandemic aftermath. The University indicates career opportunities in provinces that do not meet the required target for public health professionals. Possible challenges for graduate students on the job market are increasing graduate competition across universities, policy development, demographic shifts, and rapid technological advancements (SER 3.2).

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 inquired 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 "Public Health" 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 recommend considering the establishment of a Master's program in Public Health to further strengthen the program's research component and enhance progression opportunities for its graduates.

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).

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

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.

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 „Public Health“ is structured as a four-year undergraduate program comprising eight semesters and 146 credit points. The program comprises 68 modules: 49 are study program courses, 9 are university courses, 9 are compulsory elective courses, and 1 is a faculty course. There are 10 modules in total provided for each semester, with the workload of 20-21 CP. All modules have to be completed within one semester.

The list of modules offered:

Nr.	Title	Sem.	CP
KM01221201	Religion	1	2
KM01221202	Pancasila	1	2
KM01221203	Indonesian Language	1	2
KM01221204	English for Academic Purposes	1	2
KM03221101	Biomedical 1	1	2
KM03221203	Biomedical 2	1	2
KM03221104	Biomedical 3	1	2
KM03221206	Public Health Science	1	2
KM03221207	Sociology and Anthropology of Health	1	2
KM03221208	Global Health	1	2
			20
KM01221207	Islamic Teaching on Worship and Practices	2	2

KM01221205	Civic	2	2
KM01221206	Standardized Test Preparation	2	2
KM03221209	Basics of Health Policy	2	2
KM03221210	Basics of Epidemiology	2	2
KM03221211	Basics of Nutrition Science	2	2
KM03221212	Basics of Occupational Health and Safety	2	2
KM03221213	Basic Concepts of Health Promotion	2	2
KM03221214	Basics of Environmental Health	2	2
KM03221215	Basics of Reproductive and Family Health	2	2
			20
KM01221208	Islamic and Science Technology	3	2
KM03221216	Health Management and Organization	3	2
KM03221217	Communicable Disease Epidemiology	3	2
KM03221218	Public Health Nutrition	3	2
KM03221219	Ergonomics	3	2
KM03221220	Basics of Biostatistics	3	3
KM03221222	Health Regulations and Law	3	2
KM03221223	Health Information Systems and Primary Health Care	3	2
KM03221224	Health Communication	3	2
KM03221225	Gender, Sexuality, and Reproductive Health Care	3	2
			21
KM01221209	Muhammadiyah Studies	4	2
KM03221126	Health Planning and Evaluation	4	2
KM03221228	Non-communicable Disease Epidemiology	4	2
KM03221229	Food and Nutrition Ecology	4	2
KM03221230	Occupational Safety and Health Management Systems	4	2
KM03221231	Environmental Quality Analysis	4	2
KM03221232	Demography Science	4	2
KM03221233	Health Economics and Financing	4	2
KM03221234	Group Dynamics	4	2

KM03221135	Basic Data Management and Analysis	4	2
			20
KM03221237	Leadership and Health Administration	5	2
KM03221238	Public Health Surveillance	5	2
KM03221139	Spatial Health Information Technology in Primary Health Care	5	1
KM03221140	Community Organization and Empowerment	5	2
KM03221142	Nutritional Status Assessment	5	2
KM03221144	Environmental Health Technology	5	2
KM03221246	Digital Health Technology in Primary Health Care	5	3
KM03221248	Disaster Management	5	2
KM03221249	Outbreak Investigation	5	2
KM03221350	Research Methods	5	3
			21
	Elective Course 1	6	2
	Elective Course 2	6	3
	Elective Course 3	6	2
	Elective Course 4	6	3
	Elective Course 5	6	2
	Elective Course 6	6	3
	Elective Course 7	6	3
	Elective Course 8	6	2
			20
KM02221301	Life skills	7	3
KM03221351	Field Learning Practice (PBL) 1	7	3
KM03221352	Field Learning Practice (PBL) 2	7	3
KM03221253	Health Advocacy	7	2
KM03221254	Proposal Seminar	7	2
KM03221255	Internship	7	2
KM03221156	Entrepreneurship	7	2
KM03221158	Spatial Data Analysis Visualization	7	1
	Elective Course	7	2

			20
KM03221466	Thesis	8	4
	Total:	8	146

Chart 2: Module overview

The study program is designed to follow a structured progression from fundamental concepts to advanced applications. In their first two years of study, students take general and public health foundation courses, such as Public Health Science, Global Health, and Basics of Health Policy. They also take required University subjects, such as English for Academic Purposes, Life Skills, and religious, civic, and language courses. In their 5th semester, they are introduced to methodological approaches for research and field work in module Research Methods. Starting from the 6th semester, students specialize themselves in environmental health, health policy and administration, health promotion and behavioral science, occupational health and safety or epidemiology. The advanced coursework prepares them to apply public health strategies in different institutional setting. In their 7th semester, they participate in an interdisciplinary field work with fellow faculty students, as well as complete an internship. Their 8th semester is dedicated to writing their final thesis (SER 4.1.3).

The internship is conducted in semester 7 in hospitals, health offices and centers, or district governments. Students follow a structured guidelines book to gain practical skills, such as policy development, program evaluation, health promotion, risk assessment, and community interventions. They are supervised by an academic and a field supervisor. Academic supervisors meets with a student twice in person and once online to provide guidance and ensure the internship aligns with learning objectives. Field supervisor is an employee at the host institution and has a relevant academic background. Both supervisors meet pre-internship to align their expectations and clarify responsibilities. During the internship, regular feedback sessions and student progress evaluations are conducted. At the end of the internship, students are assessed through progress reports, field supervisor feedback, and compliance with workplace regulations (SER 4.1.4).

The program 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. Up to 25% of course meetings also take place via Zoom to complement face-to-face sessions (SER 4.1.6).

Research is integrated into relevant courses in areas of maternal, child, and adolescent health, environmental health, communicable diseases, and non-communicable diseases, mostly through learning materials. Students cover research design, data collection, analysis, and scientific writing in modules Research Methods, Proposal Seminar, and Thesis. The Faculty supports research through laboratories access, libraries, ethical clearance assistance, guideline books, and faculty mentorship. Research competencies are assessed through thesis presentations and faculty evaluations. Students are also actively involved in lecturers' research (SER 4.1.7).

The study program aligns its learning objectives with global public health frameworks, such as the CDC's Ten Essential Public Health Services (2020) or the Association of Schools and Programs of Public Health. Several courses are taught to help students improve their academic skills in English, which creates new international study and career opportunities. The program provides international mobility opportunities, such as student exchange programs with Thailand, South Korea and Malaysia, international conferences, international community services, summer programs, and inbound and outbound exchanges. The program also invites guest lecturers from abroad to teach courses (SER 4.1.8).

Judgment

The Bachelor study program "Public Health" 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.

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.

The experts discuss on site the digital approach to public health. The panel recommends further strengthening the curriculum in the areas of digital public health, and health information systems, including the practical use of statistical and information software. This would support students in addressing current challenges related to digital health technologies and data-driven public health decision-making.

The experts consider the module descriptions provided before the site visit to be incomplete in some sections. According to the University, more detailed syllabi are used in practice. During the site visit, the University submitted a more comprehensive version of the course descriptions, which the experts appreciate. The documents provide a higher level of transparency; however, further improvements are still required. In particular, the description of assessment methods should be more explicit and detailed to clearly demonstrate alignment with the intended learning outcomes. While the experts received comprehensive information on the applied assessment methods during the site visit, this information is not sufficiently reflected in the written documentation. In the experts' opinion, the structure of the curriculum seems to make the workload manageable. These detailed and updated module descriptions should be provided to the students and updated on the program's website.

The experts inquire about the Bachelor thesis in semester 8. According to the University, it is awarded with 4 credit points according to national standards. However, the process starts in semester 5 with the module in research methods and in semester 7, when students choose their topic and supervisor and develop their thesis outline and proposal. The supervisors support their students until the end of the project in semester 8. The experts highly appreciate the well-structured support of the project. Even though publishing the thesis is not mandatory, 50% of students still do so, mainly in national journals. Students are free to choose their topics and supervisors themselves.

The internationalization of the University and the study program is also discussed. Current activities include student and staff mobility. There is a strong institutional interest in expanding international engagement, particularly in student exchange programs, participation in international conferences, and lecturer exchange initiatives. According to the teaching staff, around 10-20% of students take part in

fully funded exchange activities (like internships, modules, community activities and research projects) outside of Indonesia within structured exchange programs with different partner universities in the region. In addition, the University also hosts incoming international students, for example within the framework of summer schools and other academic activities. These initiatives further enhance opportunities for exchange and provide valuable international exposure for the Bachelor of Public Health students.

The experts commend the program for its strong support of funded student mobility and the wide range of opportunities for international exchange, including short-term stays. Building on this strength, the experts recommend further internationalizing the curriculum.

On a study program level, the experts recommend integrating more international and comparative perspectives on public health, health systems and policies into the curriculum. This could include case studies from different health systems, collaborative teaching with international partners, or joint seminars with partner universities.

To support the internationalization efforts of the University and to strengthen students' language competencies, the experts recommend including more English-taught modules in the curriculum. At present, the Bachelor in PH program does not offer subject-specific courses in English, but rather focuses on general English language training. However, participation in international exchange activities as well as the use of English-language scientific literature require a solid command of academic English. Offering selected subject-specific modules in English would therefore help students to further develop their disciplinary language skills and better prepare them for international academic and professional contexts, particularly in the field of public health.

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 “Public Health” 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.

International students are offered the International Priority Scholarship, where they submit administrative documents, an essay, and absolve an interview and a psychological test (SER 5.1.1).

While the University has implemented policies and compensatory measures to support prospective students with chronic illnesses or disabilities, the “Public Health”

study program does not accept applicants with disabilities or chronic illnesses, based on the requirements for students to be in good physical and psychological readiness. If a student experiences a non-permanent disability during their studies, they can take alternative assessments, such as online examinations or rescheduling examination, during their leave due to disability (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 (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, applicants are required to fulfil specific health-related eligibility criteria established by the Ministry of Health. These requirements, for example include criteria related to color vision, body mass index or chronic conditions. While the program itself appears to have limited influence over these externally defined requirements, the experts note that, particularly in the field of public health with its strong focus on inclusion and disadvantaged populations, such exclusionary criteria raise concerns. The experts therefore encourage the University and the study program in particular to make use of its autonomy in the student selection process, wherever 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, such as observation, participation, and practical performance tests. Practical courses implement performance-based evaluations or oral exams. Students must attend 75% of lectures to be able to take the 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 E (< 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.

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 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. The experts recommend to update the website on a regular basis, since some information is outdated or difficult to access in English.

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 Public Health programs has 35 lecturers, consisting of:

- 4 professors,
- 8 associate professors,
- 11 assistant professors, and
- 12 lecturers.

34 are full-time staff and one is a practicing lecturer, whose teaching aligns with practical teaching in the area of the study program. Additionally, there are 12 adjunct professors from universities abroad, such as University of Leeds, Universiti Sains Malaysia, or Southern Cross University.

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 student to lecturer ratio is 1:20 (35:689). The average class size at the study program is between 53 to 54 students (SER 7.1.1).

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 out 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 provide 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. (SER 7.2.1).

The teaching and learning of the "Public Health" 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 smart classrooms. There are also 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.

To support skill learning and research, the program provides 9 laboratories:

- Biomedical Laboratory
- Epidemiology Laboratory
- Occupational Health & Safety Laboratory
- Environmental Health Laboratory

- Waste Management Laboratory
- Computer Laboratory
- Health Policy Administration Laboratory
- Audiovisual Laboratory
- Public Health Nutrition Laboratory

The laboratories are equipped with computers with practical tools for students, such as computers, printers, projectors, and cameras. The laboratories used for research and practice are utilized for 20 hours per week. Additionally, the Faculty disposes of a Computer-Based Test (CBT) and Objective Structured Clinical Examination Competency Test (OSCE) building, with 2 CBT laboratories with 100 computers and connected printers and scanners, and 1 OSCE laboratory with 12 rooms. These laboratories are used for thesis examinations, tutorials and professional competency tests.

The University library is open from 8:00 am to 8:00 pm from Monday to Friday, and 8:00 to 16:00 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 mySPADA 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.

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 "Public Health" are located. The study program operates a comprehensive and well-equipped skills laboratory that supports skills training and simulation-based learning. The experts are particularly impressed by the strong practical orientation of the training, including demonstrations and hands-on exercises, which provide students with valuable opportunities to apply theoretical knowledge in practice. The didactic integration of theoretical content into skills lab activities was presented in a coherent and plausible manner. Additionally, the community health center was visited.

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 “Public Health” 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 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 related 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 four to five 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:

	Cohort 2023	Cohort 2022	Cohort 2021	Cohort 2020	Cohort 2019	Cohort 2018	Cohort 2017
	SPPH	SPPH	SPPH	SPPH	SPPH	SPPH	SPPH
Applicants	1.795	1.783	1.780	2.170	1.468	1.372	988
Accepted Applicants	188	181	146	151	164	148	150
Male Applicants	28	20	19	23	37	14	18
Female Applicants	160	161	127	128	127	134	132
International Students	0	0	0	0	0	0	0
Graduate	-	78	38	131	153	137	150
Drop Out	-	0	0	0	0	0	0
Average Duration of Study	-	3,4	3,5	3,7	3,9	4,0	3,9
Average Grade of Final Degree (GPA)	-	3,75	3,67	3,62	3,64	3,68	3,65

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 “Public Health”.

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 the external stakeholders. Ideas and recommendations are discussed collaboratively and reviewed regularly.

Curricula are continuously updated in response to professional, societal, and policy developments. Digital Health Technology 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 Public Health 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 Public Health 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, and 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 program „Public Health“ is designed to educate graduates who are capable of addressing complex public health challenges through interdisciplinary knowledge, research skills, and community engagement. The curriculum integrates theoretical foundations in public health with practical experience through internships, field-based learning, and research activities. This structure enables students to develop competencies in areas such as epidemiology, environmental health, health promotion, occupational health and safety, and health policy and administration. Overall, the study program provides a solid academic foundation and practical preparation for future public health professionals.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Public Health” 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:

- Consider establishing a Master’s program in Public Health to strengthen research activities and provide graduates with opportunities for advanced academic training.
- Strengthen the curriculum in the areas of digital public health, and health information systems, including the practical use of statistical and information software.
- Integrate more international and comparative perspectives on public health systems and policies into the curriculum.
- Ensure that the module descriptions are comprehensive and up to date, in particular by providing more detailed information on assessment methods to clearly demonstrate alignment with the intended learning outcomes.
- Include additional English-language modules in the curriculum to improve students’ language competencies and support the international orientation of the program.
- Further integrate international and comparative perspectives into the curriculum, through promotion of virtual internationalization initiatives, such as

online conferences, international guest lectures, and collaborative digital learning formats.

- Expand the offer of English-taught subject-specific modules to strengthen students' academic language skills and support their participation in international academic and professional contexts.
- Regularly update the University and program websites, particularly the English-language sections, to ensure that information is accurate and easily accessible to international audiences.
- 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 academic staff, including lecturer and postdoctoral exchange programs.
- Consider further supporting measures for staff and students with family responsibilities, such as provision of childcare (daycare) facilities
- Make greater use of institutional autonomy in admission procedures, 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 146 credit points according to the internal system. The regulated study period in the program "Public Health" is four years.

The study program comprises 68 modules, of which 49 are study program modules, 9 are university modules, 9 are compulsory elective modules and 1 is a faculty module.

The language of instruction is Bahasa Indonesia. The Bachelor study program "Public Health" is completed with awarding of the academic degree "Bachelor of Public Health". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2004/2005.

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

The Bachelor study program "Public Health" 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.