ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes
Medicine
Dentistry

Professional Programme
Medical Doctor

Provided by
Universitas Jember

Version: 23.06.2023

Table of Content

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]
Program Studi Kedokteran Gigi	Dental Medicine Programme	ASIIN		
Program Studi Pendidikan Dokter	Medical Programme	ASIIN		
Date of the contract: 14.02.2022 **Submission of the final version of the self-assessment report:** 25.09.2022 **Date of the onsite visit:** 14.-15.02.2023 **at: Universitas Jember**				
Peer panel: Prof. Dr. Holger Jentsch, University Leipzig Janna-Lina Kerth, MD, University Hospital Düsseldorf Dr. Ratri Maya Sitalaksmi, Universitas Airlangga Dr. Edwin Widodo, Universitas Brawijaya Syifa Mustika, MD, Universitas Brawijaya, PhD student				
Representative of the ASIIN headquarter: Dr. Natalia Vega				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015				

[1] ASIIN Seal for degree programmes.
[2] TC: Technical Committee for the following subject areas: TC 14 - Medicine.

ASIIN General Criteria, as of December 10, 2015 Subject-Specific Criteria of Technical Committee 14 – Medicine - WFME Global Standards 2015	

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
Dental Medicine Programme (DMP)	Bachelor of Dentistry Doctor of Dental Surgery (Dentist/drg.)	Dentistry	6 6	Full time	N/A	12 Semesters	271.8 credit	Annualy/August
Medical Programme (MedP)	Bachelor of Medicine Medical Doctor (dr.)	Medicine	6 6	Full time	N/A	12 Semesters	286.92 ECTS	Annualy/August

Universitas Jember (UNEJ) is a public higher-education institution, founded firstly as a small private university on November 4, 1957 and on November 10, 1964 established as a state university. The university is located in Jember, administrative capital of the Jember regency in East Java, Indonesia.

Today, UNEJ is divided into 15 faculties offering 104 study programmes, including 67 at the undergraduate level, 22 at the master level, six at the doctoral level, 12 at the diploma level as well as seven professional education programmes. There are faculties in law, social and political sciences, agriculture, economics and business, teacher training and education, humanities, agricultural technology, dentistry, mathematics and natural sciences, medicine, engineering, public health, pharmacy, nursing as well as computer sciences.

The Faculty of Dentistry was officially established in 1998 with the decree of Ministry of Education. The faculty offers today a degree and a professional programme in dentistry. On April 27, 2000, was open the S–1 Medical Education Study Program at the University of Jember and three years later was established the faculty of medicine. In this context, a Type B Education Hospital was inaugurated by the Minister of Health as a “Teaching Hospital”

[3] EQF = The European Qualifications Framework for lifelong learning

for the Jember University Doctor Education Study Program. The faculty is home for the medical academic and professional stage.

For the Dental Medicine Programme (DMP) Universitas Jember (UNEJ) has presented the following profile in the Self-Assessment Report:

“The vision of the Dental Medicine Program (DMP) is to become a superior, dignified, and internationally competitive educational institution in the science, technology and art development of dentistry particularly in the agromedicine field.”

“The missions of DMP consist of the following areas:

1) organizing and developing quality and internationally competitive academic and professional education with the excellent agromedical field,

2) organizing and developing science and technology through a creative and innovative process of learning, research, and community service,

3) developing a credible, transparent, accountable, responsible and fair institutional management system on the Information and Technology based,

4) developing a quality management system in the provision of education, research and community service to improve service quality and stakeholder satisfaction, and

5) developing strategic, synergistic and sustainable cooperation with the domestic and foreign stakeholders.”

“The profiles of DMP graduates are health care providers, decision makers, communicators, community leaders, managers, researchers, and entrepreneurs.”

For the Medical Programme (MedP) the institution has presented the following profile in the Self-Assessment Report:

“The vision of the Medical Program (MedP) is to become an educational institution that excels in the agromedicine field in Southeast Asia by 2025.”

“The MedP mission includes four things:

1) implementing and developing qualified academic and professional education with entrepreneurial insight and international reputation,

2) implementing and developing science, technology, and art through learning, research and community service processes that are creative, innovative, and having high value in the context of developing the agromedical field,

3) developing a transparent and accountable faculty management system, and

4) developing a network of cooperation with stakeholders to increase institutional capacity and capability. ”

“The profiles of MedP graduates are a health care provider, community leader, decision maker, manager, researcher, communicator, and agro medicine competency.”

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:

- Objective-module-matrices
- Self-Assessment Report (SAR)
- Curriculum of the degree programmes
- Student Handbook of the degree programmes
- Module descriptions
- Website
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The auditors refer to the respective ASIIN Subject-Specific Criteria (SSC) of the Technical Committee Medicine (TC 14) as a basis for judging whether the intended learning outcomes of the programmes as defined by University of Jember (UNEJ) correspond with the competencies outlined in the SSC. For this, UNEJ has provided descriptions of all Programme Learning Outcomes (PLO) and Intended Learning Outcomes (ILO) as well as matrices that show the relations between PLO and ILO and how the PLO and ILO are integrated into the courses of the study programmes. In addition, the module descriptions include the learning outcomes of each individual module.

UNEJ provides an extensive list of PLOs considering three central aspects: attitudes, general and special skills as well as knowledge. **For MedP**, UNEJ describe as special skill "managing health problems caused by work in agriculture and products produced at the primary service level general." The graduates of **DMP** accordingly acquire following special skills:

1. Being able to demonstrate the management of dental and oral health problems/cases in a holistic integrated manner with general body health using standard,

qualified and effective methods, procedures and technologies and applying the principles of occupational safety and the concept of green dentistry;
2. Being able to demonstrate public oral and dental health services using appropriate technology with effective communication;
3. Being able to manage the society's behaviour oriented to a healthy lifestyle using creative and innovative approaches by utilizing science and technology and local wisdom;
4. Being able to develop agro medicine-based products for preventive, curative and rehabilitative dentistry.

These PLOs have reportedly been developed in a broad stakeholder process including all internal (lecturers, students, and education staff) and external stakeholders (graduates/alumni, graduate users, partners, experts, professional organizations and networks of government and private agencies).

Furthermore, UNEJ states in its SAR that the graduates of both programmes are qualified to work in several position and roles, especially as health care providers, decision makers, communicators, community leaders, managers, researchers, and entrepreneurs. Government institutions (e.g. Ministry of Health, Ministry of Research and Technology or Ministry of Education and Culture) or in private institutions and companies, clinics etc. are usual employers of graduates in the programmes under review.

The peers discuss the competence profile, which has been presented by UNEJ. Since "agromedicine" is prominently stated as a goal and as a characteristic of both programmes, the expert team discuss this point detailed. The programme coordinators explain that this field of medical science (including dentistry) studies health and behavioural problems related to all activities of the agroindustrial community and their environment. They emphasize that the agromedicine focus of the programmes is very relevant, because agroindustry plays a predominant role in Indonesia and, especially, in the Jember regency. DMP and MedP should be highly adjusted to the biggest potential of Jember Regency, namely the agriculture. In this way, the programme coordinators stress that the curriculum of both programmes offer key-contents (see below **1.3. Curriculum**) that prepare the dental medicine and medicine graduates as future physicians of the region to be able to support and treat conveniently patients not only from Jember, but in general from the East Java region according to their needs and life situation. Furthermore, there are many research groups in this area. This specific approach - they state - it is very important for the agroindustry community around the area and enable students the identification of usual problems and special cases related to the agroindustry of the country and the prevention and development of solutions adapted for the farmers people of the region. The directors of hospitals, who were interviewed during the audit, confirm the relevance of the agriculture speciality. They

appreciate graduates in medicine programmes of the UNEJ, because they have as a rule good skills, knowledge and attitude and are familiarized with the local culture and agricultural context in Jember. Furthermore, they can communicate in local language.

After carefully reviewing the documents provided by UNEJ and discussing them with the programme coordinators, the auditors conclude that the description of the intended competence profile is clear as well as comprehensive and include the achieved competencies and possible career opportunities of the graduates. These are also well-anchored, binding and easily accessible to the public as they are presented on the website as well as in the student handbook and in the Diploma Supplements of each programme. Moreover, the ILO of every programme reflect the respective level of the European Qualification Framework (EQF) and are categorically in line with the learning outcome examples described in the ASIIN Subject-Specific Criteria (SSC) of the Technical Committee Medicine.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report (SAR)
- Diploma Supplements

Preliminary assessment and analysis of the peers:
The names of both degree programmes under review follow the rules for naming study programmes set by the Indonesian Ministry of Education. The peers hold the opinion that the English translation and the original Indonesian names correspond with the intended programme and learning outcomes as well as the main course language.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report (SAR)
- Module handbook of the degree programmes
- Curriculum guidebook of the degree programmes
- Academic guidelines

- Objective-module-matrices
- University website
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The **Dental Medical Programme** at the University of Jember have two stages of education: Bachelor Stage in academic years 1-4 (eight semesters), which is continued by a profession stage or professional education programme in academic years 5-6 (four semester). DMP integrates in its curriculum so-called blocks/courses as follows: 1) Human Growth and Development; 2) Structure of Stomatognathic System; 3) Function of Stomatognathic System; 4) Injury Agents and Immune Response; 5) Basic Pathology; 6) English for Presentation; 7) Interaction Between Dental and Body Health; 8) Environmental Health, Demographics and Community Nutrition; 9) Dental Material and Technology; 10) Pharmacology, Pharmacy, and Natural Medicine; 11) Healthy Paradigm; 12) Dentistry Update; 13) Treatment of Growth Developmental and Aesthetic; 14) Emergency and Special Needs Cases; 15) Dental Implant/Geriatric.

The first year of the Bachelor Stage includes courses in basic dental science. In the next four semesters, there is a focus on clinical science and development of practical skills in this area. The last year of the Bachelor Stage is dedicated to public health services management and dental emergency. These contents are complemented by courses in ethic and law, community service, Indonesian ideology, psychology, scientific proposal, religion methodology and civic education. The fourth semester also includes a final thesis. Moreover, the elective courses Geriatrics and Dental Implants are integrated in the 6th semester of the DMP curriculum. The dental professional education program is held as a follow-up program from the undergraduate programme (i.e. bachelor stage). The first three semesters focus on prosthodontics, orthodontics, periodontics, oral medicine, operative dentistry and pedodontics as well as on oral surgery and maxillofacial dental radiology. Subjects like empowerment and public health education as well as orientation of dental professional education are also included in the first semester of the professional stage. In the fourth semester, courses about public health, services management and dental emergency as well as the final exam of dental education complete the professional stage.

The curriculum of the **Medical Programme** consists of eight semester in the Bachelor Stage and four semester for the Professional Stage. The programme is divided into three phases: “adaptation phase”, biomedical phase and four semester for the clinical phase. In addition to the theoretical foundations in the medicine area, courses about basic clinical skills such as communication and physical examination (by using simulated patients and mannequins)

are held in the first year. In the subsequent semesters, skills in history taking, physical examination and supporting examinations are the focus. The courses are divided into general courses, compulsory courses, elective courses, community service programs and mini thesis/final projects. For instance, the elective courses offered at MedP are sports medicine, aesthetic medicine, medical transfusion, molecular diagnostics, and natural toxicants. Moreover, MedP includes also courses in behavioural and social sciences as well as in medical ethics in the seventh semester and a mini thesis.

The clinical phase is the practical training in hospitals, health care centers, family clinics, and other health service units. The Medical Doctor Programme equivalent to the professional stage consists of 13 courses that include following subjects categorized as compulsory: Internal Medicine, Paediatrics, Surgery, Obstetrics and Gynaecology, Dermatology, Psychiatry, Neurology, Ophthalmology, Otolaryngology, Forensics, Radiology, Anaesthesiology, Public Health. These courses can be taken in a minimum of 4 semesters, with scheduled cycles. In addition, the peers learn that the modules of the DMP are a block system for bachelor stage education, which consist of tutorial, lecture and practices. For instance, 170 students are divided into 15 tutorial classes, for lecture they divided into two classes and for practise eight classes. In profession stage, as indicated above, the programme are divided into four semester. In the first semester, the student rotated into nine clinics every two weeks, in second semester rotated into eight clinics every three weeks, third semester rotated in five clinics for the whole semester, and the fourth semester is done in satellite hospital for dental public health education and emergency for two-three months. Moreover, clinical skills training MedP students receive are in the form of pre-clinical lab skills as a necessary preparation stage before the profession stage. The implementation of the clinical skills is carried out using the facilities and infrastructure in the Clinical Skills Laboratory Building (28 rooms equipped with audio-visual hardware and various sets of mannequins). In its implementation, one lecturer will act as an instructor/facilitator. In the discussion session, the instructor can challenge and assess prior knowledge from students regarding the topic of learning clinical skills. In the practical session, the lecturer acts as a role model and evaluator to provide feedback on the performance shown by each student in the practical session.

During the audit, the peers discuss the position and significance of the “agromedicine” focus of both programmes. They enquire about this speciality and where this is reflected in the curriculum. The programme coordinators explain that **MedP** includes courses/blocks that are specifically agromedical. In these courses, students can deal with several problems in relation with agromedical settings and learn to explain symptoms and to plan for diagnosis and management of diseases related to agricultural activities and tropical diseases. Furthermore, a biomedical approach with a scientific basis of microbiology, parasitology,

clinical pathology, pharmacology, anatomical pathology, and public health is included in this context. **In DMP**, the leading courses are focused on the agromedical field. There are also many research groups in the field of agromedicine e.g. agrobiotics, pesticide health etc. The peers ask the programme coordinators about the procedure in the satellite clinics at the professional stage. They learn that the team of medical education arrange the student's placement in the satellite hospitals and students cannot choose where they will carry out the clinical phase. Depending on the assignments, students are send to certain satellite hospitals (approx.. 45 min-1 hour) to work for about 10 weeks in hospital emergency. The programme coordinators explain that 10 weeks is mostly enough time to observe the history of the patient, the development of diseases and for case presentation. In this way, students can focus during this time on practice, apply all what they learn in the courses and observe how other clinicians work. An assigned supervisor visit the satellite hospitals and supervise the activities of the students. Before the pandemic, they used to have dorms for the students close to the hospital. Due to the pandemic, they have currently dorm possibilities only for one day.

During the audit, the students rate very positively the curriculum and, especially, the subjects focused in agromedicine. They stress that these topics are in relation with their own environment and community. They appreciate the elective courses too. In the discussions with the partners from the industry or private sector, it is recommended to increase leadership skills considering that the graduates of the programmes could get a leadership position or to be engaged in management.

According to the SAR provided by UNEJ, the curriculum is periodically reviewed in relation to the implementation of the programme objectives and curriculum. Monitoring, evaluation and control of learning are carried out by the Medical Education Commission whose members are determined by the leadership based on the educational background outlined in the Dean's Decree. UNEJ state that the commission is responsible for planning, implementing and evaluating curriculum regarding achieving learning objectives as well as for curriculum management including assessment management, human resource development and learning support facilities and infrastructure. Moreover, the university emphasize that the evaluation and updating of the curriculum as well as preparation of the curriculum involve internal and external stakeholders (leaders, lecturers, students, alums, hospitals and health centres, health offices, patients, and other professionals such as pharmacists and public health, as well as being reviewed by experts of science). The peers take not that that the bibliography containing in the module handbook is mostly outdated. Regarding this aspect, the programme coordinators speak about the formation of a team to review and update the bibliography. During the audit, the lecturers confirm their participation in the development of the syllabus and organization of the modules. Furthermore, the peers

learn that tutorials and courses are organized according to international standards and independent from programmes coordinator's and lecturer's personal opinion or preferences.

Altogether, the peers are satisfied with the curricula of both programmes. They see that the programmes are well structured and that the modules build on each other in a reasonable way, enabling the students to effectively reach the learning outcomes as laid down for the programmes as a whole. Learning outcomes are also defined for each module, which, in total, enable the achievement of the overarching programme objectives. The electives offered in both programmes provide opportunity for individual focal points and courses of study. Furthermore, they appreciate that the curriculum is periodically reviewed. Nevertheless, the peers recommended to update and keep updated the bibliography of the modules.

Student mobility

In its self-report, UNEJ emphasizes that internationalization is one of its strategic goals. Students, lecturers and educational staff are encouraged by the university and the programmes under review to participate in international exchange programs and studying abroad. For instance, five MedP students took part in the overseas program and, three DMP students will have finished a five-day short-term international exchange in 2022 in the Faculty of Dentistry of the Tohoku University. Several guest lecturers and professors from Malaysia, Philippine, Japan and Netherlands have been invited to UNEJ to held classes in English. Some courses include also presentations and discussions in English.

DMP has several international cooperation agreements with the following universities: Graduate School of Dentistry of the Tohoku University, Graduate School of Biomedical and Health Sciences of the Hiroshima University, Faculty of Dentistry of the Universiti Sains Islam Malaysia, Universiti Kebangsaan (Malaysia), School of Health care Professions of the University of San Carlos Philippines, Faculty of Medicine and Health Sciences of the University Sains Islam Malaysia and an academic exchange program with Academic For Dentistry Amsterdam (ACTA) of the VU University & Universiteit van Amsterdam.

MedP has collaboration agreements with following institutions: Swedish Agricultural University (Sweden), Western District Health Service (Australia), Griffith University (Australia), Graduate School of Medical and Dental Science of the Kaghosima University Japan, School of Health care Professions University of San Carlos Philippines, Faculty of Medicine and Health Sciences of the University Sains Islam Malaysia, Deakin University of Australia, and San Pedro College Philippines.

Furthermore, foreign students have visited UNEJ and conducted exchange programs. For instance, there were seven international students from Malaysia attending classes at DMP

in 2019 as well as two students from Netherlands and one from France in courses of MedP. In the future, DMP and MedP will develop this program in order to have international recognition.

According to its self-report, UNEJ offers financial support for qualified students to spend some time at these partner universities. For example, there is a student exchange program implemented through SCOPE (Standing Committee on Professional Exchange) from CIMSA organization (Center for Indonesian Medical Students Activities) as an effort to develop students' potential and interest. In 2022, two MedP students participated in a student exchange program by participating in joint training and research at Kaghosima University Japan. Following the Indonesian Credit Unit Achievement Regulation (SKP), competencies acquired during foreign studies are also acknowledged by the university.

During the audit, the programme responsible express their commitment to promote international student mobility and to develop a strategy to attract more students from other countries. The international accreditation is part of this strategy. They also support the mobility and exchange of the teaching staff. In addition, they believe that the specialization in agromedicine will contribute to the internationalization of the programmes. They also mention that some lecturers went to Australia, in order to improve their competence in the area of agromedicine.

UNEJ has produced and published an international student handbook for international students with the necessary background information regarding student life and studying experience. In MedP, a class taught in English is offered since last year. The peers are of the opinion that this is a good initiative to provide international environment to students. The peers appreciate the efforts of UNEJ to further fostered incoming as well as outgoing mobility and believe that have potential to be improved in the future.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report (SAR)
- Academic Guidelines
- International student’s guidebook
- Academic guidelines
- Discussions during the audit

Preliminary assessment and analysis of the peers:
According to the self-assessment report, admission of new students to UNEJ is possible via different modes of entry. The UNEJ student admission system for undergraduate programmes is divided into five pathways:

1. SNMPTN (National Entry Selection of Public Universities), a national admission system based on academic performance during high school.
2. SBMPTN (Joint Selection of Higher Education or University (Seleksi Bersama Masuk Perguruan Tinggi Negeri), based on a nationwide selection test that is held every year for university candidates. The written test checks qualifications in subject areas such as mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography.
3. SBMPTBR (Joint Selection for University Admission in the Besuki Raya Area): similar to SBMPTN, students from the Besuki Raya area are selected based on a written test.
4. ADIK (Affirmation of Higher Education): program that supports graduates of high schools in Papua, West Papua and other remote areas as well as disadvantaged regions to continue studies in higher education.
5. Finally, there is an additional pathway by articulation form a 3-year diploma program as well as a separate admission system for international students.

DMP and MedP conducts independently each semester the selection of students to be admitted for the professional level based on the following requirements:

1.) Graduated with a minimum GPA of 3.00 for DMP and, for MedP, the GPA allowed is higher than 2.00 with less than 10% of CD and or D scores.
2.) Graduated in the Higher Education database.
3.) Graduated from the MMPI Test.
4.) Free of drugs and psychotropics.

The university determine the quota of students to be admitted in both programmes based on Rector's Decree. The quota is always evaluated periodically and considers the facilities and infrastructure availability as well as the number of active lecturers. Following table shows the capacity and magnitude of prospective new students' interest in DMP and MedP in the last 3 years:

Admission Year	Quota	Applicants	Accepted	Registered
DMP				
2019	180	3003	180	180
2020	170	3330	169	169
2021	170	3316	170	152
MedP				
2019	180	3853	183	180
2020	160	4975	164	156
2021	140	4846	151	139

The determination of the quota of student's admission also takes into account the results of the evaluation and input from relevant stakeholders concerning the needs of doctors and dentists.

The admission system is based on the Rector's Regulation of UNEJ Number 293/2019 concerning Amendments to the Rector's Regulation Number 12341/2013 about Student Admission of UNEJ. The admission requirements are published on the university website and announced on social media. The website informs potential students in detail about the requirements and the necessary steps to apply for admission into the programmes. Since the rules are based on decrees by the ministry of education and on the university's written regulations, the auditors deem them binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Criterion 1.5 Workload and Credits

- Self-assessment report (SAR)
- Student handbook for both programs
- Module handbooks for both programs
- Survey of student satisfaction related to the workload
- Discussions during the audit

Preliminary assessment and analysis of the peers:

UNEJ expresses student learning load in semester credit units (SKS) equivalent to 1.51 ECTS.[4] Each credit is distributed between guided and independent learning activities, as well as between face-to-face activities, laboratory activities/practicum, and project and field studies. On the one hand, one credit regarding lectures, responses or tutorials consists of learning process activities of 50 minutes per week per semester, structured assignment activities of 60 minutes per week per semester and 60 minutes of independent activity per week per semester. On the other hand, one credit in practicum, seminars, skills lab activity, field practice, research, and community service are 170 minutes per week per semester. Each course has a different credit load according to the PLO that must be achieved.

The bachelor degree (undergraduate stage) of **DMP** consists of 149 credits equivalent to 224.99 ECTS, which can be completed within 7-8 semesters. The first two semesters include a total of 40 credits (30.2 ECTS), while the study load is relatively fewer in the subsequent semesters. The fourth year's total credit is the lowest of all, in order to enable that students can concentrated on KKN activities, research, final project preparation and article publication. The professional stage of DMP has 31 credits (46.81 ECTS).

In bachelor degree (undergraduate stage) of **MedP** are 31.71 ECTS (21 credits) each semester and 223.5 ECTS in seven semesters. The credit load to be taken in the Medical Doctor programme (professional stage) is 42 credit equivalent to 63.42 ECTS.

During the audit, the students express their satisfaction with the workload and the distribution of credits between the semesters. The peers are satisfied with the fact that the amount and composition of the workload are described in detail for every module in the module handbook. Moreover, comparing the objectives and the content, the workload defined for the single modules in general seems to be realistic for the peers.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-assessment report (SAR)
- Module handbooks
- Discussions during the audit

[4] Credits to ECTS conversion formula 1 SKS TM = 50min T+60min TS+60min M (170 minutes) x 16 weeks = 45.33 Hours 1 SKS Practice = 170 min. 1 ECTS = 29.99 hours 1 Credit = 1.51 ECTS.

Discussion during the audit Preliminary assessment and analysis of the peers:
According to the self-report, **DMP and MedP** apply various student-centered teaching and learning methods such as tutorials, lectures, practicum, laboratory skills, seminars, research studies and community service learning as well as small group discussion, role-play simulation, case studies, independent learning, collaborative learning, cooperative learning, project-based learning, research-based learning, and Problem Based Learning (PBL). These methods focus on using theoretical knowledge in practice, group work, clinical assessment as well as aspects of professionalism and facilitates students in understanding the principles of evidence-based medicine. The selected learning model for each module depends on PLO, student characteristics, study materials, learning context situations, infrastructure and time required. The university emphasize that the curriculum facilitate students' readiness for lifelong learning. In this way, students are not only to be able to work according to competency standards but also to assess their progress.

The professional step specifically uses integrated clinical learning including Bedside Teaching (BST), Direct Observation of Procedural Skills (DOPS), Case Report Session (CRS), Community Scientific Session (CSS), scientific discussion, and Community Based Oriented/Family Oriented Medical Education.

In the discussions during the on-site visit, the teaching staff explains its teaching experience during the pandemic. Although this time was challenging for students and teachers both, teacher learned to use and implement new digital tools in the courses and new methodologies for teaching. In order to improve the learning process of the students, the teachers emphasize that the classes were divided in small groups (5-7 students per supervisor). They introduced a blended learning method. Through this method, students get a more comprehensive learning experience independently and learn to manage their own study time and study anywhere. Currently, they are going gradually from hybrid to face-to-face teaching.

Furthermore, research-based learning methods are applied in both programmes. Students received research support materials since the first two semesters and are introduced in basic statistics, scientific methods, and evidence-based medicine integrated into several courses. The second year also includes courses for research activities such as Research Methodology and proposals / Scientific Papers.

The peers appreciate the diversity of teaching methods and believe that they ensure that the course objectives and the overall intended learning outcomes are achieved. They confirm that the study concept of all both programmes actively involves students in the design of teaching and learning processes (student-centred teaching and learning).

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

The peers appreciate that UNEJ took the recommendation to review and update the bibliography containing in the module handbook of each programme. UNEJ states in its response statement that the bibliography in the module handbooks have been updated and provides the updated versions of the module handbooks. In fact, the bibliography was revised and updated according to the last relevant publications in each area. As it now shows an updated and appropriate literature for each module, the experts judge this recommendation to be fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report (SAR)
- Academic Guidelines for Diploma and Bachelor Programs Universitas Jember (https://unej.id/RuleExamination)
- Module descriptions
- Curriculum guidebook for all degree programmes
- Samples of student's work (projects, exams and thesis)
- Academic Guidelines and Academic Calendar

Preliminary assessment and analysis of the peers:

Exams in DMP as well as in MedP follow the examination rules as stated in the Academic Guidelined of UNEJ and are guided by Permenristekdikti No. 18 of 2018 concerning National Standards for Medical Education (SNPK), Indonesian Medical Council Regulation No. 11 of 2012 concerning Indonesian Doctor Competency Standards (SKDI), Indonesian Medical Council Regulation No. 40 of 2015 concerning Indonesian Dentist Competency Standards (SKDGI), UNEJ Rector's Decree No. 12609/UN25/KR/2018 concerning Guidelines for Planning, Implementation, and Assessment of Learning in the UNEJ Environment, etc.

As explained in the SAR, the **objective of the learning assessment** in UNEJ is to evaluate the student learning achievements based on the PLOs and covers three domains: attitudes, knowledge as well as general and specific skills. The assessment follows five principles:

a. educative: assessment that motivates students to improve their planning and learning methods and achieve PLO

b. authentic: assessment that is oriented towards a continuous learning process and outcome

c. objective: assessment based on standards agreed upon between lecturers and students

d. accountable: assessment carried out in accordance with clear procedures and criteria

e. transparent: assessment can be accessed by all interested stakeholders

It is important to note that each individual lecturer determines the examination types to be implemented for his course based on the student learning achievements. The assessment component for each module is specified in the module handbook and uploaded in Learning Media Management (MMP) and Integrated Information System (SISTER) of UNEJ that is accessible to students and stakeholders through its website. Likewise, the weight of each component is also specified in the module handbook. At the beginning of each course, learning objectives, learning model as well as exam types and procedure are also clarified by the lecturer.

According to the module handbooks, usual exam modalities in both programmes are tutorials (e.g. discussion, report), written exams and assignments or additional activities that students must do with a certain time span. During the tutorial, lecturers give students feedback from the regarding the material presented during the implementation of the first and second tutorials for the class being taught. At the end of the week, a plenary session for all classes is held by expert lecturers who provide comprehensive feedback on the study material for that week. The assessment is carried out by the lecturer in the class. Furthermore, some modules include weekly assessment and OSCE (Objective Structured Clinical Examination), and in the professional stage, practical assessment forms as well work-based assessment. At the professional level, the DOPS and MiniCex assessment instruments for occupational assessment of patients are applied. Lecturers provide feedback on student work both through discussion and written in the assessment instrument. The minimum passing grade in the professional stage is B (70-75), which states that the student is competent in performing certain tasks on patients. The final grade of each module is an accumulation of the results of all exams carried-out during the course

The grading scale is designed following the Assessment Criteria Reference and expressed in letters that refer to numerical values, as showed in following table from the SAR provided by UNEJ (**Table 3.2):**

Alphabet	Value	Score	Category
A	4,00	≥ 80	Excellent
AB	3,50	75 ≤ AB < 80	Very Good
B	3,00	70 ≤ B < 75	Good
BC	2,50	65 ≤ BC < 70	Fairly Good
C	2,00	60 ≤ C < 65	Good
CD	1,50	55 ≤ CD < 60	Poor
D	1,00	50 ≤ D < 55	
DE	0,50	45 ≤ DE < 50	Very Poor
E	0,00	< 45	

The minimum percent of lectures attended to take the final exam are specified in the module handbook and is usually 80%. There are also regulations for students who cannot attend the examination due to health reasons or personal matters under institutional circumstances. Upon provision of necessary documents such as medical letters or approved institutional letters, they are eligible for make-up assessments. In case, students object to their exam results, they have the opportunity to appeal first directly with the concerned lecturer and subsequently through a university wide complaint system integrated with SISTER within a week after the final grade is announced. It is the prerogative of the Program Coordinator as well as the Vice Director for academic affairs to make a final decision.

By failing the exam a remediation is only possible in **DMP**, if the final score is more than 60. If a student have not passed an exam, he can repeat in the following year or during the semester break. Exam repetition is not possible in the next semester, because each course is only offered in odd or even semesters, but all courses in odd and even semesters can be offered in the intermediate semester. While for MedP, if a student has grade lower than B, they allowed to register and follow a remediation because the highest score for remediation is B. If by remediation the student still cannot pass the exam, he can repeat to take the course. Taking the course is not possible in the next semester, because each course is only offered in odd or even semesters, but all courses in odd and even semesters can be offered remediation in the inter-mediate semester.

Regarding the **assessment of the final project or thesis** carried out in the seventh semester of the bachelor, the faculty explain in its SAR that the value of the seminar proposal is 40% and 60% is the value obtained from the thesis exam. The proposal seminar consists in presentation by the student of their scientific proposals assessed by the supervisor and examiner lecturers. The seminar is also attended by other fellow students who could provide input and questions. The thesis exam includes the presentation of the research results. After the completion of the thesis examination, it is mandatory to complete the thesis manuscript and to compile articles for publication in scientific journals. If the final assignment exam is declared passed, and the value has been entered by the head of the Study Programmes, the person concerned immediately continues the Professional Program after registration. The final evaluation of professional learning in DMP and MedP are a national standard competency test, namely UKMP2DG for DMP and UKMPPD for MedP (exit examination), which is carried out by the national committee. UKP2DG and UKMPPD are held on a computer-based basis consisting of a theory test (CBT) and a practical test (OSCE). Students are declared to have passed the professional program after they have passed UKP2DG or UKMPPD, both theoretical and practical tests.

During the audit, the peers discuss the examinations forms and learn that students get feedback on their performances regularly and directly in tutorials as well as in practical courses and that the criteria for the assessment are transparent. The programme heads explain that, for example, regarding the clinical examination, there is an exam at the end of the class and questions are given about the subjects treated in the lecture. In some cases, the students are required to write about a new case too. The peers review the exam and thesis samples provided by the HEI. According to them, the documents prove that the level of the students' academic performance and the modules' contents is sufficient for the respective programme. They are of the opinion that the number and distribution of exams ensure an adequate workload as well as sufficient time for preparation.

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

[…]

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-assessment report (SAR)
- Staff handbook
- Results of Staff Satisfaction
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the SAR, at UNEJ, the staff members have different academic positions. In **DMP**, there are seven professors, 28 associate professors, 29 assistant professors and 17 lecturers. **MedP** has 11 associate professors, 36 assistant professors and 40 lecturers. Around 30 % of the professors in all both programmes hold doctoral degrees and 70 % master's degrees. The Ministry of Research, Technology and Higher Education of Indonesia regulate the recruitment of new teaching staff. Responsible for the employee recruitment is the Second vice Rector who receive and accept the proposal from the work unit.

The ratio of students and lecturers is 1:10 in the bachelor stage and 1:5 at the professional stage, as following table shows:

	Number of Lecturers			Number of Students			The Ratio of Lecturers and Students		
	2019	**2020**	**2021**	**2019**	**2020**	**2021**	**2019**	**2020**	**2021**
Academic Stage									
DMP	80	80	81	583	526	628	1:7.3	1:6.6	1:7.8
MedP	62	61	60	472	497	475	1:7.6	1:8.1	1:7.9
Professional Stage									
DMP	53	53	54	319	366	283	1:6	1:6.9	1:5.2
MedP	53	52	52	137	94	197	1:2.6	1:1.8	1:3.8

Regarding **DMP**, the peers ask how many full professors with denomination they have. The programme coordinators explain that there are two professors for the bachelor stage in the areas of anatomy pathology as well as immunology and in the professional stage two professor for orthodontics and one for each following areas: prosthodontics, dental public health and oral medicine. They stress that the reason for two orthodontic professors is that one professor, who is since 1998 full professor at UNEJ, is the leader in this area. The other professor is active since 2020. In addition, they are looking for professors in some areas like periodontology and biomedical sciences. They emphasize that they have two specialists in

periodontics and two lecturers, who have doctoral degree in periodontology. **MedP do not have full** professors, but only associate and assistant professor. Furthermore, the peers note that the number of lecturers, who do not hold a doctor degree, is very high (approx. 75 %). The programme coordinators respond that they are developing a strategy to be more attractive and to increase the number of lecturers. They stress that the situation of Jember is particular and, obviously, other places can attract more lectures to live there. However, they are convinced that Jember offers unique and special cases in the area of medicine due to its farm environment and the speciality in agromedicine. They are also encouraging lectures to upgrade their academic qualifications by providing internal as well as external funding for scholarships to pursue doctoral studies. The faculty collaborate with universities in Australia or Japan and organize an international conference every two years. They are trying to improve scientific work too. Therefore, a specialist working at the university has to write a paper every year.

As stated in the SAR, UNEJ have a variety of offers to ensure didactic qualification for their staff. The Institute for Learning Development and Quality Assurance (LP3M) offers trainings to improve didactic and professional skills of lecturers, such as pedagogic training for lecturers, lecturer certification services, skills training for educators, short course, and internship services for lecturers or, for example, skills of lecturers in mastering information technology (IT) as a tool to support learning activities. Furthermore, the Medical Education Unit (MEU) of MedP in collaboration with LP3M has carried out Basic Instructional Training (PEKERTI) in 2022 for clinical lecturers. Lecturers in DMP and MedP have been sent to participate in various national and some international conferences/workshops, scientific competitions in the internal level of UNEJ and regional, national and international levels. In 2021, several DMP lecturers participated in a program to improve their research competence, for example, at the Graduate School of Biomedical and Health Science at Hiroshima University, Graduate School of Dentistry Japan Tohuku University, and ACTA Universiteit Amsterdam. In 2021, DMP lecturers attended several international conferences

During the audit, the lecturers confirm the supporting of UNEJ for improvement of their qualification and competences as well as for attending international conference. They explain, for example, that UNEJ provides a workshop in pedagogic and training for one week that is open and accessible for all lecturers. At the end, they get a certification for their participation in this training. Moreover, UNEJ provide rewards and incentives for lecturers whose articles are published in nationally accredited journals and high reputation international journals and offers financial support for book publishing, research journal publication assistance and for conducting oral presentations at international conferences.

Support and assistance for students

Regarding the support and assistance for students, the University and the Faculty have implemented a series of instruments supporting students in the learning process and monitoring their success in reaching academic goals and the assigned learning outcomes of both programmes. DPA (Academic Advisors) can be contacted through the Integrated Information System (SISTER). The advisors monitor the progress of learning and counsel students about their problems, in order to determine the adequate credit load for the next semester and to find out solutions for problems related with the student's achievements. The faculty has also a Specialized Counselling Committee that provides psychiatric advice for students who need support for no academic issues. Career guidance and entrepreneurship coaching for students are also provided to measure students' interest and potential in entrepreneurship. Students confirm in the discussion with the peers that the advisory system works very well, that they meet their academic advisors regularly and that they always may contact them personally for support or advice. In general, students stress that the teachers are open minded communicate well with them and take their opinions and suggestions into account and changes are implemented if necessary.

In conclusion, the peers recognizes a strong identification of the teaching staff with their institution and find the medical lectures well-organized and good educated and prepared to offer a good clinical education. Furthermore, they estimate very positively the support of the university and faculty for the didactic training and scientific development of the lecturers. They notice the good and trustful relationship between the students and the teaching staff; there are enough resources available to provide individual assistance, advice and support for all students. The experts appreciate the efforts of the faculty for increasing the number of lecturers and their academic. However, the peers recommend to create and make sure full professorships for every discipline in both programmes, in order to develop teaching and research activities in the faculty.

Criterion 3.2 Funds and equipment

Evidence:

- Visitation of the university and satellite hospitals as well as laboratories
- Self-Assessment Report (SAR)
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report provided by the university, the financial resources for UNEJ originate from Indonesian government, external grants and higher education operational funding. The budget and expenditure plan are prepared by MedP and DMP based on Regulation of Ministry of Finance No. 190/PMK.05/2012 on payment procedures in implementing the state revenue and expenditure budget, and Regulation of the Director-General of Treasury No. PER-66/PB/2005 on mechanisms for implementing payments at the burden of the state budget and submitted to the University for funding. Facilities and infrastructure, human resources, development, including lecturer and staff, academic and education operational costs, consumables as well as student activities and development are considered in the budget.

During the on-site visit, the peers visit the facilities of the university and the faculty. The Faculty of Dentistry has three classrooms and another one located in ILHS building as well as 15 mini-classroom for tutorial. DMP has also following laboratories: Dental Biomedical Laboratory, Integrated Dental Laboratory, Oral Biology Laboratory, Dental Radiology Laboratory, Bioscience Laboratory, PCR Laboratory. Laboratories of MedP are as follows: Anatomy, Biochemistry, Public Health, Pharmacology, Physiology, Pathological Anatomy, Microbiology, Parasitology, Clinical Pathology, Histology and Biomolecular Integrated Laboratory. Following overview provided by UNEJ shows the Ratio of facilities in MedP:

Number	Facility	Room Area (in m^2)	Number of Students per session	Ratio (m^2:student)
1.	Microbiology Laboratory	140	50	2,8 : 1
2.	Clinical Pathology Laboratory	140	50	2,8 : 1
3.	Physiology Laboratory	140	50	2,8 : 1
4.	Pharmacology Laboratory	140	50	2,8 : 1
5.	Laboratory of Parasitology	140	50	2,8 : 1
6.	Anatomical Pathology Laboratory	140	50	2,8 : 1
7.	Histology Laboratory	140	50	2,8 : 1

8.	Biochemistry and Biomol Laboratory	140	50	2,8 : 1
9.	Anatomy Laboratory	140	50	2,8 : 1
10.	Lecture Room 1	224	150	1,5 : 1
11.	Lecture Room 2	224	150	1,5 : 1
12.	Lecture Room 3	224	150	1,5 : 1
13.	Tutorial Room	24	12	2 : 1
14.	Reading Room	73,5	15	4,9 : 1
15.	Auditorium Room	512	180	2,8 : 1
16.	CBT Center	336	142	2,4 : 1

During the tour of the institution, the auditors focus on the hospitals that are intended for professional education including the satellite hospitals. They visited following hospitals: RSGM (Gigi dan Mulut) (Dental Hospital Jember), RSUD Dr Soebandi, RSUD Balung and RS Dr Haryoto Lumajang Hospital. RSGM and Dr. Soebandi Hospital, which is the State Hospital and consists of 13 clinical stations, are the main teaching hospitals. RSUD Balung and RS Dr Haryoto Lumajang Hospital are two of the eight satellite hospitals where students can receive clinical training too. In these locations, the peers met the students that are working in the hospitals and discus with them the organization of the tasks and, in general, their experience during the professional stage.

Furthermore, the peers verify whether the required instruments and equipment are available in the hospitals intended for teaching. During the inspection, the peers note that, in the area of dentistry, especially for macrosurgery, very few instruments are available comparatively to the number of students. The programme coordinators explain that the students have to schedule the use of the instruments and, in some cases, buy their own instruments. Regarding DMP, the programme coordinators explain that practical work in phantom start from 9.40 AM – 3.10 PM, divided into two session. 60 dental simulator and 70 micromotor with phantom are available. The students start their clinical practical from third until fourth year. The programme coordinators explain that, in Dental Hospital for

tutorial and lecture, the time is set from 6.00-9.40 AM and 3.10-5.00 PM, while from 9.40 AM-3.10 PM for practical in bachelor stage and also for practice.

The faculty of dentistry have 50 phantom and 131 dental units as well as three integrated clinic in Dental Hospital which cover eight specialists lecture in dentistry. Students could work individually in the phantom on their session. One class of practical consist of 17 until 20 students. In Dental Hospital, one dental unit is used by two students. One lecture teaches a group consist of five-six students. The library endowment is available in https://perpustakaan.unej.ac.id/. For instance, International database accessible for students are e-book Springer, Nature, Cambridge Core, Emerald Publishing, Taylor & Franchis and DOAJ. In addition, the expert team also visits the university library. The peers confirm that electronic journals and books are accessible for students via databases and information system.

Altogether, the peers conclude that the university has secure funding and reliable financial planning. The library is, in their opinion, well-equipped. According to the experts, the rooms and facilities as well as quality of the teaching hospitals are adequate to train students and enable them to achieve the ILOs of their respective degree programs. However, regarding DMP, the peers conclude that endowment with instruments etc. of several disciplines, especially endodontology and periodontology, has to be improved and the availability of instruments and apparatus for every discipline have to be ensured and increased. In addition, they see room for improvement in terms of the availability of dormitories for satellite hospitals stays. Since the satellite hospitals are not close to the university and student's home place, the medical students require more support during their clinical training in the hospitals and stay at the assigned hospital.

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

The experts appreciate that that UNEJ provides a response to this recommendation regarding the introduction of full professorships for every discipline in both programmes. UNEJ states that DMP and MedP have plotted the academic qualifications of each lecturer and time planning to continue school in order to improve their academic qualifications (Appendix 5.3). In its statement, UNEJ emphasize that, currently, MedP is accommodating 5 professor candidates From different departments who have submitted the document to university level. They targeted to fulfil and complete document requirements by the end of May 2023 at faculty level. Furthermore, they explain that now, DMP is accommodating to fulfill the number of professors for each department, one candidate from biomedical science who has been submitted to the university level, and one candidate from oral biology science at the faculty level. DMP aims to have at the end of 2023 9 professors. The auditors

appreciate these efforts to enlarge the number of professors and provide a good academic qualification. However, as this process is beginning and not already finished, the expert group sticks to their previous assessment and consequently to the recommendation which still has to be fulfilled.

Furthermore, UNEJ states that DMP has followed up on the assessor's feedback by completing the microsurgery instrument for clinical learning. They have already ordered microsurgery instruments for clinical learning and provide a list of this. They explain that the instruments will arrive at the end of June 2023. The experts appreciate this immediate reaction by the faculty and are of the opinion that these instruments will be very useful for the students. However, as this process is beginning and not already finished, the expert group sticks to their previous assessment and consequently to the recommendation which still has to be fulfilled.

Regarding the recommendation about possible improvement in terms of the availability of dormitories for students receiving clinical training in the satellite hospital, UNEJ agree with this and state that, for students who get a night shift, satellite hospital has provided a station room for students. They provide also two pictures of these locations. The experts appreciate that UNEJ enable students such facilities. However, they believe that since the satellite hospitals are not close to the university and student's home place, the medical students require more support during their clinical training in the hospitals and stay at the assigned hospital. Therefore, they judge this recommendation to be not fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-assessment report (SAR)
- Homepage of the program
- Student handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The module handbooks for all both programmes under review have been published on UNEJ's website and are thus accessible to the students as well as to all stakeholders. The

experts observe that they contain information about the persons responsible for each module, the teaching methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, the forms of assessment and details explaining how the final grade is calculated. After studying the module descriptions, the peers confirm that they include the necessary information and are published transparently.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-assessment report (SAR)
- Homepage of the program
- Student handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report about the programmes under review, students receive after graduation diploma certificate, diploma supplement (SKPI), and, for professional level, they get diplomas transcript, and certificates of profession. All documents are signed by the faculty dean and are printed in both English and Indonesian. These documents provide information on the student's qualifications profile and individual performance as well as the classification of the degree programme with regard to the respective education system.

The peers based on the samples of these documents confirm that the students of both programs under review are awarded a Diploma Certificate as well as a Transcript of Records. The Transcript of Records lists all courses that the graduate has completed, the achieved credit points, grades, and cumulative GPA.

Criterion 4.3 Relevant rules

Evidence:

- Self-assessment report
- Academic Guidelines for Diploma and Bachelor programs
- Guide Book for International Student

- Student Handbook (MedP)
- Discussions during the audit

Preliminary assessment and analysis of the peers:
The "Academic Guidelines for Diploma and Bachelor programs" documents in detail UNEJ rules and regulations including rights and duties of both the higher education institution and students. The information is presented in both English and Indonesian. In addition, UNEJ has developed rules for disability-friendly education services that comprise standards for academic services for students with disabilities, the standard for facilities and infrastructure, the standard for learning, and the standard for administration. International Students obtain all necessary information in a comprehensive handbook.

The auditors confirm that the rights and duties of both UNEJ and the students are clearly defined and binding. All rules and regulations are published transparently and are 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.

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

[…]

5. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-assessment report (SAR)
- Quality Assurance Policy of UNEJ
- Questionnaire and the results of the Student Feedback Survey
- Results of Staff Satisfaction
- Discussion during the audit

Preliminary assessment and analysis of the peers:

Based on The Internal Quality Assurance System Standards of UNEJ according to the Rector's Regulation of the University of Jember No. 19 of 2021, DMP and MedP evaluate programs periodically. For instance, the update of the curriculum takes place for four-five years (macro) and considers changes in government policies, scientific developments and the needs of stakeholders. Quality Assurance Unit (QAU) carries out evaluation of the study programmes every semester twice. In the fifth week, learning tools are evaluated and in the 16th week the learning achievement. The evaluation report is established by QAU and The Head of Study Program, who, according to the results, conceives a follow-up plan. The results of the internal audit is discussed in the management review meeting. The Independent Accreditation Institute for Health Higher Education (LAM-PTKes) implement every five years the external quality assurance system of both programmes under review.

In addition, lecturers, students, and alumni surveys are carried out. Students have to fill out a questionnaire at the end of each semester regarding the teaching methods and abilities and the services provided by the faculty. After that, the results of the evaluation are analysed and solutions are discussed and introduced. Furthermore, so-called “open talk” takes place, where students can give their feedback through a submission mechanism by the Student Representative Body (BPM) to the Vice Dean III. Lecturers and Alumni surveys regarding the faculty services are carried out through a “Google Form” which can be accessed on the website. In the Management Review Meeting, the survey report and plan provided by QAU are discussed. During the audit, students are of the opinion that their comments are taken into consideration. This becomes apparent in the constant curricular revision process that is performed under participation of students and industry partners. The directors of hospitals confirm in the discussion that the university is eager to receive feedback about new developments and trends and the employability of their graduates. Furthermore, they consider their suggestions.

In conclusion, the peers are satisfied with the quality management system at UNEJ, especially with the continuous feedback loops and the involvement of important stakeholder groups such as students, alumni and representatives from the industry. They emphasize particularly that the Faculty respects and takes in consideration the visions and demands of the students. They have a positive impression of the quality assurance system for the programs under review. They consider UNEJ and the Faculty to conduct a sufficient number of evaluations to survey the opinion of students, stakeholders, and staff on a regular basis. The results of these processes are incorporated into the continuous development of the programs under review.

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

[…]

D Additional Documents

No additional documents needed.

E Comment of the Higher Education Institution (01.05.2023)

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

- List of microsurgery instrument (DMP)
- Module handbook MedP(update)
- Module Handbook DMP (update)

The following quotes the comment of the institution:

a. „**Page 14, 3rd paragraph (DMP & MedP):**
ASIIN:
The peers take not that the bibliography containing in the module handbook is **mostly outdated**. Regarding this aspect, the programme coordinators speak about the formation of a team to review and update the bibliography.
Response:
The bibliography in module handbooks have been updated.

MedP: Module Handbook (update).pdf

DMP: Module Handbook of DMP (update)

Criterion 1.4 Admission requirements (16)

a. **Page 17, 2nd paragraph (MedP):**
ASIIN:
DMP and MedP conduct independently each semester the selection of students to be admitted for the professional level based on the following requirements:
1.) Graduated with a minimum GPA of 3.00.
2.) Graduated in the Higher Education database.
3.) Graduated from the MMPI Test.
4.) Free of drugs and psychotropics.
Response:

For point 1, MedP has a different condition, GPA allowed is higher than 2.00 with less than 10% of CD and or D scores.

2. Exams: System, Concept and Organisation (21)

Criterion 2 Exams: System, concept, and organisation

a. Page 23, 1st paragraph (MedP): /3

ASIIN:

…… By failing the exam a remediation is only possible, if the final score is more than 60. If a student has not passed an exam, he can repeat in the following year or during the semester break. Exam repetition is not possible in the next semester, because each course is only offered in odd or even semesters, but all courses in odd and even semesters can be offered in the inter-mediate semester.

Response:

That condition for DMP, while for MedP, if a student has grade lower than B, they allowed to register and follow a remediation because the highest score for remediation is B. If by remediation the student still cannot pass the exam, he can repeat to take the course. Taking the course is not possible in the next semester, because each course is only offered in odd or even semesters, but all courses in odd and even semesters can be offered remediation in the inter-mediate semester.

b. Page 23, 2nd paragraph (MedP): /3

ASIIN:

…. The final evaluation of professional learning in DMP is a national standard competency test, namely UKMP2DG (exit examination), which is carried out by the national committee. UKP2DG is held on a computer based basis consisting of a theory test (CBT) and a practical test (OSCE). Students are declared to have passed the professional program after they have passed UKP2DG, both theoretical and practical tests.

Response:

Similar final evaluation for MedP so it shall be written:

The final evaluation of professional learning in DMP and GMP are a national standard competency test, namely UKMP2DG for DMP and UKMPPD for GMP (exit examination), which is carried out by the national committee. UKP2DG and UKMPPD are held on a computer-based basis consisting of a theory test (CBT) and a practical test (OSCE). Students are declared to have passed the professional program after they have passed UKP2DG or UKMPPD, both theoretical and practical tests.

3. Resources (24)

Criterion 3.1 Staff and Development

a. **Page 25 (MedP)**
ASIIN:
MedP do not have full professors, but only associate and assistant professor.
Page 27 (Both programs)
ASIIN: However, the peers recommend to create and make sure full professorships for every discipline in both programmes, in order to develop teaching and research activities in the faculty.
Response:
DMP and MedP have plotted the academic qualifications of each lecturer and time planning to continue school in order to improve their academic qualifications (Appendix 5.3).

Currently, MedP is accommodating 5 professor candidates. 2 professor candidates: Dr.rer.biol.hum dr. Erma Sulistyaningsih, M.Si., GCert.AgHealthMed from the Parasitology Department and dr. Supangat, M.Kes., Ph.DSp.BA from Pharmacology Department, they have submitted the document to university level. 3 professor candidates: Dr. dr. Diana Chusna Mufida, M.Kes and Dr. dr. Enny Suswati, M.Kes from Microbiology Deparment, dr. Ancah Caesarina Novi Marchianti, Ph.D from Public Health Department, targeted to fulfil and complete document requirements by the end of Mei 2023 at faculty level.

Currently, DMP is accommodating to fulfill the number of professors for each department. DMP is accommodating 2 professor candidates. One candidate from biomedical science (Dr. drg. Zahreni Hamzah M.Si) has been submitted to the university level, and one candidate from oral biology science (Dr. drg. Atik Kurniawati, M.Kes) at the faculty level. DMP targeted at the end of 2023, will have 9 professors.

Criterion 3.2 Funds and equipment (27)

a. **Page 29 (MedP):**
ASIIN: Altogether, the peers conclude that the university has secure funding and reliable financial planning. In addition, the expert team also visits the university library. The peers confirm that electronic journals and books are accessible for students via databases and information systems. The library is, in their opinion, well-equipped. According to the experts, the rooms and facilities as well as quality of the teaching hospitals are adequate to train students and enable them to achieve the ILOs of their respective degree programs.
In addition, they see room for improvement in terms of the availability of dormitories for satellite hospital stays. Since the satellite hospitals are not close to the university and student's home place, the medical students require more support during their clinical training in the hospitals and stay at the assigned hospital.
Response:
Thank you for the evaluation and conclusion regarding funding and reliable financial planning. We will continue to maintain secure funding for the best interest of the MedP and its facilities. We will also continue to provide an accessible database and information system for the students, lecturers, and staff.

We agree with the recommendation of possible improvement in terms of the availability of dormitories for students receiving clinical training in the satellite hospital. For students who get a night shift, satellite hospital has provided a station room for students…“

F Summary: Peer recommendations (23.05.2023)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Dental Medicine Programme	Without requirements	30.09.2028	–	–
Medical Programme	Without requirements	30.09.2028	–	–

Requirements

No requirements.

Recommendations

Dental Medicine Programme (DMP)

E 1. (ASIIN 3.2) It is strongly recommended to increase and improve the endowment with instruments of several disciplines, especially endodontology and periodontology.

Medical Programme (MedP)

E 2. (ASIIN 3.1) It is strongly recommended to make sure and create full professorships for every discipline in both programmes, in order to develop teaching and researching in the faculty.

E 3. (ASIIN 3.2) It is recommended to increase the support for medical students concerning the availability of dormitories for satellite hospitals stays.

G Comment of the Technical Committee 14- Medicine (13.06.2023)

Assessment and analysis for the award of the ASIIN seal:

The reviewer report confirms this very positive assessment and so no requirements are proposed but only three recommendations. After a short discussion about the procedure, the TC follows the assessment of the expert group and votes for accreditation without requirements.

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

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Dental Medicine Programme	Without requirements	30.09.2028	–	–
Medical Programme	Without requirements	30.09.2028	–	–

H Decision of the Accreditation Commission (23.06.2023)

The Accreditation Commission discusses the accreditation procedure and follows the assessment of the peers and the TC. The only change suggested by the AC is to delete the word "strongly" in E1 and E2 as they do not consider it adequate.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Dental Medicine Programme	Without requirements	30.09.2028	–	–
Medical Programme	Without requirements	30.09.2028	–	–

Requirements

No requirements.

Recommendations

Dental Medicine Programme (DMP)

E 1. (ASIIN 3.2) It is recommended to increase and improve the endowment with instruments of several disciplines, especially endodontology and periodontology.

Medical Programme (MedP)

E 2. (ASIIN 3.1) It is recommended to make sure and create full professorships for every discipline in both programmes, in order to develop teaching and researching in the faculty.

E 3. (ASIIN 3.2) It is recommended to increase the support for medical students concerning the availability of dormitories for satellite hospitals stays.

Appendix: Programme Learning Outcomes and Curricula

According to self-assessment report, the following objectives and learning outcomes (intended qualifications profile) shall be achieved by the degree programmes DMP and MedP:

Bachelor Stage	
DMP	**MedP**
Being able to apply and develop their knowledge, skills and technology in the dentistry field.	highly competitive, virtuous, dignified, and competent, followingneeds of the community with excellency in the agromedicine field
Mastering the scientific foundation, knowledge and methodologies of certain dentistry fields so as to be able to find, understand, explain and formulate ways to solve problems.	mastering theoretical and procedural concepts in the medicine field in general and in the agromedicine field in particular
Mastering scientific basics so that they are able to think, behave and act as scientists.	responsible for their work and can be given responsibility for the achievement of the organization's work in the health sector
Being able to follow the development of knowledge and technology in the dentistry field.	mastering technology and being able to apply it in the health sector with excellence in the agromedicine field
Profession Stage	
DMP	**MedP**
Produce competent, qualified and professional graduates who have advantages in the agromedical field and are able to compete at the international level	Having clinical skills that are following the applicable Indonesian Doctor Competency Standards with superior competence in managing health problems in the agro medicine field.
Produce science and technology work, in the field of education/learning, innovative research, and scientific publications that are internationally competitive and contribute to society	Being able to provide quality primary medical services for the community with excellence in the field of agro medicine.
Produce science and technology works, including education/learning, innovative research, and scientific publications in the agro-medical field that are internationally competitive to encourage the independence of the industrial agricultural community	Being able to take an active role and responsibility in the community and to make the right decisions based on scientific considerations.
Implementing credible, transparent, accountable, responsible and fair institutional governance, based on Technology	Having a desire to continuously improve personal competence, self-evaluation, and professional development.

Produce outputs and outcomes of education, research and community service that can be used by the wider community, especially the agro- industrial community	
Develop strategic and synergistic cooperation with stakeholders or other institutions at home and abroad	

Bachelor Stage	
Programme Learning Outcomes of DMP	**Programme Learning Outcomes of MedP**
Attitudes	
1. Demonstrating a religious attitude and tolerance for any differences in religion, ethnicity, nation and culture 2. Demonstrating an attitude of self- responsibility, having competitive, constructive, adaptive spirit and contributing to the law enforcement, ethics, norms for social life and environmental sustainability	1. Demonstrating a professional attitude in doing worka professional attitude in primary health care 2. Conducting self-evaluation to improve performance Collaborating in overcoming health problems
General Skills	
1. Being able to have a scientific thought independently in the implementation of renewable science and technology to produce solutions and make decisions according to their expertise and produce published outputs; 2. Being able to develop working networks both inside and outside the Institution; 3. Being able to evaluate the results of independent work and groups that become their responsibility; 4. Being able to apply the concept of a healthy lifestyle	1. Using information technology and digital devices effectively 2. Applying scientific literacy in the fields of medicine and healt 3. Applying standard patient safety principles, self, and others 4. Implementing effective communication and empathy
Special Skills	

1. Being able to demonstrate the management of dental and oral health problems/cases in a holistic integrated manner with general body health using standard, qualified and effective methods, procedures and technologies and applying the principles of occupational safety and the concept of green dentistry; 2. Being able to demonstrate public oral and dental health services using appropriate technology with effective communication; 3. Being able to manage the society's behaviour oriented to a healthy lifestyle using creative and innovative approaches by utilizing science and technology and local wisdom; 4. Being able to develop agro medicine-based products for preventive, curative and rehabilitative dentistry	1. Identify health problems that occur as a result of work in agriculture and the products produced.

The following **curriculum** for DMP is presented:

SEMESTER 1			20 credits		
No	Code	Subject Name	Learning Form		
			Tutorial (credit)	Lecture (credit)	Practicum (SKS)
1	KGU 1161	Block 1 Humanities	2	2	-
2	KGU 1162	Block 2 Human Body Structure	2	3	1
3	KGU 1163	Block 3 Functions of Human Body System	2	2	1
4	KGU 1164	Block 4 Human growth	2	2	1
		Amount	8	9	3

SEMESTER 2			20 credits		
No	Code	Subject Name	Learning Form		
			Tutorial (credit)	Lecture (credit)	Practicum (SKS)
5	KGU 2161	Block 5 Stomatognathic System Structure	2	2	1
6	KGU 2162	Block 6 Stomatognathic System Functions	2	2	1
7	KGU 2163	Block 7 Injury & Immune Response	2	2	1
8	MPK 9007	Indonesian	2	-	-
9	KGU 2164	Basic Pathology	-	1	1

10	KGU 2165	English for Presentation	1	-	-
		Amount	9	7	4

3RD SEMESTER			20 credits		
No	Code	Subject Name	Learning Form		
			Tutorial (credit)	Lecture (credit)	Practicum (SKS)
11	KGU 3161	Block 8. Dental, periodontal & soft tissue diseases/disorders Oral	2	3	1
12	KGU 3162	Block 9 Epidemiology and biostatistics	2	1	1
13	KGU 3163	Block 10 Relationship of Dental and Oral Health with General Health	2	2	-
14	KGU 3164	Block 11 Environmen- tal Health, Community Demography &	-	2	1
		Nutrition			
15	KGU 3165	English for Scientific Writing	-	1	-
16a	MPK 9001	Islamic education	-	2	-
16b	MPK 9002	Protestant Christian Education	-	2	-
16c	MPK 9003	Catholic Christian Religious Education	-	2	-
16d	MPK 9004	Hindu Religious Education	-	2	-
16e	MPK 9005	Buddhist Education	-	2	-
		Amount	6	11	3

SEMESTER 4			21 credits			
No	Code	Subject Name	Learning Form			
			Tutorials	Studying	Labs	Skill Lab
17	KGU 4161	Block 12 Biomaterials & Technology KG	2	3	-	-
17a	KGU 4162	KG Biomaterials & Technology Lab Skills	-	-	-	2
18	KGU 4163	Block 13 Pharma- cology, Pharmacy & Natural Medicine	2	2	1	-
19	KGU 4164	Block 14 Trauma & disease of the jaw and TMJ	-	2	1	-
20	KGU 4165	Research methodology	-	2	-	-

21	KGU 4166	Dental & oral developmental disorders	-	2	-	-
22	MPK 9006	Civic education	-	2	-	-
			4	13	2	2

5TH SEMESTER			22 credits		
No	Code	Subject Name	Learning Form		
			Tutorials	Studying	Skill Lab
23	KGU 5161	Block 15: Treatment of Dental Diseases & Disorders	2	2	-
23a	KGU 5162	Skill lab: Endodontic Treatment	-	-	2
23b	KGU 5168	Skill lab: Dental filling treatment	-	-	1
23c	KGU 5169	Skill lab: Primary tooth restoration treatment	-	-	1
24	KGU 5163	Block 16: Oral soft tissue & periodontal disease treatment	2	2	-
24a	KGU 5164	Skill lab: Oral soft tissue & periodontal disease treatment	-	-	1
25	KGU 5165	Block 17: Dental Medical Records	2	2	-
25a	KGU 5166	Skill lab: Dental medical record	-	-	1
26	UNU 9001	Pancasila	-	2	-
27	KGU 5167	Psychology	-	2	-
		Amount	6	10	6

6TH SEMESTER			22 credits			
No	Code	Subject Name	Learning Form			
			Tutorial (credit)	Lecture (credit)	Skill Lab (SKS)	Seminar (credit)
28	KGU 6161	Block 18: Healthy Paradigm	2	2	-	-
28a	KGU 6162	Lab skills. Healthy Paradigm	-	-	1	-
29	KGU 6163	Block 19: Rehabilitative care	2	1	-	-
29a	KGU 6164	Lab skills. Rehabilitative Removable Denture Treatment	-	-	3	-
30	KGU 6165	Forensic Odontology	-	2	-	-
30a	KGU 6166	Lab skills. Forensic Odontology	-	-	1	-

31	KGU 6167	Block 20 Dental & oral health management	2	2	-	-
32	KGU 6168	Scientific Proposal*	-	-	-	2
33	KGU 6169	Dentistry update	-	-	-	1
34	KGU 6170	Geriatrics*				1*)
35	KGU 6171	Dental Implant*)				1*)
		Amount	6	7	5	4

*) Elective Courses (elective)

SEMESTER BETWEEN			
No	Code	Subject Name	Learning Form
			Field Practice (SKS)
38	KGU 8161	Real Work Lecture (KKN)	3

7TH SEMESTER			16 cre-dits			
No	Code	Subject Name	Learning Form			
			Tutorial (credit)	Lecture (credit)	Skill Lab (SKS)	Seminar (credit)
34	KGU 7161	Block 21 Treatment of growth and	2	1	-	
		development				
		disorders and				
		aesthetics				
34a	KGU 7162	Skill lab: Treatment of growth and	-	-	1	
		development				
		disorders and				
		aesthetics				
35	KGU 7163	Emergency & special needs cases	-	2	-	
35a	KGU 7164	Skill lab: Emergency cases and special needs	-	-	1	
36	KGU 7165	Block 22 Health service management	2	1	-	
36a	KGU 7166	Skill lab: Health service management	-	-	1	
29b	KGU 7167	Lab skills. Rehabilitative treatment: Fixed denture	-	-	2	
37	KGU7 168	Block 23: Ethics and law	2	1	-	
38	KGU 7169	Fixed Denture	-	1	-	

39	KGU 6168	Scientific Proposal*	-	-	0	2 * *
39	KGU 8162	Bachelor's thesis *	-	-	0	4 * *
			6	5	5	6

*** Programming as needed

SEMESTER 8			
No	Code	Subject Name	Learning Form
			Seminar (credit)
40	KGU 8161	Community Services	3
41	KGU 8162	Bachelor's thesis	4

For DMP's professional stage, the following curriculum is presented:

Semester 1

No	Code	Name of Practicum	Semester Credit Unit Amount (credit)
1.	KGP1191	Orientation of Dental Professional Education	1
2.	KGP1192	Empowerment and Public Health Education	1
3.	KGP1193	Oral Surgery and Maxillofacial I	1
4.	KGP1194	Prosthodontic I	1
5.	KGP1195	Orthodontic I	2
6.	KGP1196	Periodontics I	1
7.	KGP1197	Oral Medicine I	1
8.	KGP1198	Operative Dentistry I	1
9.	KGP1199	Pedodontics I	1
	Amount		10

Semester 2

No	Code	Name of Practicum (English)	Semester Credit Unit Amount (credit)
1.	KGP1293	*Oral Surgery and Maxillofacial II*	1
2.	KGP1294	*Prosthodontic II*	2
3.	KGP1295	*Orthodontic II*	1
4.	KGP1296	*Periodontics II*	1
5.	KGP1297	*Oral Medicine II*	1
6.	KGP1298	*Operative Dentistry II*	1
7.	KGP1299	*Pedodontics II*	1
8.	KGP1200	*Dental Radiology I*	1
	Amount		9

Semester 3

No	Code	Name of Practicum (English)	Semester Credit Unit Amount (credit)
1.	KGP1393	*Oral Surgery and Maxillofacial III*	2
2.	KGP1394	*Prosthodontic III*	1
3.	KGP1395	*Orthodontic III*	1
4.	KGP1398	*Operative Dentistry III*	2
5.	KGP1399	*Pedodontics III*	1
	Amount		7

Semester 4

No	Code	Name of Practicum (English)	Semester Credit Unit Amount (credit)
1.	KGP1491	*Management and Health Services*	3
2.	KGP1492	*Emergency*	2
3.	KGP1493	*Final Exam of Dental Education*	0

	Amount		5

The following curriculum for MedP's Bachelor Stage is presented:

Semester 1

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1758	Humanities & Health Issues	3	1	2	6	9.06
2	PDU1759	life cycle	3	1	2	6	9.06
3	PDU1760	Cells and Molecules	3	1	2	6	9.06
4	PDU1761	basic clinical skills: Communication		3		3	4.53
Total 1st Semester Study Load			9	6	6	21	31.71

Semester 2

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1762	Head and neck	3	1	2	6	9.06
2	PDU1763	Thorax	3	1	2	6	9.06
3	PDU1764	Abdomen	3	1	2	6	9.06
4	PDU1765	basic clinical skills: Basic Physical Examination and BLS		3		3	4.53
Total 2nd Semester Study Load			9	6	6	21	31.71

Semester 3

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1766	Respiration	3	1	2	6	9.06
2	PDU1767	cardiovascular	3	1	2	6	9.06
3	PDU1768	Endocrine, Metabo-lism and Nutrition	3	1	2	6	9.06
4	PDU1769	basic clinical skills: Thorax & Coli		3		3	4.53
Total 3rd Semester Study Load			9	6	6	21	31.71

Semester 4

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1771	Digestif	3	1	2	6	9.06
2	PDU1772	Nephrourology	3	1	2	6	9.06
3	PDU1773	Reproduction	3	1	2	6	9.06
4	PDU1774	basic clinical skills: Abdomen & Urogenitalia		3		3	4.53
Total 4th Semester Study Load			9	6	6	21	31.71

Semester 5

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1775	Neurobehaviour	3	1	2	6	9.06
2	PDU1776	agromedicine & tropical disease	3	1	2	6	9.06
3	PDU1777	Neurosensory	3	1	2	6	9.06
4	PDU1778	basic clinical skills: Special Senses and Nerves		3		3	4.53
Total 5th Semester Study Load			9	6	6	21	31.71

Semester 6

No	Code	Course	Credit				
			Lecture	laboratory practicum	Tutorial	Total	ECTS
1	PDU1779	locomotor	3	1	2	6	9.06
2	PDU1780	Oncology & Hematology	3	1	2	6	9.06
3	PDU1781	Emergency and Trauma	3	1	2	6	9.06
4	PDU1782	basic clinical skills: Musculoskeletal & Emergency		3		3	4.53
Total 6th Semester Study Load			9	6	6	21	31.71

Semester 7

No	Code	Course	Credit			
			Lecture	laboratory practicum	Total	ECTS

1	PDU1756-57-85-86-87	Elective (sports medicine, aesthetic medicine, medical transfusion, molecular diagnostics, natural toxicant)	2		2	3.02
2	MPK90015	Religion	2		2	3.02
3	MPK9008	Pancasila Education	2		2	3.02
4	PDU1783	Research methodology	2		2	3.02
5	PDU1783	Scientific Writing (Proposal)	2		2	3.02
6	MPK9007	language Indonesia	2		2	3.02
7	MPK9006	Civic education	2		2	3.02
8	PDU1754	Student Community service	3		3	4.53
9	PDU1753	Mini Thesis	5		5	7.55
Total 7th Semester Study Load			22		22	33.22

The following Matrix of Study Programme Courses and List of courses for MedP's Professional Stage is presented:

NO	CODE	COURSE	CREDIT	ROTATION TIME (WEEKS)
1	PDP4914	Internal Medicine	6	10
2	PDP4904	Paediatrics	5	10
3	PDP4901	Surgery,	6	10
4	PDP4902	Obstetrics and Gynaecology	5	10
5	PDP4909	Dermatology	2	5
6	PDP4908	Psychiatry	2	5
7	PDP4907	Neurology	2	5
8	PDP4905	Ophthalmology	2	5
9	PDP4906	Otolaryngology (ENT)	2	5
10	PDP4912	Forensics	2	5
11	PDP4915	Radiology	2	4
12	PDP4911	Anaesthesiology	2	4
13	PDP4916	Public Health	4	6

No	Code	Course	Credit	ECTS
1	PDP4914	Internal Medicine	6	9.06
2	PDP4904	Paediatrics	5	7.55
3	PDP4901	Surgery,	6	9.06
4	PDP4902	Obstetrics and Gynaecology	5	7.55
5	PDP4909	Dermatology	2	3.02
6	PDP4908	Psychiatry	2	3.02

7	PDP4907	Neurology	2	3.02
8	PDP4905	Ophthalmology	2	3.02
9	PDP4906	Otolaryngology (ENT)	2	3.02
10	PDP4912	Forensics	2	3.02
11	PDP4915	Radiology	2	3.02
12	PDP4911	Anaesthesiology	2	3.02
13	PDP4916	Public Health	4	6.04
			42	**63.42**