



ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes

Nursing

Midwifery

Master's Degree Programme

Nursing

Provided by:

Universitas Airlangga, Surabaya

Table of Content

A About the Accreditation Process	3
B Characteristics of the Degree Programmes.....	5
C Peer Report for the ASIIN Seal	8
1. The Degree Programme: Concept, content & implementation	8
2. The degree programme: structures, methods and implementation.....	16
3. Exams: System, concept and organisation.....	25
4. Resources	28
5. Transparency and documentation.....	33
6. Quality management: quality assessment and development	35
D Additional Documents	38
E Comment of the Higher Education Institution.....	39
F Summary: Peer recommendations (15.05.2020)	53
G Comment of the Technical Committee 14 - Medicine (10.06.2020)	55
H Decision of the Accreditation Commission (26.06.2020)	57
I Fulfilment of Requirements (18.06.2021).....	59
Analysis of the peers and the Technical Committees (02.06.2021)	59
Decision of the Accreditation Commission (18.06.2021)	61
J Fulfilment of Requirements (18.03.2022).....	62
Analysis of the peers and the Technical Committee (04.03.2022).....	62
Decision of the Accreditation Commission (18.03.2022)	63
Appendix: Programme Learning Outcomes and Curricula	64

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Sarjana Keperawatan, Ners	Nursing Programme (Bachelor Degree)	ASIIN	AUN QA 2018	14
Magister Keperawatan	Nursing Programme (Master Degree)	ASIIN	LAM-PTKes: Decree Number 0221/LAM-PT Kes/Akr/Mag/IV/2018	14
S.Keb, Bd	Midwifery Study Programme	ASIIN	-Number 0664/LAM-PTKes/Akr/Sar/IX/2018	14
<p>Date of the contract: 16.10.2019</p> <p>Submission of the final version of the self-assessment report: 31.01.2020</p> <p>Date of the onsite visit: 18.02. – 19.02.2020</p> <p>at: Surabaya, Indonesia</p>				
<p>Peer panel:</p> <p>Prof. Dr. Steve Strupeit, University of Education Schwäbisch Gmünd</p> <p>Prof. Dr. Yati Afiyanti, University of Indonesia</p> <p>Yvonne Bovermann, M.Sc., German Midwifery Association</p> <p>Dhiya Khalilah Taufan, Universitas Hasanuddin, Student</p>				
<p>Representative of the ASIIN headquarter:</p> <p>Dr. Iring Wasser</p>				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 14 – Medicine

Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria as of 28.03.2014	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Nursing Programme	Sarjana Keperawatan, Ners/Bachelor of Nursing		6	Full time	no	10 Semester (8 semester academic programme) 2 Semester (professional programme)	146 (Indonesian) credits = 193.04 ECTS 36 credits= 67.2 ECTS	August 1999
Nursing Programme (Post Graduate Degree)	Magister Keperawatan/Master of Nursing	1. Medical Surgical Nursing 2. Nursing Management 3. Mental Health Nursing 4. Community Health Nursing	7	Full time	no	4 Semester	45 credits = 59.50 ECTS	August 2010
Midwifery Study Programme	S.Keb.Bd	.	6)	Full time	no	10 Semesters (7 Semesters Academic Stage 3 Semester Professional Stage)	Academic Stage: 148 credits (197.72 ECTS) ○ Professional Stage: 49 Credits (79.74 ECTS)	August 2008

³ EQF = The European Qualifications Framework for lifelong learning

For the **Nursing Programme (Bachelor)**, the Universitas Airlangga (UNAIR) has presented the following profile in its Self-Assessment Report:

Vision of the Bachelor Nursing Programme

“Being an independent, innovative, leading nursing programme, a pioneer in the development of nursing science and practice at the national and international level, based on the values of nationality, ethics and religious morals”.

The vision of the Nursing Study Programme is in accordance with the overarching vision of Airlangga University and the Faculty of Nursing, which focuses on independence, innovation, pioneering and moral aspects. The vision of The Faculty of Nursing accordingly is formulated as “Becoming an independent, innovative, leading Nursing Faculty, a pioneer in the development of nursing science and practice at national and international level, based on the values of nationality, ethics and religious morals”.

Mission of the Bachelor Nursing Programme:

The mission of the programme is related to conducting university tridharma in national and international scope based on religious, ethical and moral values, by:

1. Organizing and developing academic and professional education based on the development of science and technology
2. Conducting innovative basic research, clinics and communities to support the development of education and community service
3. Carry out devotion in the field of science and nursing practice to the community

For the **Master’s Programme in Nursing**, Universitas Airlangga (UNAIR) has presented the following profile in its Self-Assessment Report:

Vision of the Master in Nursing Programme:

The Master of Nursing aims at "becoming an independent, innovative, leading Masters in Nursing Study Programme, a pioneer in the development of nursing science and practice at the national and international level, based on national, ethical and religious moral values."

Mission of the Master’s Programme in Nursing:

The main mission of the Master of nursing Programme is formulated as follows: “Conducting university tri dharma in national and international scope based on religious, ethical, and moral values, by:

1. Organizing and developing a Master of Nursing according to the development of science and technology
2. Conducting innovative and tested basic research, clinics, communities to develop knowledge, technology, and arts in the field of nursing or nursing practice
3. Organizing community service in the field of science and nursing practice based on the values of nationality, ethics, and morality of religion.

For the **Midwifery Study Programme**, Universitas Airlangga (UNAIR) has presented the following profile in its Self-Assessment Report:

Vision of Midwifery Study Program

“Becoming a midwifery study programme which is excellent on both the national and international level, oriented on mother and child health needs in community setting according to the latest knowledge and technology coherent with moral ethics.

Mission of Midwifery Study Program

1. Conduct a professional midwifery education based on modern learning methods according to moral and ethics
2. Conduct basic and applied innovative research in midwifery field to support excellent education improvement as an effort to fulfil public need in both national and international level
3. Implement midwifery knowledge and technology through community services
4. Expand trans-program and sectorial networking to fulfil public need in midwifery care service scope
5. Conduct a management of study program in an independent way, coordinating and collaborating with the Faculty and University through organizational development which is oriented to quality and be able to compete in both national and international level.

C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-Assessment Report
- Discussions during the audit
- Curricula of the degree programmes
- Module Descriptions
- Diploma Supplements of the degree programmes

Preliminary assessment and analysis of the peers:

According to the Faculty of Nursing's Self-Assessment Report, the objective of the **Bachelor's degree programme Nursing** is to educate graduates in the fields of care provider, communicator, educator and health promoter, manager and leader and researcher. The corresponding learning outcomes are outlined as follows: graduates of the nursing programme are able

1. To understand fundamental nursing science and to carry out nursing care based on nursing process
2. To carry out scientific research in the field of nursing science to solve health problem
3. To provide Nursing care professionally through laboratory and practical setting to improve patient safety and quality of care
4. To display sound knowledge and innovation in Nursing Science
5. To apply the principle of ethic, legal and cultural perspective in Nursing care
6. To implement communication skills in nursing care and scientific information
7. To build the capacity on leadership and teamwork
8. To improve professional expertise in the field on Nursing Through lifelong learning strategy.

According to the Self-Assessment Report, the graduates of the **Master's degree programme in Nursing** are expected to be able to achieve the following learning outcomes: they accordingly

1. Are able to develop logical, critical, and systematic thinking in the field of science and technology in the nursing field
2. Have the ability to discuss complex health problems in research
3. Are able to manage research in the nursing field, whose results have the potential to be applied and published on an international level
4. Are capable of solving complex nursing problems through inter- or multi-disciplinary approaches in the nursing field
5. Can develop nursing knowledge to be applied to clients in all settings for evidence-based health services and scientific research
6. Have the capacity to communicate ideas, results of thought, and scientific arguments to the academics and community
7. Are able to evaluate the impact of providing nursing services to clients and the community.

According to the Self-Assessment Report, the graduates of the **Midwifery degree programme** are able:

1. To analyse midwifery care holistically, comprehensively, and sustainably at any stage in women reproductive health and anticipate problems, early detection, prevent complications, and emergencies
2. To apply community midwifery management care including negotiation, avocations, and inter-professional collaboration as the effort to improve the health of women, mothers, children, and families
3. To analyse a decision precisely in midwifery care scope based on logical, critical, and innovative thinking according to ethics code
4. To demonstrate communication effectively to women, family, colleagues, and the community in midwifery practice scope using the principles of respecting value, norm, culture, and ethic that the community hold
5. To implement the midwifery care service in independent practice and other health service facilities according to their authorities
6. To implement professional midwifery practice according to religious values and principal, noble morality, ethics, discipline, laws, and socio-cultural

7. To demonstrate midwifery practice by being aware of one's limitation, overcoming personal problems, self-developing, continuously pursuing knowledge renewal and enhancement, as well as developing knowledge for patient safety
8. To construct information through verbal and non-verbal communication with women, family members, community.

During the discussions on site, the experts come to the conclusion that the above mentioned programme learning outcomes are the result of a thorough consultation and discussion process with the involvement of internal and external stakeholders. This includes the university's members of staff, students and alumni as well as a range of external stakeholders such as communities, hospitals and health centres, professional bodies etc. The programme learning outcomes are regularly reviewed every five year and take into consideration the exigencies of national legislation, the requirements of professional bodies, benchmarking exercises with international partners etc.

They also learn during the audit that alumni and employers alike are highly satisfied with the qualification and competence profiles of the graduates in both faculties. During the visit to the hospital, the practitioners confirm this opinion and stress that the qualifications of Universitas Airlangga nursing and midwife students are generally speaking better prepared compared to those of graduates in comparable programs at other Indonesian Higher Education Institutions.

Most of the graduates also are reported to quickly find a suitable job and being successful on the labour market, the statistics concerning the corresponding tracer studies can be found in chapter 6 of this report. The Bachelor graduates in nursing typically work in communities and hospitals in different areas of nursing such as basis care, gerontology, community health, paediatrics, mental health, critical and medical surgical nursing. Or they continue their studies at UNAIR with a Master's degree programme in Nursing. The Master graduates on their part are typically working as scientists, educators or as managers of health institutions.

The experts can see evidence of partnership between the stakeholders from industry, some of which are graduates from UNAIR themselves. In addition, UNAIR supports its graduates by organizing career events, offering personal support and conducting excursions to different companies and industries which is conducive in ensuring that the students learn all the necessary skills and knowledge to find successful employment after graduation.

After the discussions on-site with the alumni and employer representatives, they see value in the creation a formal and permanent industrial advisory group to systematically engage this important stakeholder group in the further development of the three programmes under review.

In conclusion, the auditors agree that the objectives and intended learning outcomes of all three degree programmes under review are reasonable and well founded. They are regularly

reviewed with the participation of internal and external stakeholders. The experts are convinced that the intended profiles of all three degree programmes allow students to take up an occupation (or continue their studies with a Professional or Master's degree) that corresponds to their qualification. The degree programmes are designed in such a way that they meet the objectives set for them and the peers judge the objectives and learning outcomes of the degree programmes suitable to reflect the intended level of academic qualification. The peers appreciate that UNAIR aims for high standards as to give their students good chances in the national job market.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Discussions during the audit
- Curriculum of the three study programmes

Preliminary assessment and analysis of the peers:

Due to Indonesian Regulations, the name of the three degree programs under review has changed over the years.

As regards the **Bachelor of Nursing programme**, whose main course language is Indonesian, it has undergone several changes. At the start of the establishment back in 1999 it was named "Nursing Science Study Programme" (PSIK) based on the Decree of the Director General of Higher Education No: 122 / Dikti / Kep / 1999, April 7, 1999. The name then changed to "Nursing Education Study Programme" based on the Rector's Decree Airlangga Number 9626 / UN3 / KR / 2013 on June 28, 2014. In 2018 with the Chancellor's Decree No. 898 / UN3 / 2018 its name then became "Bachelor of Nursing Programme" for undergraduate level, as well as "Nursing Professional Education Programme" for the professional level.

Concerning the **Master of Nursing Programme**, whose language of instruction is equally Indonesian, it was established in 2008 based on Airlangga University Chancellor Decree No. 4311 / J03 / OT / 2008 under the name "Nursing Study Programme".

Regarding the **Midwifery Study Programme** with its main course language Bahasa Indonesia, there also has been a name change a couple of times. In the beginning of 2008 according to Rector decision letter (SK Rektor) No 431/J03/OT/2008 under the name "*Program Studi Pendidikan Bidan*". It subsequently has been changed to "*Program Studi Kebidanan dan Program Studi Pendidikan Profesi Bidan*".

With regard to the title of the degree programmes, the peers come to the conclusion that the English translation and the original Indonesian names correspond with the intended aims and learning outcomes as well as the main course language. All the above mentioned name changes are reactions to government regulations on study programme nomenclature throughout Indonesia.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Discussions during the audit
- Curricula of the degree programmes

Preliminary assessment and analysis of the peers:

In the self-assessment report, UNAIR states that the curricula of all three study programmes under review are being regularly and thoroughly analysed every five years (next to minor changes effectuated every year). As regards the **Bachelor Programme in Nursing**, this review last has happened in 2016, whereas the revision of the **Master programme in Nursing and the Midwifery Study** programme took place in 2019 and 2018 respectively. As a result of this review process minor and major changes to the curricula were effectuated. The peers learn e.g. that for both programs the credit point distribution was adapted; in the Midwifery programme, after the review, the decision was reached to change from the former 8 semester academic and 2 semesters professional sequence to a seven plus three structure to increase the practical skill level of midwifery graduates in the process. By the same token, a nursing practice course was added at the beginning of the fourth semester. In addition, a number of courses (such as the one in development psychology and the nursing information courses) were upgraded from elective to compulsory courses.

All three programs in the experts' eye have been running for a considerable time and are well established. The newly revised programmes have been developed on the national level taking into account international standards (such as the WHO Global Standards for the Initial Education of Professional Nurses and Midwives) as well as national requirements.

The curriculum of the **Bachelor's degree programme Nursing** is thus a reflection of the requirements of the national nursing curriculum established in Indonesia in the year 2016. The corresponding competence profiles and learning outcomes of the study have been matched with the Indonesian National Qualifications Framework (KKNI – with the Bachelor of Nursing

being equivalent to level 6 and 7), the curriculum of the 2015 Indonesian Ners Education Institution Association (AIPNI) as well as the vision and mission of Airlangga University. Internal as well as external stakeholders were consulted in the review process.

The preparation of the new curriculum structure and content has been carried out by the so-called curriculum compilation team consisting of nursing faculty academics in the field of nursing science. For each course there is a coordinator (PJMK) in charge to develop semester learning plans and learning contracts with his team as part of the curriculum. In each subject, learning and evaluation methods are adjusted to the learning outcomes that are expected to be achieved in the course.

As regards the **Master of Nursing**, it was first offered by the Faculty of Nursing in 2010, before that it was under the management of the Faculty of Medicine. The preparation of the 2019 curriculum is based on the latest regulations in the Indonesian government, taking into account the needs stakeholders, and demands from Professional Organizations that expect graduates to have international standards. Curriculum material is prepared based on the results of analysis and comparative studies with various educational institutions that exist abroad. The demands of stakeholders: the community, hospitals, health centres, health departments, and other health service organizations or institutions on the appearance of professional nurses, are used by curriculum compilers as a basis for developing a profile of nurses in the community. The Master of Nursing is equivalent to level 8 Indonesian National Qualifications Framework (INQF). The courses are arranged in a curriculum structured to accommodate students achieving graduate learning outcomes. The preparation of curriculum structure and content is carried out by the curriculum compilation team consisting of lecturers in the field of science in nursing. The person in charge of the course (PJMK) together with the team prepares a semester learning plan and learning contract as part of the curriculum completion. In each course, the learning methods and evaluation methods are adjusted to the learning outcomes that are expected to be achieved in the course.

The **Midwifery Study Programme**, offered by the faculty of medicine at Universitas Airlangga, has started as of 2008 and constitutes the first Bachelor Midwifery Study Program in Indonesia. The latest curriculum revision took place in 2018 and has been matched to the national Indonesian midwifery graduate profile. This profile has been defined and standardized by the Indonesia Association of Midwifery Education, the Indonesian Midwife League, the KKNi Graduate Competency Standard as well as further national legislation. International standards about midwifery education internationally (e.g. the WHO Global Standards for The Initial Educational of Professional Nurses and Midwives of 2009 and the ICM Curriculum concordance map -revised 2013) have also fed into the new curriculum design and the graduate learning outcomes. The peers furthermore learn during the audit that the faculty of medicine also has assembled the feedback of the academic community, alumni, the graduate employers and other stakeholders. They appreciate the fact that input for adaptation to the curriculum has moreover been assembled by midwifery experts from the University of Nottingham, UK.

The Midwifery Study Programme Faculty of Medicine Universitas Airlangga is well recognized, both nationally and also internationally. On 2018, this study program was recognized by ASEAN University Network for Quality Assurance (AUN-QA) and also had passed the national accreditation standard by LAM-PTKes and granted A predicate. In the same year, Midwifery Study Program has been appointed as the Centre of Excellence of Indonesian Midwifery Education, by United Nations Population Fund (UNFPA) and Health Ministry. Midwifery study program curriculum consists of academic level and profession level.

In summary the peers confirm the three curricula under review allow students to achieve the intended learning outcomes. The processes for curricula updates and modernizations are in place in spite of the fact that the design leeway for the faculty is comparatively small given the existence of national curricula requirements and the fact that nursing and midwifery are regulated professions.

The curriculum are regularly evaluated to ensure that students learn the newest skills in order to find employment after graduation. The peers gain the impression that the graduates of the all degree programmes under review are well prepared for entering the labour market and can find adequate jobs in Indonesia. During the discussion with the peers, UNAIR's partner from the industry/public sector confirm that the graduates have a broad scientific education, are very adaptable, and have manifold competences which allow them to find adequate occupation that corresponds to their qualification profile.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Curriculum of all three study programmes
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report, admission of new students to UNAIR is possible via different modes of entry (national and local university modes). The different modes of entry are designed not only to select the top-quality students from high schools, but also to provide opportunities for high school students from all over Indonesia, especially those from rural areas.

The different modes of entry are:

1. SNMPTN (National Entry Selection of Public Universities) is based on student achievement during school, high school national examination results, and school accreditation.
2. SBMPTN (Joint Entry Selection of Public Universities) is based on a nationwide selection test that is held every year for university candidates.
3. Mandiri Selection (Local admission), these students are selected under special consideration of their education, local origin, social background, achievements in sports or science, and financial means.

The selection of UNAIR's students is carried out based on grades obtained by applicants in the SBMPTN. Written tests conducted on SNMPTN and SBMPTN consist of academic ability test (TPA) and basic ability test (TKD). In addition to written tests, prospective students of (Bachelor) nursing and midwifery programmes also need to pass a medical test.

Each year, 50% of students are selected through SNMPTN, 15% through SBMPTN and 35% through Mandiri. Prospective students for all three degree programmes must have graduated from the National Education and Examination Unit of SMA/MA/SMK/MAK or an equivalent no more than two years prior to their admission. Students must also be of great physical and mental health and they must not be acoustically or visually impaired (e.g. have low vision or colour blindness) or be shorter than 150 cm. The peers ask how the physical health of an applicant is determined and also inquire whether it is not discriminatory to ban students with disabilities from studying in these three programmes. The programme representatives reply that colour blindness hinders the study quality of the students to do practical and laboratory work and that size matters when it comes to looking after patients. However, there is no national regulation regarding size/height.

The peers are of the opinion that size (or colour blindness) should not be an obstacle from studying but that instead measures should be taken to create an environment where all students can prosper. As regards the numbers of admitted students, the experts observe that it has increased considerably in recent years.

Concerning the Master programme, new student selection is done via a student admission system through the University's New Student Admission Center (PPMB). Selection to enter the Post-Graduate Admission Track with the written examination system. The written test consisted of an academic ability test (TPA) and a basic ability test (TKD).

In summary, the auditors find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes. The peers are equally of the opinion that colour-blindness or size should not be obstacles from studying but that instead measures should be taken to create an environment where all students can prosper. As regards the numbers of admitted students, the experts observe that it has increased considerably in recent years, which puts a considerable strain on personal, financial and other resources and needs to be closely monitored.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:

The peers appreciate that UNAIR has already established the Educational Coordination Committee (KOMKORDIK) with partners from the health sector and is planning to form similar committees for other industry partners. It is by founding the Airlangga Nursing Alumni Association (IKAKU) and the Midwifery Alumni Association (IKAWARY). The peers encourage UNAIR to further pursue these effort and to involve all relevant stakeholders in further developing the degree programmes.

As UNAIR point out, all three programmes want to provide a learning environment that helps all students to develop and achieve the intended learning outcomes. The peers emphasise that students should not be excluded due to e.g. colour blindness or size. They recommend adjusting the relevant regulation accordingly.

The peers consider criterion 1 to be mostly fulfilled.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules

Evidence:

- Self-Assessment Report
- Curriculum of all three degree programmes
- Study plans of all three degree programmes
- Module Descriptions
- Discussion during the audit

Preliminary assessment and analysis of the peers:

The **Bachelor in Nursing study programme** consists of two phases, the ***academic stage*** on the one hand, the ***professional stage*** on the other hand. In order to obtain a Bachelor of Nursing, Ners (S.Kep., Ns) degree, students must first successfully pass the academic stage carried out full time during a standard period of study of 8 semesters (146 credits). At the end of this academic part, students are required to present a thesis report based on their prior research activities.

The curriculum integrates courses in basic biomedical sciences, behavioural sciences, social sciences and medical ethics. It contains elements of health promotion, disease prevention and rehabilitation. Most of the courses are offered in support of the achievement of clinical sciences and skills. These courses include basic nursing, clinical nursing practices, emergency nursing, community nursing and all courses during the professional stage. This ensuing professional stage has a duration of 2 semesters with a corresponding 36 credits. Students are carrying out most all learning activities in partnering clinics, government institutions, the private sector, and the community during their community service. Students engage in clinical activities as early as the fourth semester of the academic stage.

The program altogether contains a total of 60 courses listed in the course handbook which can be accessed through the education manual and also on the webpage. There are a number of elective courses in the Nursing Bachelor as well as the Midwifery program, for instance, the social culture science and humanities course, the gynaecology course and reproductive care health course as well as the professional ethics and health law. As the faculty/study program also focus on the internationalization, it would also be helpful if the faculty makes an elective course which including language courses choice for students, for example English and Japanese (or other languages that the faculty thinks necessary).

The **curriculum of the midwifery study programme** has a duration of altogether 10 semester and again comprises two consecutive academic and profession phases. The Academic part is conducted within 3.5 years (7 semesters) with a hybrid model, whereas the ensuing profession formation lasts 1.5 years and comprises clinical rotations. The academic part of the curriculum (which needs to be completed before enrolling in the practical studies) has a study load of altogether 148 credits (including four optional modules). The professional phase lasts 3 semesters and consists of 49 credits. The programme is modularized and contains 62 individual courses.

The curriculum is organized as follows: Concerning the **academic part**, the 7 semesters commence with the 1st and 2nd semester, in which the focus of attention is on General Basic Subjects (MKWU), basic midwifery sciences as well as the concept and philosophy of midwifery. In the 3rd and 4th semester students learn about care management of physiologic midwifery in every stage of the female reproduction cycle. In the 5th to 7th semesters, the advanced learning comprises midwifery care in complex cases as well as research. In the professional phase, the learning strategy implemented in the curriculum uses PICES strategy (Student centred, Problem based, Integrated, Community oriented, early clinical exposure etc.). Students experience clinical practice as a part of learning method and also reflect on theories they have learned in the process. This **clinical practice** takes place in various midwifery service settings, including independent practice, public health centres (puskesmas) and hospitals.

Nursing master students go through 4 semesters of study and prior to enrolment must choose between one of four specialization areas, namely Medical Surgical Nursing, Management in Nursing, Mental Health Nursing and Community Health Nursing. Students take clinical application

courses in the second semester at the hospital and community. The total word load of the Master programme is 45 credits or 59,50 ECTS. The programme is modularized and contains altogether 33 courses. In semester one, students must carry out national seminars and carry out community service twice. Students must attend clinical applications abroad, namely Malaysia and Thailand. During the learning process, students must have international publications by attending the International Nursing Conference twice.

In addition to academic and clinical learning activities, students also get the opportunity to gain learning experience in other countries through **student outbound programmes**. The partnering universities for the nursing programmes are located mainly in Malaysia (Universiti Malaysia), Australia (La Trobe University and Flinders University), Japan (Japanese Red Cross Kyushu International College), Thailand (Naresuan University), Singapore (National University) and Taiwan (National Cheng Kung University).

These mobility schemes unfortunately however do not exist for the Midwifery programmes, no evidence to that regard could be established in the interviews nor the written documents.

There are also inbound student activities where foreign students from partners participate in lectures and clinics, and collaborate with nursing students. International mobility is nevertheless still very limited. Prolonged study time and financial problems are two contributing factors. UNAIR tries to promote **the international mobility** by waiving tuition fees during the stay abroad, by providing financial assistance in form of scholarships and by creating exchange programmes. Another impeding factor is language, as many students have limited language capabilities. This could be tackled by teaching more of the classes solely in English. In the discussions with students, they voice also an interest in improving their English writing skills and would appreciate corresponding initiatives by the faculties.

Throughout their studies, students in the faculties of nursing and medicine complete the Community Service. The peers discuss with the programme coordinators the content and goal of the Community Service and learn that it is compulsory for all students of UNAIR. It has a minimum length of eight weeks and takes place in villages or rural areas where students stay and live together with the local people. The course is designed “to allow students to apply their knowledge based on own field in order to empower society.” Since the Community Service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the Community Service in order to advance the society and bring about further development. The assessment of the Community Service consists of a work plan, the programme implementation, and an activity report. The peers understand that the students should work for the benefit of the community and the Indonesian society during the Community Service and support this concept.

In summary, the experts come to the following conclusions: All three programs in the experts’ eye have been running for a considerable time and are well established. After analysing the module descriptions and the study plans the peers confirm that all degree programmes under

review are divided into modules and that each module is a sum of coherent teaching and learning units.

The curricula under review are well structured and dispose of a good balance between theoretical and practical elements. All working practice intervals including the Community Service are well integrated into the curriculum and the supervision by the faculties allows for their respective quality in terms of relevance, content, and structure.

The peers overall gain the impression that the choice of modules and the structure of the curriculum ensure that the intended learning outcomes of the respective degree programme can be achieved in the standard period of time foreseen. There is evidence to that regard by statistical data provided by the faculties, that most student complete their studies in time.

The experts see some opportunities for international mobility and regulations are in place for recognising the achievements and competences from outside. As regard the programmes in nursing, the peers appreciate the effort to foster international mobility and support the faculty in further pursuing this path. For the students in midwifery, no such international mobility schemes exist.

The experts see thus room for improvement in the following areas: they suggest to deliver more courses in English language, offer language courses at least as electives and to find appropriate means to support student in improving their scientific English writing skills. For the students of the midwifery programmes, the chances for international exposure are to be increased.

Criterion 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Curriculum of all three study programmes
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Based on the National Standards for Higher Education of Indonesia (SNPT), all degree programmes at Universitas Airlangga use a credit point system called CSU, which is regulated as follows:

Type of activity	Definition of 1 CSU/week/semester	Duration (min)	TOTAL (min)
Classroom course	Classroom meeting	50	170
	Structured task	60	
	Independent work	60	
Practical course	Practical work	170	170
Seminar	Seminar meeting	100	170
	Independent work	70	

In comparison with the European Credit Transfer System ECTS credit stipulating that 1 ECTS equals 25-30 hours of students' workload per semester, at Universitas Airlangga 1 CSU is awarded for 170 minutes of workload per week and the relation between the different kind of learning (contact hours, self-studies) is fixed.

This translates to the following credits point calculations for the three programmes under review:

The **Bachelor in Nursing** according to the self-documentation has a total duration of 5 years split between the academic part of the programme with a total duration of 4 years with 146 credits equivalent to 193 ECTS. This is followed by the professional part of the programme lasting 1 year with 36 credits equivalent to 67,2 ECTS. The total workload thus amounts to 182 credits (or 260,24 ECTS), of which 8 credits are reserved for basic biomedical science course, 32 credits for courses in behavioural and social sciences and medical ethics, 126 credits for clinical science courses and 16 for courses in research methods.

As regards the **Midwifery Programme**, the academic level study load consists of 148 credits while the professional level consists of 49 credits. The students complete the academic level usually in 7 semesters, while the professional part lasts for 3 semester, so that the total duration of midwifery study program is 10 semesters. The conversion of credit semester to ECTS is being conducted to simplify comparison between Indonesian education programme and European education programme for the purpose of educational exchange programme. For the academic level 197,72 ECTS are calculated whereas for the professional stage the corresponding number is 79,74 ECTS.

The workload of students in the **Master of Nursing Study Programme** is especially difficult for the experts to understand due to a number of reasons. As documented in the Self-Assessment Report, each of the four specializations in Medical-Surgical Nursing, in the Management of Nursing, in Mental Health Nursing as well as Community Health Nursing are credited with 45 credits, which is equivalent to 59.50 ECTS. Each student according to the faculties own account in other words spends around 446,25 hours per semester and obtains 14,88 ECTS. This is more or less **half of the workload**, a European student invests in comparable study programs in Europe. According to the ECTS system, 120 ECTS have to be granted for a four-year Master

programme in Nursing, (4 semesters times 30 credits). It also does not match with the calculations for the other two programmes so there must be a systemic arithmetical mistake in the calculations.

The experts in addition learn only during the audit in their discussions with students that around 50% of the enrolled Master students are working full time studying on the side, whereas the other 50% of students are full time students which can devote their time exclusively to their studies. The experts question how this is possible, one would expect that special arrangements such as a lengthened period of study must be arranged for the first group, as it is not possible to combine a full workload each on the job and for the studies. An explanation could be that the Master program is indeed a one-year programme, but this does also not make sense because half of the students are indeed full time students and in the SAR there is no mention of a part time variant of the study programme.

In summary, the experts firstly insist that it will be necessary to introduce (in addition to the described Indonesian system) a credit point system that based on the students' total workload. It would be most useful to adopt the European Credit Transfer System (ECTS). They stress that the students' total workload in hours also needs to be adjusted in the module descriptions and the distinction between classroom work and self-studies should made transparent.

The peers secondly seek clarification with regard to the status and the workload calculation of the Master of Nursing Study Programme and also whether there are different regulations for the two cohorts of students (full time employed vs. full time students).

During the discussions with the programme coordinators and the students, the peers furthermore learn that so far there has been no survey asking the students to evaluate the amount of time they spent outside the classroom for preparing the classes and learning for the exams. Since this is necessary in the ECTS framework, the peers thirdly suggest consulting directly with the students about their experiences. This could e.g. be done by including a respective question in the course evaluations.

The peers finally point out that the Faculties of Nursing and Medicine should follow the ECTS users' guide, while determining the students' total workload. This is the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations).

In other words, a seminar and a lecture may require the same number of contact hours, but one may require significantly greater workload than the other because of differing amounts of independent preparation by students. Typically, the estimated workload will result from the sum of:

- the contact hours for the educational component (number of contact hours per week x number of weeks)

- the time spent in individual or group work required to complete the educational component successfully (i.e. preparation beforehand and finalising of notes after attendance at a lecture, seminar or laboratory work; collection and selection of relevant material; required revision, study of that material; writing of papers/projects/dissertation; practical work, e.g. in a laboratory)
- the time required to prepare for and undergo the assessment procedure (e.g. exams)

Since workload is an estimation of the average time spent by students to achieve the expected learning outcomes, the actual time spent by an individual student may differ from this estimate. Individual students differ: some progress more quickly, while others progress more slowly. Therefore, the workload estimation should be based on the time an “average students” spends on self-studies and preparation for classes and exams. The initial estimation of workload should be regularly refined through monitoring and student feedback.

The students in general confirm towards the peers that the workload is adequate and that the curriculum is manageable within the intended time. This is also supported by statistics provided by the Faculties of Nursing and Medicine showing that most of the students finish in the standard period of study. This is obviously questionable with regard to the two different student cohorts in the Master programme as mentioned above.

The experts finally stress the fact that the question of introducing a parallel ECTS calculation is important for organizing academic and professional mobility across borders, which needs a “comparable currency” to function.

Criterion 2.3 Teaching methodology

Evidence:

- Self-Assessment Programme
- Study Plans of the degree programme
- Module Descriptions

Preliminary assessment and analysis of the peers:

The Self Assessment Reports provided by the two faculties for the three degree programmes under review list a wide variety of different educational methods such as discussions, demonstrations, simulation and case studies, project-based, self-directed, collaborative and discovery learning, tutorials, journal reviews, clinical placements as well as bed side teaching. During the classes, **active and interactive teaching methods** (e.g. seminars, discussions, reports, presentations, and group work) are step by step contributing to the transition from a **teacher to a student centered learning approach**, which figures high on the reform agenda of UNAIR.

Students early on are challenged to familiarize themselves with different scientific areas and are also introduced to first research activities in the Bachelor programs which culminates in the selection of a research topic and the preparation of a thesis. The exposure to methods and principles of good research is naturally at the core of the Master programme in Nursing, which is designed to educate graduates to improve the processes and services in hospital and to perform research at the forefront of the discipline. As the faculties of medicine and nursing are dependent on the quality of their own graduates in upgrading their teaching staff (see criterion 4), this exposure to research methods and projects is in their own self-interest.

Likewise, the experts observe, as was mentioned above, a **good integration of theory and practice**, an interlinkage within and also between the academic and professional phase in both the nursing and midwifery programmes. Already as early as in the course of the second year of their academic studies, students are exposed to real life scenarios during their community service practical. During their laboratory studies, students use Phantoms to simulate real life scenarios. This is all the more important as the number of births e.g., which a student in midwifery can assist in, has been greatly reduced in recent years.

During their professional stage, students can systematically apply what they have learned in theory during clinical placements in hospitals. Important elements of the teaching philosophy are instruments such as “bed side teaching” as part of clinical teaching that exposes students to the exigencies of the work life, provides them with clinical experience in a real setting and brings them into contact with clients and their educators in a clinical context.

The transformation process in the teaching philosophy is facilitated by the Center of Learning Innovation and Certification (PIPS). PIPS organises on a regular basis capacity building for lecturers related to learning methods, preparation of teaching materials and e-learning. To help the students to achieve the intended learning outcome and to facilitate adequate learning and teaching methods UNAIR has developed an e-learning platform. It is a learning management system, designed as a digital platform, where students and teachers can interact.

During the discussions on site with representatives of the teaching staff and with students, the peers acknowledge the ongoing transformation from a teacher to a student centred learning philosophy. The peers confirm that students learn the principles of scientific methods and are introduced to research methods. They positively note that students are generally very satisfied with the quality of teaching and learning in the two faculties as evidence through their feedback in routinely executed student surveys and by high scores for teachers’ expertise, delivery and support. In summary, the peer group judges the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes.

Criterion 2.4 Support and assistance

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

During the course of the on-site visit, the experts come to appreciate that UNAIR has a **comprehensive advisory system** for all undergraduate students in place. At the outset of their studies, students are assigned an **academic advisor** who assists in all academic or personal matters and according to regulations schedules –next to all form of informal contacts - formal meetings with his students at least four times per semester throughout their academic career. Each academic advisor has to be a member of the academic staff. Among his main responsibilities are to help students with the process of orientation during the first semesters, to introduce them to academic life and the university's community, and to respond promptly to any queries they might have. They also offer general academic advice, make suggestions regarding **relevant career and skill development** in cooperation with the Center for Career Development and Entrepreneurship (PPKK). Each semester the Airlangga Career Fair and Entrepreneur Expo is organized in the framework of which students can present themselves and discuss their employment and career plan with companies and institutions present at the fair.

Every student is also provided with **two thesis supervisors**. Their role is to help students to complete their thesis research, monitoring the progress of the thesis and assisting in its completion in time. The thesis supervisors are scheduled to meet their students at least six times per semester. A lecturer can supervise no more than 6-12 students at the maximum per year. This limitation is to make sure that each student receives sufficient guidance from his supervisor.

On the central university level, a so-called Help Center is in place, which provides **psychological assistance** in case students are facing problems in their social and academic environments. In addition, the Faculty of Psychology also has a Psychological Service Unit in place which students can address and for students of the Midwifery Programme the Department of Mental Health is accessible. **Medical support** is provided by the Health Service Center and the Universitas Airlangga Hospital, which students can access.

The University has also established Student Activity Units which organizes all non-curricular activities. In the Faculty of Medicine, **non-academic guidance** additionally is provided by mentors from the Midwifery Student Association (Himawary). Finally, there is also a system in place for **financial support**, be it by the provision or various forms of scholarships, information about which are provided by the Directorate of Students Affairs at Airlangga University and

widely taken advantage by the students in nursing and midwifery (50% of midwifery students study with the help of these scholarships).

In the interviews, the students voice great satisfaction with the various support systems in place. They confirm that they all have academic and theses advisors at their side whom they meet regularly and who are readily accessible when they seek advice. The peers commend the representatives of the Faculties and Study programmes for the good and trustful relationship between the students and the teaching staff and come to the conclusion that there are enough resources available to provide individual assistance and advice, including medical and social support. This comprehensive support system helps students to complete their studies successfully and mostly within the standard period of study. The students are well informed about the services available to them. The peers judge the extensive advisory and support system to be one of the strong points of the two Faculties and UNAIR.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:

The peers understand that UNAIR has a supporting unit called “Language Center” that offers training on foreign languages, including English, Japanese, Korean and Chinese. Students who successfully complete a course at the Language Center can obtain extra credits that are also recorded in the Diploma Supplement. However, the peers recommend to offer additional language classes as electives in the curricula of all three degree programmes, not only as extra-curricular activities. This should foster internationalisation and promote the students’ academic mobility.

The peers thank UNAIR for adjusting the awarded credits in the Master’s programme Nursing; it now encompasses 122.30 ECTS, including national seminars and community services. Additional documents were provided, including a list of the ECTS for each course. However, the peers expect that the awarded ECTS must be consistent with the students’ total workload, including time for self-studies. The workload should be mentioned in each module description and needs to be verified with the students.

UNAIR points out in its statement, that there are mobility programmes also for the Midwifery programme and provides additional information about it (e.g. MoU with Flinders University, Australia). The peers are satisfied with the additional documents and abstain from issuing a recommendation to this regard.

The peers consider criterion 2 to be mostly fulfilled.

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Curriculum of the three degree programmes
- Module Descriptions

Preliminary assessment and analysis of the peers:

The experts positively note that the examination systems for the three programmes under review are governed by **university wide regulations**, more specifically PP-UNAIR-PBM-03 regulating student exams for diploma and undergraduate programs, PP-UNAIR-PBM-26 for the Masters programme and finally PP-UNAIR-PBM-04 which contains the rules for theses and final assignments.

The Faculties of nursing and medicine **use a variety of different examination methods** to check whether students achieve the intended learning outcomes formulated for each programme. Such assignments typically include multiple choice tests/quizzes, pre-tests and posts-test at the beginning and end of the class, oral examinations in the framework of seminars, work reports that must be submitted after conducting a series of activities or practice work, laboratory examinations (practical tests and/or OSCE skill tests) as well as midterm and final examinations

The students confirm that they are provided with information about all examination requirements via the so-called “Class Contract”, a document the lecturer hands out in the first session of each course and which contains the study plan as well as the exam dates, forms and the computation of final grade is computed. The course assessment is conducted according to the academic calendar, which is available to all students also through UNAIR’s webpage. The results of the final marks computation must be uploaded to the Universitas Airlangga Cyber Campus (UACC) within two weeks after the final exam. Students can access their marks through UACC and have the possibility to complain to the course coordinator if they feel treated unjustly. The course coordinator must process the students’ complaints within 7 days.

As regards the **final thesis**, student are eligible to take on condition, that they have been registered in the Study Plan Card (KRS) and have fulfilled at least 75% attendance of lectures. It typically consists of a research work, the results of which must present in front of four faculty examiners (including their two thesis advisors), with 60% of the final grade being attributed to writing, 40% for the oral presentation.

The experts are also pleased to see promising developments in **area of assessment rubrics**. Following the recent external reviews by AUN (check chapter 6 for details), the implementation of developing rubrics for the assessment of specific learning outcomes has made significant progress.

Concerning the **achievement of individual students**, the two faculties make use of annual performance evaluations to find out whether students are delivering according to expectations. For the undergraduate programmes in nursing and midwifery, these performance checks take place at the

end of each academic year. If students fall behind and fail, their academic advisor is informed and remedial action is taken. As evidenced by all available statistics (the so-called Semester Achievement Index (IPS) and Cumulative Achievement Index/ Grade Point Average (GPA), progression and drop-out rates, standard period of study etc.), this system works very well. Having said this, it is worth noting again, that the very competitive admission system (see 1.4 of this report) makes sure that only the very best students enrol in these programmes.

The individual quality and success of nursing and midwifery students is equally demonstrated by the success of UNAIR graduates in nursing and midwifery **in the national competency tests**, the Indonesian Nurse Competency (carried out nationally to receive Nurse Competency certificate) with passing rates of more than 96%. In the Midwifery Programme the passing rate for the past two years are 100%.

The experts note that for each of the three programmes there are some additional examination requirements in place governing the practical/professional parts of their studies. In the Bachelor of Nursing and Midwifery programmes, the Clinical Learning Experience (CLE) has to be done 4 weeks each in semesters 4-7, in the midwifery programmes for 2-4 weeks between Semesters 3-7 with the hard skills assessment amounting to 60%, the soft skills to 40%. Students also do Community field service that is assessed through activity reports and students performance tests.

As regards the assessment of professional education of nurses and midwives, other exams forms are in use, such as case report studies, the assessment of health promotion in hospitals and the evaluation of clinical performance. At the end of every professional course practice there is a clinical exam.

During the interviews on site, students are generally very satisfied with the examination system. The students confirm that they are well informed about the examination schedule, the examination forms and the rules for grading. The rules for re-sits, disability compensation, illness and other circumstances are written down in the Academic Study Guide, which can be assessed online, and are therefore transparent to all stakeholders.

In the discussion with teaching staff, the overall positive impression is confirmed in spite of the fact that they see value in reducing the number and administrative and time-consuming burden (feeding in the results of multiple choice manually e.g.) of exams.

In summary, the peers conclude that the criteria regarding the examination system, concept, and organization are fulfilled and that the examinations are suitable to verify whether the intended learning outcomes are achieved. The peers in addition also inspect a sample of examinations and project papers and are overall satisfied with the general quality of the samples. They conclude that the examinations are suitable to verify whether the intended learning outcomes are achieved.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:

The peers confirm that UNAIR tries to ensure that the exams are adequate to verify if the intended learning outcomes are achieved or not.

The peers consider criterion 3 to be fulfilled.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self-Assessment Report
- Research Publications of all three study programmes
- Staff handbook
- Overview of staff exchange
- Lecturer Performance Evaluation
- Discussions during the audit

Preliminary assessment and analysis of the peers:

At UNAIR, the staff members have different academic positions. There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities.

For the Bachelor's and Master degree programme in Nursing, the staff is composed of 2 professor, 15 staff with a doctoral degree as well as 31 staff members with a Master's degree. The ratio of lecturers to students is 1: 19 for bachelor, and 1: 10 for master's degree programmes respectively. The peers note that the number of full time professors is a the lower end of expectations but at the same are happy to note, that the process of filling the posts of full professors for each of the 4 specializations in the Master programs in Nursing is well under way.

For the Midwifery Study Programme the numbers are as follows: the staff is composed of 3 professors, 11 staff members with a doctoral degree as well as 19 staff members with a Master's degree. The ratio of lecturers to students is 1: 16 for Bachelor, and 1: 4 for the Professional programmes respectively. There is currently no midwife among the professors, all of

them are professors of medicine. The experts are being informed that this is part of the planned development and midwives are going to become professors as well. The lack of midwife professors also impacts on the research output which currently has a focus on medical topics, less on original midwife topics. This could be changed by a higher proportion of midwife professors and an increased international exchange.

In order to broaden the students' horizon, especially in the field of research and current developments, guest lectures and researchers from both Indonesia and overseas are regularly invited. The peers learn that the number of visiting professors depends on the policy of each faculty. The study programmes also regularly invite guest lecturers from the industry to teach the students about the newest developments in their respective fields. Visiting scholars can be recruited for one year or for three months, depending on the contract.

During the discussion with the programme coordinators the peers learn that UNAIR has a semi-autonomous status, which allows them to recruit their own staff members. However, the Indonesian Ministry of Higher Education still decides how many new staff members can be hired every year. The staff members are in general satisfied with the existing opportunities for pursuing their research interests. International publications are the goal and the key performance indicator for evaluating the research quality of the teachers. UNAIR tries to promote this by offering financial incentives and by providing additional means for upgrading the technical equipment and the facilities.

In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes on condition that the announced professorships for the Master in Nursing Programme and a midwifery professorship for the midwifery programs are being filled in the near future. The experts at the same time are critical about the fact that almost all teaching staff members are also graduates from UNAIR which limits the exposure to new ideas and outside input. For this reason, they recommend also hiring new staff members that graduated from other universities to the extent possible and to increase the number of foreign guest lecturers to stimulate intellectual exchange. The auditors are generally impressed by the excellent and open-minded atmosphere among staff and their students.

Criterion 4.2 Staff development
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Evidence:

- Self-Assessment Report
- Research Publications of all three study programmes
- Overview of staff exchange

- Lecturer Performance Evaluation
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The question of staff development is of particular importance in the Indonesian Higher Education System in general, the Universitas Airlangga in particular. This is due to the specifications (and limitations) of the Indonesian higher education recruitment system. As hiring professors from other Indonesian institutions is generally not possible (as in the case for example in the German higher education system), the faculties are (apart from the option to invite foreign guest lecturers) almost exclusively dependent on qualifying its own graduates and researchers. Investing likewise in degree and non-degree education, teacher-exchange programs and in-house trainings, inviting foreign guest lecturers before this background is a vital prerogative of both faculties.

The experts accordingly appreciate the fact that 13 lecturers with Master qualifications are currently undertaking Ph.D. studies in Universities in Indonesia as well as Australia. **Funding for Doctoral program** can be obtained from the Government such as LPDP or other scholarship programs.

Apart from these formal degree qualification channels, there is a wide variety of non-degree, continuous academic development measures in place. Staff members are thus encouraged to participate in national and international fora as speakers, receive trainings on how to write research proposal or how to publish successfully scientific articles etc.

In terms of **fostering the didactic skills** of their teaching staff, again various support mechanisms have been established. To begin with, each new lecturer at the beginning of his/her teaching career receives guidance from senior lecturer, who sit in the lectures of their new colleagues and mentor them in their teaching and research efforts. In addition, the Center for Learning Innovation and Certification (PIPS) assists teaching staff in using modern didactics methods and tools such as in the preparation of Integrated Modules for Instructional Materials (IBA)-exchange; they are also familiarized with new e-learning formats, scientific journal management, clinical education and other services.

The experts also note that the Faculty of Medicine provides training facilities at the Universitas Airlangga Medical Education, Research and Staff Development Unit (MERSDU). Clinical Education training is facilitated by MERSU. MERSDU responsible to supporting lecturers improving their clinical teaching competences for midwife and medical students. Training conducted by external parties can be attended by staff delegations according to staff or departmental needs.

The peers positively note that the human resource development of lecturers in the next 5 years is one of the strategic priorities of both faculties in the coming years and laid down in the respective

human resource development and strategic development programs for the programs under review.

The peers learn that all lecturers have life-long contracts. They also recognized that the professors are generally very satisfied with their professional environment and with the support they receive. There is also time to conduct their own research and that many research projects.

In summary, the auditors confirm that the faculties offers sufficient support mechanisms and opportunities for members of the teaching staff who wish to further develop their professional and teaching skills.

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- On-site visit of the laboratories and seminar rooms

Preliminary assessment and analysis of the peers:

In the discussions with UNAIR's leadership, the peers are informed that around 40 % of UNAIR's total budget is provided by the Indonesian Ministry of Education, the remaining 60 are derived from tuition fees and donations from private companies or other institutions. All revenues are centralized at the University level and then distributed to the faculties according to their financial needs. Each Department and each Faculty presents an annual budget plan so that the UNAIR's Finance Office can design a budget for the entire University. Managing the funds of each degree programme is the sole task of the Vice Dean for Resources, Finance and Information Systems.

The experts note that the Midwifery Programme has been granted more autonomy in planning, managing and developing their resources on the basis of its strategic plan. This allows the programme to provide (additional) remuneration in accordance with the results of performance indicators and evaluation results conducted each semester.

During the audit, the peer group also visits the laboratories and the classrooms in order to assess the quality of the infrastructure and the technical equipment. They notice that there are no severe bottlenecks due to missing equipment or a lacking infrastructure.

With respect to the laboratories and facilities for all three study programmes under review, the peers take note that currently there are a sufficient number of classrooms and workspaces, enough laboratories as well as the resources of adjacent university hospital available.

For the nursing study program, students can use 8 laboratories, which are looked after by one lab assistant each.

All laboratories visited are equipped with the necessary instruments to accommodate the needs of the students in conducting the practical tasks of each course as well as their own individual research. The laboratories are used for regular classes (with lab groups of 5-6 persons to execute a task); in addition, individual students can also use the laboratories on their own account to repeat exercise upon prior notice.

While the skills labs are, generally speaking, sufficiently equipped, more room for briefing and debriefing is warranted according to the experts opinion. There are also a number of good demonstrations room in place; the peers especially commend the midwifery programme for having a specific homebirth demonstration room and a creative use of common materials for demonstrations, called “low technology high fidelity LTHF”

Given the rapidly increasing number of student enrolment in recent years, the experts nevertheless see a need to keep a close eye on the development and invest in additional facilities when needed.

The peers are especially satisfied with the possibilities provided by the adjacent university hospital which offer the students of the nursing and midwifery programmes the opportunity to gain hands-on experience as well as interpersonal skills with their patients. In the discussions with the hospital staff, the information is conveyed to the experts, that the students of the three programmes under review are well prepared for the practical stage, also in comparison to students emanating from other study programmes in Indonesia.

As regards the library, it regularly opens until 10 pm and the students can also have an online access to the library resources, which are adequate in the experts eye.

In summary, the peers agree that the financial resources and the facilities of all three study programmes are fulfilling the ASIIN requirements to allow students to reach the intended learning outcomes and to gain the necessary skills and qualifications for a successful career after graduation. The nevertheless recommend to further invest in the skill laboratories rooms and mini hospital settings to accommodate the needs of (a growing number of) students in conducting the practical tasks of each course as well as their own individual research as good as possible.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:

The peers see that there so far are no “midwife professors” at any Indonesian university. All the professors that teach in the Midwifery programme have a medical background. This unsatisfactory situation should encourage UNAIR to be the first university in Indonesia to reach this goal. The peers strongly recommend intensifying the efforts to this respect.

As UNAIR clarifies, 25 of 48 academic staff members have not graduated from UNAIR but from other Indonesian or international universities. Nevertheless, the peers still think, that it would be useful to hire more teachers from outside UNAIR.

The peers appreciate that the Faculty of Nursing is currently building a mini-hospital. Students can use its laboratories from the beginning of the next academic year. Moreover, the efforts of acquiring additional funds from international partners for improving the skills labs seem to be successful. The peers encourage UNAIR to continually invest in the skills labs and the rooms for briefing and debriefing of students.

The peers consider criterion 4 to mostly fulfilled.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module Descriptions

Preliminary assessment and analysis of the peers:

The experts check the presented module handbooks for all three study programmes under review. For the **Bachelor of Nursing Programme**, composed of 146 credits in the academic stage and 36 credits in the professional stage, there are a total of 60 (compulsory) courses listed in the course handbook which can be accessed through the education manual and also on the webpage under www.ners.unair.ac.id/s1/modul.

The **Master of Nursing Programme** with altogether 45 credits (equivalent to 59.50 ECTS) list all relevant courses for the specialization in either Medical-Surgical, Community Health, Management in Nursing or Mental Health Nursing specialization. Course description can be checked and accessed through the education manual and on the web under www.ners.unair.ac.id/s2/modul.

The same holds true for the **Midwifery Study Programme** with a total study load at academic level of 148 credits (equal to 197.72 ECTS) given for altogether 49 courses. At professional level 49 credits (equal to 79.74 ECTS) and distributed over 13 courses. All 62 course descriptions can also be found in the respective education manuals book.

All module description in the Bachelor of Nursing, Master of Nursing and Midwifery Study Programme contain the course code, course coordinator, teaching methods and work load, credit points, intended learning outcomes, module content, planned of applicability, admission and examination requirements, forms of assessment and details explaining how the grades are calculated, recommended literatures, date of last amendment made etc.

After studying the module descriptions, the peers confirm that the course description include all necessary information about the persons responsible for each module, the teaching methods, the intended learning outcomes, prerequisites and examination requirements, forms of assessment and details explaining how the final grade is calculated. There is however a generally a problem with the calculation of the average student workload and the corresponding credits (ECTS), which are described in more details in prior sections of this report.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Record of each degree programme
- Sample Diploma Supplement for each degree programme
- Sample Diploma for each degree programme

Preliminary assessment and analysis of the peers:

The process of obtaining degree diplomas, diploma supplements and academic transcripts is accurately described in the Airlangga University Procedure Guidelines (PP-UNAIR-PBM-09) as well as respective rector's degrees. At the completion of the academic and professional stages in the various programmes under review, graduates accordingly receive their academic degrees and professional certificates respectively and are provided with a Diploma Supplement (SKPI). According to the SAR, it contains information about the higher education system, student identity, study programme qualifications, learning achievements, curriculum information and academic achievement or qualifications for higher education graduates in both Indonesian and English. The academic transcripts lists all the courses that the graduate has completed, the achieved credits, grades, cumulative GPA, and mentions the seminar and thesis title. Before receiving all these documents, the students must complete all relevant graduation requirement document related to proofs of payment, printed theses that have been certified and duplicated etc.

The experts ask the faculty to provide two samples of the SKPI.

Criterion 5.3 Relevant rules

Evidence:

- Self-Assessment Report
- Website of UNAIR: <http://www.unair.ac.id/?lang=en>

The auditors confirm that the rights and duties of both UNAIR and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all relevant stakeholders.

In addition, the students receive all relevant course material in the language of the degree programme at the beginning of each semester. For foreign students however, no information about the study programs is available on the English webpage of the faculties/university.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:

The peers emphasise, that each module description needs to include information about the students' total workload and the awarded credits.

The peers confirm that sufficient information about the three degree programmes is now available on UNAIR's webpage in English and Indonesian. For this reason, they abstain from issuing a requirement to this effect.

The peers consider criterion 5 to be mostly fulfilled.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Universitas Airlangga and the Faculties of Nursing and Medicine entertain a comprehensive system of external (EQA) and internal quality assurance (IQA). The experts discuss the quality management system at UNAIR with the programme coordinators. They learn that there is a continuous process in order to improve the quality of the degree programmes. The quality assurance system is implemented at the university level by the Quality Assurance Board (BPM), which is supported by the Quality Assurance Units at the faculty level (SPM) and the degree programme level (GPM) and consists of multiple external and internal procedures.

As regards external EQA activities, all three programmes under review have undergone multiple reviews in recent times. As regards the **Nursing Programme (Bachelor)** it has been accredited back in 2015 by the Institution for Independent Accreditation for Higher Education on Health Sciences (LAMPT-Kes) receiving the top A rating, it is up for reaccreditation this year. At the same time, the programme also has undergone another certification by the ASEAN University Network (AUN) in 2018 which is valid until 2022.

The **Master of Nursing Study Programme** has equally been accredited with an A rating by the Independent Higher Education Accreditation Institution (LAM-PTKes). The accreditation is valid for five years and will have to be renewed in 2023.

The Midwifery Study Programme offered by the Faculty of Medicine Universitas Airlangga has also received international accreditation by the ASEAN University Network for Quality Assurance (AUN-QA) and also had passed the national accreditation standard by LAM-PTKes while being granted A rating. It is equally important to mention that the Midwifery Study has been chosen as the Centre of Excellence of Indonesian Midwifery Education, by United Nations Population Fund (UNFPA) and Health Ministry, indicating the appreciation of its standing.

In 2016 the University and its Faculties equally implemented the ISO 9001:2015 standard.

All programmes under review have also a comprehensive system of **internal QA** in line with the so-called Airlangga Integrated Management System (AIMS) in place. In this context, the Faculties and their programmes have to prepare an annual report to measure the achievements of their respective performance indicators. By the same token, the study programmes under review regularly undergo once a year an internal audit according to the Universitas Airlangga Internal Audit Procedure Guidelines. In this review scheme, members of other faculties/study programs visit annually and give their comprehensive input/feedback to all accreditation areas requested by the national Indonesian BAN PT accreditation scheme to ensure their compliance with national requirements.

Important tools to measure the achievement of performance indicators and learning outcomes of students are the anonymously conducted **student feedback questionnaires** evaluating the performance of each lecturer as well as the functionality of the laboratory activities and other services. The students give their feedback on the courses by filling out the questionnaire online. This process is compulsory for the students; otherwise, if they fail to respond they cannot access their individual accounts on the digital e-learning platform. The course evaluations are held during the final exam week. A compilation of the students' feedback is sent to the respective lecturers. Feedback is also collected by the teaching staff and department leaders.

On the level of individual performance of students and graduates, there is a system in place in the framework of which students dropping below a Grade Point Average of 2 will get indi-

vidual counselling and remedial action is taken in cooperation with the individual student advisors. On the programme level, **an efficiency score (AEE)** is calculated indicating the progression and drop-out rates of student cohorts.

Another useful QA indicator is the performance of graduates on the Indonesian Nurses **National competency Examination (UKNI)** following their professional state to obtain the Nurse Competency Certification. More than 96% of the Universitas Airlangga graduates pass the test and become Registered Nurses, regularly outperforming their competitors in this process. Concerning the Midwifery Study Programmes 100% of graduates according to the SAR have successfully passed the Indonesian –midwife National competency test in the past two years.

Yet another tool used by the Faculties of Nursing and Medicine are the **Tracer Studies** which are conducted twice a year. They reveal that the waiting time for Bachelor graduates, working in hospitals as nurse practitioners, the health insurance or education sector is routinely less than 6 months and less than 3 months for the midwifery graduates. The Master graduates are reported to frequently receiving job offers even before graduation. **Feedback from the employer side** also indicate a high satisfaction rate with students and graduates.

The experts in summary come to the conclusion that the programmes under review are subject to comprehensive internal and external quality assurance measures. The peer group confirms that the quality management system is suitable to identify weaknesses and to improve the degree programmes. Stakeholders are regularly involved in these processes. They commend the Faculties for Nursing and Medicine for using the PDCA cycle systematically.

In spite of the generally positive impression, the peers nevertheless identify room for improvement in two areas: on the one hand, they suggest a more structured feedback to students with regard to the outcomes of their collective feedback and the corrective action taken. At the same time, following their discussion with alumni and industry representatives, they see value in the proposition to establish a permanent industry advisory council in order to establish stable communication channels for the further improvement of the study programmes under review.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

The peers understand that the Faculty of Nursing annually prepares a Self-Evaluation Report as part of the annual internal audit process. The report is accessible to all staff members, stakeholders, and students. However, the peers point out that the results of the questionnaires should be directly discussed with the students and they should be informed about the steps taken, if negative feedback was given. The feedback loops need to be closed.

The peers consider criterion 6 to be mostly fulfilled.

D Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- Table of student's workload with ECTS calculation
- Information on student's academic mobility

E Comment of the Higher Education Institution

The institution provided a detailed statement as well as the following additional documents:

- Certificate student inbound
- Certificate student outbound
- MoU with Flinders University
- List of students conducting an internship at Mahidol University
- Table of student's workload with ECTS calculation

Statement of UNAIR:

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

ASIIN

After the discussions on-site with the alumni and employer representatives, they see value in the creation a formal and permanent industrial advisory group to systematically engage this important stakeholder group in the further development of the three programmes under review.

COMMENT

At present, the three study programs with several industry partners such as Airlangga University Hospital and Dr. Soetomo hospital has formed the Educational Coordination Committee (*KOMKORDIK*) which functions as a formal forum for communication and coordination of the implementation of education in the clinical setting of hospitals. The three programs will also seek the formation of similar committees for other industry partners. The formal forum for alumni has been facilitated in a formal organization named the Airlangga Nursing Alumni Association (*IKAKU*) for graduates of both Bachelor and Master Program of Nursing; also Midwifery Alumni Association (*IKAWARY*) for Midwifery Study Program. All of these organizations are based on the Airlangga University Alumni Association (*IKAUUA*) whose directors are appointed by Rector. All of these parties have already been participating in the development of the program especially for the curriculum design.

Criterion 1.4 Admission requirements

ASIIN

The peers are of the opinion that size (or colour blindness) should not be an obstacle from studying but that instead measures should be taken to create an environment where all students can prosper. As regards the numbers of admitted students, the experts observe that it has increased considerably in recent years.

In summary, the auditors find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes. The peers are equally of the opinion that colour-blindness or size should not be obstacles from studying but that instead measures should be taken to create an environment where all students can prosper. As regards the numbers of admitted students, the experts observe that it has increased considerably in recent years, which puts a considerable strain on personal, financial and other resources and needs to be closely monitored.

COMMENT

The three study programs agreed to consider the inclusion of admission requirements. All three programs have the same opinion that the learning environment must be able to help students develop and achieve the expected targets.

The increasing number of students each year is a national policy through Ministry of Education and Culture. This is indeed a challenge for the three programs, however an ongoing efforts are still taking place to improve the quality and quantity of learning facilities and infrastructure as well as other learning supports. Each program employed a roadmap of staff development for the next 5 years. Each program has a mechanism to monitor obstacles that are experienced by students during their study. A student advisor is appointed to every students to monitors their study progress. In addition, there are scholarships offered by the governments; the university, and private sectors that can be accessed by students with financial difficulties. University also offers psychological consultancy and established a “Help Center” to help students with such problems.

The Master Program of Nursing has prepared more resources to facilitate the increasing number of students. More lecturers have been accommodated from the Faculties of Medicine and the Faculty of Public Health. The Faculty employed *simners* application to facilitate class scheduling which can be accessed on the faculty website. If students need equipment for clinical applications in hospitals or health centre, they can get them in the laboratory through *simners*. In searching for literature, students are facilitated with E-library service. This service consists of OPAC (Online Public Access Catalogue), ADLN (Airlangga Digital Library Network), Online Journal. There are various reputable journals subscribed by the university to help students. Students are also facilitated free Wi-Fi to prepare assignments, etc.

Criterion 2.1 Structure and modules
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ASIIN

The program altogether contains a total of 60 courses listed in the course handbook which can be accessed through the education manual and also on the webpage. There are a number of elective courses in the Nursing Bachelor as well as the Midwifery program, for instance, the social culture science and humanities course, the gynaecology course and reproductive care health course as well as the professional ethics and health law. As the faculty/study program also focus on the internationalization, it would also be helpful if the faculty makes an elective course which including language courses choice for students, for example English and Japanese (or other languages that the faculty thinks necessary).

COMMENT

In line with the "Free Learning" campaign, launched by the Ministry of Education and Culture, the Bachelor Program of Nursing is currently in the mid process of reviewing the curriculum and has considered adding elective courses such as Japanese or other international languages. The existing English course in the current curriculum will be kept in the new curriculum to support the internationalization process. To meet students' expectations for more elective courses on other foreign languages, the university facilitates a supporting unit named "Language Center" that offers Training on foreign languages, including English, Japanese, Korean and Chinese. Students who are successfully complete a foreign language training course at Language Center can further register to obtain a Student Achievement Credits and be recorded on the Diploma Supplement.

ASIIN

Nursing master students go through 4 semesters of study and prior to enrolment must choose between one of four specialization areas, namely Medical Surgical Nursing, Management in Nursing, Mental Health Nursing and Community Health Nursing. Students take clinical application courses in the second semester at the hospital and community. The total work load of the Master programme is 45 credits or 59,50 ECTS 103.82 ECTS. The programme is modularized and contains altogether 33 courses. In semester one, students must carry out national seminars and carry out community service twice. Students must attend clinical applications abroad, namely Malaysia and Thailand. During the learning process, students must have international publications by attending the International Nursing Conference twice.

COMMENT

We have reviewed the ECTS calculation for the Master Program of Nursing which come to a total of 122,30 ECTS. They include national seminars and community services. In the second semester, students make clinical applications both in Indonesia and Malaysia or Thailand. During the study period, students should attend an international seminar and carry out international publications to reputable journals.

ASIIN

In addition to academic and clinical learning activities, students also get the opportunity to gain learning experience in other countries through **student outbound programmes**. The partnering universities for the nursing programmes are located mainly in Malaysia (University of Malaya), Australia (La Trobe University and Flinders University), Japan (Japanese Red Cross Kyushu International College), Thailand (Naresuan University), Singapore (National University) and Taiwan (National Cheng Kung University).

These mobility schemes unfortunately however do not exist for the Midwifery programmes, no evidence to that regard could be established in the interviews nor the written documents.

There are also inbound student activities where foreign students from partners participate in lectures and clinics, and collaborate with nursing students. International mobility is nevertheless still very limited. Prolonged study time and financial problems are two contributing factors. UNAIR tries to promote **the international mobility** by waiving tuition fees during the stay abroad, by providing financial assistance in form of scholarships and by creating exchange programmes. Another impeding factor is language, as many students have limited language capabilities. This could be tackled by teaching more of the classes solely in English. In the discussions with students, they voice also an interest in improving their English writing skills and would appreciate corresponding initiatives by the faculties.

COMMENT

International mobility has been carried out by each program. Such activities include the inbound and outbound student programs complying with the university regulations. Outbound activities can be acknowledged as credit earning activities. There is funding offered by the university to students who are applying for outbound programs. It is expected that students are more exposed to international atmosphere.

International exchange program has also been listed in the document of strategic plan of study programme. In fact, the students' international mobility has already existed for years in Midwifery Programmes. For instances, outbound/inbound activities has been held in collaboration with Mahidol University (Thailand) and University of Brunei Darussalam. Furthermore, there is also a signed MoU between Flinders University (Australia) and Universitas Airlangga that include such activities. The midwifery programme put a high commitment to broaden the international mobility for students and staff.

ASIIN

The experts see thus room for improvement in the following areas: they suggest to deliver more courses in English language, offer language courses at least as electives and to find appropriate means to support student in improving their scientific English writing skills. For the students of the midwifery programmes, the chances for international exposure are to be increased.

COMMENT

Delivery of lectures in English is highly encouraged to be carried out in the three study programs. This is to improve the English skills of students as well as lecturers. It is also useful to attract international students to join the program. At present, some courses in the Bachelor Programme of Nursing are already conducted fully in English under the AMERTA program. The AMERTA program is attended by international students for only one semester. The courses including Community Health Nursing II, Mental Health Nursing II, and Maternity Nursing II.

ASIIN

Throughout their studies, students in the faculties of nursing and medicine complete the Community Service. The peers discuss with the programme coordinators the content and goal of the Community Service and learn that it is compulsory for all students of UNAIR. It has a minimum length of eight weeks and takes place in villages or rural areas where students stay and live together with the local people. The course is designed “to allow students to apply their knowledge based on own field in order to empower society.” Since the Community Service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the Community Service in order to advance the society and bring about further development. The assessment of the Community Service consists of a work plan, the programme implementation, and an activity report. The peers understand that the students should work for the benefit of the community and the Indonesian society during the Community Service and support this concept.

COMMENT

In regards to the Community Service Program implemented by nursing and midwifery students; the location of the activity is indeed in the remote area and students must spend their time in the area. Community Service activities are carried out under the Community Service Institute (LPM) at University level. The schedule is listed in the university's academic calendar, and is set aside from the regular class meeting for one semester. Therefore, during Community Services, students do not have to attend a class schedules.

Criterion 2.2 Work load and credits
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ASIIN

The workload of students in the **Master of Nursing Study Programme** is especially difficult for the experts to understand due to a number of reasons. As documented in the Self-Assessment Report, each of the four specializations in Medical-Surgical Nursing, in the Management of Nursing, in Mental Health Nursing as well as Community Health Nursing are credited with 45 credits, which is equivalent to 59.50 ECTS . 103.82 ECTS Each student according to the faculties own account in other words spends around 446,25 hours per semester and obtains 14,88

ECTS. This is more or less **half of the workload**, a European student invests in comparable study programs in Europe. According to the ECTS system, 120 ECTS have to be granted for a four-year Master programme in Nursing, (4 semesters times 30 credits). It also does not match with the calculations for the other two programmes so there must be a systemic arithmetical mistake in the calculations.

The experts in addition learn only during the audit in their discussions with students that around 50% of the enrolled Master students are working full time studying on the side, whereas the other 50% of students are full time students which can devote their time exclusively to their studies. The experts question how this is possible, one would expect that special arrangements such as a lengthened period of study must be arranged for the first group, as it is not possible to combine a full workload each on the job and for the studies. An explanation could be that the Master program is indeed a one-year programme, but this does also not make sense because half of the students are indeed full time students and in the SAR there is no mention of a part time variant of the study programme.

In summary, the experts firstly insist that it will be necessary to introduce (in addition to the described Indonesian system) a credit point system that based on the students' total workload. It would be most useful to adopt the European Credit Transfer System (ECTS). They stress that the students' total workload in hours also needs to be adjusted in the module descriptions and the distinction between classroom work and self-studies should be made transparent.

The peers secondly seek clarification with regard to the status and the workload calculation of the Master of Nursing Study Programme and also whether there are different regulations for the two cohorts of students (full time employed vs. full time students).

COMMENT

Many of the master students are employed for a job while they conduct their study at the same time. They undergo their study by having study permits from their own management office. However, they are obliged to complete the curriculum with the same workloads as a full time students. In this case, the program offers a relatively more flexible study hours for these type of students with consequences are on their own. The faculty offers assistance for they can complete their studies at the same time as full time students.

The Master Program of Nursing have reviewed and amended the ECTS calculation that result in a total of 122,30 ECTS (attached in section of Additional Documents). In the amended version, the program has included some practical subjects in the calculation. The details of the calculation for inquired courses i.e. clinical applications, thesis proposals, and thesis are as follows:

Table E1. The semester credit calculation

Type of activity	Definition of I CSU/week/semester	Duration (min)	Total (min)
Practice course	Practice work	170	170
Clinical Application	Supervision	90	390
	Literature study	120	
	Task	90	
	Practical	90	
Thesis proposal	Supervision	240	600
	Literature study	240	
	Task	120	
	Practical	-	
Thesis	Supervision	120	900
	Literature study	360	
	Task	120	
	Practical	180	

Table E2. ECTS calculation

No	Courses (Compulsory)	Credit	Credit (%)	ECTS
	Medical Surgical			
1	Basic Biomedical Sciences	0	0	0
2	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	3,70
3	Clinical sciences and skill	21	46.67	52,47
4	Scientific method	22	48.89	66,13
	Total	45	100	122,30
	Management in Nursing			
1	Basic Biomedical Sciences	0	0	0

No	Courses (Compulsory)	Credit	Credit (%)	ECTS
2	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	3.70
3	Clinical sciences and skill	21	46.67	52.53
4	Scientific method	22	48.89	66,13
		45	100	122,36
	Mental Health Nursing			
1	Basic Biomedical Sciences	0	0	0
2	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	3,70
3	Clinical sciences and skill	21	46.67	52,49
4	Scientific method	22	48.89	66,13
		45	100	122,32
	Community Health Nursing			
1	Basic Biomedical Sciences	0	0	0
2	Behavioural Sciences, Social Sciences & Medical Ethical	2	8.89	3,70
3	Clinical sciences and skill	21	42.22	52,47
4	Scientific method	22	48.89	66,13
	Total ECTS	45	100	122,30

ASIIN

During the discussions with the programme coordinators and the students, the peers furthermore learn that so far there has been no survey asking the students to evaluate the amount of time they spent outside the classroom for preparing the classes and learning for the exams. Since this is necessary in the ECTS framework, the peers thirdly suggest consulting directly with the students about their experiences. This could e.g. be done by including a respective question in the course evaluations.

The peers finally point out that the Faculties of Nursing and Medicine should follow the ECTS users' guide, while determining the students' total workload. This is the time students typically

need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations).

COMMENT

The three study programs agreed that the workloads of students need to be reviewed again for the actual time that students spent in carrying out learning process. Each program has further amended the calculation by including the actual students' workloads. Calculation of student workloads for each program is presented in the section of 'additional documents'. Specifically to the Bachelor program of Nursing, the workload questionnaire has been implemented to obtain feedbacks from students. An example of a questionnaire is presented in section D: Additional Document.

ASIIN

The students in general confirm towards the peers that the workload is adequate and that the curriculum is manageable within the intended time. This is also supported by statistics provided by the Faculties of Nursing and Medicine showing that most of the students finish in the standard period of study. This is obviously questionable with regard to the two different student cohorts in the Master programme as mentioned above.

The experts finally stress the fact that the question of introducing a parallel ECTS calculation is important for organizing academic and professional mobility across borders, which needs a "comparable currency" to function.

COMMENT

The three study programs have amended the calculation of student workload based on ECTS Guideline to meet the equivalency of academic and professional mobility between countries, especially those in Europe. They are presented in additional documents.

Criterion 3 Exams: System, concept and organisation
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ASIIN

As regards the assessment of professional education of nurses and midwives, other exams forms are in use, such as case report studies, the assessment of health promotion in hospitals and the evaluation of clinical performance. At the end of every professional course, there is a clinical exam.

During the interviews on site, students are generally very satisfied with the examination system. The students confirm that they are well informed about the examination schedule, the examination forms and the rules for grading. The rules for re-sits, disability compensation, illness and other circumstances are written down in the Academic Study Guide, which can be assessed online, and are therefore transparent to all stakeholders.

In the discussion with teaching staff, the overall positive impression is confirmed in spite of the fact that they see value in reducing the number and administrative and time-consuming burden (feeding in the results of multiple choice manually e.g.) of exams.

COMMENT

Currently the Bachelor Program of Nursing is conducting a curriculum review for every 5 year at maximum, meanings that the curriculum can be redesigned for less than 5 year. For this goal, several types of evaluations are applied to students to ensure that the evaluations are comprehensive measure and reflect the achieved learning outcomes, without increasing student workloads.

Criterion 4.1 Staff

ASIIN

For the Midwifery Study Programme the numbers are as follows: the staff is composed of 3 professors, 11 staff members with a doctoral degree as well as 19 staff members with a Master's degree. The ratio of lecturers to students is 1: 16 for Bachelor, and 1: 4 for the Professional programmes respectively. There is currently no midwife among the professors, all of them are professors of medicine. The experts are being informed that this is part of the planned development and midwives are going to become professors as well. The lack of midwife professors also impacts on the research output which currently has a focus on medical topics, less on original midwife topics. This could be changed by a higher proportion of midwife professors and an increased international exchange.

COMMENT

Curre Not only in Universitas Airlangga, but also in the entire country due to the relatively late development of midwifery education program. In 2008, Universitas Airlangga has become the first institution who established Bachelor and Professional Programme of Midwifery. Knowing this fact, therefore, the university and the academic staffs have strong commitment to produce the very first Professor in area of Midwifery in the country.

ASIIN

In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes on condition that the announced professorships for the Master in Nursing Programme and a midwifery professorship for the midwifery programs are being filled in the near future. The experts at the same time are critical about the fact that almost all teaching staff members are also graduates from UNAIR which limits the exposure to new ideas and outside input. For this reason, they recommend also hiring new staff members that graduated from other universities to the extent possible and to increase the number of foreign guest lecturers

to stimulate intellectual exchange. The auditors are generally impressed by the excellent and open-minded atmosphere among staff and their students.

COMMENT

At Faculty of Nursing, there are 25 academic staffs (out of total 48 academic staffs) who are graduated from other universities in Indonesia and also from foreign universities. They are full time lecturers in the Bachelor and Master Programmes of Nursing.

Table E3. List of lecturers graduates from different institutions

No	Name	Bachelor/Master Program Institution
1.	Prof. Dr. Nursalam, M.Nurs (Hons)	Wolongong University
2.	Dr. Kusnanto, S.Kp., M.Kes	Universitas Padjadjaran
3.	Harmayetty, S.Kp., M.Kes	Universitas Indonesia
4.	Purwaningsih, S.Kp., M.Kes	Universitas Padjadjaran
5.	Dr. Tintin Sukartini, S.Kp., M.Kes	Universitas Indonesia
6.	Dr. Yulis Setya D, S.Kep., Ns., M.Ng	Flinders University, Australia
7.	Sriyono, S.Kep., Ns., M.Kep., Sp. KMB	Universitas Indonesia
8.	Dr. Abu Bakar, S.Kep., Ns., M.Kep., Sp. KMB	Universitas Indonesia
9.	Dr. Ika Yuni W, S.Kep., Ns., M.Kep., Sp. KMB	Universitas Indonesia
10.	Ira Suarilah, S.Kp., M.Sc	Nottingham University, UK
11.	Dr. Andri Setiya W, S.Kep., Ns., M.Kep	Stikes Insan Unggul Surabaya
12.	Dr. Esti Yunitasari, S.Kp., M.Kes	Universitas Indonesia
13.	Dr. Yuni Sufyanti A, S.Kp., M.Kes	Universitas Indonesia
14.	Dr. Mira Triharini, S.Kp., M.Kep	Universitas Indonesia
15.	Ni Ketut Alit A, S.Kp., M.Kes	Universitas Indonesia
16.	Nuzul Quraniati, S.Kep., Ns., M.Ng	Flinders University, Australia
17.	Kristiawati, S.Kp., M.Kep., Sp. Kep. Anak	Universitas Indonesia
18.	Dr. Joni Haryanto, S.Kp., M.Si	Universitas Indonesia
19.	Prof. Dr. Ah. Yusuf, S.Kp., M.Kes	Universitas Padjadjaran

No	Name	Bachelor/Master Program Institution
20.	Ferry Efendi, S.Kep.,Ns.,M.Sc., PhD.	National Cheng Khung, Taiwan
21.	Khoridatul Bahiyah, S.Kep.,Ns., M.Kep., Sp. Kep. Jiwa	Universitas Indonesia
22.	Setho Hadisuyatmana, S.Kep.,Ns.,MN	Adelaide University, Australia
23.	Dr. Riski Fitriyasaki, S.Kep.,Ns.,M.Kep	Universitas Indonesia
24.	Arina Qonaah, S.Kep.,Ns., M.Kep	Universitas Brawijaya
25.	Dianis Wulansari, S.Kep.,Ns., M.Ns	Universitas Diponegoro

Criterion 4.3 Funds and equipment

ASIIN

In summary, the peers agree that the financial resources and the facilities of all three study programmes are fulfilling the ASIIN requirements to allow students to reach the intended learning outcomes and to gain the necessary skills and qualifications for a successful career after graduation. The nevertheless recommend to further invest in the skill laboratories rooms and minihospital settings to accommodate the needs of (a growing number of) students in conducting the practical tasks of each course as well as their own individual research as good as possible.

COMMENT

The Faculty of Nursing has built a minihospital as implementation of the Faculty's Strategic Plan. Currently, it is at a phase of pilot project that include small number of students and is expected that the minihospital laboratories can be launched by the coming of new academic year. Furthermore, in relation to the development of a minihospital laboratory as well as a debriefing room to improve students' nursing skills and conduct researches, the Faculty has already signed an MoU with several foreign partners such as JICA (Japan) and Flinders University (Australia) which is so far have provided assistances in the form of mannequins and laboratory simulation tools.

Criterion 5.1 Module descriptions

ASIIN

After studying the module descriptions, the peers confirm that the course description include all necessary information about the persons responsible for each module, the teaching methods, the intended learning outcomes, prerequisites and examination requirements, forms of assessment and details explaining how the final grade is calculated. There is however a generally a problem with the calculation of the average student workload and the corresponding credits (ECTS), which are described in more details in prior sections of this report.

COMMENT

Regarding student workload calculations and credit conversion to ECTS, each study program has made necessary corrections for the missinterpreted counting hours given for every different type of learning methods. The amended calculation of ECTS Equivalence are supplied in the Additional Documents.

Criterion 5.3 Relevant rules

ASIIN

In addition, the students receive all relevant course material in the language of the degree programme at the beginning of each semester. For foreign students however, no information about the study programs is available on the English webpage of the faculties/university.

COMMENT

The three programs have prepared information about study programs in two languages, Indonesian and English on the pages of each study program. All information about the study programmes and courses are downloadable on the following websites:

- Bachelor of Nursing
<http://ners.unair.ac.id/site/index.php/program-studi/s1-pendidikan-ners-reguler>
- Master of Nursing
<http://ners.unair.ac.id/site/index.php/program-studi/magister-keperawatan>
- The Midwifery Study Program
<http://bidan.fk.unair.ac.id/>

Criterion 6 Quality management: quality assessment and development

ASIIN

In spite of the generally positive impression, the peers nevertheless identify room for improvement in two areas: on the one hand, they suggest a more structured feedback to students with regard to the outcomes of their collective feedback and the corrective action taken. At the same time, following their discussion with alumni and industry representatives, they see

value in the proposition to establish a permanent industry advisory council in order to establish stable communication channels for the further improvement of the study programmes under review

COMMENT

Students' satisfaction is reflected through students feedback surveys, carried out by the Quality Assurance Board (BPM) at university level. The survey is related to the learning process, research, community service, and administrative aspects. The Faculty arranges an annual Self Evaluation Report which is part of the annual Internal Audit process. The report is accessible to all staffs and stakeholders including students and discussed in the University Management Review. The internal audit mechanism for all study programs follows the University Procedure Guidelines, *PP-UNAIR-MSM-06*. Improvements are countinuously carried out to work on the given feedbacks for a better stakeholders' satisfaction which is indeed necessary to engage stakeholders for the future development of the study program.

F Summary: Peer recommendations (15.05.2020)

Taking into account the additional information and the comments given by UNAIR the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	/	30.09.2025
Ma Nursing	With requirements for one year	/	30.09.2025
Ba Midwifery Study Programme	With requirements for one year	/	30.09.2025

Requirements

For all degree programmes

- A 1. (ASIIN 2.2) A system to systematically evaluate students' workload needs to be established and work load calculations adjusted where needed.
- A 2. (ASIIN 5.1) The students' total workload, including contact hours and self-study time, and the awarded credits need to be mentioned in the module descriptions.
- A 3. (ASIIN 5.2) The English version of the Diploma Supplement needs to contain detailed information about the qualification profile and programme learning outcomes.
- A 4. (ASIIN 6) Close the feedback loops and inform the students about the results of the online teaching evaluations.

For the Master's programme Nursing

- A 5. (ASIIN 2.1) Make sure that adequate arrangements are made to deal with the different needs of full time students and full working students.

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is strongly recommended to establish additional offers to improve the written and oral foreign language capabilities of students.
- E 2. (ASIIN 1.4) The admission restrictions for students in terms of height (and colour blindness) should be adapted to avoid exclusion of capable students.

E 3. (ASIIN 4.1) The ongoing attempts to hire teaching staff from outside UNAIR should be reinforced.

E 4. (ASIIN 4.3) Investments for skill laboratories and rooms for briefing and debriefing of students should be increased.

For the Midwifery Study Programme

E 5. (ASIIN 4.1) It is strongly recommended to have at least one midwife as a full professor.

For the Master's programme Nursing

E 6. (ASIIN 4.1) It is strongly recommended to have at least one full professor for each of the four areas of specialisation.

G Comment of the Technical Committee 14 - Medicine (10.06.2020)

Assessment and analysis for the award of the ASIIN seal:

Overall, the peer group was very impressed by the content and quality of the study programmes. It is also particularly positive that the training for nurses and midwives in Indonesia is academic and takes place at universities. Graduates thus acquire extensive skills that enable them to provide basic and primary medical care, especially in rural areas of Indonesia. Similar to other study programmes, the low academic mobility, the lack of monitoring of students' workload and the lack of feedback of the results of teaching evaluations to the students are problem points. In total, the peer group proposes five conditions and six recommendations. The Technical Committee supports these suggestions.

The Technical Committee 14 - Medicine recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	/	30.09.2025
Ma Nursing	With requirements for one year	/	30.09.2025
Ba Midwifery Study Programme	With requirements for one year	/	30.09.2025

Requirements

For all degree programmes

- A 1. (ASIIN 2.2) A system to systematically evaluate students' workload needs to be established and work load calculations adjusted where needed.
- A 2. (ASIIN 5.1) The students' total workload, including contact hours and self-study time, and the awarded credits need to be mentioned in the module descriptions.
- A 3. (ASIIN 5.2) The English version of the Diploma Supplement needs to contain detailed information about the qualification profile and programme learning outcomes.
- A 4. (ASIIN 6) Close the feedback loops and inform the students about the results of the online teaching evaluations.

For the Master's programme Nursing

- A 5. (ASIIN 2.1) Make sure that adequate arrangements are made to deal with the different needs of full time students and full working students.

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is strongly recommended to establish additional offers to improve the written and oral foreign language capabilities of students.
- E 2. (ASIIN 1.4) The admission restrictions for students in terms of height (and colour blindness) should be adapted to avoid exclusion of capable students.
- E 3. (ASIIN 4.1) The ongoing attempts to hire teaching staff from outside UNAIR should be reinforced.
- E 4. (ASIIN 4.3) Investments for skill laboratories and rooms for briefing and debriefing of students should be increased.

For the Midwifery Study Programme

- E 5. (ASIIN 4.1) It is strongly recommended to have at least one midwife as a full professor.

For the Master's programme Nursing

- E 6. (ASIIN 4.1) It is strongly recommended to have at least one full professor for each of the four areas of specialisation.

H Decision of the Accreditation Commission (26.06.2020)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses about the procedure and decides to follow the suggestions of the peer group and the TC without making any changes to the proposed requirements and recommendations.

The Accreditation Commission for Degree Programmes decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	/	30.09.2025
Ma Nursing	With requirements for one year	/	30.09.2025
Ba Midwifery Study Programme	With requirements for one year	/	30.09.2025

Requirements

For all degree programmes

- A 1. (ASIIN 2.2) A system to systematically evaluate students' workload needs to be established and work load calculations adjusted where needed.
- A 2. (ASIIN 5.1) The students' total workload, including contact hours and self-study time, and the awarded credits need to be mentioned in the module descriptions.
- A 3. (ASIIN 5.2) The English version of the Diploma Supplement needs to contain detailed information about the qualification profile and programme learning outcomes.
- A 4. (ASIIN 6) Close the feedback loops and inform the students about the results of the online teaching evaluations.

For the Master's programme Nursing

- A 5. (ASIIN 2.1) Make sure that adequate arrangements are made to deal with the different needs of full time students and full working students.

Recommendations

For all degree programmes

- E 1. (ASIIN 2.1) It is strongly recommended to establish additional offers to improve the written and oral foreign language capabilities of students.
- E 2. (ASIIN 1.4) The admission restrictions for students in terms of height (and colour blindness) should be adapted to avoid exclusion of capable students.
- E 3. (ASIIN 4.1) The ongoing attempts to hire teaching staff from outside UNAIR should be reinforced.
- E 4. (ASIIN 4.3) Investments for skill laboratories and rooms for briefing and debriefing of students should be increased.

For the Midwifery Study Programme

- E 5. (ASIIN 4.1) It is strongly recommended to have at least one midwife as a full professor.

For the Master's programme Nursing

- E 6. (ASIIN 4.1) It is strongly recommended to have at least one full professor for each of the four areas of specialisation.

I Fulfilment of Requirements (18.06.2021)

Analysis of the peers and the Technical Committees (02.06.2021)

Requirements

For all degree programmes

- A 1. (ASIIN 2.2) A system to systematically evaluate students' workload needs to be established and work load calculations adjusted where needed.

Initial Treatment	
Peers	fulfilled Vote: unanimous Justification: The credits are now listed for all courses and have been converted into ECTS; students' total workload is now in accordance with the course hours and awarded credits. UNAIR has conducted a survey for students to determine the credits and workload of each course.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the peers' assessment

- A 2. (ASIIN 5.1) The students' total workload, including contact hours and self-study time, and the awarded credits need to be mentioned in the module descriptions.

Initial Treatment	
Peers	fulfilled Vote: unanimous Justification: The module descriptions have been updated and now include information about awarded credits, course hours, and total workload.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the peers' assessment

- A 3. (ASIIN 5.2) The English version of the Diploma Supplement needs to contain detailed information about the qualification profile and programme learning outcomes.

Initial Treatment	
Peers	fulfilled Vote: unanimous Justification: UNAIR has updated the Diploma Supplements for all three programmes. They now provide detailed information about

	the intended qualification profile and programme learning outcomes.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the peers' assessment

- A 4. (ASIIN 6) Close the feedback loops and inform the students about the results of the online teaching evaluations.

Initial Treatment	
Peers	fulfilled Vote: per majority Justification: The results of the students' satisfaction surveys is published on UNAIR's webpage in the quality assurance menu. Thus, students are able to view their evaluation results and apprehend the follow-up action that has been done by the programme coordinators or the faculty. The Faculty of Nursing also holds regular hearings two times each semester with students' representatives to collect suggestions and deliver follow-up results from student feedback given in the previous semester. On peer considers the requirement to be not fulfilled: During the time of fulfilling the requirements, not only UNAIR but almost all university in Indonesia conducted the online learning process. This condition was not easy and new for the university that it has to think how to keep the learning going in safer situation. Many differences existed between the two learning process; online and of-line. In the online learning process, there are many aspects that must be considered as it is new for the university and for students as well. The evaluation is really needed to know whether the learning outcomes can still be achieved or not, and to know about the obstacles faced by both university and students. In the documents attached, there is still no evaluation regarding this issue.
TC 14	fulfilled Vote: unanimous Justification: The TC agrees with the majority of the peers and considers the requirement to be fulfilled.

For the Master's programme Nursing

- A 5. (ASIIN 2.1) Make sure that adequate arrangements are made to deal with the different needs of full time students and full working students.

Initial Treatment	
Peers	Not fulfilled Vote: per majority Justification: The problem we encountered when conducting assessments and interviews, especially in the master program, was

	<p>that there were obstacles for students who were not full-time students in terms of working hours and workload per semester. In the submitted documents, there is no difference in the workload and credits per semester for full-time and part-time students. The peers expects that UNAIR provides special arrangements such as a lengthened period of study for part-time students, because it is not possible to combine a full workload each on the job and for the studies.</p>
TC 14	<p>Not fulfilled Vote: unanimous Justification: The TC agrees with the majority of the peers and considers the requirement to be not fulfilled. UNAIR should establish a contact person for all part time students.</p>

Decision of the Accreditation Commission (18.06.2021)

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Nursing	All requirements fulfilled		30.09.2025
Ma Nursing	Requirement A5 not fulfilled		Prolongation for six months
Ba Midwifery	All requirements fulfilled		30.09.2025

J Fulfilment of Requirements (18.03.2022)

Analysis of the peers and the Technical Committee (04.03.2022)

Requirements

For the Master's programme Nursing

- A 5. (ASIIN 2.1) Make sure that adequate arrangements are made to deal with the different needs of full time students and full working students.

Initial Treatment	
Peers	<p>Not fulfilled</p> <p>Vote: per majority</p> <p>Justification: The problem we encountered when conducting assessments and interviews, especially in the master program, was that there were obstacles for students who were not full-time students in terms of working hours and workload per semester. In the submitted documents, there is no difference in the workload and credits per semester for full-time and part-time students. The peers expects that UNAIR provides special arrangements such as a lengthened period of study for part-time students, because it is not possible to combine a full workload each on the job and for the studies.</p>
TC 14	<p>Not fulfilled</p> <p>Vote: unanimous</p> <p>Justification: The TC agrees with the majority of the peers and considers the requirement to be not fulfilled. UNAIR should establish a contact person for all part time students.</p>
AC	<p>Not fulfilled</p> <p>Vote: unanimous</p> <p>Justification: The AC agrees with the TC and considers the requirement to be not fulfilled. UNAIR should establish a contact person for all part time students</p>
Second Treatment	
Peers	<p>fulfilled</p> <p>Vote: unanimous</p> <p>Justification: The solution of establishing a new service for Master's students named "Student Assistance Service Unit" at the beginning of 2021 is considered to be sufficient. It has effectively helped the Master's students who are working and studying at the same time.</p>
TC 14	<p>Fulfilled</p> <p>Vote: unanimous / per majority</p> <p>Justification: The TC follows the assessment of the peer group.</p>

Decision of the Accreditation Commission (18.03.2022)

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ma Nursing	Requirement A5 fulfilled	-	30.09.2025

Appendix: Programme Learning Outcomes and Curricula

According to the documentation handed in the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Nursing.

1. Able to understand fundamental nursing science to carry out nursing care based on nursing process. 2. Able to carry out scientific research in the field of nursing science to solve health problems 3. Able to provide Nursing care professionally through laboratory and practical setting to improve patient safety and quality of care. 4. Able to sound knowledge and innovation in Nursing Science. 5. Able to Apply the principles of ethic, legal and cultural perspective in Nursing. 6 Able to implement communication skills in nursing care and scientific information. 7. Able to build the capacity on leadership and teamwork. 8. Able to improve professional expertise in the field on Nursing Through lifelong learning strategy.

The following overarching curriculum structure is presented for the Bachelor in Nursing study programme in order to achieve the above mentioned LO for the academic and professional stages of the five year programme with a total workload of 260.24 ECTS:

o	Courses (Compulsory)	Credit	Credit (%)	ECTS
1	Basic Biomedical Sciences	8	4.4%	10.58
2	Behavioral Sciences, Social Sciences & Medical Ethical	32	17.6%	42.3
3	Clinical sciences and skill	126	69.2%	186.20
4	Scientific method	16	8.8%	21.16
	Total	182	100	260.24

A more detailed curriculum structure is depicted in the following table:

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
A. Basic Biomedical Sciences									
1.	KPD107	Basic Nursing Science I	1	1	3	1	3.97	1.32	5.29
2.	KPD108	Basic Nursing Science II	1	2	3	1	3.97	1.32	5.29

0 Appendix: Programme Learning Outcomes and Curricula

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
Religion 1:									
	AGI101	Islam 1	1	1	2	2	2.64	0.00	2.6
	AGK101	Katolik 1							
	AGH101	Hindu 1							
	AGP101	Protestan 1							
	AGB101	Budha 1							
4.	NOP104	Civic Study	1	1	2		2.64	0.00	2.6
5.	BAI101	Bahasa Indonesia	1	1	2		2.64	0.00	2.6
6.	NOP103	Pancasila	1	2	2		2.64	0.00	2.6

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS	
7.		Religion 2	4	7	2	2	2.64	0.00	2.6	
		AGI401								Islam 2
		AGK401								Katolik 2
		AGH401								Hindu 2
		AGP401								Protestan 2
	AGB401	Budha 2								
8.	BAE110	English Language	2	3	3	1	3.97	1.32	5.3	
9.	MNW201	Entrepreneurship	2	3	2		2.64	0.00	2.6	
10.	KPD111	Nursing Concept I	1	1	3		3.97	0.00	4.0	
11.	KPD113	Nursing Philosophy and Theory	1	1	3		3.97	0.00	4.0	
12.	KPD112	Nursing Concept II	1	2	3		3.97	0.00	4.0	
13.	KPD203	Health Education and Promotion in Nursing	2	3	1.5	0.5	1.98	0.66	2.6	
14.	KKN401	KKN BBM		7		3	0.00	3.97	4.0	
15.	KPD202	Psychosocial and Culture Nursing	2	3	2		2.64	0.00	2.6	
TOTAL					27.5	4.5	36.36	5.95	42.3	

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
C. Clinical sciences and skill									
16.	SOK206	Communication in Nursing	1	2	2	1	2.64	1.32	3.97
17.	KPD102	Basic Nursing Care I	1	2	3	1	3.97	1.32	5.29
18.	KPD104	Basic Nursing Care II	1	2	2	1	2.64	1.32	3.97
19.	KPB201	Medical and Surgical Nursing I	2	3	3	2	3.97	2.64	6.61
20.	KPD201	Patient's Safety and Work Safety in Nursing	2	3	2	1	2.64	1.32	3.97

0 Appendix: Programme Learning Outcomes and Curricula

21.	KPB202	Medical and Surgical Nursing II	2	4	3	2	3.97	2.64	6.61
22.	KPO304	Maternity Nursing I	2	4	2		2.64	0.00	2.64
23.	KPA201	Pediatric Nursing I	2	4	2	1	2.64	1.32	3.97
24.	KPJ202	Mental Health Nursing I	2	4	2	1	2.64	1.32	3.97
25.	KPC201	Community Health Nursing I	2	4	2	1	2.64	1.32	3.97
26.	KPH201	Clinical Placement I (Basic Nursing Care, Patient's Safety and Work Safety in Nursing)	2	4		4	0.00	5.29	5.29
27.	KPT301	Nursing in Tropical Infection	3	5	1.5	0.5	1.98	0.66	2.64
28.	KPI304	HIV-AIDS Nursing	3	5	1.5	0.5	1.98	0.66	2.64

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
29.	KPA202	Pediatric Nursing II	3	5	2		2.64	0.00	2.64
30.	KPO305	Maternity Nursing II	3	5	2	1	2.64	1.32	3.97
31.	KPJ304	Mental Health Nursing II	3	5	3		3.97	0.00	3.97
32.	KPC301	Community Health Nursing II	3	5	2		2.64	0.00	2.64
33.	KPB301	Oncology Nursing	3	5	1.5	0.5	1.98	0.66	2.64
34.	KPH301	Clinical Placement II (Communication in Nursing, Health Education and Promotion in Nursing, Medical and Surgical Nursing)	3	5		4	0.00	5.29	5.29
35.	KPC306	Gerontology Nursing	3	6	3.5	0.5	4.63	0.66	5.29
36.	KPC305	Family Health Nursing	3	6	2.5	0.5	3.31	0.66	3.97
37.	KPG303	Critical Care Nursing	3	6	2	1	2.64	1.32	3.97
38.	KPH303	End of Life and Palliative Care	3	6	2		2.64	0.00	2.64
39.	KPH302	Clinical Placement III (Maternity Nursing, Pediatric Nursing, End of Life Palliative Care, Mental Health Nursing)	3	6		4	0.00	5.29	5.29
40.	KPG401	Disaster Management Nursing	4	7	2		2.64	0.00	2.64
41.	KPG402	Emergency Nursing	4	7	2	2	2.64	2.64	5.29
42.	PKM301	Complementary- Alternative Nursing Care	4	7	2		2.64	0.00	2.64

0 Appendix: Programme Learning Outcomes and Curricula

43.	KPH401	Clinical Placement IV (Community Health Nursing, Family Health Nursing, Gerontology Nursing, Critical Care Nursing, dan Emergency Nursing)	4	7		4	0.00	5.29	5.29
44.	MNS401	Nursing Management	4	8	3	1	3.97	1.32	5.29
45.	KPD502	Basic Nursing Care (Profession)	5	9	0	4	0.00	7.47	7.47
46.	KPB501	Medical and Surgical Nursing (Profession)	5	9	0	7	0.00	13.07	13.07
47.	KPA501	Pediatric Nursing (Profession)	5	9	0	3	0.00	5.60	5.60
48.	KPO501	Maternity Nursing (Profession)	5	9	0	3	0.00	5.60	5.60
49.	KPJ501	Mental Health Nursing (Profession)	5	9	0	3	0.00	5.60	5.60
50.	KPC504	Community Health Nursing (Profession)	5	10	0	4	0.00	7.47	7.47

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
51.	KPC503	Family Health Nursing (Profession)	5	10	0	2	0.00	3.73	3.73
52.	KPC502	Gerontology Nursing (Profession)	5	10	0	2	0.00	3.73	3.73
53.	KPG502	Emergency and Critical Care Nursing (Profession)	5	10	0	4	0.00	7.47	7.47
54.	MNS501	Nursing Management (Profession)	5	10	0	4	0.00	7.47	7.47
NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
D. Scientific method									
55.	PHN102	Philosophy	1	1	2		2.64	0.00	2.64
56.	SII206	Information System in Nursing	2	3	1.5	0.5	1.98	0.66	2.64
57.	PNN497	Research Methodology	3	6	4		5.29	0.00	5.29
58.	MAS111	Biostatistic	4	7	1.5	0.5	1.98	0.66	2.64
59.	PNN498	Thesis Proposal	4	7	2		2.64	0.00	2.64
60	PNN499	Thesis	4	8		4	0.00	5.29	5.29

Concerning the **Master programme in Nursing**, the LO are laid down as follows:

1. Able to develop logical, critical, and systematic thinking in the field of science
and technology in the nursing field
2. Having the ability to discuss complex health problems in research
3. Able to manage research in the nursing field, whose results have the potential to be applied and published on an international level.
4. Able to solve complex nursing problems through inter or multi-disciplinary approaches in the nursing field
5. Able to develop nursing knowledge to be applied to clients in all settings for evidence-based health services and scientific research.

6. Able to communicate ideas, results of thought, and scientific arguments to the academics and community.

7. Able to evaluate the impact of providing nursing services to clients and the community

The **underlying overarching curriculum structure** for altogether 4 areas of specialization is as follows:

No	Courses (Compulsory)	Credit	Credit (%)	ECTS
	Medical-Surgical Nursing			
1	Basic Biomedical Sciences	0	0	0
	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	2.64
3	Clinical sciences and skill	21	46.67	27.77
4	Scientific method	22	48.89	29.09
	Management in Nursing			
1	Basic Biomedical Sciences	0	0	0
	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	2.64
3	Clinical sciences and skill	21	46.67	27.77
4	Scientific method	22	48.89	29.09

No	Courses (Compulsory)	Credit	Credit (%)	ECTS
Mental Health Nursing				
1	Basic Biomedical Sciences	0	0	0
	Behavioural Sciences, Social Sciences & Medical Ethical	2	4.44	2.64
3	Clinical sciences and skill	21	46.67	27.77
4	Scientific method	14	31.11	29.09
Community Health Nursing				
1	Basic Biomedical Sciences	0	0	0
	Behavioural Sciences, Social Sciences & Medical Ethical	4	8.89	5.29
3	Clinical sciences and skill	19	42.22	25.12
4	Scientific method	22	48.89	29.09

To give one example for a more thorough curricular structure, the example in the specialization in Medical Surgical Nursing is given in more detail:

1. Medical Surgical Nursing									
NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
A. Basic Biomedical Sciences									
1									
TOTAL							0		0
B. Behavioural Sciences, Social Sciences & Medical Ethical									
1	KPD609	Ethical Decision Making in Nursing	2	3	2		2.64	0.00	2.64
TOTAL									
C. Clinical sciences and skill									

0 Appendix: Programme Learning Outcomes and Curricula

1	KPB604	Nursing Assessment	1	1	2	-	2.64	0.00	2.64
2	KPB605	Medical Surgical Nursing 1	1	1	3	-	3.97	0.00	3.97
3	KPH603	Development of Nursing Services	1	2	2	-	2.64	0.00	2.64
4	KPB606	Medical Surgical Nursin	1	2	3	-	3.97	0.00	3.97
5	KPH605	Clinical Applivation	1	2		3	0.00	3.97	3.97
6	KPD608	Pharmacology	1	2	2	-	2.64	0.00	2.64
7		Elective I	1	3	2	-	2.64	0.00	2.64
	PKM601	Complemen- tary Nursing							
	KPG601	Disaster in Nursing							

0 Appendix: Programme Learning Outcomes and Curricula

NO	Course Code	Course	Year	Semester	Credit Points	Lecture or Practical Work Credit	Lecture ECTS	Practical Work ECTS	Total ECTS
7		Elective II	1	3	2	-	2.64	0.00	2.64
	KPC606	Palliative Nursing							
	KPH601	HIV/AIDS Nursing							
8		Elective III	1	3	2	-	2.64	0.00	2.64
	MNW601	Entrepreneurship							
	KPJ606	Stress Management							
	TOTAL				18	3	23.80	3.97	27.77
D. Scientific method									
1	PHN601	Philosophy	1	1	2	-	2.64	0.00	2.64
2	KPD604	Nursing Theory	1	1	2	-	2.64	0.00	2.64
3	KPD605	Evidence Based Practice in Nursing	1	1	2	-	2.64	0.00	2.64
4	KPD612	Nursing Research Methodology	1	1	4	-	5.29	0.00	5.29
5	MAS603	Biostatistic	1	2	2	-	2.64	0.00	2.64
6	PNN698	Thesis Proposal	1	2		2	0.00	2.64	2.64
7	PNN699	Thesis	2	4		8	0.00	10.58	10.58
	TOTAL				12	10	15.87	13.22	29.09
	TOTAL ECTS MEDICAL SURGICAL NURSING								59.50

As regards **the midwifery study programme**, the LO are formulated as follows:

A. Specialist Competencies

- LO1. Able to analyse midwifery care holistically, comprehensively, and sustainably at any stage in women reproductive health and anticipate problems, early detection, prevent complications, and emergencies.
- LO2. Able to apply community midwifery management care including negotiation, avocations, and inter-professional collaboration as the effort to improve the health of women, mother, child, and family.
- LO3. Able to analyse a decision precisely in midwifery care scope based on logical, critical, and innovative thinking according to ethics code.
- LO4. Able to demonstrate communication effectively to women, family, colleague, and community in midwifery practice scope using the principle of respecting value, norm, culture, and ethic that the community hold.
- LO5. Able to implement the midwifery care service in independent practice and other health service facilities according to their authorities.

B. Social Competencies

- LO6. Able to implement professional midwifery practice according to religious values and principal, noble morality, ethics, discipline, laws, and socio-cultural.
- LO7. Able to demonstrate midwifery practice by being aware of one's limitation, overcoming personal problems, self-developing, continuously pursuing knowledge renewal and enhancement, as well as developing knowledge for patient safety.
- LO8. Able to construct information through verbal and non-verbal communication with women, family members, community, colleagues, and other professionals.

In the tables below the overarching curriculum structure as well as a list of the underlying modules are presented.

	Competencies Cr		Cr (%)	ECTS Cr-eq
A	Basic Biomedical Science	37	25	49.93
B	Behavioural Sciences, Social Sciences & Medical Ethical	32	21.6	68.13
C	Scientific Methode	13	8.8	18.56
D	Clinical Science	66	44.6	140.84
	Total 148		100	277.46

Tabel 3. Module Structure

Basic Biomedical Science Year Semester Credit ECTS						
1	BIA110	Anatomy	1	1	3	3.76
2	BIF213	Physiology	1	1	3	3.76
3	FIK205	Health Physics and Biochemistry	1	1	3	3.76
4	KBK111	Midwifery Concepts	1	1	3	3.76
5	BIG203	Immunology and Genetics	1	2	2	3.02
6	FAT101	Pharmacology	1	2	3	3.30
7	KDM206	Microbiology and Parasitology	1	2	2	3.03
8	KBP201	Physical Exami- nation and Di- agnostic Addi- tional Examination	2	3	2	3.00
9	KDO205	Obstetrics	2	3	3	3.97
10	BIF102	Pathophysiology	3	5	3	3.97
11	KBA333	Gynecology	3	6	3	3.97
12	KBA332	Complex Cases Care	4	7	5	6.61
13	KBK401/ KBL403	Psychoneuroim munology/ Mid- wifery Service Technobiomedic	4	7	2	3.02
14	NOP103	Pancasila	1	1	2	3.02

0 Appendix: Programme Learning Outcomes and Curricula

15	NOP104	Civics	1	1	2	3.02
16	PHO101	Science Philosophy	1	1	2	3.02
17	BUU101	Social Culture Science and Human- ities	1	1	2	3.02
18	AGI101	Religion I	1	1	2	3.02
19	BAI101	Bahasa Indonesia	1	2	2	3.02
13						
20	BAE111	English I	1	2	2	3.02
21	MNM305	Leadership	2	4	2	3.02
22	ETK302	Professional ethics and Health Law	1	2	2	2.64
23	EKH401	Health Economy And Entrepreneurshi P	3	6	2	3.02
24	AGI401	Religion II	3	6	2	3.02
25	BAE112	English II	3	6	2	3.02
26	SOK108	Communication and Counseling	1	2	3	4.53
27	KBK103	Professionalism	1	2	2	3.02
28	ETK302	Professional ethics and Health Law	1	2	2	2.64
29	EDM308	Health Promotion and Technology Information	2	4	4	5.91
30	KMP103	Public Health	2	4	2	3.02
31	KBL302	Profession Policies and Development	3	5	2	3.02
32	KBK304	Science and Art in Midwifery	3	6	3	4.09
33	MNS410	The Management of Midwifery Care	4	7	2	3.02
34	KBL402/ KBL404	Innovative Midwifery Service/ Design in midwifery Service	4	7	2	3.02

Scientific Method Year Semester Credit ECTS						
35	KBK102	Evidence Based Practice (EBP)	1	2	3	2.69
36	PNO497	Research Methodology and Biostatistics	3	5	4	5.79
37	PNX401	Research Proposal	3	6	2	2.52
38	PNX499	Research Paper	4	7	4	7.56

14

Clinical Science Year Semester Credit ECTS

39	KBI203	Midwifery Basic Practice	2	3	6	6.63
40	KBA309	Adolescent and Pre-marital Care	2	3	3	3.99
41	KBA324	Pre-conception Care and Family Planning	2	3	3	3.99
42	KBA325	Pregnancy Care	2	3	7	8.73
43	KBA326	Labor Care	2	4	8	9.11
44	KBA327	Parturition Care	2	4	5	6.71
45	KBL311	Contraception Service	3	5	4	5.35
46	KBA331	Reproductive Care Health	3	6	3	3.84
47	KBA308	Community Midwifery	3	6	5	6.48
48	KDG403	Maternal and Neonatal Emergency	4	7	2	2.77
49	KNT401	Actual Work Learning – Learning With Community (KKN – BBM)	3	5	3	3.50
50	KBI502	Introduction to Midwifery Care	4	8	2	3.02
51	KBI501	Basic Skills of Midwifery Practice	4	8	4	5.51

0 Appendix: Programme Learning Outcomes and Curricula

52	KBA507	Pregnancy Midwifery Care	4,5	8,9,1 0	5	8.12
53	KBA508	Labor and Neonatal Mid- wifery Care	4,5	8,9,1 0	6	9.63
54	KBA509	Parturition and Infant Midwifery Care	4,5	8,9,1 0	4	6.61
55	KBA510	Infant, Toddler, and Pre-school Child Midwifery Care	4,5	8,9,1 0	2	3.59
56	KBA511	Adolescent and Pre-marital	4,5	8,9,1 0	2	3.59

Midwifery Care						
57	KBA512	Pre-conception and Family Planning Midwifery Care	4,5	8,9,10	2	3.59
58	KBA513	Reproductive Health Care	4,5	8,9,10	2	3.59
59	KBL502	Contraception Service	4,5	8,9,10	3	5.10
60	KDG502	Complex Cases Midwifery Care and Maternal Neonatal Emergency	4,5	8,9,10	5	8.12
61	MNS503	The Management of Professional Midwifery Service and Community Midwifery	4,5	8,9,10	8	12.66
62	KBL503	Continuity of Care and Scientific Article	4,5	8,9,10	4	6.61