ASIIN Seal
Accreditation Report

Bachelor´s Degree Programmes

Public Health

Nursing

Pharmacy

Professional Degree Programmes

Nurse

Pharmacist

Provided by

Universitas Islam Negeri Syarif Hidayatullah Jakarta

Version: 25 March 2025

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 Kesehatan Masyarakat	Public Health Study Program (PHSP)	ASIIN	-	14
Program Studi Ilmu Keperawatan	Nursing Science Study Program (NSSP)	ASIIN	-	14
Program Studi Profesi Ners	Nurse Profession Study Program (NPSP)	ASIIN	-	14
Program Studi Farmasi	Pharmacy Study Program (PSP)	ASIIN	-	09
Program Studi Profesi Apoteker	Pharmacist Profession Study Program (PPSP)	ASIIN	-	09
Date of the contract: 13.10.2022 **Submission of the final version of the self-assessment report:** 27.10.2023 **Date of the audit:** 27.-18.10.2024				
Expert panel: Prof. Dr. Alexandra Kiemer, Saarland University Prof. Dr. Christiane Kugler, Freiburg University Dr. Vasiliki Kolovou, Hanover University of Applied Sciences and Arts Dr. Helmy Yusuf, Universitas Airlangga Nurliza Maulida, professional nurse Najogi Sitinjak, student at University College London				

[1] ASIIN Seal for degree programmes;
[2] TC: Technical Committees for the following subject areas: TC 14 – Medicine, TC 09 – Chemistry, Pharmacy

Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.	
Responsible decision-making committee: Accreditation Commission	
Criteria used: European Standards and Guidelines as of May 05, 2015 ASIIN General Criteria, as of March 28, 2023 Subject-Specific Criteria of Technical Committee 09 – Chemistry, Pharmacy as of March 29, 2019	

B Characteristics of the Degree Programmes

a) Name	Final degree (original)	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
Public Health Study Program (PHSP)	SKM (Sarjana Kesehatan Masyarakat / Bachelor of Public Health)	-	IQF level 6 which corresponds to EQF level 6	Full time	-	8 semesters	242 ECTS/144 credits	2004
Nursing Study Program (NSP)	S.Kep (Sarjana Keperawatan / Bachelor of Nursing)	-	IQF level 6 which corresponds to EQF level 6	Full time	-	8 semesters	243 ECTS/145 credits	2005
Nursing Professional Study Program (NPSP)	Ns. (Ners/ Nurse)	-	IQF level 7 which corresponds to EQF level 6	Full time	-	2 semesters	60 ECTS/36 credits	2014
Pharmacy Study Program (PSP)	S.Farm (Sarjana Farmasi/ Bachelor of Pharmacy)	-	IQF level 6 which corresponds to EQF level 6	Full time	-	8 semesters	245 ECTS/147 credits	2004
Pharmacist Progression Study Program (PPSP)	Apt (Apoteker/ Pharmacist)	-	IQF level 7 which corresponds to EQF level 6	Full time	-	2 semesters	59 ECTS/35 credits	2015

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

Universitas Islam Negeri Syarif Hidayatullah Jakarta (UIN) is a public university in the Indonesian capital metropole Jakarta. It was initially founded as the State Academy of Islamic Sciences in 1957 and received its current name in 2002. As an Islamic university, the institution is under the administration and financial government of the Indonesian Ministry of Religious Affairs. The implementation of the education, including the curriculum design, nevertheless follows the rules and guidelines of the Ministry of Higher Education, Culture, Research, and Technology. Today, UIN consists of 13 faculties offering 56 undergraduate and 23 graduate programmes and hosts a total number of about 32,000 students. All programmes under review are offered by the Faculty of Health Sciences, which ranks as number 103 out of 783 in Indonesia according to the AD Scientific Index 2024. The programmes are subject to international programme accreditation by ASIIN for the first time.

For the Public Health Study Programme (PHSP), UIN has presented the following profile on its website:

Vision:

"The realization of a Public Health Study Program that is superior at the national level and at the forefront in integrating public health sciences and Islamic sciences in 2023."

Missions:

1. "Organizing a Bachelor of Public Health education that is superior, cutting edge and integrated with Islamic knowledge.
2. Carrying out studies through research by lecturers and students to develop public health science that is integrated with Islamic science.
3. Organizing community service activities in applying public health science that is integrated with Islam."

For the Nursing Science Study Programme (NSSP), UIN has presented the following profile on its website:

Vision:

"Making the Nursing Study Program a superior Study Program in Integrating Nursing and Islamic Aspects that is able to compete nationally and globally in 2023."

Missions:

1. "Organizing superior and quality nursing education in integrating aspects of Nursing and Islam for the wider community in a fair manner.

2. Preparing students to become graduates who are competent, religious, have good morals, comply with the nursing code of ethics and are able to compete nationally and globally.
3. Develop innovative research that contributes to the development of nursing science and technology."
4. Developing community service that contributes to the nation's health.
5. Increasing cooperation networks and reputation nationally and internationally."

For the Nurse Profession Study Programme (NPSP), UIN has presented the following profile on its website:

Vision:

"Making the Nursing Study Program a superior study program in integrating nursing and Islamic aspects that is able to compete nationally and globally in 2023."

Missions:

1. "Organizing superior and quality nursing education in integrating aspects of Nursing and Islam for the wider community in a fair manner.
2. Preparing students to become graduates who are competent, religious, have good morals, comply with the nursing code of ethics and are able to compete nationally and globally.
3. Develop innovative research that contributes to the development of nursing science and technology.
4. Developing community service that contributes to the nation's health.
5. Increasing cooperation networks and reputation nationally and internationally."

For the Pharmacy Study Programme (PSP), UIN has presented the following profile on its website:

Vision:

"To become a distinguished provider of pharmaceutical undergraduate education, the integration of pharmaceutical science development with Islamic values and Indonesian cultural wisdom will enable competitiveness at both national and international levels by 2025."

Missions:

1. "Deliver-quality pharmaceutical undergraduate education is based on Islamic values and Indonesian cultural knowledge.

2. Conduct research in the field of pharmacy utilizing Indonesian natural resources that meet the halal criteria.
3. Engaging in community services based on research outcomes in the field of pharmacy.
4. Establish productive and sustainable tridharma cooperation with national and international pharmaceutical-related institutions.
5. Provide an opportunity for graduates of religious schools (madrasah/pesantren) to obtain high-quality pharmaceutical higher education."

For the Pharmacist Profession Study Programme (PPSP), UIN has presented the following profile on its website:

Vision:

"To become a leading PSPA in developing and integrating pharmaceutical sciences with Islamic and Indonesian aspects to produce Muslim pharmacists who are able to compete at national and international levels. This vision is expected to be achieved in 2027."

Missions:

1. "Organizing quality PSPA education that is based on Islamic values.
2. Carrying out research in the pharmaceutical sector and developing halal products.
3. Carrying out community service by utilizing pharmaceutical science and technology.
4. Establishing productive and sustainable collaboration with various parties that support the implementation of the tri dharma of higher education at national and international levels.
5. Providing opportunities for madrasah/Islamic boarding school graduates to obtain quality professional pharmacist education."

C Expert 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:

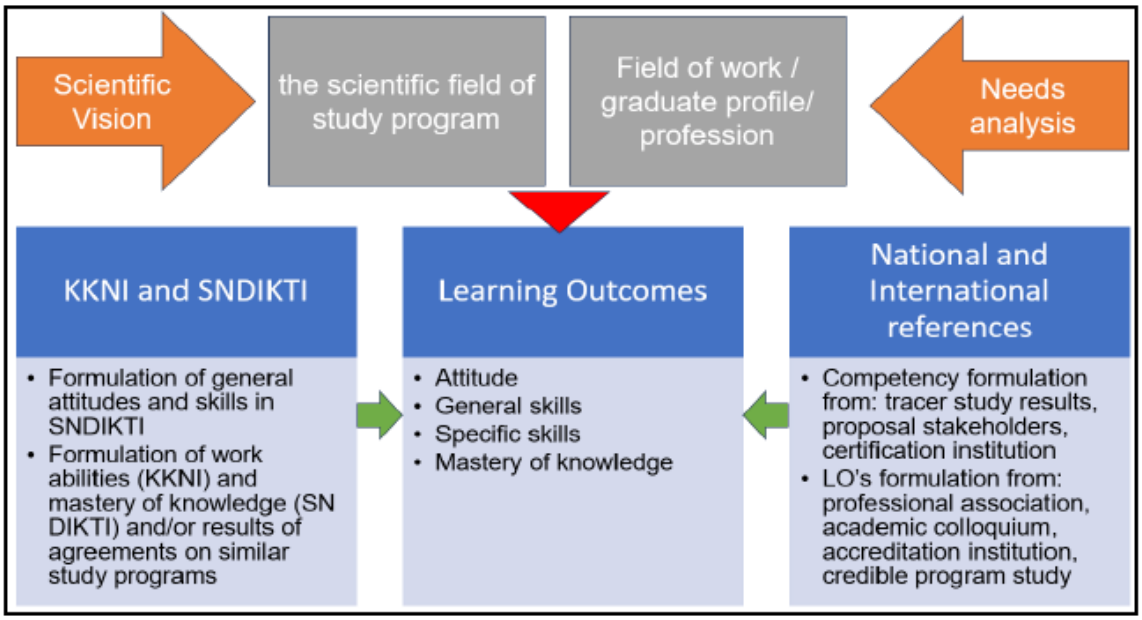
- Self-Assessment Report
- Academic handbooks for all study programmes
- Curriculum handbooks for all study programmes
- Interaction matrices of learning outcomes and competences for all study programmes
- Results of the PEO evaluation
- Website of the Faculty of Health Sciences: https://fikes.uinjkt.ac.id/en
- Websites of all study programmes
    - PHSP: https://fikes.uinjkt.ac.id/en/s1-public-health
    - NSSP: https://fikes.uinjkt.ac.id/en/s1-nursing-science
    - NPSP: https://fikes.uinjkt.ac.id/en/professions-ners
    - PSP: https://fikes.uinjkt.ac.id/en/s1-pharmacy
    - PPSP: https://fikes.uinjkt.ac.id/en/pharmacist-profession
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts base their assessment of the learning outcomes on the information provided on the websites and in the Self-Assessment Report of all programmes under review.

For all programmes, UIN has described and published an intended qualification profile which includes Programme Educational Objectives (PEOs), Intended Learning Outcomes (ILOs), and Graduate Profiles, as listed in the appendix. The PEOs refer more generally to the graduate profiles of the faculty which are prepared according to the needs of internal and external stakeholders including the four groups attitude, general skills, knowledge, and specific skills. On the other hand, ILOs specify the intended development and improvement

of the students´ specific work skills and competencies which are developed based on the Indonesian National Qualifications Framework level 6 for the Bachelor´s programmes and level 7 for the professional programmes (equivalent to EQF level 6). An interaction matrix relates the ILOs with the Graduate Profiles of each study programme.

The bases for all ILOs are the scientific vision of UIN and the Faculty of Health Sciences, as well as the visons and missions of the individual study programmes. The second input factor for the development of the programmes´ profiles is an analysis of the current needs which involves surveys among alumni and employers of graduates of the programmes, as well as governmental policies. This process is displayed in the following scheme:



Furthermore, the graduate profiles, PLOs of special skills, and knowledge have been developed in accordance with the guidance provided by higher education associations and professional associations of each study programme. The following list taken from the Self-Assessment Report specifies the stakeholders that are involved in the design and development of each programme:

No	Study Program	Stakeholders
1	PHSP	Association of Public Health Higher Education Institutions in Indonesia (AIPTKMI), the Indonesian Association of Public Health Experts (IAKMI), the Department of Health, hospitals, alumni, and users of graduates
2	PSP	Association of Indonesian Pharmacy Higher Education Institutions, the Indonesian Pharmacists Association, and hospital, industrial and pharmaceutical practitioners.
3	NSSP	Association of Indonesian Nursing Education Institutions, Indonesian National Nurses Association, healthcare practitioners in hospitals, alumni, and users of nursing graduates
4	NPSP	Association of Indonesian Nursing Education Institutions, Indonesian National Nurses Association, healthcare practitioners in hospitals, alumni, and users of nursing graduates
5	PPSP	Association of Indonesian Pharmacy Higher Education Institutions, the Indonesian Pharmacists Association, healthcare practitioners in hospitals, professionals in the pharmaceutical industry, and practitioners in pharmacies

According to the Self-Assessment Report, the intended qualification profiles are reviewed every 3 to 5 years together with the programmes´ curricula. The most recent review of the PHSP as well as PSP and PPSP was in 2023, while it was in 2022 for NSSP and NPSP. The implementation of the graduate profiles in the curriculum is measured through a tracer study and user satisfaction surveys, which are then integrated with the assessment of PLO achievement that contributes to each PEO. The results of the PEO evaluation indicate that the attainment of all PEOs is at least around 80% in all study programmes.

While the experts are generally satisfied with the intended qualification profiles of all programmes, they point out that the distinction between the different elements of the intended qualification profile is not always clear. For instance, different titles are used for the learning outcomes of different programmes on their websites (“Intended Learning Outcomes”, “Graduate Learning Outcomes”, “Study Program Learning Outcomes”). For NSP

and NPSP, no PEOs are defined while, on the other hand, the PHSP additionally distinguishes “Learning Objectives” and “Program Learning Objectives”. As a transparent, concise and brief characterization of a study programme is crucial for the information of stakeholders and especially (potential) students, the concepts of the applied intended qualifications profile need to be well defined and harmonized across the study programmes.

Also, the experts are interested in the role of Islamic religion, which is a dominating factor in the visions, missions, and objectives, as well as the intended qualifications profiles of all programmes. The representatives of the Rector´s office and programme coordinators explain that UIN is a pioneering institution in the establishment and development of public Islamic universities, which seek to integrate science and Islamic values. While religious principles are mandatorily incorporated at all universities in Indonesia, public Islamic universities go beyond the national mandatory subjects and include a deeper focus on Islamic values. The university stresses that this integration focuses on Islamic views on the scientific programmes, but not Islamic law, which guarantees the compatibility of both principles (“holistic religious care”). In this regard, the experts further enquire whether topics like contraception and abortion, which are critically viewed in the religious perspective, but form part of a free society based on scientific principles, are included in the content of the programmes. The experts are pleased to discuss these topics with the lecturers and learn that the academic freedom is ensured despite the integration of the religious values.

Also, the industrial stakeholders confirm that, especially in the health sector in which professionals are in close contact with patients, the awareness for these religious values is of crucial importance. Since a large majority of the Indonesian population belongs to the Muslim community (currently between 80 and 90% according to various online sources), the demand for professionals with this special attitude is high. Specifically for PSP and PPSP, the industrial stakeholders stress that, as an objective of the Indonesian government, all pharmaceutical products should be halal by 2026, which stresses the demand for the qualified graduates of programmes with Islamic affiliation and gives them a competitive advantage. Both lecturers and students also confirm their appreciation of this integrating approach and state that this integrated approach was an important criterion for their choice to work and study at UIN. The experts acknowledge UIN´s vision and development of the concept of Islamic integration into science.

With respect to the results of the tracer study presented in the Self-Assessment Report, the experts enquire about the alignment of study programmes and job opportunities. While the discussions and additional statistics shown during the audit sessions appear to show that the alignment is low, the experts are satisfied with the documentation presented by UIN after the audit which shows that the job perspectives in their respective fields are good for NSSP, NPSP, PSP and PPSP. It is explained that the partly contradictory evidences

result from different survey instruments applied at different points in time. Thus, the first tracer study which is conducted 3 months after graduation induces some bias because there appear to be delays in issuing the official licenses by the state administration which is necessary to be allowed to work as professional pharmacist. However, the experts note that the share of graduates finding a job withing the first six months after graduation is notably lower for PHSP graduates (only 47.6 %). Most of the graduates who find work are employed in the non-government organizations and private companies in health administration. Noticing that the job market in this field appears to be comparatively tight, UIN explains that a new government regulation of 2023 creates new positions as government staff for health administration and will thus open broader job market perspectives, which pleases the experts.

In summary, the experts confirm that objectives and learning outcomes of the degree programmes are transparently published on the faculty´s website and in official study documents, and are thus available to students, lecturers and interested third parties. However, the different elements of the intended qualification profile need to be distinguished concisely in all programmes, which needs to be addressed. Nevertheless, the programmes´ profiles are generally in line with the qualification level EQF 6 for all programmes. Specifically for PSP and PPSP, the objectives and learning outcome also correspond to the Subject-Specific Criteria of ASIIN´s Technical Committee 09 – Chemistry, Pharmacy. All relevant stakeholders are involved in the development of the programmes.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Curriculum handbooks of all study programmes
- Examples of Diploma Certificates and Transcripts of Records
- Decree of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 163/E/Kpt/2022
- Websites of all study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to a regulation of the Indonesian Ministry of Education, Culture, Research, and Technology, the name of a study programme must reflect its ILOs and contents. For PHSP, UIN awards the degree title of Bachelor of Public Health (Sarjana Kesehatan Masyarakat,

S.K.M.). The degree title of NSSP is Bachelor of Nursing (Sarjana Keperawatan, S.Kep) and Nurse (Ners) for graduates of NPSP. Graduates of PSP obtain the title of Bachelor of Pharmacy (Sarjana Farmasi, S.Farm) and UIN awards the title of Pharmacist (Apoteker) upon completion of the PPSP.

The experts confirm that the programmes´ names appropriately reflect the respective contents and ILOs. However, they note that, while the Indonesian names of all programmes are correctly and consistently used in all official documents as well as the websites, the English translations are not harmonized everywhere. This is especially notable for the subjects in which the education is divided into a study programme and a professional programme. This deficiency is required to be addressed.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans of the study programmes
- Curriculum handbooks of all study programmes
- Module handbooks of NSSP, NPSP, PSP, and PPSP, module descriptions of PHSP
- Objective-module matrices of all study programmes
- Internship guidebooks of all study programmes
- Websites of all study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:
Structure and content

All programmes under review are designed as full-time study programmes with a regular duration of 8 semesters for the undergraduate programmes and 2 semesters for the professional programmes. The minimum credit load is 144 for undergraduate programmes and 24 for professional programmes, as stipulated by ministerial regulations. Each semester is equivalent to 14 weeks of structured learning activities. In addition, there is one week for midterm exams and one week for final exams.

As explained in the Self-Assessment Report, the curricula of programmes at UIN are structured in a modular way. However, as each module consists of only one self-contained course, the term “course” and “module” are used interchangeably in the following. Each course contributes to the achievement of predefined learning outcomes, as the objectives-

module matrices for all programmes show. In general, modules that build fundamental competencies and support the attainment of learning objectives in other modules are placed in the early semesters. Meanwhile, modules that develop specialized skills and require support from other modules are positioned in the later semesters.

The curricula incorporate compulsory and elective courses. Compulsory courses for each study programme are divided into compulsory national courses, compulsory university courses, and compulsory study programme courses:

- Compulsory national courses are mandatory in all higher education curricula in Indonesia as required by Regulation of Director General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia Regulation Number 84/E/KPT/2020. These courses are required at the undergraduate level but not postgraduate levels. These courses are “Pancasila” (Indonesian state philosophy), “Civic education”, and “Bahasa Indonesia” (Indonesian language).
- Compulsory university courses are courses that characterize UIN´s profile in the curricula and that must be taken by all students of the university. There are only compulsory university courses on undergraduate level. Examples of these courses are “Islamic studies”, “Worship practice”, and “Arabic language”.
- Compulsory study programme courses are the core, subject-specific components of each study programme. The subject-specific composition of these courses are oriented on the curriculum guidelines or samples established by the consortia in the respective fields of study (see section 1.1).
- Elective courses are to be selected by the students from a list of subject-specific options. These courses offer the students the opportunity to specialize according to their interests and talents.

The following table taken from the Self-Assessment Report summarizes the composition of all study programmes under review in terms of their module types:

Study Program	Total Credits	Compulsory National Courses	Compulsory University Courses	Compulsory Study Program Courses	Elective Courses
PHSP	144 Credits /242 ECTS	6 credits/ 10 ECTS	14 Credits / 23,4 ECTS	114 credits/ (Total ECTS per concentration K3: 40,3; Kesling: 45,3; Epidemiology: 38,6; MPK: 33,5; Promkes: 33,5; Biostat 50,3; Kespro: 33,4; Gizi: 57,0)	10 Credits / 17 ECTS
PSP	147 Credits/ 245 ECTS	6 Credits/ 10 ECTS	14 Credits / 23,4 ECTS	119 Credits /199 ECTS	10 Credits / 17 ECTS
NSSP	145 Credits /243 ECTS	6 Credits/ 10 ECTS	14 Credits/ 23,4 ECTS	125 Credits/ 106 ECTS	-
NPSP	36 credits/60 ECTS	0	0	34 credits/ 57 ECTS	2 credits/3 ECTS
PPSP	35 Credits/59 ECTS	0	0	31 credit/52 ECTS	4 credit/ 7 ECTS

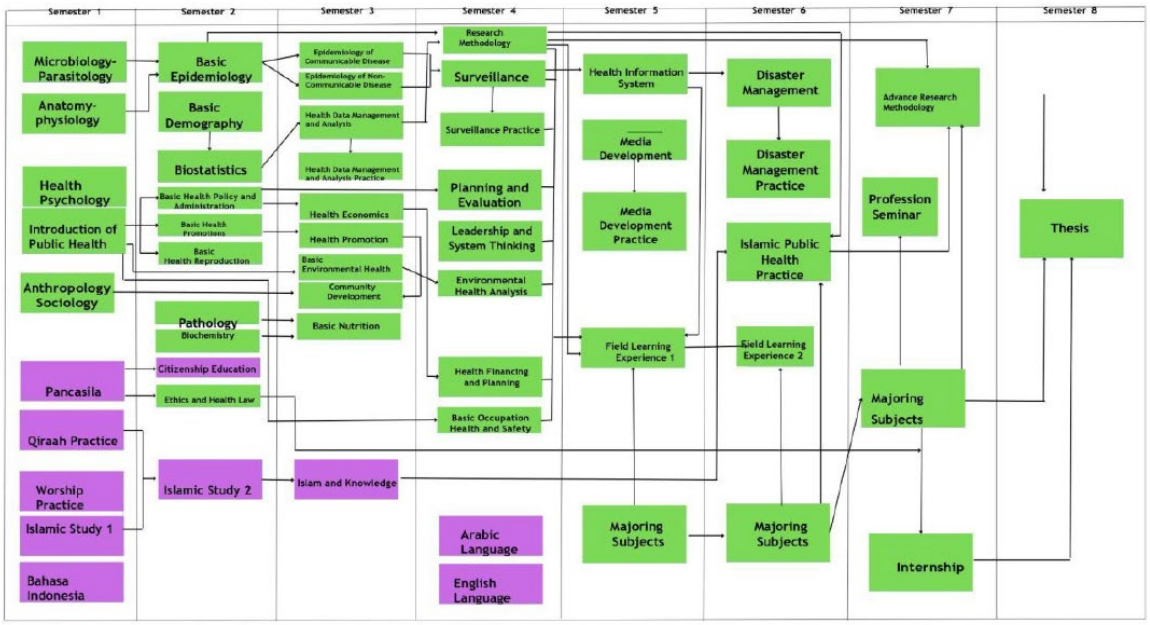
Regarding the overall structure of the programmes, the experts learn that the curricula are designed following the national standard curricula as mandated by the Ministry of Higher Education, Research and Technology, although the university is under the administration of the Ministry of Religious Affairs. These standard national curricula of the undergraduate programmes (PHSP, PSP, NSS) are, however, supplemented by 14 SKS credits of the compulsory university course as well as certain Islamic perspectives within the standard teaching content of the core courses. While the experts generally welcome the approach of Islamic integration, they are concerned about the high number of credits consumed by not directly subject-related courses, such as the “Worship practice”. In comparison to curricula of non-Islamic universities in Indonesia, the workload of almost an entire additional semester is consumed by these courses, although the duration is the same. Therefore, the experts are concerned that important subject-specific topics come short in the education and raise this matter in different discussion rounds. The lecturers however affirm that the core contents of the programmes are nevertheless sufficiently represented in the programmes and that they, like also the students, welcome the Islamic integration approach. As also the industry representatives do not raise any negative aspects about the students´ qualification, the experts are satisfied with these explanations.

In the following, overviews over the content and structure of the compulsory study programme courses of each programme are provided:

In the PHSP, modules are structured based on the level of achievement. In the first and second semester, students learn about the fundamentals of public health and Islamic values. In the intermediate stage, which spans semesters three to five, students delve into the general field of public health. In the fifth to seventh semester, students have to choose 3 out of the following 8 major specialization options:

- Work Health and Safety
- Environmental Health
- Epidemiology
- Health Services Management
- Health promotion
- Biostatistics, population, and health informatics
- Reproductive health
- Community nutrition

In the final semesters, students deal with advanced issues of public health, which includes also the internship programme and the final thesis. The structure of the programme is displayed in the following diagram figure:



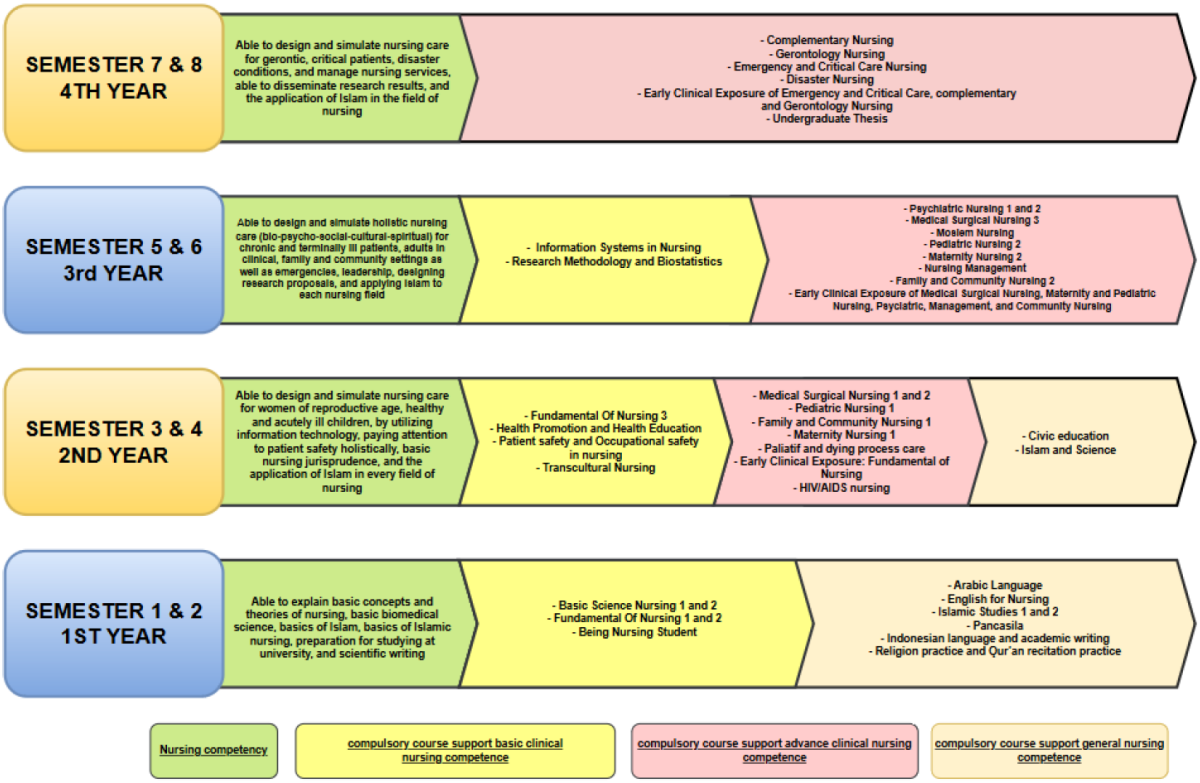
Regarding the PHSP curriculum, the experts note that the focus is on a traditional, technical level rather than the conceptual, comprehensive consideration of Public Health topics. This traditional understanding is mainly concerned with the prevention of the consequences of unhealthy sanitation, the safety of food, pharmaceutical, air, and water quality, the safety of workplaces, restaurants, and catering services, and continuous monitoring of these aspects of public life. This becomes apparent especially in the practical elements of the

courses: the coordinators explain that students, for example, take samples of the tap water or different fruit from shops around the campus and analyse them for different potentially dangerous bacteria or other constituents. Also, work safety is one major topic. The understanding of these concepts is without doubt important and has been the subject of the public health field for many years; however, the scope of public health expanded in the last decades and is no longer confined to hygiene and sanitation. Nowadays, it includes a more comprehensive understanding of the reasons causing disease in populations as well as the determinants of health within populations, integrating the medical, biological, economic and political perspectives and aspects of disease prevention and health protection. The technical measuring and analysis is in the international understanding of the discipline now a task for lab technicians rather than public health scientists and professionals.

In this regard, the experts acknowledge that this understanding has evolved in the first place in developed countries, while emerging economies are still in need of the technical-analytical competencies. Nevertheless, as UIN strives for international recognition and an international education standard, they see the need to adapt the current international understanding and concepts in the curriculum to a larger extent. Given that the job perspectives of PHSP graduates with the current profile have potential for improvement as the tracer study shows, the incorporation of these more modern public health perspectives would boost the graduates´ employment options both in the national as well as the international context.

In the subjects of nursing and pharmacy, the education is divided into an undergraduate programme and a professional programme. The undergraduate programmes consist mainly of the theoretical education and practical training in a protected university setting and are concluded with the Bachelor´s degree in the respective subject. Yet, only the successful completion of the professional programmes, which consist mainly of applied clinical training with real patients in hospitals, laboratories, and health centres, allow for the practicing as professional nurse or pharmacist.

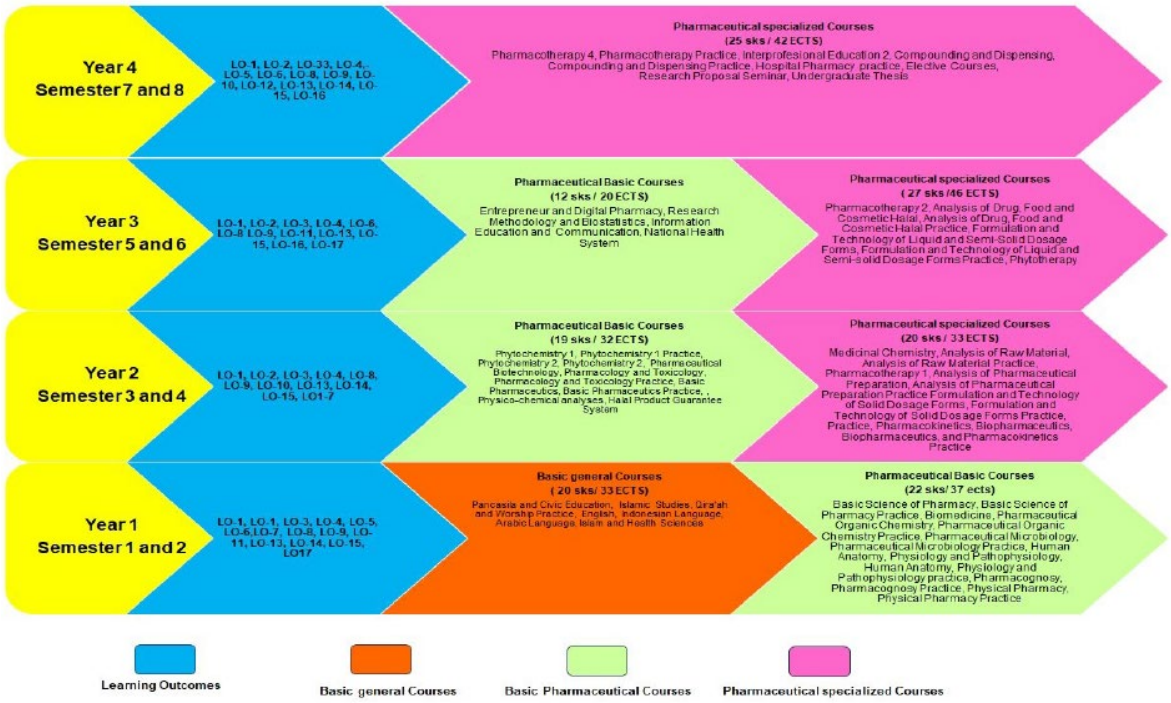
The curriculum of the NSSP establishes the foundational knowledge and general competencies needed in the field of nursing. The first half of the curriculum contains all foundational as well as the compulsory national and university courses, while more specialized courses, skills lab training, as well as an internship programme and the undergraduate thesis complete the programme. The structure is displayed in the following figure:



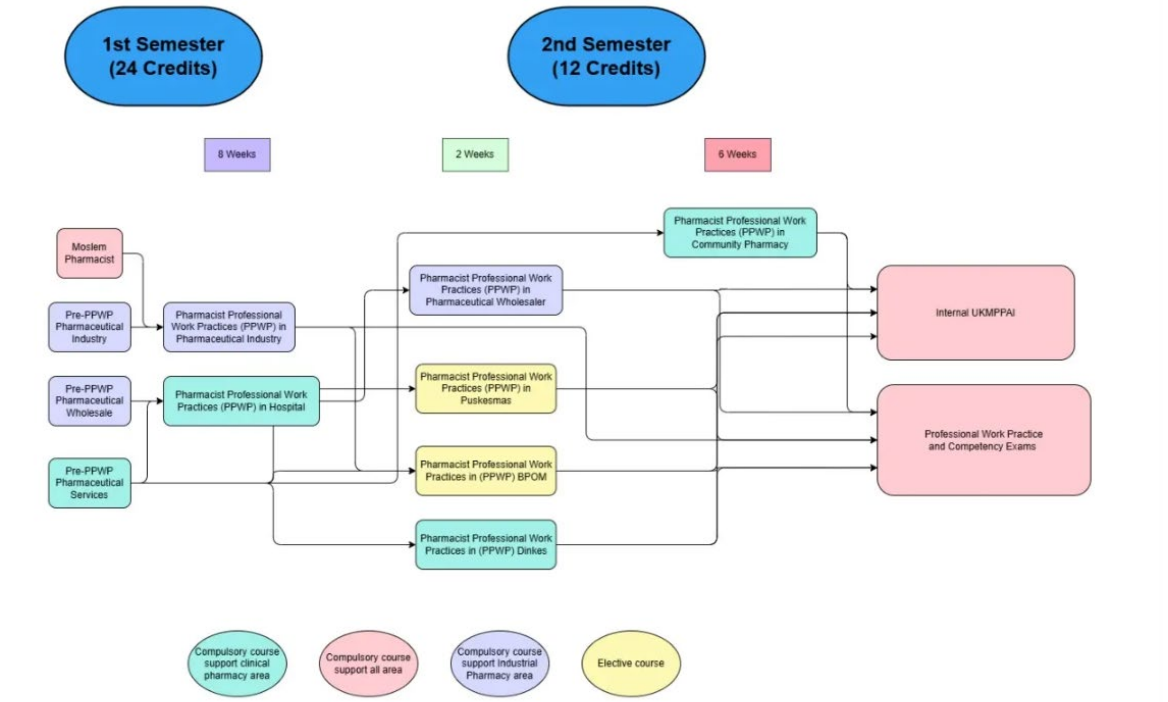
In the NPSP which is practically taught in UIN´s teaching hospitals and partner institutions (see also section 1.6), the focus shifts towards cultivating professional attitudes and specific nursing skills, beginning with a basic professional skills course. Subsequently, the following courses are taught in the context of various nursing care settings: “Medical-Surgical Nursing”, “Pediatric Nursing”, “Psychiatric Nursing”, “Gerontological Nursing”, “Family and Community Nursing”, “Islamic Complementary Nursing”, “Emergency and Critical Care Nursing”, and “Nursing Management”.

The experts are generally satisfied with the curriculum of both programmes, although they wonder about the sufficiency of the practical teaching hours in the NSSP (see also section 1.6). Also, the experts note that the curriculum, other than in many different Indonesian universities, does not offer any specialization but a broad, general nursing education. The majority of industry representatives is satisfied with this generalist approach as the current demand of hospitals in the area is mainly for general nurses. In terms of an integrated education approach, the experts also enquire about interprofessional classes and are pleased to learn that, in higher semester, interprofessional courses are offered, e.g. for “Disaster nursing/ disaster management”, in which students of all programmes of the faculty take part. The experts consider this a very useful approach and recommend increasing the number of interprofessional courses and collaborate also with the Faculty of Medicine to include also medical doctor students in the interprofessional approach.

In the PSP, the curriculum consists of basic pharmaceutical courses which are complemented by pharmaceutical specialized courses, as displayed in the following figure. The list and order of courses are displayed in the appendix. The experts are generally satisfied with the curriculum but, like also for the NSSP, are concerned about the comparatively low number of practical components contained in it (see also section 1.6).



The consecutive PPSP focuses on developing the students´ ability to engage in pharmaceutical practice, manage human resources, and solve pharmaceutical-related issues. In the first semester, students are provided with theory modules that extensively cover case studies to hone their skills in problem-solving, pharmaceutical formulation development, pharmaceutical service, and contemporary health issues. These modules serve as preparation and initial exposure before the implementation of the pharmaceutical practice work programme which includes multiple weeks of work practice at community pharmacies, hospitals, the pharmaceutical industry, as well as government and regulatory authorities. The curriculum structure is displayed in the following figure:



Judging from the curriculum documents and module descriptions, the experts gain the impression that topics like pharmacognosy and phytochemistry play an important role in the education. While these are certainly foundations of pharmaceutical education, the experts stress that, nowadays, the competence in biotechnology and associated fields has become much more important. The programme coordinators acknowledge this comment but explain that these modern, synthetic approaches are also included in the curriculum, which pleases the experts. Besides this, the experts suggest to consider enriching the curriculum with courses on industrial pharmacy settings such as quality assurance and supply chain management, and more in-depth modules on Good Manufacturing Practices (GMP) and standard operating procedures (SOPs) to prepare students for real-world applications.

As UIN considers work practice as a crucial part to developing the student´s skills, each programme also contains an internship. According to the Self-Assessment Report, internships are carried out in various healthcare settings such as community health centres, hospitals, industries, the Ministry of Health, health departments, clinics, pharmacies, drug and medical equipment distribution facilities, and other health-related facilities. The internships are embedded in the regular curriculum and are supervised by an internal supervisor of the study programme and an external supervisor from the work practice side. For each study programme, there is an internship guidebook as reference for all parties how to conduct and evaluate the internships. The credit- and semester-wise integration of the internship programmes is displayed in the following table:

Study Program	Modul designation	Place	Credit	ECTS	Semester
PHSP	Internship	Community health center / industry / NGO / health department / hospital	3	5	7
PSP	Hospital Pharmacy Practice	Hospital	1	2	7
NSSP	Preclinic (early clinical exposure)	hospitals, clinics, health centers, long term care facilities (PSTW) as well as in community settings	11	18	3, 5, 6, 7
NPSP	All of module	hospitals, clinics, health centers, long term care facilities (PSTW) as well as in community settings	36	60	1, 2
PPSP	Pharmacist Professional Work Practices (PPWP)	**Compulsory**: Hospital, pharmacy. **Elective**: Industry/ health centers/ distribution facilities/ IFDA (The Indonesian Food and Drug Authority)	16	27	2

The experts as well as all stakeholders are satisfied with the incorporation of internships into the programmes. For the NSSP, the experts find the early clinical exposure particularly useful to facilitate the transition between the academic and the professional stage of the programme. Only for the PPSP, on representative of the industrial practice criticizes that students spend only 2 out of 8 months of internship in hospital settings, while the rest of the time is spent in the industry, health centres, and public authorities. However, the experts see no general problem in the distribution of the practical assignments.

In summary, the experts confirm that the curricula of all programmes enable the students to achieve the ILOs. Each of the modules represents a well-matched unit of teaching and learning, which can be completed in one semester. The order of the modules is well-organized, allows a structured learning experience, and ensures that the programme can be completed in the designated period of study. The experts further confirm that the internships are reasonably well-integrated into the programmes. In PHSP and PSP, elective modules also offer the opportunity for individual specialization according to the interest of the students.

Student mobility

As described in the Self-Assessment Report, UIN has only recently established guidelines for the implementation of international student mobility activities in 2023. This development was a response to the strongly increasing demand of students for mobility opportunities. Before the establishment of these guidelines, international mobility activities could only be individually organized by students on their own and, therefore, were and are still very limited. So far, international student mobility activities have been carried out at institutions such as Dokuz Eylul University in Turkey, Griffith University in Australia, and the Management and Science University in Malaysia. The students report of further exchange activities with universities in Japan and the USA. Student mobility activities are supported by funding from the faculty, the university, and the Ministry of Religious Affairs the MORA Overseas Student Mobility Awards programme.

The new regulation also supports the Kampus Merdeka programme (independent learning campus), a national initiative that promotes the opportunity for students to obtain parts of their credit points from learning activities outside their university campus, such as internships, courses at different universities, and student exchanges. Through this programme, various national mobility programmes were established, especially for the purpose of the mandatory internship in all programmes. The numbers of both national and international mobility activities since 2021 are displayed in the following table:

Year	Type of students' mobility	National (International)*				
		PHSP	PSP	NSSP	NPSP	PPSP
2021	Internship	103	0	290	74	
	Research	171	6	60	0	
	Student Exchange	(7)	(1)	0	0	
	Competition	7	22	11		
2022	Internship	99	89	305	69	
	Research	176	13	68	1	
	Student Exchange	(1)	(1)	0	0	
	Competition	73 (5)	15 (1)	0		
2023	Internship	95	95	191	85	
	Research	148	22	92	1	
	Student Exchange	(4)	(8)	1	0	
	Competition	11	9 (1)	4		

*Number of students involved in international mobility is shown in brackets.

Although the numbers are still low, the experts gain a positive impression of UIN´s efforts to foster international student mobility in the context of its pursuit of international recognition. However, given that UIN is only at the beginning of establishing a network of exchange programmes, the number of available places and financial support grants is still limited, and the application process therefore very competitive. The students explain that the process is divided into two stages, a first stage with a formal written application and, secondly, an interview as second stage. Many students affirm their interest in taking part in student exchanges; however, approximately only 1 out of 10 applicants is selected. The experts acknowledge the university´s efforts to increase the number of cooperation programmes and recommend to further pursue this path of internationalization. In that regard, also the faculty should seek to establish partnerships on their own to increase the chances of programme-specific mobility options for their students. Moreover, the experts note that there appears to be no incoming mobility at all. As this is also an important step towards internationalization, this inbound part of student mobility should be increasingly taken into consideration in the future as well.

In summary, the experts confirm that UIN promotes (international) student mobility through an appropriate framework, which is currently being developed. To increase the opportunities for student mobility, UIN should seek to establish more exchange programmes and partnerships should be pursued also on the faculty- or department-level.

Curriculum review

As UIN explains in the Self-Assessment Report, each study programme conducts formative curriculum reviews annually and summative reviews every four or five years. Summative reviews are conducted for an overall evaluation of the achievement of learning outcomes, gathering input from various internal and external stakeholders, and to accommodate advances in science and technology, national education policies, and the policies of the respective programme associations. The involved stakeholders are said to include faculty members, students, and educational staff as well as alumni, and industry representatives.

Multiple stakeholders affirm to give feedback to the faculties; however, as only members of the alumni association confirm their involvement in the formal curriculum review, the experts gain the impression that these feedback channels are mostly informal. While they positively stress the close contact and of faculties and stakeholders, they deem it necessary to formalize the involvement of all stakeholders, as well as students, in a curriculum committee (see also section 5).

Besides that, formative reviews are carried out to adjust the learning processes based on the semester’s learning evaluations, and to evaluate the curriculum’s implementation. This

includes an evaluation of the student workload and their ability to complete the programme in time (see also section 1.5).

In the Self-Assessment Report as well as examples of survey result, UIN documents different shortcomings that were addressed by different stakeholders during the review processes in recent years and adds the respectively implemented or planned measures to address these weaknesses. While most of the mentioned issues are subject-specific for the programmes, a wide-ranging change in the curriculum was the implementation of an outcome-based curriculum to make the attainment of learning outcomes better measurable.

In summary, the experts confirm that the curriculum is periodically reviewed with regard to the implementation of the programme objectives. While all relevant stakeholders seem to be involved in the curriculum development through different channels, the experts deem it necessary to formalize the constitution of the curriculum committee. Curricular changes are documented.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Academic handbook for all programmes
- UIN admission website: https://admisi.uinjkt.ac.id/
- Rector´s degree about student selection
- Discussions during the audit

Preliminary assessment and analysis of the experts:
As stipulated in the Self-Assessment Report, UIN´s main instrument for student admission is its admission website, which contains all the information about admission schedules, requirements, and pathways. All admission pathways require a high school academic transcript or the results of a science-related selection test. The selection process ensures the selection of candidates with the highest ranking among all the admission pathways.

At UIN, there are six different admission pathways for the undergraduate programmes:

1. National achievement-based admission based on based on students' academic records and achievements.
2. National selection for admission to state Islamic religious universities, organized by the Ministry of Religious Affairs, based on students' academic records and achievements.

3. National test-based selection, based on a computer test organized by an entity of the Ministry of Education, Culture, Research, and Technology.
4. State Islamic Religious College Admission Examination?
5. Independent Admission to State Universities in the Western Region, a self-enrolment pathway for Western Indonesian universities based on a computer-based written exam.
6. UIN´s Independent New Student Admission through an electronic selection system. The schemes and criteria for this admission pathway are:
    a. regular registration through participation in entrance examination
    b. selection based on non-academic achievements in sports, arts, or Quran recitation
    c. talent scouting in high schools that cooperate with UIN
    d. equal learning opportunities pathway for students from lower-developed and minority-Muslim areas
    e. admission of UIN scholarship recipient
    f. foreign students with scholarships

For the professional programmes, the admission requirements and pathways are different. Usually, all students that complete the undergraduate programmes at UIN also proceed to the professional programmes. For NPSP, only graduates of the NSSP are allowed to enter the programme. All undergraduate students of NSSP who have received a certificate of graduation are automatically registered to receive a new student number for the professional programme. Therefore, there is no admission selection process for the NPSP.

For the PPSP, the academic requirements are the following:

- minimum GPA of 2.75 from PSP at UIN
- minimum GPA of 3.00 from undergraduate pharmacy programmes of other universities
- English language certificate equivalent to TOEFL 450 with a validity period of two years

While the experts are generally satisfied with the admission regulations, they wonder whether Muslim religious affiliation is a prerequisite to study at UIN. They learn that UIN welcomes students of all religious beliefs; however, the large majority of students is Muslim, nevertheless.

In terms of student intake, UIN has a capacity of 120 (PHSP and NSSP), respectively 110 (PSP) students per annual intake in the undergraduate programmes. In the professional

programmes, the intake capacity per cohort is 100 annually in the NPSP, respectively 60 per semester in the PPSP.

With respect to the intake the experts notice that the numbers of enrolled students in the NSSP and PSP are notably below the intake capacity and that the PHSP loses about one third of its students between enrolment and graduation. UIN explains that students in Indonesia usually apply for multiple universities and then chose one where they are admitted. Therefore, not all students that are admitted actually register for the programmes at UIN. In this regard, the experts raise the question why so many students decide against studying at UIN. One probable reason for this is that the programmes at UIN´s Faculty of Health Sciences do not have the highest national accreditation level, which makes them less attractive than programmes with to level accreditation. Concerning the loss of PHSP students, no concise answer was given. Given that UIN relies on income from tuition fees to a large extent (see also section 3.3), the experts consider the unused capacity a problem and recommend amending the admission system in a way that allows for the full use of the programmes´ capacities even if not all students that were admitted in the first place decide to enrol at UIN, e.g. through a second admission round after the registration deadline.

With respect to the student admission, the experts also consider the topic of tuition fees which the students have to pay each semester. The representatives of the Rector´s office affirm that the lack of financial solvency can be an obstacle for potential students, despite the different discount programmes the university offers. However, because of funding issues, apparently no full scholarships can be offered. On the other hand, the experts learn from the students that the tuition fees for the programmes are comparatively low and therefore very competitive in the Indonesian university market. The students consider the fees as adequate and are satisfied for the discount and scholarship options offered by UIN. The university´s tuition fees are divided into 7 groups, which the students are sorted in according to their economic capacity. The experts remain confused about the partly contradicting answers but conclude again that an efficient use of the programmes' capacities would also relax the solvency problems and allow for more flexibility to accept also promising students with low financial capacity.

In summary, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure the necessary prior qualification of students. For the PSP/ PPSP, the recognition of qualifications achieved in external pharmacy programmes is defined and facilitates the transition between higher education institutions. The admission policy should be changed or amended with a regulation to allow for the use of UIN´s intake capacities.

Criterion 1.5 Workload and credits

Evidence:

- Self-Assessment Report
- Curricular overviews
- Curriculum handbooks
- Module handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Based on the National Standards for Higher Education of Indonesia, all programmes under review use a credit point system called SKS. The undergraduate programmes are full time Bachelor´s degrees with a total of 144 SKS credits, equivalent to 242 ECTS credits, to be completed in a regular duration of 8 semesters (4 years). The professional programmes last two semesters and have 35 (Pharmacy) respectively 36 (Nursing) SKS credits each, equivalent to 59 respectively 60 ECTS credits. According to the curriculum documents, the workload regularly ranges between 20 and 23 SKS credits per semester, although minor deviations occur.

For regular classes, 1 SKS of academic load for the programmes is equivalent to 16 semester weeks with 3 academic workload hours per week, which equals 170 minutes per weeks. These include:

- 50 minutes of scheduled contact with the teaching staff in learning activities,
- 60 minutes of structured activities related to lectures, such as doing the assignments, writing papers, or studying literature,
- 60 minutes of independent activities outside the classroom to obtain a better understanding of the subject matters and to prepare academic assignments such as reading references.

Based on this credit definition, the experts calculate that the weekly average workload of a students would lie between 55 and 65 hours, which they deem a lot. Raising their concern in the discussion session with the students, they learn that the students are nevertheless satisfied with the workload which is considered practicable if managed well. Multiple students even work part-time besides studying, and a majority of 93% of the students responds to have enough free time to spend for hobbies and with friends. Although the experts wonder how the students can accommodate this high workload, they are satisfied to hear that it nevertheless does not constitute a structural problem.

As part of its strategy for internationalization, UIN also displays the credit values in the ECTS unit. The applied conversion system of SKS into ECTS credits is based on the working hours, as displayed in the following table. There is a constant conversion rate of 1.68.

Course credit	Conversion calculation	Description
1 Course credit	= 170 minutes/ week/semester = 170 minutes x 16 weeks = 2720 minutes = 45,33 hours	1 semester = 16 weeks include 2 weeks for Mid Term and Final Term test
	= 45,33 hours/27 hours = 1,68 ECTS	1 ECTS = 25 - 30 hours, so set 1 ECTS = 27 hours as standard

While the experts consider the SKS credit system a well-founded instrument and acknowledge the transparent calculation of the conversion into ECTS, they wonder about multiple inconsistencies in the documentation. The credit numbers per module and ECTS conversion partly deviate between the curricular overviews, curriculum documents, and module handbooks (see also section 4.1). In some cases, the ECTS credits are rounded or a conversion rate of 1.5 appears to be applied. Also, in the module handbooks of NSSP and NPSP, the information given in the section "workload" varies: While for some modules an entire hourly calculation is given, for some modules only the SKS or ECTS credits are displayed, and sometimes different conversion rates. It also strikes that the calculated workload does not always coincide with the allocated number of credits, especially in modules with high independent study loads, which makes the experts question the true workload-based foundation of the credit allocation.

This perceived deviation of the workload and credits becomes apparent also when looking at the Bachelor´s thesis modules, which are credited with 4 SKS in the NSSP and the PHSP, and 5 SKS in the PSP. During the on-site visit, the experts examine examples of final theses and confirm their quality (see also section 2). However, the preparation of this kind of research work requires a lot of effort and independent workload, which is apparently not appropriately taken into account in the credit calculation. This becomes also notable in the fact that the credit amount of the final semesters in which the theses are supposed to be prepared, is notably lower than in all the other semesters before. This would induce a strong imbalance of the workload in the last semester, which, given the responses of the students during the audit interview, is not the case. On the other hand, the credit allocation for the two professional programmes appears to be reasonable.

In this regard, the experts also enquire about the evaluation and verification of the workload by the students. As explained in the Self-Assessment Report, the workload is evaluated every year based on the students´ feedback. Students have the opportunity to assess how well their actual workload is in accordance with the planned workload on a scale of 1 to 5. While the experts appreciate that the students are incorporated into the workload assessment, they find that the used question is not suited to gather the needed information about the estimated actual workload students have to put into each module because the used formulation does not sufficiently account for the individual study time. Instead, students should be asked how many hours they spend individually on a course to use this number as part in the aggregate workload calculation, on which the credit allocation needs to be based. Notably, especially in the evaluation results of PHSP and NSSP, multiple responses indicated that the allocated number of credits is not in line with the actual workload (although it is not captured whether the actual workload is higher or lower), which is further proof for the impression of the experts. Considering this, it is also not surprising that the designated graduation time is exceeded in multiple cases.

Concluding the workload topic, the experts require UIN to verify the actual student workload, review their credit allocation accordingly, and harmonize the numbers in all official documents. Likewise, the documented conversion calculation of SKS to ECTS credits needs to be applied consistently for all modules in all programmes.

In summary, the experts confirm that a credit system based on the student workload is implemented. The workload includes both contact hours and self-study time, although the latter appears not to be accounted for appropriately in all modules, which needs to be addressed. The experts further confirm that all compulsory parts of the curricula of all programmes are included in the credit calculation. The estimated workload appears very high, but students do not complain and are, with some exceptions, nevertheless able to complete the study programme in the standard period of study. It is regularly monitored whether the credits awarded for each module correspond to the actual student workload via student surveys; however, the formulation of the question is suggested to be changed to gain a more realistic picture if the student workload which can be used for the verification of the credit allocation. In this regard, the credit allocation system needs to be reviewed and corrected in all official documents, and the ECTS conversion needs to be applied consistently.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module handbooks
- Internship guidelines
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the learning methodology applied in all programmes under review focuses on collaborative learning, cooperative learning, project-based learning, and problem-based learning. The corresponding teaching formats include lectures, quizzes, tutorials, seminars, practical work, fieldwork, research, community service (KKN), student exchanges, internships, teaching assistantships, humanitarian projects, and entrepreneurial activities. The applied teaching methods in each course are determined by the responsible course coordinator or lecturer in accordance with the course learning outcomes and the course format (lecture, seminar, fieldwork/ practicum), as displayed in the following table taken from the Self-Assessment Report:

NO	Forms and activities of the learning process		Teaching method
1.	Lecture, response or tutorial 1 credit point = 2 hours 50 minutes 1 credit point Equal to 1.67 ECTS	Learning process activities (face to face) 1 credit point = 50 minutes	1. Presentation 2. Small group discussions 3. demonstration
		Structured assignment activities 1 credit point = 1 hour	1. Project based learning 2. Case studies 3. Collaborative learning 4. Discovery learning
		Independent activities 1 credit point = 1 hour	1. Literature review 2. Summarizing/organizing the paper
2.	Seminar 1 credit point = 170 minutes	Learning process activities (face to face) 1 credit point = 100 minutes	1. Project based learning 2. Problem based learning 3. Case studies
		Independent activities 1 credit point = 70 minutes	1. Literature review 2. Summarizing/organizing the paper
3.	Lab practice, field practice, clinical practice, work practice, internship, student exchange, research, humanitarian/community service projects, entrepreneurial activities. 1 credit point = 170 minutes	PHSP: Field study (Field Learning Experience/PBL) And Internship	1. group discussion 2. Problem based learning 3. Project based learning
		PSP: laboratory practice, Hospital pharmacist Practice, student exchange, student mobility, Visiting industry	1. Simulation 2. Case studies 3. Project based learning
		PPSP: Pharmacist Professional Work Practice (PPWP) in government institutions, communities, industry, hospitals	1. Case studies 2. Project based learning 3. internship
		NSSP: laboratory practice, clinical practice (early clinical exposure)	1. Case studies 2. Bed-side teaching
		NPSP: work practices in hospitals, clinics and communities	1. Bed-side teaching 2. Case studies 3. Project based learning

The teaching formats are listed in the module handbook for each course. Except for the English language courses, the regular instruction language is Bahasa.

During the on-site visit, the experts discuss various aspects of the teaching and learning methodology with the teaching staff. They gain a generally positive impression of the variety of applied teaching methods, which also includes the use of digital learning instruments. For this purpose, UIN applies various platforms such as Google Classroom and Microsoft Teams, which were introduced during the Covid 19 pandemic and are still used for suitable courses. The students also confirm their satisfaction with the teaching skills and their learning experience. However, specifically for the Pharmacy programmes, the experts suggest integrating a higher number of industry-based case studies to develop problem-solving and decision-making skills.

However, the experts critically reflect on the share of practical teaching which to them appears to be comparatively low in the undergraduate programmes. Although the two-parted programme structure of academic stage and professional stage reserves the applied teaching in with patients for the professional stage, also the academic stage should contain sufficient practical instruction to prepare students adequately for the clinical settings.

In this regard, for the NSSP, the experts wonder about the use of clinical skills labs for pre-clinical practical student instruction which was not mentioned in the Self-Assessment Report. They are pleased to learn that the programme makes use of pre-clinical instruction in clinical skills labs, which includes demonstration, individual practice, consultation, and the final OSCE assessment (see also section 2). The clinical skills labs are taught in groups of up to 10 students per station, which the experts consider a lot but still acceptable. On the other hand, the experts positively acknowledge that the students have patient contact already from the third semester on through the early clinical exposure internships in hospitals.

As part of the on-site visit, the experts also visit PHSP students during their lab courses. An important part of the programme is the field of community education in health-related matters, for which the students, among others, develop instructional posters and toys. These are then also used in practical sessions in community health centres, in which students conduct different activities with patients under observation of their teachers. Based on that, the experts are satisfied with the share of practical learning in this programme.

In terms of the PSP, the programme coordinators explain that the curriculum was recently changed to include a higher share of practical modules. Practical teaching is done via patient simulation roleplays among the students, as well as in different laboratory sessions. In this regard, a critical shortage of lab facilities and the appropriate equipment becomes apparent (see also section 3.3). Due to this problem, students can, in most of the cases, not do experiments on their own but can only observe the demonstration of experiments and processes by their lecturers. In some cases, even videos are used for this purpose, which does not fulfil the objective of practical learning and does not equip the students with the

necessary skills to conduct lab work independently, which should be the purpose of the practical sessions. This lack of actual practical work does not only regard specific experiments or processes but affects also the students´ basic lab handling and lab safety competencies, which cannot be adequately learned without own practice. Therefore, the experts require UIN to make sure that students gain practical lab competence through sufficient teaching and individual learning of practical lab work.

In relation to the undergraduate programmes, the professional programmes contain a larger share of practical teaching. In the NPSP, this mainly involves bedside teaching and case-based care instruction, all in clinical settings. The experts learn that the professional students are distributed over different hospitals with different capacities for this clerkship and work together with the regular hospital staff in 8-hour shifts. The PPSP contains some university-based courses, but the larger share of the programme duration is accounted for by the internships at different pharmacy-relevant practical partners (see section 1.3). The experts are satisfied with the distribution of the internship activities and have a good impression of the practical learning in this programme. Nevertheless, they wonder whether the lack of practical experience in the undergraduate programme affects the opportunities and abilities of the professional students during their internships.

For both programmes, the experts enquire how the teaching and assessment contents and standards are harmonized between the different teaching hospitals and other partner institutions. As the teaching is done by clinical instructors who are not part of the university´s own staff, the experts opine that there needs to be a transparent guideline for the practical instruction to ensure the equal learning experience and assessment of all students. The lecturers affirm to discuss with the clinical instructors in the hospitals on a regular basis and that the practical teaching activities are based on the professional programmes´ module handbooks as well as separate, more specific internship guidelines.

In the Self-Assessment Report, UIN also explains that the teaching and learning formats are evaluated annually based on the feedback collected from students through the course questionnaires distributed for every module. All evaluation results and follow-up actions related to the learning forms and methods are documented in the “Minutes of the Learning Program Evaluation” and the semester learning plan for the subsequent cohort, which is designed at the beginning of each semester before the start of classes. The students confirm the evaluation and review practice and positively highlight also the responsiveness of their lecturers to students´ criticism regarding the teaching methodology during the lecturing period. As a general remark, multiple students express their wish for a more comprehensive integration of the English language in the regular teaching. English should not only be used in the teaching materials but also as a regular instruction and discussion language in at least some courses to strengthen the students´ practical skills. The experts take up this

thought and recommend UIN to strengthen the incorporation of English into the teaching of the programmes.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote achieving the learning outcomes and support student-centred learning and teaching. The degree programmes contain an adequate balance of contact hours and self-study time. Digital teaching is integrated into the compound of teaching methodology to an extent which supports students in their learning process. However, video lectures cannot be used as a replacement for practical work of students. The practical learning of PSP students needs to be ensured through adequate teaching methods. The experts further confirm that the students receive a very basic but sufficient introduction to independent scientific work through the "Research Methodology" courses. It is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives. In this regard, a more thorough integration of the English language into the teaching and learning activities is recommended.

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

Criterion 1.1:

In its statement, UIN argues to have revised the intended competence profiles of the programmes. However, the experts still notice the different and inconsistent application and documentation of these concepts across the programmes. This is again confirmed in UIN´s statement which lists a "graduate profile" that does not fulfil the purpose of this concept but sounds rather like a Mission of the programme. The definitions and wording of the concepts of the programmes´ objectives, learning outcomes and graduate profiles need to be distinguished and consistently applied and published for all programmes.

In terms of the tracer study and the verification of the graduate profiles, UIN provides new evidence that clarifies apparent misunderstandings during the audit interviews. Based on these evidences, the report was corrected.

Criterion 1.2:

In its statement, UIN argues to have updated that all the programmes´ names have been updated. However, the experts still find different information on the websites which is not correspondent with the official programme names displayed on e.g. the Diplomas. As examples they mention the difference between "Nursing Science" (as on the websites) and "Nursing", as well as the inaccuracies of wording like "Pharmacist Professional Study Programme", "Pharmacist Profession Study Programme", and "Professional Pharmacist Programme".

Criterion 1.3:

Regarding interprofessional classes, UIN states that it has planned to implement this offer from the 2025/26 term on, which satisfies the experts.

In terms of the PHSP curriculum, the experts acknowledge UIN´s explanations in the statement and, upon reviewing the revised module handbook, confirm that there are conceptual modules that provide a comprehensive understanding of public health and its determinants. However, they find that, nevertheless, the students´ final research projects primarily focus on technical aspects rather than conceptual analysis or critical thinking. Therefore, the experts recommend focusing on this conceptual part of public health also in the final thesis.

In terms of the PSP curriculum, UIN explains in the statement that the newly introduced 2024 curriculum includes some changes which were not contained in the original Self-Assessment Report. Thus, the university provided an overview comparing the two versions of the curricula, which is contained in the appendix. Likewise, the PEO and ILO were corrected in the appendix, as displayed in the new curriculum handbook. A revised curriculum map was corrected in the original report text. The experts confirm that the new version of the curriculum does not change their assessment made above.

Furthermore, the following statistics about the PSP curriculum are corrected:

- Total Credits: 36 Credits/60.48 ECTS

- Compulsory Study Program Courses: 31 Credits/52 ECTS

- Elective Courses: 2 Credits/7 ECTS

Regarding the issue of curriculum committees, UIN explains in its statement, that all stakeholders will be included in the review processes process from 2025 on. However, no proof like a decree, statues of the committee and/ or member lists were provided, so the experts insist in the formalization and confirm the respective requirement for all programmes.

Criterion 1.4:

Regarding the use of its admission capacities, UIN explains in the statement that a respective policy has been initiated, which pleases the experts.

Criterion 1.5:

UIN states that the issue of workload evaluation and allocation in January 2025. The experts appreciate that but the requirement stands.

Criterion 1.6:

Regarding the applied practical teaching methodology, especially PSP, UIN argues that there are many practical sessions during which the students can gain hands-on experience. The experts deem the explanation to be arguably acceptable and see no need to issue a requirement in this regard.

Overall, the experts consider this criterion as only **partly fulfilled**.

2. Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- UIN academic guidelines
- UIN academic calendar
- Module handbooks
- Provided examples of final theses
- National competency test results
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the general exam regulations at UIN are based on a Rector´s decree which proclaims five examination principles:

1. Education: motivate the students achieving their learning outcomes
2. Authenticity: assessment of the learning process and learning outcomes
3. Objectivity: exam organization based on agreement between the lecturer and the students
4. Accountability: clear and understandable exam criteria
5. Transparency: procedure and result of the exam are accessible to all university's stakeholders

The third principle refers to the organization of the courses and examinations which is structured in semester learning plans. These plans are prepared for each course individually by the respective teachers, agreed upon with the teaching team, and finally presented to the students in the first course meetings. Students can give input on problems they see in this plan and the exam methods and assessment criteria, as well as applicable rules and provisions for make-up exams, as specified in the academic handbooks of all study programmes, are discussed. Each course usually has a midterm exam, held after the completion of 50% of the course learning activities, and a final exam which is conducted after the

course. Between the last learning activity and the final exam week, there is always a week of study time for students to prepare for the exams. In addition, there is a formative assessment component which includes attendance, presentations, quizzes, laboratory work, and/ or other assignments during the semester. In this regard, the lecturers provide feedback on assignments through classroom discussions and outside-class guidance during clinical or fieldwork practice/internships.

The exam schedule of all programmes except the NSSP follow UIN´s regular academic calendar. The NSSP uses a block system which means that the courses´ learning activities are not dispersed over the entire semester but are combined into blocks. Course exams are then held at the end of each block.

The exams are designed to assess the achievement of attitudes, general knowledge, and specific skills assigned to the course as specified by the learning outcomes. Assessment is integrated, meaning that the assessment of attitudes, knowledge, and skills can be conducted together by combining various assessment techniques into one assessment instrument. As example, the assessment of attitude is done through observing the students´ behaviour during written tests, oral tests, group assignment presentations, or group discussions. The forms of assessment are displayed in the module handbook for each course. The following table lists the assessment formats that are used for the assessment of the different types of learning objectives:

Aspect of CLO	Assessment Technique	Assessment Instrument
Attitude	Observation, self-assessment, assessment between students, and assessments that emphasize aspects of faith, noble character, self-confidence, discipline and responsibility in interacting effectively with the social environment, natural surroundings and the world and its civilization	TEST 1. Written test (UTS and UAS exam question sheets) 2. Oral test (thesis proposal assessment sheet, thesis results assessment sheet) Non TEST: 1. Presentation assessment rubric 2. Assignment assessment rubric (essay assessment sheet, log book) 3. Performance observation sheet (e.g. OSCE, Direct Observational of Procedure skills/DOPS) 4. report assessment sheet (e.g. Case test/case test (SOCA – Student Oral Case Analysis) 5. Portfolio 6. self-assessment sheet/rubric, peer-assessment
Knowledge	Written tests, oral tests such as during seminars/plenary sessions and thesis exams.	
General Skills	Observation, participation, performance, which can be held during laboratory practice, field practice, PBL, internship, clinical practice.	
Special Skills		

The assessment of course exam results and scientific paper writing is done by assigning numerical grades, which are then converted into letter grades with assigned weights. The conversion and weighting for the entire study program are as follows:

Grade in Figure	Grade in Letter	Weight	Remarks
80 – 100	A	4.00	Pass
70 – 79	B	3.00	Pass
60 – 69	C	2.00	Pass
50 – 59	D	1.00	Fail
0 - 49	E	0.00	Fail

The overall grade of the students is formed as a Grade Point Average (GPA) which sums up all grades according to their respective weights. The number of courses (i.e. credits) which each student can take is determined based on the GPA of the foregone semester. Students with good grade have therefore the opportunity to take a higher number than the regular number of courses while students with poorer grade can take only less and, thus, might have to prolong their study duration. If students get an E grade, they must mandatorily retake the entire course in the next academic year or semester. Students with D grades have to, and other students willing to improve their grades can take remedial exams in the same semester with the permission of the course coordinator, as outlined in the academic guidelines. The final cumulative GPA of all courses must be at least 2.00 to successfully graduate from the programmes.

The final examination step in the Bachelor´s programmes is an undergraduate thesis which includes an independent research project to be completed by the students under the supervision of at least one academic supervisor. For the PHSP, the workload for the final project is 6 credit hours, comprising 1 credit hour for a proposal seminar, 4 credit hours for the thesis writing, and 1 credit hour for a comprehensive exam. For the PSP, the workload for the final project (undergraduate thesis) is 5 credit hours, with 1 credit hour for a proposal seminar and 4 credit hours for the undergraduate thesis results. For the NSSP, the workload for the final project (undergraduate thesis) is 4 credit hours with an examination in the form of a proposal seminar (30%) and results seminar (70%). During the on-site visitation, the experts are presented with multiple examples of undergraduate theses and confirm their adequate quality in terms of scientific approach, methodology, content, and formalities, as well as the transparency of the theses assessments. However, as mentioned before, they deem the number of allocated credits too low to correctly reflect the students´ workload for the preparation of the theses.

For the professional programmes, there are partly different special exam regulations:

The evaluation methods used to measure competency achievement in the NPSP focus on clinical skills, including cognitive, affective, and psychomotor aspects. Commonly used exam methods are Student Oral Case Analyses, assessments of clinical performances, mini clinical examinations, logbook records, Direct Observational Procedures Skills, and teamwork projects. To successfully complete the assignments in this programme, students have to gain at least a B grade. In order to obtain the license as professional nurse, the students have to complete the National Competency Examination which is a standardized exam to be taken by all professional nursing students in Indonesia. This test is also the final exam of the programme. Between 2018 and 2022, all students of UIN passed this examination.

In the PPSP, the most important assessment methods include computer-based tests and Objective Structured Clinical Examinations. To a lesser extent, also case study presentations, logbooks, continuous assessments, essays, and multiple-choice questions are used. The PPSP is concluded by taking a National Competency Examination. Between 2018 and 2022, about 95% of the PSPP students at UIN passed the National Competency Examination in the first attempt.

Students in the professional programmes are considered graduates when they have completed all the specified learning requirements and have achieved the targeted learning outcomes set by the programme with a GPA of 3.00 or higher. Students who have successfully completed their professional education are entitled to receive a professional title (Pharmacist respectively Nurse), as well as competency certificates and registration certificates for pharmacists respectively nurses, which allow them to exercise the profession.

The students confirm the application of suitable examination methods for the different courses. They are pleased with the organization of the exams, including the discussion and communication of the exam schedule in the beginning of each semester, the preparation time for the exams, the feedback given by the lecturers to assignments, as well as the opportunities to retake exams.

In summary, the experts confirm that the programmes use module-specific exams, which assess the extent to which the defined learning objectives have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the module through the module handbooks. The criteria of the assessment components, as well as the examination schedule are presented and discussed in the first meeting of each course and are formalized in semester learning plans. The study programmes include a final thesis each in which the students have to demonstrate that they are able to work independently on a task at the intended level of the degree programme. The experts further confirm that there are transparent rules for remedial exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs. Re-take exams are organized in the same semester such that this does not constitute an obstacle for students to prolong their studies. Students have the opportunity to consult their lecturers about the results of their exams. It is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives and whether the requirements are appropriate to the level of the degree programme.

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

UIN does not comment on this criterion.

The experts consider this criterion to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff handbooks for all study programmes
- Staff list of the Faculty of Health Sciences
- Module handbooks
- List of journal publications
- UIN staff website: https://staff.uinjkt.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
As outlined in the Self-Assessment Report, UIN´s Faculty of Health Sciences´ academic staff numbers per programme, as well as their degrees and distribution of academic ranks are listed in the following table:

Academic qualifications	PHSP	PSP	PPSP	NSSP	NPSP
Level of Education					
Doctorate	18	9	4	3	4
Master	9	9	2	10	2
Academic Position					
Professor	2	1	0	0	0
Assoc. Professor	2	1	2	0	1
Assist. Professor	14	9	4	9	5
Lecturer	5	6	0	5	-

The Faculty of Health Sciences has a total of 66 academic staff. In relation with the current number of 1,410 students, the staff-student ratio is 1:21.4, which does not fulfil the provision of the Indonesian Ministry Education, Culture, Research, and Technology, which is 1:20 maximum. To close this gap, UIN has recruiting processes in place, which are regulated by a Rector´s decree.

The lecturers´ workload is distributed over the “Tri Dharma” activities, the “three pillars or Indonesian higher education”, which are teaching, research, and community service. This also includes also the guidance of students to complete their final projects, seminars, and colloquiums. The workload of lecturers is between 12 and 18 SKS credits per semester, depending on their academic rank.

During the interview sessions, it becomes very clear to the experts that the current number of teaching staff is too low to adequately ensure the teaching load besides the other duties of the lecturers. Although UIN had already identified this problem and implemented measures to address it, the situation has apparently not improved notably until the on-site visit. The teachers report a very high workload which is almost exclusively consumed by teaching activities. Only 1 to 2 hours per week can on average be used for research. Moreover, also administrative work is named by the teaching staff as one of their most time-consuming obligations. The experts wonder how this current situation allows the staff to conduct and participate in research projects on an international level, which UIN seeks in its pursuit of internationalization. Also, they do not see a chance to handle potential contingencies in terms of the availability of teaching personnel, which potentially endangers teaching hours for the students. While the experts appreciate the staffs´ dedication, motivation, and flexibility to nevertheless arrange all their duties as well as possible, they see an urgent need to hire more academic staff to lift the burden from the current teachers and allow also the adequate handling of the research duty. Therefore, the experts require UIN to increase the programmes´ staff numbers in order to ensure the coverage of all teaching hours and enable the staff to spend a reasonable share of their work time on research without work overload. As research plays a critical role in the academic development of the staff (see also section “Staff Development”), the adequate prerequisites for conducting this research need to be given. In this regard, the experts also recommend seeking more international expertise and hire international academics as well as industry professionals as permanent or guest lecturers for all programmes. This would also contribute to addressing the necessary update of the PHSP curriculum.

Besides the academic staff, the faculty has also of 31 support staff, including 11 education laboratory officers, 5 librarians, 14 administrative staff, and an IT officer at its disposal. As the lecturers mention their administrative burden as problematic, also the number of support staff should be increased to take over the non-academic workload.

Staff Development

As the experts note, the distribution of the academic staff positions across the programmes is imbalanced, and the number of senior, full professors very low. Although, as they learn,

these ranks are steps in the career ladder and do not imply significantly different responsibilities with respect to teaching and programme administration, they nevertheless consider it necessary to have at least one full professor in charge of every programme. This is not only important with respect to the teaching and research experience and expertise of this senior position, but also in terms of the internal and external representation of the programmes as well as leadership. The representatives of the Rector´s office report that they have already identified this as a problem and implemented a "professor acceleration programme" to boost and facilitate the academic development of the teaching staff. However, the final decision about staff promotion nevertheless lies with the Ministry. The experts acknowledge and welcome this measure and are curious to see the results in the future.

Parts of this programme is an increased support of the staff development in terms of further studies, research activities, international networking, as well as didactical training. For these purposes, UIN provides funding, travel/ housing grants, and scholarships, e.g., for the participation in scientific conferences, symposia, and seminar. Likewise, scholarships are also provided to allow the junior staff to complete PhD programmes both in Indonesia and abroad, if possible. To encourage continuous learning, the university also grants study permits which means a reduction of the teaching hours or a complete leave permit for a certain time. To improve the lecturers´ didactic skills, UIN organizes different workshops with external experts, and it is explained, that teaching staff is sent to reputable universities in Indonesia to sit in and observe teaching in classes, which the experts consider a useful measure. To additionally increase the lecturer´s competencies, the experts suggest to also offer them hospitation opportunities with relevant industries. While the teaching staff appreciates UIN´s support system, they would consider a structured mentoring programme both in terms of teaching and research as a useful additional measure to better integrate junior academic staff and allow them a quicker academic development. Given the need for this staff development, the experts value this idea and recommend UIN to implement this kind of programme.

In terms of research, the staff is supported through research grants and publication incentives. Furthermore, UIN facilitates the application for external funding from government grants or international partners. The university´s own Community Engagement Centre (Putslipen) also provides funding, for which all staff members can apply through an online platform. The set research target is one publication per staff per year. The following table lists the number of journal article publications by members of the Faculty of Health Sciences since 2019:

Year	Number of Citated Articles	Number of Citation
2019	45	558
2020	46	978
2021	55	380
2022	46	183

The experts are impressed by this publication record, and, upon request, it is confirmed that all these publications are in Scopus-indexed journals. UIN also offers its staff members the opportunity for international research and teaching exchanges. In 2023, 11 staff members went on exchanges, among others with higher education institutions in Australia, Japan, Thailand, Malaysia, and Turkey. At the same time, the university also fosters inbound staff mobility as a means to assist the own lecturers and foster collaboration.

In terms of the acquisition and distribution of funds, the experts enquire about the competitiveness of the application process. According to the lecturers, all of them receive funding, but the available funds are distributed over all projects; thus, making the granted amount usually lower than the amount that was applied for. Also, the overall amount of available funding appears to have been decreased in recent years. The experts wonder how all the research projects can be realized even though the funding is only partly given; but the lecturers confirm that they nevertheless find ways to adapt to this situation. Still, the experts see the need to improve this situation, especially because of the ambitious research output target and the importance of research for the promotion of staff members. Thus, they recommend to increase the availability of research funding (see also section 3.2).

Student support

The system of student support was mentioned in the Self-Assessment Report in need of improvement. During the on-site visit, the representatives of the Rector´s office explain that this refers mainly to financial matters for the support of student mobility (see section 1.3) as well as the admission of students from low-income families (see section 1.4). The experts positively note that the improvement of these support funds is on the agenda of the university but, as the students confirm their overall adequacy of the tuition fees and explain that the programmes are affordable in comparison to similar programmes at other Indonesian universities, see no need for the implementation of further action points. Besides this, they gain a positive impression of UIN´s student support services:

Student support is ensured through assignment of the teaching staff as academic advisors. These advisors are the first reference people for students to be addressed for advice and counselling in case of problems. Every student is assigned to one staff member as academic

supervisor, who monitors and supports students throughout their entire academic career at UIN, which the experts consider a good approach. Besides this, student services like mentoring and career counselling are offered on the university level. Moreover, the experts positively highlight UIN´s commitment towards the inclusion of students with special needs. The university has established a guideline for the support of students with disabilities and special needs in terms of administration and special facilitations. Different student organizations exist and are used by the students. Physical supporting facilities are described in section 3.2.

The experts notice the generally good and trustful relationship between the students and the teaching staff. Through the ASIIN survey, the students confirm their satisfaction with both the academic as well as the technical and supporting staff. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully. The students are well informed about the services available to them.

In summary, the experts confirm that the professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programmes. The research and development of the teaching staff contributes to the desired level of education. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. However, in terms of quantity, more staff is needed to ensure that all duties of the academic staff can be adequately covered. As this also relates to the high administrative burden lecturers have to bear, there is the need to increase the numbers of both academic and supporting staff. Also, to further facilitate the necessary uplevelling of the academic ranks, the experts recommend to establish a mentoring programme for junior staff, and increase the research funds to allow all lecturers the successful implementation of their research projects. Besides that, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programmes. The programmes´ staff as well as university-level facilities ensure an adequate support of students in both academic as well as other matters.

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report
- Visitation of the facilities
- Budget plan 2019-2021
- Lists of lab facilities and equipment for all study programmes

- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the provided budget plan, the Faculty of Health had an average annual budget of 27,300 million IDR (equivalent to about 1.5 million EUR). As a public university, UIN receives funding from the Indonesian government in addition to income generated through tuition fees and other independent income sources like public and private research institutions. For the faculty of Health Sciences, the income share generated through tuition fees is roughly 50% while the government contributes about 35%. On the expenditure side the largest positions are the salaries of academic and non-academic staff as well as operational cost for teaching and research. Overall, the budget plan appears to be in a healthy balance.

During the on-site visit, the representatives of the Rector´s office explain that UIN also seeks to establish its own business such as a campus hotel and a service infrastructure (e.g. medical services in the hospitals, commissioned research services) to generate more independent income. This strategy is part of the university´s medium-term goal to be recognized as "autonomous" university by the Indonesian government, which would allow the university a more independent allocation of financial resources, open new funding options, and reduce bureaucracy. It is further explained that the funds are administered on the university level and the faculties and departments have to prepare budget plans and claim their funding which is done in the course of annual budget planning meetings. While the programme coordinators state that more financial resources would be welcome for developing their programmes, they are nevertheless pleased with the overall process of budget allocation. In this regard, the experts point out that the requested expansion of the staffing needs to be supported and backed by additional financial resources for this purpose (see section 3.1).

In terms of teaching facilities, the faculty has well-equipped classrooms with air conditioning, LCD projectors, whiteboards, and microphones. There are also facilities for students with special needs, including elevators, accessible restrooms, and wheelchair access to all rooms. The following describes the experts´ assessments of the programme-specific facilities:

An important point of consideration and discussion is the availability of laboratories and equipment for practical teaching and research. For the PHSP, there are a biomedical lab, an epidemiology lab, an environmental health lab, an occupational safety and health lab, a public health nutrition lab, a health education and behavioural sciences/ health promotion/ multimedia lab, as well as a computer pool for 35 students. While the experts point again towards the requested curriculum review (see section 1.3), they confirm that the present labs and equipment are suitable for the teaching of the programme in its current form.

They positively regard the multimedia lab which students use to produce educative podcasts and videos.

For the NSSP, there are a basic nursing laboratory and o room, a critical and emergency nursing lab, a medical surgical nursing lab, a maternity nursing lab, a pediatric nursing lab, a family and gerontics community nursing lab, and a psychiatric nursing lab. During the on-site visit, the experts visit the skills labs and recognize that these facilities are in urgent need of improvement to adequately deliver the programmes. As a first point, they notice that the available labs and amenities allow the practical exercises only in larger groups which makes them doubt that all students can get the needed time for executing the different treatments and care steps individually. Moreover, the equipment with mannequins that are used for the simulation of patients and to practice the treatments is not on an adequate level. Overall, the mannequins appear to be old and not always working, as e.g. the CPR mannequin. Up-to-date gear, like smart mannequins, are not available. Also, there is no PPE equipment in the anatomy lab. As the NPSP education takes place exclusively in hospitals, the experts also visit one partner hospital which is located comparatively close to the campus. The programme coordinators explain that this hospital does not offer all services and students therefore spend most of their clerkship in different facilities, which, however, are located too far away to be visited by the experts during the audit. While the experts acknowledge this limitation to their assessment, they wonder why they are presented only with video in the hospital facility and not with student in their actual work practice which, as established before, allegedly takes place in 3 shift turns. Despite this, the experts suppose that the clerkship education in the hospitals fulfils its purpose as all the students pass the national exam at the end of the professional programme.

The facilities for PSP and PPSP include 13 different laboratories with a capacity of between 30 and 50 students, each. Furthermore, the faculty has multiple cooperations with both domestic and overseas institutions. However, as already mentioned before, the experts see the standard of the laboratories as highly critical. As a first crucial point, the lab safety standards are very low, as safety instructions are partly missing, protective equipment such as clothing as well as safety gears are not sufficiently present, and the storage of many materials is not adequate. Also, the experts note that the labs do not seem to be used a lot for actual practical exercises by the students. While laboratory equipment is already rare and many basic devices are missing or under maintenance, it seems comparatively untouched. As examples, the experts notice the absence of standard balances, powder mixing machines, fluid bed granulators, and liquid mixing tanks. Also, different raw materials like herbs used for the analysis and experimentation of pill production which is a basic exercise in undergraduate pharmacy programmes, is nowhere to be found and examples of student experiments, as e.g. pills, could not be presented to the experts. In this regard, it would be

beneficial to mirror industrial setups for formulation, herbal extraction, biotechnology, and analysis. Likewise, PCR equipment to test for porcine DNA has been shown, but positive and negative controls as well as reagents were missing.

Raising their concerns during the on-site visit, it is explained that a new laboratory building is currently under construction on campus to accommodate the need for more and more modern labs. The experts acknowledge this but, judging from the current state of the construction site, assume that the launch of the new building will still need time. Also, they stress the necessity of not only creating new lab spaces, but also adequately equipping them. The experts also discuss the topic of lab equipment and the practical teaching with the students and are surprised that only very little criticism is voiced in that regard. However, they also note that some students fear that an improvement of expensive lab equipment would result in an increase of the tuition fees, which might explain the positive assessment by the students. In conclusion, the experts urgently require UIN to update the laboratories and the respective equipment of the nursing and pharmacy programmes. The adequacy of these facilities is crucial to the practical teaching of the students and, thus, the qualification of the programmes´ graduates.

In terms of supporting facilities, the university has a central campus library and a faculty library which is equipped with a stock of research literature and also offers workspaces for individual and team work of students. For the PHSP and Pharmacy programmes, the stock of literature is deemed adequate. However, for the NSSP, the experts recommend to further increase the full-text access to international nursing and medical literature. Other support facilities on campus include student rooms, different cafeterias, hospitals, a mosque, student dormitories, parking areas, and various sports facilities. All facilities are available during working hours and the students are satisfied with the available facilities.

In terms of digital infrastructure, the programmes rely on the Academic Information System, which is used for the provision of teaching materials, e-learning activities, and the exchange of information and documents between the course lecturers and students. Further software in this regard includes videoconferencing applications like zoom and team collaboration software like MS teams. The experts confirm that UIN provides subscriptions to the most relevant databases in the academic field and the students also affirm their overall satisfaction with the provided access to software, literature, and digital teaching resources. Multiple other platforms and applications are used for the administration of the university. To access all digital resources, reliable internet access is provided all over the campus, as confirmed by the students.

In summary, the experts confirm that the financial resources constitute a sustainable basis for delivering the degree programme, although additional funds need to be budgeted for

the employment of additional staff, the update and acquisition of the laboratories and equipment, as well as research. The facilities and equipment of the nursing and pharmacy programmes urgently need to be improved to ensure the achievement of the, especially practical, learning outcomes.

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

Criterion 3.1:

In terms of staff, UIN explains to have made adaptions in the staff planning for the PSP. However, as the experts deem the shortage of staff a problem for all programmes, they stress their requirement to address this matter.

Criterion 3.2:

UIN explains in the statement that the lab facilities shall be updated in the next year. The experts stress this as crucially important for the programmes in form of the respective requirement.

Overall, the experts consider this criterion as **partly fulfilled**.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module handbooks of NSSP, NPSP, PSP, and PPSP
- Module descriptions of PHSP
- Websites of all study programmes
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

For NSSP, NPSP, PSP, and PPSP, there are well-structured and transparent module handbooks which complement the curricular overviews of the study programmes with all the necessary content-related and practical information including course name, responsible course lecturer(s), semester (course study time), language of instruction, curriculum alignment, teaching methods, workload, credit points, course type, course credits, required and recommended prerequisites for module enrolment, module objectives/intended learning

outcomes, course content, examination formats, study and examination requirements, and a reading list. For the PHSP however, there is no comprehensive module handbook but only a collection of the individual module descriptions, which, as the experts confirm, also contain the above-mentioned information. While these generally fulfil the purpose of a module handbook, the experts would advise to combine them to a comprehensive and structured handbook for the sake of transparency, and usability.

For all programmes´ handbooks, the problem of inconsistencies in the documented credit allocation and conversion as explained in section 1.5 needs to be addressed. Therefore, the experts require UIN to review the module handbooks in this regard. Also, the experts note that the curricula and module handbooks are not published on the websites of all programmes. Therefore, they require that the curricular overviews and handbooks are made available on the programmes´ webpages to increase transparency and accessibility for (potential) students, as well all other stakeholders.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Certificate and Transcript of Records for all study programmes
- Sample Diploma Supplement for all study programmes

Preliminary assessment and analysis of the experts:

Separate Diploma Certificates and Transcripts of Records are issued for the undergraduate programmes as well as the professional programmes. The documents are generally provided in Bahasa but contain certain English translations and official English versions of all documents are provided on request. However, a Diploma Supplement was presented only for the PSP. As the Diploma Supplement is a crucial part of the programmes´ documentation to inform stakeholders about the obtained qualifications and study performance of the graduates, the experts require UIN to provide Diploma Supplements also for all the other subjects, including the professional programmes. Moreover, the template of the Diploma Supplement has to be reworked to contain information on the Indonesian higher education system as well as statistical (e.g., cohort GPA average) data to allow the recipients of the document to comparatively assess the performance of the student.

With respect to the Transcript of Records, the experts confirm that it lists all the completed courses including module titles, achieved grades, cumulative GPA, and thesis title. However, they note that the number of credits achieved is listed only in the SKS units. To make the transcript more informative also internationally, the experts recommend the university

to also display the ECTS credit number on the Transcript of Records and provide respective explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- Relevant regulations as published on the faculty´s documentation website: https://fikes.uinjkt.ac.id/en/document
- Academic guidelines published on the programmes´ websites
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, all the general study regulations are founded in Rector´s decrees, which are publicly available and linked on the Faculty of Health Sciences' documentation website. The experts confirm that the rights and duties of both UIN and the students are clearly defined and binding. The programme-specific rules and regulations, except the module handbooks as explained in section 4.2, are published in form of the academic handbooks on the programmes´ websites and hence available to all relevant stakeholders. In addition, the students confirm to receive all relevant course material in the language of the degree programme at the beginning of each semester.

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

Criterion 4.1:

As part of its statement, UIN delivers a comprehensive module handbook also of the PHSP, which is acknowledged by the experts.

Also, UIN has published the module handbooks on the programmes´ websites in the meantime, which pleases the experts.

Criterion 4.2:

UIN explains to have added the ECTS on the Transcript of Records, which the experts appreciate. However, no proof was presented so the experts renew the recommendation.

Regarding the Diploma Supplements, UIN´s statement referred to the module handbook. The experts clarify that their requirement regards the official documents awarded to the graduates and renew the respective requirement.

Criterion 4.3:

In the process of retracing UIN´s progress as described in the statement, the experts note several changes on the university´s and faculty´s websites. Among others, comprehensive websites have now been linked for the individual study programmes. While the experts generally appreciate these clearer websites, they point out that this multitude of websites and the partly inconsistent doubling of information, links and documents makes them incomprehensible and difficult to manage. Therefore, they additionally recommend restructuring the websites in a more user-friendly way.

Overall, the experts consider this criterion as **mostly fulfilled**.

5. Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- UIN academic guidelines
- Dean´s decision about the internal quality assurance system of the Faculty of Health Sciences
- Examples of surveys and survey results
- Discussions during the audit

Preliminary assessment and analysis of the experts:
All study programs at UIN have implemented both an internal quality assurance system as well as an external quality assurance system in accordance with the national standards for quality assurance in higher education and UIN´s own statute regarding quality assurance. This statue contains, among others, defined quality standards, respective indicators, and the assignment of the people in charge for the monitoring of the standards and the implementation of improvement measures.

Internal quality assurance at the university level is carried out by the Quality Assurance Institute through structured Internal Quality Audits. The university-level quality standards are adapted to more subject-specific quality standards on the faculty levels. In the Dean´s decision about the internal quality assurance system of the Faculty of Health Sciences, the

processes as well as instruments, standards, and indicators of quality assurance are extensively and transparently explained. Furthermore, this document regulates the responsibilities for the monitoring and implementation of the different indicators.

The core instruments of the internal quality assurance systems are different surveys which collect the feedback of all relevant stakeholders of the programmes: Satisfaction surveys of students and lecturers are also conducted regularly to obtain feedback on the provision of educational, research, and community service activities, including student feedback to the lecturers´ teaching performances and course delivery. Student surveys measure students' satisfaction with faculty management services, lecturer services, educational support facilities, research, community services, and academic advisors. In addition, there is a graduate satisfaction survey to measure satisfaction with faculty management services, undergraduate thesis advisors, teaching staff services, and educational support facilities related to the three main functions. Lecturer satisfaction surveys are also conducted to measure lecturers' satisfaction with faculty and study program management services and educational support facilities related to the three main functions. The students as well as lecturers confirm that these surveys a regularly conducted via suitable digital tools like Google Forms.

The results of the different surveys concerning the different aspects of quality assurance are collected, discussed on the faculty level, and documented in the "Minutes" of evaluation together with the respectively planned or already implemented measures to address critical issues. The experts appreciate that the students are involved also in this follow-up stage of the quality assurance cycle. The following table provides an example of a recent module review and the respectively taken actions:

Study Program	Result of module order review	Follow up
PHSP	The average duration of students' study is more than 4 years (8 semesters) because in the 8th semester, student must have internship and writer undergraduate thesis simultaneously. They can undertake their internship in the later part of the 6th semester or during semester breaks. Then, the undergraduate thesis proposal is refined during the Advanced Research Methods course in the 7th semester.	The average duration of students' study is more than 4 years (8 semesters) because in the 8th semester, student must have internship and writer undergraduate thesis simultaneously. They can undertake their internship in the later part of the 6th semester or during semester breaks. Then, the undergraduate thesis proposal is refined during the Advanced Research Methods course in the 7th semester.
PSP	The average duration of students' study is more than 8 semesters because in the 8th semester, students face a conflict between their undergraduate thesis research and their hospital practice. Besides, the Research Proposal Seminar module is also scheduled in the 8th semester.	Moving the Hospital Pharmacy Practice Module and the Research Proposal Seminar Module from semester 8 to semester 7 would result in a shorter duration for students' studies.
NSSP	Study period of NSSP was reduced from 8 to 7 semesters based on AIPNI recommendation.	Undergraduate thesis moved from semester 8 to semester 7.
NPSP	The average duration of study is already appropriate, namely 2 semesters. The national competence test for nurses doesn't have a significant time gap from the end of the academic planning. To achieve the required competencies, it's necessary to add more hospitals, particularly in the areas of maternity nursing and psychiatric nursing. Scheduling for the professional stage can be made by adding hospitals for practical training, including RSUD Serang and RS Jiwa Suharto Herjan Jakarta. Besides, placing students in small groups at various hospitals for specific periods could be a valuable strategy.	The average duration of study is already appropriate, namely 2 semesters. The national competence test for nurses doesn't have a significant time gap from the end of the academic planning. To achieve the required competencies, it's necessary to add more hospitals, particularly in the areas of maternity nursing and psychiatric nursing. Scheduling for the professional stage can be made by adding hospitals for practical training, including RSUD Serang and RS Jiwa Suharto Herjan Jakarta. Besides, placing students in small groups at various hospitals for specific periods could be a valuable strategy.
PPSP	The average study duration is already appropriate, that is 2 semesters. However, the time gap between the completion of the Pharmaceutical Practice Work Program (PPWP) and the comprehensive PPWP exam, as well as the national examination UKAI (Indonesian Pharmacist Competency Exam) is too short, leaving insufficient time for preparation.	Advancing the academic periods by starting the next semester 1 month earlier and commencing the Pharmaceutical Practice Work Program (PPWP) immediately after the final exams of the first semester.

Other, more general measures of quality assurance, such as the review and development of learning outcomes and the curricula have been addressed in previous parts of this report. The acknowledge the implemented measures such as the curriculum committee as well as the Islamic integration committee, which is responsible for the purposeful implementation of Islamic values into the programme. However, the experts do not find any formal policy regulating the existence of these committees or records/ protocols of their activities. They stress the need for a transparent documentation of the quality assurance processes, and the formalization of the committees in the form of statutes to assure their constitution, modus of operation, and membership composition including also relevant external programme stakeholders and students.

External quality assurance at UIN is conducted in the first place through programme accreditation by the national accreditation body LAMPTKES every five years. The results of the past accreditation procedures for the study programmes under review are summarized in the following table taken form the Self-Assessment Report:

No	Study Program	Accreditation	Decree Number
1	PHSP	Excellent	0752/LAM-PTKes/Akr/Sar/X/2023
2	PSP	Very Good	0406/LAM-PTKes/Akr/Sar/V/2023
3	NSSP	A	0517/LAM-PTKes/Akr/Sar/IX/2019
4	NPSP	A	0518/LAM-PTKes/Akr/Sar/IX/2019
5	PPSP	Very Good	0407/LAM-PTKes/Akr/Sar/V/2023

In addition to that, UIN is increasingly pursuing the accreditation of its study programmes by international accreditation agencies for the purpose of international recognition, enhancement of quality standards, and increase of reputation. All study programmes under review are subject to international programme accreditation by ASIIN for the first time.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. In this regard, the formal relationships with external stakeholders should be strengthened. The results of these processes are incorporated into the continuous development of the programmes. However, a requirement is issued with respect to the formalization of the curriculum and Islamic integration committees and the documentation of their activities. The experts are generally satisfied with UIN´s quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes´ quality.

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

UIN´s statement regarding the formalization of curriculum committees as part of the quality assurance system is addressed under criterion 1.

The experts consider this criterion as **mostly fulfilled**.

D Additional Documents

Before preparing their final assessment, the panel asks 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:

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E Comment of the Higher Education Institution (30.12.2024)

UIN provides the following statement:

For all study program

No	Draft page	Written in draft	Faculty statement	Evidence link to support the statement
1.	14	The experts confirm that the programmes´names appropriately reflect the respective contents and ILOs. However, they note that, while the Indonesian names of all programmes are correctly and consistently used in all official documents as well as the websites, the English translations are not harmonized everywhere. This is especially notable for the subjects in which the education is	The study program names has been harmonized in our website	https://fikes.uinjkt.ac.id/en/education

		divided into a study programme and a professional programme. This deficiency is required to be addressed.		
2.	19	…. The experts consider this a very useful approach and recommend increasing the number of interprofessional courses and collaborate also with the Faculty of Medicine to include also medical doctor students in the interprofessional approach.	There will be interprofessional course and collaboration between NSSP and NPSP with the Faculty of Medicine to include also medical doctor students in the interprofessional approach in 2025	
3.	24	**Airlangga Global Engagement programme**, which not only offers mobility options for students but also promotes international research initiatives by local professors and publication collaborations. Most of the mobility is directed towards other	We do not understand this	
4.	24	The experts acknowledge the university´s efforts to increase the number of cooperation programmes and recommend to further pursue this path of internationalization. In that regard, also the faculty should seek to establish partnerships on their own to increase the chances of programme-specific mobility options for their students. Moreover, the experts note that there appears to be no incoming mobility at all	There has been a lot of international cooperation memorandum of understanding between UIN Jakarta and other university that can be utilized to increase the chances of programme-specific mobility options for the students. Increasing the chances can be done by increasing funds for student outbound and inbound mobility. It has been conveyed to Rector.	https://docs.google.com/spreadsheets/d/1OjI_TOE7CNYoXQnf-AWWkWwsS6MDo4898BfekiP0KjY/edit?gid=1623433142#gid=1623433142
5.	24	Multiple stakeholders affirm to give feedback to the faculties; however, as	All stakeholders will be formally part of curriculum	

		only members of the alumni association confirm their involvement in the formal curriculum review, the experts gain the impression that these feedback channels are mostly informal. While they positively stress the close contact and of faculties and stakeholders, they deem it necessary to formalize the involvement of all stakeholders, as well as students, in a curriculum committee	committee since January 2025	
6.	27	…Given that UIN relies on income from tuition fees to a large extent (see also section 3.3), the experts consider the unused capacity a problem and recommend amending the admission system in a way that allows for the full use of the programmes´ capacities even if not all students that were admitted in the first place decide to enrol at UIN, e.g. through a second admission round after the registration deadline.	The Dean has submitted admission system policy to Rector that allows for the full use of the programmes´ capacities.	https://drive.google.com/drive/folders/1KS7Fy0VeJ9K8BAgWIvlnEqEopw9_9F5d?usp=sharing
7.	53	The acknowledge the implemented measures such as the curriculum committee as well as the Islamic integration committee, which is responsible for the purposeful implementation of Islamic values into the programme. However, the experts do not find any formal policy regulating the existence of these committees or records/ protocols of their activities. They stress the need for a transparent documentation of the quality	The documentation of the curriculum committee work including monitoring and evaluation of the implementation of Islamic values into the programme will be done since January 2025.	

		assurance processes, and the formalization of the committees in the form of statutes to assure their constitution, modus of operation, and membership composition including also relevant external programme stakeholders and students.		
8.	30	It is regularly monitored whether the credits awarded for each module correspond to the actual student workload via student surveys; however, the formulation of the question is suggested to be changed to gain a more realistic picture if the student workload which can be used for the verifica-tion of the credit allocation	The questionnaire to monitor the real student workload will be revised in next semester survey	

Public Health Study Programme (PHSP)

No	Draft page	Written in draft	Study programe statement	Evidence link to support the statement
1	12	The experts mention that only about 10% of the respondents from PSP, PPSP, and PHSP appear to work in jobs related to their study subjects.	We could not find data that support this comment. Based on our tracer study, we calculated that our alumnae work in the area of public health about 66,67% alumnae.	Tracer study PHSP …
2	12	The experts learn that Job market for PHSP graduates is very tight.	Public health job market is broad, not only open for governmental staff which are tight in demand in Indonesia, but also private institutions, NGOs and entrepreneurs. Based on our tracer study, 80% alumnae work not as governmental staff. However, in 2023 the Indonesian legislation number 17 concerning Health which included community health workers in the nomenclature of health workers in addition to those that already existed, such as health promotion workers, health administrator, epidemiology workers, environmental health workers, occupational health guidance workers and sanitation workers, which will open broader job market for public health in the future as governmental staff.	Indonesian Legislati…
3	17	The experts note that the curriculum is still traditional, technical rather than conceptual	Indonesia is currently facing communicable and non communicable-diseases problem. Therefore,our study programme insert both problem into study materials in addition to more conceptual than technical which is written in	1.3.3 Rev-Modul Ha… 1.2.5 SK Permendikbud

			modul handbook, i.e. in Non communicable disease epidemiology subject page 53, its LO are: 1.Have conceptual knowledge about the meaning of epidemiology and public health, approaches, types and methods of epidemiological research, epidemiological variables, natural history of disease, level of disease prevention, magnitude of public health problems, and determinant factors of health problems in society. 2. Have procedural knowledge about how to carry out screening and early detection of non-communicable diseases. 3. Have logical, critical, systematic and innovative thinking skills, in studying and applying epidemiological principles, concepts and methods that can be implemented in preventing and controlling the problem of non-communicable diseases in society. Our Higher education Ministry obligates that bachelor programme achieve level 6 Indonesia National Occupational Competency (KKNI) which include more conceptual subject materials rather than technical, and that differentiate to profession programme or diploma programme. Students receive a higher percentage of lectures on the concepts of pollution, infectious and non-communicable diseases, global health, etc. than on the technical elements.In addition, only students specialising in environmental health are taught about the technical aspects of measuring pollutants in the environment. They get the module in semester 6 only to understand practically how the measurement method works. While all students get concepts about environmental pollution in different media in semester 4.	Nomor 154 Tahun 2014 –Google Drive

4	18	The experts state that the current profile alumnae are not good as the tracer study shows	The study tracer is good because the alumnae had graduated more than 6 months which is the maximum cut off for work waiting average time according to LAMPTKES (Indonesian Health Higher Education Quality Management and Accreditation Institution). We think the tracer study is more representative.	
5	24	The experts expose that stakeholders and alumnae recommended to formalize the involvement of all stakeholders, as well as students, in a curriculum com-mittee	We will conduct a follow-up on January 7th, a curriculum review with students, alumnae and stakeholders. We will attached the proof of invitation, review of the previous curriculum; input for the curriculum after the activity takes place All stakeholders invited to the curriculum meeting will be included in the decree and will become part of the curriculum team that will design, monitor and evaluate the curriculum that will be implemented.	
6	30	The experts enquire about the evaluation and verification of the work-load by the students. As explained in the Self-Assessment Report, the workload is evaluated every year based on the students´ feedback. Students	We will conduct a follow-up on January 7th, a curriculum review with students, alumnae and stakeholders of which we will also discuss about work-load evaluation.	

		have the opportunity to assess how well their actual work-load is in accordance with the planned workload on a scale of 1 to 5. While the experts appreciate that the students are incorporated into the workload assess-ment, they find that the used question is not suited to gather the needed information about the estimated actual workload students have to put into each module because the used formula-tion does not sufficiently account for the individual study time. Instead, students should be asked how many hours they spend individually on a course to use this number as part in the aggregate workload calculation, on which the credit allocation needs to be based. Notably, especially in the evaluation results of PHSP and NSSP, multiple re-sponses indicated that the allocated number of credits is not in line with the actual workload (alt-hough it is not cap-tured whether the actual workload is higher or lower), which is further proof for the impression of the experts. Considering this, it is also not surprising that the desig-nated graduation time is exceeded in multiple cases.		
7	38	During the on-site visitation, the experts are presented with multiple examples of undergraduate theses and con-firm their adequate quality in terms of scientific ap-proach, methodology, content, and formali ties, as well as the transparency of the theses assessments. However, as mentioned before, they deem the number of allocated credits too low to correctly reflect the students´ work load for the preparation of the theses.	Our study programme prepare students to work on their final thesis and examinations (semester 8) one se-mester earlier during advance research methodology subject (semester 7). The outcome of this subject is draft report that able to proceed to be proposal report for final thesis, as mention on the content o module handbook page 119:This course is a continuation of the research methodology course. In this course, scientific research concepts and elements in the research pro-posal will be applied. The achievement indicator of this course is that students are able to compile research pro-posals that are ready to be tested and used as a final project. The methods used are lectures, discussions,	1.3.3 Rev-Modul Ha… 1.3.2 Internship Gui…

			presentations and assignments based on literature studies. Therefore, we assigned lecturers to be students' advisors before end of semester 6 when they start to have internship during semester break between semester 6 to 7 and students able to focus on their final thesis only during semester 8.	
7	48	For the PHSP however, there is no comprehensive module handbook but only a collection of the individual module descriptions, which, as the experts confirm, also contain the above-mentioned information.	We had uploaded a comprehensive module within the same folder in 1.3.	1.3.3 Rev-Modul Ha…
8	49	With respect to the transcript of records, the experts confirm that it lists all the completed courses including module titles, achieved grades, cumulative GPA, and thesis title. The expert recommended the university display ECTS credit number on the transcript records.	We added the ECTS credit number on the transcript records.	File

Nursing Science Study Programme (NSSP)

No	Draft page	Written in draft	Study programe statement	Evidence link
1	11	Expert stated that different titles are used for the learning outcomes of different programmes on the websites (“Intended Learning Outcomes”, “Graduate Learning Outcomes”, “Study Program Learning Outcomes”).	We have synchronized the titles for the learning outcomes as Intended Learning Outcomes (ILO) in the official documents and in the website.	NSSP: https://fikes.uinjkt.ac.id/en/s1-nursing-science
2	11	Expert stated that no PEO was found on the website	We have uploaded PEOs on the wesite	NSSP: https://fikes.uinjkt.ac.id/en/s1-nursing-science
3	20	For the NSSP, are concerned about the comparatively low number of practical components contained in ‘’1 kredit point = 170 minutes”		
4	29	There were module handbooks of NSSP, applying conversion rate of 1.5 for ECTS credits. Moreover, for some modules only the SKS or ECTS credits are displayed	We have addressed all the feedback from the experts, especially regarding the conversion rate of ECTS to be 1.68 for 1 SKS. Moreover, we have standardized all the modules	

5	38	Expert deem the number of allocated credits of undergraduate thesis/final projets is too low to correctly reflect the students´ workload for the preparation of the theses.		
6	46	the experts visit the skills labs and recognize that these facilities are in urgent need of improvement to adequately deliver the programmes. Moreover, the equipment with mannequins that are used for the simulation of patients and to practice the treatments is not on an adequate level. Overall, the mannequins appear to be old and not always working, as e.g. the CPR mannequin. Up-to-date gear, like smart mannequins, are not available. Also, there is no PPE equipment in the anatomy lab	All laboratory facilities will be updated using next year's budget	
7	47	Experts recommend to further increase the full-text access to international nursing and medical literature	We would like to increase the-full-text access international nursing and medical literature in the e-library and the library.	

8	48	The experts note that the curricula and module handbooks are not published on the websites of all programmes	We have uploaded module handbooks on the website	

Nurse Profession Study Programme (NPSP)

No	Draft page	Written in draft	Study programe statement	Evidence link to support the statement
1	11 - 12	…. and NPSP, no PEOs are defined	Different terminology has been applied. However, we used PEO subsequently and revised	https://pspn-uinjkt.id/grad uate-profile/
2	29	in t**he module handbooks of NSSP** and NPSP, the information given in the section "workload" varies: While for some modules an entire hourly calculation is given, for some modules only the SKS or ECTS credits are dis-played, and sometimes different conversion rates. It also strikes that the calculated work-load does not always coincide with the allocated number of credits, especially in modules with high independent study loads, which makes the experts question the true workload-based foundation of the credit allocation.	We have addressed all the feedback from the experts, especially regarding the conversion rate of ECTS to be 1.68 for 1 SKS	https://pspn-uinjkt.id/wp- content/uploads/2024/10/MODULES-HANDBOOK_PSPN.pdf
3	46	Despite this, the experts suppose that the clerkship education in the hospitals fulfils its purpose as all the students pass the national exam at the end of the professional programme. (please add more details and insights from your	Will the experts add more insight from their next visits to clinical facilities?	

		visitation of the facilities)		
4	49	the experts require UIN to provide Diploma Supplements also for all the other subjects, including the professional programmes.	Diploma Supplement included in the Practice Book	https://pspn-uinjkt.id/wp-content/uploads/2024/10/MODULES-HANDBOOK_PSPN.pdf

Pharmacy Study Programme (PSP)

No	Draft page	Written in draft	Study programe statement	Evidence link to support the statement
1	12	The experts mention that only about 10% of the respondents from PSP, PPSP, and PHSP appear to work in jobs related to their study subjects.	Our tracer study data strongly contradicts the claim that only 10% of our alumni work in pharmacy-related fields. In fact, 95% of employed alumni are engaged in areas directly relevant to pharmacy, with 35% working in hospitals or community health centers, 25% in pharmacies or clinics, 13% in the pharmaceutical and health products industry, 10% in pharmaceutical and medical device distribution, and the rest in roles such as education, regulatory agencies, entrepreneurship, healthcare services, health insurance, and clinical research.	https://uinjktacid-my.sharepoint.com/:x:/g/personal/ikomala_uinjkt_ac_id1/EXR kiP0ji1CgjmTgyb0P1oBb6hHzc3kvYx-ObR7iWhXex w?e=wiboYO
2	21	Judging from the curriculum documents and module descriptions, the experts gain the im-pression that topics like pharmacognosy and phytochemistry	Currently, topics such as quality assurance, GMP, and SOPs are already integrated into existing courses, particularly in Industrial Pharmacy and Formulation Technology,	https://uinjktacid-my.sharepoint.com/:f:/g/personal/ikomala_uinjkt_ac_id1/E

				s4s kGgV6cVKlRl-WzPZ56iIBp
		play an important role in the education. While these are certainly foundations of pharmaceutical education, the experts stress that, nowadays, the competence in biotechnology and associated fields has become much more important. The pro-gramme coordinators acknowledge this comment but ex-plain that these modern, synthetic ap-proaches are also included in the curriculum, which pleases the experts. Besides this, the experts sug-gest to consider enriching the curricu-lum with courses on industrial pharmacy settings such as quality assurance and sup-ply chain management, and more in-depth modules on Good Manufactur-ing Practices (GMP) and standard operating proce-dures (SOPs) to prepare students for real-world ap-plications.	which together account for 11 credits, equivalent to 13,87 ECTS. However, we will strengthen these areas further during the curriculum revision scheduled for next year. For Pharmacognosy and Phytochemistry, the emphasis remains strong, as these subjects are tailored to meet the demands of Indonesia's thriving traditional medi-cine industry.	KCvLQhg47TXySVutJWT-Q?e=Nfo2m8
3	24	Multiple stakeholders affirm to give feedback to the faculties; however, as only members of the alumni association confirm their involvement in the formal curriculum review, the experts gain the impression that these feedback channels are mostly informal. While they positively stress the close contact and of faculties and stakeholders, they deem it necessary to formalize the involve-ment of all stakeholders, as well as students, in a curriculum com-mittee	We appreciate the experts' feedback on stakeholder involvement in the curriculum review process. While we currently engage stakeholders informally, we rec-ognize the need to formalize these channels. We plan to establish a curriculum committee with representa-tives from alumni, students, and other key stakehold-ers for the formal curriculum review next year	

4	29	This perceived deviation of the workload and credits becomes apparent also when looking at the Bachelor´s thesis modules, which are credited with 4 SKS in the NSSP and the PHSP, and 5 SKS in the PSP. During the on-site visit, the experts examine examples of final theses and confirm their quality	Thank you for the feedback. We will implement a more accurate method to assess student workload by collecting data on the hours spent on each course. This will help adjust credit allocation accordingly. We will also review the thesis credit allocation to better reflect the effort required. These changes will be made during the curriculum review next year	
5	33	However, specifically for the Pharmacy programmes, the experts suggest integrating a higher number of industry-based case studies to develop problem-solving and decision-making skills.	Currently, we have strong collaborations with the industry, hospitals, pharmacies, Indonesian National Research and Innovation Agency (BRIN) and Indonesian Social Security Agency (BPJS) involving practitioners as lecturers to provide students with up-to-date case studies. Dr. Sabar Pambudi from the Indonesian National Research and Innovation Agency (BRIN) teaches Biotechnology. Apt. Supriyatna, M.Farm from the herbal industry, Apt. Hendra Farma Johar, M.Si, and Apt. Dilal Adlin Fadil teach Digital Pharmacy and entrepreneurship. Aswalmi Gusmita, MSM, Apt, AAK from the Indonesian Social Security Agency (BPJS) teaches the national health system. Apt. Linda Triana Yudhorini, SSi, M.Si from Fatmawati Hospital teaches Pharmacotherapy and Pharmacy Management. Apt. Lindy Ridyawati from Pharmaceutical Industry Yarindo Farmatama teaches Pharmacy Industry and Pharmacy Management, Apt. Purnama Dwi Tistiyanto, M.Farm.Ind from Indonesian National Agency of Drug and Food Control (BPOM) teaches regulatory affairs and health laws. These collaborations provide students with real-world insights, helping them develop practical	Practition teaching in PSP.pdf

			skills for the challenges theywill face in the pharmacy field.	
6	33	In terms of the PSP, the programme coordinators explain that the curriculum was recently changed to include a higher share of practical modules. Practical teaching is done via pa-tient simulation roleplays among the students, as well as in differ-ent laboratory sessions. In this regard, a critical shortage of lab facilities and the appropriate equipment becomes apparent (see also section 3.3). Due to this problem, students can, in most of the cases, not do experiments on their own but can only observe the demonstration of experi-ments and processes by their lecturers. In some cases, even videos are used for this purpose, which does not fulfil the objective of practical learning and does not equip the students with the neces-sary skills to conduct lab work independently, which should be the purpose of the practical ses-sions. This lack of actual practical work does not only regard specific experi-ments or processes but affects also the students´ basic lab handling and lab safety	This statement is not entirely accurate, as many practical sessions are conducted hands-on, not just through demonstrations. Basic practicals, such as or-ganic chemistry, pharmaceutical technologies, phar-macognosy-phytochemistry, microbiology, and phar-maceutical analysis, involve direct student participa-tion. In general, students engage in hands-on prac-tice for basic techniques and skills. However, when larger analytical equipment is required, such as HPLC, GCMS, or PCR, the instructor demon-strates the procedure to the students, after which the students focus on analyzing the resulting data. Additionally, we are concerned there may have been a miscommunication between our lecturers and the ex-perts during the visit. Upon further confirmation with the lecturer in ques-tion, it was clarified that the use of videos pertains specifically to the "Basic Pharmaceutical" practical sessions, where students are tasked to watch a video before performing the practicals to understand the process better.	Practical session video. https://drive.google.com/d rive/folders/1-jC2NqqItrJUondvQLpn2GIei3HEV6kZ?usp=sharing

		compe-tencies, which cannot be adequately learned without own practice. Therefore, the experts require UIN to make sure that students gain practical lab competence through sufficient teaching and individual learning of practical lab work.	However, it is important to emphasize that all basic skills and techniques are conducted with a hands-on approach wherever possible, as we prioritize practical experience in our curriculum. As evidence, we have compiled several short videos showcasing our hands-on practical activities.	
7	40	As outlined in the Self-Assessment Report, UIN´s Faculty of Health Sciences´ academic staff numbers per programme, as well as their degrees and distribution of academic ranks are listed in the following table:	We have made adjustments to the number of academic staff in the Pharmacy Study Program based on feedback from the experts during the visitation. The experts recommended including academic staff from the Faculty of Medicine who also teach in the Pharmacy Study Program. These academic staff teach courses in Biomedics, Human Anatomy, Physiology, and Pathophysiology. As a result, the updated faculty composition for the Pharmacy Study Program now includes 3 Professors, 4 Associate Professors, 8 Assistant Professors, and 10 Lecturers. There are 12 faculty members with Doctoral degrees and 12 with Master's degrees, bringing the total number of faculty members to 24.	https://uinjktacid-my.sharepoint.com/:b:/g/personal/i komala_uinjkt_ac_id1/EdGCjHSKbCJIu4dHpBk9ipUByn-JAnhz8u9tv76yJsP-chQ?e=RKSGG9
8	46	The facilities for PSP and PPSP include 13 different laboratories with a capacity of between 30 and 50 students, each. Furthermore, the faculty has multiple cooperations with both domestic and overseas institutions. However, as already mentioned before, the experts	I. In response to the laboratory safety concerns raised, we are taking immediate action to address the issues: a. Updating Safety Instructions – We will complete and clearly display safety	Practical session video. https://drive.google.com/d rive/folders/1-jC2NqqItrJUondvQLpn2GIei3HEV6kZ ?usp=sharing

		see the standard of the laboratories as highly critical. As a first crucial point,the lab safety standards are very low, as safety instructions are partly missing, protective equipment such as clothing as well as safety gears are not sufficiently present, and the storage of many materials is not adequate. Also, the experts note that the labs do not seem to be used a lot for actual practical exercises by the students. While laboratory equipment is already rare and many basic devices are missing or under maintenance, it seems comparatively un-touched. As examples, the experts notice the absence of standard balances, powder mixing machines, fluid bed granulators, and liquid mixing tanks. Also, different raw materials like herbs used for the analysis and experimentation of pill production which is a basic exercise in undergraduate pharmacy programmes, is nowhere to be found and examples of student experiments, as e.g. pills, could not be presented to the experts. In this regard, it would be beneficial to mirror industrial setups for formulation, herbal extraction, biotechnology, and analysis. Likewise, PCR equipment to test for porcine DNA has been shown, but positive and negative controls as well as reagents were missing.	instructions in all areas of the lab to ensure that safety protocols are easily accessible. b. Improving Protective Equipment – We will ensure that adequate personal protective equipment (PPE) is provided, and all lab members will receive training on its proper use. c. Enhancing Material Storage – We will improve the storage of chemicals and materials to meet safety standards,ensuring proper labeling and secure storage for hazardous materials. d. Safety Training – Regular safety training will be conducted to ensure all lab members are well-informed about safety procedures and can effectively handle potentialhazards. II. Response for Labs do not seem to be used a lot for actual practical exercises The practical sessions are regularly utilized by students; however, at the time of the assessor's visit, there was no practical session scheduled in the specific lab being discussed. Practical sessions were, in fact, taking place in another lab at the same time, which the expert had the opportunity to observe directly. It is highly unlikely that pharmacy students would not utilize the lab for practical exercises. Regarding the perception that the lab appears "untouched," the laboratory was cleaned and organized	Stock Opname Materials lab

			before the expert's visit, which may have given the impression that it was not in use. Typically, final-year students are in the lab every day for their research. However, at the time of the visit, 80% of the students who were conducting research had already graduated in August 2024, and the remaining students were preparing for their bachelor thesis defense. Therefore, the research students were not present in the lab during the visit. As we only offer an undergraduate program, final-year research is often conducted simultaneously. New students who will begin their research will start next semester (February 2025). We are attaching several videos showing students' practical activities using the lab. Our lab is always active. III. In response to the experts' observations regarding the absence of standard balances, powder mixing machines, fluid bed granulators, and liquid mixing tanks, as well as the lack of raw materials like herbs used for pill production analysis and experimentation, we would like to clarify the following: Typically, pharmaceutical preparations such as tablets, pills, capsules, syrup, etc are not stored after production because they are used for subsequent analysis and are often reused in future practical sessions. For example, during the visit, the pharmaceutical preparations mentioned were used for compounding and dispensing practical exercises. However, we assure you that these practical activities are beingconducted, and the materials required for these exercises are available. We have attached a stock opname (inventory) of the materials available in each lab to demonstrate that the necessary	

			materials are in place for the practical exercises. Regarding the question about the storage of simplicia, in our Pharmacognosy-Phytochemistry practical sessions, we use fresh herbs or plant, which is easily accessible in our country. We follow a continuous process starting with the preparation of simplicia, followed by extraction, standardization of the extract, and isolation of active compounds. Due to this continuous workflow, we do not store simplicia after practical sessions, as it is used as part of the ongoing practical process.Additionally, we have special simplicia or dried herbs specifically for the Pharmacognosy practical sessions, and we showed these to the experts during theirvisit. As for the powder mixing machine, fluid bed granulator, and mixing tank, these are industrial-grade equipment that we currently do not possess. However, for our student practical sessions, we have created equipment that mimics the same mechanisms. This allows the students to perform similar processes and gain the necessary experience. IV. In response to the observation regarding the PCR equipment used to test for porcine DNA, we would like to clarify that while the PCR equipment was shown during the visit, the positive and negative controls, as well as reagents, were not available at that moment. However, it is important to note that the positive control can be derived from actual porcine DNA samples, which can be used to verify the PCR results. Similarly, for the negative control, we use a sample that does not contain porcine DNA to ensure the specificity of the test.	

			In response to the suggestion to mirror industrial setups for formulation, herbal extraction, biotechnology, and analysis, we fully accept this recommendation. As we have previously communicated and shown through videos to the experts, this year we are in the process of constructing new laboratories, including a mini teaching industry lab. The design of this lab closely resembles industrial setups, fully aligningwith the experts' suggestions. We hope this clarifies the points raised during the assessment.	
9	47	In conclusion, the experts urgently require UIN to update the laboratories and the respective equipment of the nursing and pharmacy programmes. The adequacy of these facilities is crucial to the practical teaching of the students and, thus, the qualification of the programmes´ graduates. In terms of supporting facilities, the university has	We acknowledge the experts' recommendation to update the pharmacy program's laboratories and equipment. We will compile a list of required facilities and submit it to the university for approval to ensure our students have the necessary resources for practical training.	
10	76	Graduate profile	The Graduate Profile of the PharmacyStudy Program is already listed on the websiteand in the academic book. The Graduate Profile is as follows: The Pharmacy Study Program, Faculty of Health Sciences, UIN Syarif Hidayatullah Jakarta, aims to produce globally reputable pharmacist graduates who excel in integrating Islamic knowledge, Indonesian values, and scientific competencies in the pharmaceutical profession	

Pharmacist Profession Study Programme (PPSP)

No	Draft page	Written in draft	Study program statement	Evidence link to support the statement
1.	11	The expert stated that different titles are used for the learning outcomes of other programmes on the websites ("Intended Learning Outcomes", "Graduate Learning Outcomes", "Study Program Learning Outcomes").	We have synchronized the titles for the learning outcomes as Intended Learning Outcomes (ILO) in the official documents and the website.	Rev_1.1.1 Academi…
2.	12	The experts pointed out that only about 10% of the respondents (graduates) from PSP, PPSP, and PHSP appear to work in jobs related to their study subjects.	We have different data in terms of tracer study related to the number of PPSP graduates who work according to the study subject. We calculated that 98% of PPSP graduates in 2021-2022 work according to their scientific background (link to tracer study result.	PPSP Alumni Data …
3.	13	The experts recommended that the tracer study should be conducted at a later point in time rather than only 3 months after graduation to gain a more realistic picture of the job positions of the graduates.	We will conduct a tracer study 6 months after graduation with an estimate that the graduates have obtained an official license of professional pharmacist (link tracer study)	

4.	14	The expert note that, while the Indonesian names of all programmes are correctly and consistently used in all official documents as well as the websites, the English translations are not harmonized	We realized there were some inconsistencies in the acronyms of the naming of the Study Program when it was changed to English, i.e. on page 8. The term Pharmacist Profession Study Program (PSPA) in the Vision and Mission has been revised to PPSP as shown on page 2 of the Academic Guideline Book (Curriculum 2024).	Rev_1.1.1 Academi...
5.	16	The expert summarized the module types of study programs in the Table as follows: Study Program: PPSP Total Credits: 35 Credits/59 ECTS Compulsory National Courses: 0 Compulsory University Courses: 0 Compulsory Study Program Courses: 31 Credits/52 ECTS Elective Courses: 4 Credits/7 ECTS	As we explained during the visitation, after we submitted the SAR (which contains the curriculum 2021), we made adjustments to the curriculum 2021 which we call the curriculum 2024 and was approved by the Dean of Faculty of Health Sciences (SK Dekan No.14 Tahun 2024). The adjustment was made based on the issuance of a new regulation from the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 53 of 2023 about Quality Assurance of Higher Education (Permendikbudristekdikti No.53 of 2023) which states that the minimum number of credits for professional study programs is 36 credits while in our curriculum 2021 is 35 credits. In addition, the Association of Indonesian Pharmacy Universities	SK DEKAN NO 14 ... Permendikbudristek... Comparison of Curri... Rev_1.1.2 Curriculu...

			(APTFI) (APTFI RULE LINK) also issued a new regulation that all students are required to gain Pharmacist Professional Work Practice in 5 practice facilities, namely: Hospitals, Pharmacies, Industry, wholesale, and Government (BPOM/Dinkes/Puskesmas) since in the Curriculum 2021 students can choose between Pharmacist Professional Work Practice in the hospital and pharmaceutical industry. Therefore, the module type of PSPP has been revised as follows: Study Program: PPSP Total Credits: 36 Credits/60.48 ECTS Compulsory National Courses: 0 Compulsory University Courses: 0 Compulsory Study Program Courses: 31 Credits/52 ECTS Elective Courses: 2 Credits/7 ECTS The comparison of Curriculum 2021 and Curriculum 2024 of PPSP can be seen in this Table. The Curriculum Book 2024 can be seen in the attachment file.	

6.	21	The expert displayed the figure of Curriculum Structure (Curriculum 2021).	Since we have a new Curriculum, namely Curriculum 2024, the figure of Curriculum (2024) Structure can be shown in the attachment file.	Rev_Curriculum Str…
7.	23	The expert displayed the Table of the number of both national and international mobility activities since 2021-2023 in all programs where no activities at all from PPSP students.	In fact, during 2021-2023, all the students (120 students per year) of PPSP gained internships at 3 different places including pharmacy, hospital/pharmaceutical industry, and the government field. Moreover, four students of PPSP have the opportunity to participate in the Student Mobility Program at Management & Science University (MSU) Malaysia from September 7 to 30, 2023.	Student Mobility Program of PPSP' students
8.	49	The experts note that the curricula and module handbooks are not published on the websites of all programmes	We have uploaded the curriculum book 2024 and module handbooks to the website	https://pspa-uinjkt.id/hand book/ Rev_1.1.2 Curriculu…
9.	82	The list of PEOs, ILOs, and Graduate Profile	Since we adjusted the Curriculum 2021 to Curriculum 2024, the list of new PEOs, ILOs, and Graduate Profile of Curriculum 2024 can be seen in the Academic Book curriculum 2024 and on the website of PPSP	Rev_1.1.1 Academi…

F Summary: Expert recommendations (03.02.2025)

Taking into account the additional information and the comments given by UIN, the experts 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 Public Health	With requirements for one year	-	30.09.2030
Ba Nursing	With requirements for one year	-	30.09.2030
Nursing Profession Programme	With requirements for one year	-	30.09.2030
Ba Pharmacy	With requirements for one year	-	30.09.2030
Pharmacist Profession Programme	With requirements for one year	-	30.09.2030

Requirements

For all programmes

A 1. (ASIIN 1.1) Distinguish the concepts of PEOs, ILOs and Graduate Profile consistently for all study programmes.

A 2. (ASIIN 1.2) Harmonize the English translations of the study programme names in all official documents as well as on the programmes´ websites.

A 3. (ASIIN 1.3/ 5) Formalize the process to incorporate industrial stakeholders and students in the curriculum development through transparent statutes of the curriculum committee.

A 4. (ASIIN 1.5/ 4.1) Verify the students working hours per course including also self-study time (student workload), review their credit allocation and credit conversion from SKS into ECTS accordingly, and harmonize the numbers in all official documents.

A 5. (ASIIN 3.1) Increase the personnel level to ensure that the academic staff can fulfil all their duties, including a reasonable share of research time.

A 6. (ASIIN 4.2) Issue a Diploma Supplement for all study programmes and include information on the Indonesian higher education system as well as statistical data to allow for a relative assessment of the student performance.

For NSP

A 7. (ASIIN 3.2) The facilities and equipment need to be expanded and modernized to ensure the adequate practical learning of students.

For PSP

A 8. (ASIIN 3.2) Improve the lab safety in terms of infrastructure, equipment as well as processes like safety trainings, storage of materials and waste management.

Recommendations

For all programmes

E 1. (ASIIN 1.3/ 1.6) It is recommended to strengthen the incorporation of English into the programmes both as curricular content and teaching methodology.

E 2. (ASIIN 1.3/ 3.2) It is recommended to further increase the number of student mobility programmes, establish cooperations also on the faculty level, and improve the financial support for student mobility.

E 3. (ASIIN 3.1) It is recommended to expand the continuous development offer for teaching staff and establish a mentoring programme for junior staff to better integrate and allow them a quicker academic development.

E 4. (ASIIN 3.1/ 3.2) It is recommended to increase the research funds.

E 5. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and include information on the credit conversion in the Diploma Supplement.

E 6. (ASIIN 4.3) It is recommended to restructure the programmes´ websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For PHSP

E 7. (ASIIN 1.3) It is recommended chose more conceptual than applied topics of public health for the students´ final theses.

For NSSP

E 8. (ASIIN 3.2) It is recommended to improve the full-text access to international nursing and medical journals.

G Comments of the Technical Committees

Technical Committee 14 – Medicine (04.03.2025)

Assessment and analysis for the award of the ASIIN seal:

The discussions of the TC focus on the topic of the intensive integration of religious subjects and content into the degree programmes, which is expressly provided for in the mission statement and the concept of the entire university, as it is an 'Islamic State University'. The expert committee refers to the handout on dealing with non-subject/religious modules discussed at the December committee meeting. However, as the review panel determined that academic freedom is guaranteed and that the subject-related learning objectives can be achieved even though the number of religious modules exceeds the standard non-subject curriculum included in Bachelor's degree programmes in Indonesia, this is accepted. Nevertheless, there is unanimous support for an additional recommendation to strengthen intercultural competence and diversity in the curriculum (new E 1). In addition, the question of staffing levels, the general qualifications of teaching staff and their opportunities for further development are also discussed. The TC considers the conditions and recommendations proposed by the review panel to be sensible, but too general. For this reason, an additional explicit recommendation is added in this regard in view of the fact that several of the degree programmes in question do not have a full professor as an administrative and substantive leadership figure (new E 5).

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 Public Health	With requirements for one year	-	30.09.2030
Ba Nursing	With requirements for one year	-	30.09.2030
Nursing Profession Programme	With requirements for one year	-	30.09.2030

Requirements

For all programmes

A 1. (ASIIN 1.1) Distinguish the concepts of PEOs, ILOs and Graduate Profile consistently for all study programmes.

A 2. (ASIIN 1.2) Harmonize the English translations of the study programme names in all official documents as well as on the programmes´ websites.

A 3. (ASIIN 1.3/ 5) Formalize the process to incorporate industrial stakeholders and students in the curriculum development through transparent statutes of the curriculum committee.

A 4. (ASIIN 1.5/ 4.1) Verify the students working hours per course including also self-study time (student workload), review their credit allocation and credit conversion from SKS into ECTS accordingly, and harmonize the numbers in all official documents.

A 5. (ASIIN 3.1) Increase the personnel level to ensure that the academic staff can fulfil all their duties, including a reasonable share of research time.

A 6. (ASIIN 4.2) Issue a Diploma Supplement for all study programmes and include information on the Indonesian higher education system as well as statistical data to allow for a relative assessment of the student performance.

For NSP

A 7. (ASIIN 3.2) The facilities and equipment need to be expanded and modernized to ensure the adequate practical learning of students.

For PSP

A 8. (ASIIN 3.2) Improve the lab safety in terms of infrastructure, equipment as well as processes like safety trainings, storage of materials and waste management.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to strengthen intercultural competency in the curriculum.

E 2. (ASIIN 1.3/ 1.6) It is recommended to strengthen the incorporation of English into the programmes both as curricular content and teaching methodology.

E 3. (ASIIN 1.3/ 3.2) It is recommended to further increase the number of student mobility programmes, establish cooperations also on the faculty level, and improve the financial support for student mobility.

E 4. (ASIIN 3.1) It is recommended to expand the continuous development offer for teaching staff and establish a mentoring programme for junior staff to better integrate and allow them a quicker academic development.

E 5. (ASIIN 3.1) It is recommended to establish clear leadership positions on the academic level of professor.

E 6. (ASIIN 3.1/ 3.2) It is recommended to increase the research funds.

E 7. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and include information on the credit conversion in the Diploma Supplement.

E 8. (ASIIN 4.3) It is recommended to restructure the programmes´ websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For PHSP

E 9. (ASIIN 1.3) It is recommended chose more conceptual than applied topics of public health for the students´ final theses.

For NSSP

E 10. (ASIIN 3.2) It is recommended to improve the full-text access to international nursing and medical journals.

Technical Committee 09 – Chemistry, Pharmacy (10.03.2025)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the requirements and recommendations proposed by the expert group. The Technical Committee confirms that there is a particular need for improvement in the areas of the wording of the learning objectives, the English translations of the programme names, the involvement of stakeholders, the student workload, the number of staff, the Diploma Supplement and the facilities and equipment. A total of eight requirements are to be imposed on these points. In addition, eight recommendations are proposed by the expert group.

The Technical Committee discusses the procedure and agrees with the proposed requirements and recommendations overall. However, the TC notes that requirement A5 on the increase in personnel is formulated in a very non-binding way and that a significant increase in personnel can hardly be demonstrated within the deadline for fulfilment of the requirements. UNI Jakarta should submit a personnel concept in this regard.

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

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Pharmacy	With requirements for one year	-	30.09.2030
Pharmacist Profession	With requirements for one year	-	30.09.2030

Requirements

For all programmes

A 1. (ASIIN 1.1) Distinguish the concepts of PEOs, ILOs and Graduate Profile consistently for all study programmes.

A 2. (ASIIN 1.2) Harmonize the English translations of the study programme names in all official documents as well as on the programmes´ websites.

A 3. (ASIIN 1.3/ 5) Formalize the process to incorporate industrial stakeholders and students in the curriculum development through transparent statutes of the curriculum committee.

A 4. (ASIIN 1.5/ 4.1) Verify the students working hours per course including also self-study time (student workload), review their credit allocation and credit conversion

from SKS into ECTS accordingly, and harmonize the numbers in all official documents.

A 5. (ASIIN 3.1) Increase the personnel level to ensure that the academic staff can fulfil all their duties, including a reasonable share of research time.

A 6. (ASIIN 4.2) Issue a Diploma Supplement for all study programmes and include information on the Indonesian higher education system as well as statistical data to allow for a relative assessment of the student performance.

For NSP

A 7. (ASIIN 3.2) The facilities and equipment need to be expanded and modernized to ensure the adequate practical learning of students.

For PSP

A 8. (ASIIN 3.2) Improve the lab safety in terms of infrastructure, equipment as well as processes like safety trainings, storage of materials and waste management.

Recommendations

For all programmes

E 1. (ASIIN 1.3/ 1.6) It is recommended to strengthen the incorporation of English into the programmes both as curricular content and teaching methodology.

E 2. (ASIIN 1.3/ 3.2) It is recommended to further increase the number of student mobility programmes, establish cooperations also on the faculty level, and improve the financial support for student mobility.

E 3. (ASIIN 3.1) It is recommended to expand the continuous development offer for teaching staff and establish a mentoring programme for junior staff to better integrate and allow them a quicker academic development.

E 4. (ASIIN 3.1/ 3.2) It is recommended to increase the research funds.

E 5. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and include information on the credit conversion in the Diploma Supplement.

E 6. (ASIIN 4.3) It is recommended to restructure the programmes´ websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For PHSP

E 7. (ASIIN 1.3) It is recommended chose more conceptual than applied topics of public health for the students´ final theses.

For NSSP

E 8. (ASIIN 3.2) It is recommended to improve the full-text access to international nursing and medical journals.

H Decision of the Accreditation Commission (25.03.2025)

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

The Accreditation Commission discusses the procedure and generally agree with the experts and the Technical Committees, including the newly introduced recommendation regarding intercultural competency proposed by the Technical Committee 14 – Medicine. However, besides a reformulation of A5, it talks about the additional recommendation regarding the professorship proposed by the Technical Committee 14 – Medicine. Although the members of the Accreditation Commission agree with the intended cause, they deem this to be not feasible under the prerequisites of the national Indonesian staff development and promotion system. Moreover, the cause is already contained in E5. Therefore, the Accreditation Commission decides to abandon this proposal. Besides that, the Accreditation Commission intensely discusses the learning outcomes of different modules which contain a strong focus on the attitude component. The Accreditation Commission acknowledges that these are based on UIN´s special religious profile but considers these attitude components to be not feasible in (course) learning outcomes, as it is not objectively possible to assess the attainment of these learning outcomes. Therefore, they add the new recommendation E1.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Public Health	With requirements for one year	-	30.09.2030
Ba Nursing	With requirements for one year	-	30.09.2030
Nursing Profession Programme	With requirements for one year	-	30.09.2030
Ba Pharmacy	With requirements for one year	-	30.09.2030
Pharmacist Profession Programme	With requirements for one year	-	30.09.2030

Requirements

For all programmes

A 1. (ASIIN 1.1) Distinguish the concepts of PEOs, ILOs and Graduate Profile consistently for all study programmes.

A 2. (ASIIN 1.2) Harmonize the English translations of the study programme names in all official documents as well as on the programmes´ websites.

A 3. (ASIIN 1.3/ 5) Formalize the process to incorporate industrial stakeholders and students in the curriculum development through transparent statutes of the curriculum committee.

A 4. (ASIIN 1.5/ 4.1) Verify the students working hours per course including also self-study time (student workload), review their credit allocation and credit conversion from SKS into ECTS accordingly, and harmonize the numbers in all official documents.

A 5. (ASIIN 3.1) Provide and implement a concept of how the curriculum and the staffs´ research duties can be covered without any structural overload, including a timeline for the realization of concrete measures and respective financial planning.

A 6. (ASIIN 4.2) Issue a Diploma Supplement for all study programmes and include information on the Indonesian higher education system as well as statistical data to allow for a relative assessment of the student performance.

For NSP

A 7. (ASIIN 3.2) The facilities and equipment need to be expanded and modernized to ensure the adequate practical learning of students.

For PSP

A 8. (ASIIN 3.2) Improve the lab safety in terms of infrastructure, equipment as well as processes like safety trainings, storage of materials and waste management.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended not to emphasize student attitudes in learning outcomes, as the implementation of those objectives cannot be assessed by the lecturers.

E 2. (ASIIN 1.3) It is recommended to strengthen intercultural competency in the curriculum.

E 3. (ASIIN 1.3/ 1.6) It is recommended to strengthen the incorporation of English into the programmes both as curricular content and teaching methodology.

E 4. (ASIIN 1.3/ 3.2) It is recommended to further increase the number of student mobility programmes, establish cooperations also on the faculty level, and improve the financial support for student mobility.

E 5. (ASIIN 3.1) It is recommended to expand the continuous development offer for teaching staff and establish a mentoring programme for junior staff to better integrate and allow them a quicker academic development.

E 6. (ASIIN 3.1/ 3.2) It is recommended to increase the research funds.

E 7. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and include information on the credit conversion in the Diploma Supplement.

E 8. (ASIIN 4.3) It is recommended to restructure the programmes´ websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For PHSP

E 9. (ASIIN 1.3) It is recommended chose more conceptual than applied topics of public health for the students´ final theses.

For NSSP

E 10. (ASIIN 3.2) It is recommended to improve the full-text access to international nursing and medical journals.

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report and the programme´s website, the following **Programme Educational Objectives (PEOs)**, **Intended Learning Outcomes (ILOs), and Graduate Profiles (intended qualification profile)** shall be achieved by the Public Health Study Programme:

PEOs:

General competencies of graduates of the public health study program at UIN Syarif Hidayatullah Jakarta

1. Able to conduct situation studies and analysis (analytic/assessment skills)
2. Able to develop policies and Program Planning (policydevelopment/program planning skills)
3. Able to Communicate Effectively (communication skills)
4. Able to understand local culture (cultural competency skills)
5. Able to carry out community empowerment (community empowerment)
6. Have mastery of public health sciences (Public health science skills)
7. Able to plan finances and skilled in management (Financial Planning and Management Skills)
8. Have leadership and systems thinking skills (leadership and systems thinking skills)

Special competencies for graduates of the public health study program at UIN Syarif Hidayatullah Jakarta

1. Able to internalize Islamic values in the implementation of public health science
2. Able to develop and plan programs by taking into account Islamic values and the culture of Indonesian society
3. Able to develop health promotion media by paying attention to Islamic values and the culture of Indonesian society

ILOs:

1. Able to develop logical and critical thinking, systematic, innovative, and creative to solve public health problems and current issues independently, quality and measurable through inter and multidisciplinary approaches
2. Able to make the right decisions to solve problems based on data and existing information, following ethics and social values, humanities, and nationalism
3. Able to develop a network, evaluate and be responsible for work result
4. Able to apply assessment and situation analysis in the field of public health at the level primary health care with an interdisciplinary approach with attention diversity of academic ethics academic ethics cultures, views, religions and beliefs, as well as values, norms and academic ethic
5. Able to implement effective communication by paying attention to Islamic values as well Respect the religious views, beliefs and opinions of others
6. Able to implement public health programs to improve the quality of life in society, nation and state based on Pancasila by paying attention to Islamic values and local culture with full independence
7. Able to carry out community empowerment in promotive and preventive activities by taking into account Islamic values and based on social sensitivity and concern for society and the environment
8. Able to apply the principles of financial management by taking into account Islamic values and obeying applicable laws as a form of responsibility to the nation and state
9. Able to apply leadership values and systems thinking in the field of public health with an interdisciplinary approach by paying attention to Islamic values and being responsible for their work independently
10. Able to develop health promotion media by paying attention to Islamic values and culture of Indonesian society as well as the existing cultural diversity
11. Have basic knowledge as a tool to analyze the situation of people's behavior, nutritional status, environmental health, occupational health and safety, and health services
12. Have knowledge of effective communication (knowledge of communicators (language), messages (substance science of public health), communicants (psychology, education, anthropology, sociology, media and Islamic principles in communication)

13. Have knowledge of planning, implementation, implementation and evaluation of health programs by taking into account Islamic values and local culture
14. Having knowledge about community behavior, local culture, organizing, developing and empowering the community in accordance with Islamic values
15. Able to translate programs in the form of budget planning, monitoring and evaluation of budgets
16. Have knowledge about the interrelationships between sectors in solving health problems, leadership, organizations and health systems
17. Having knowledge about target needs assessment, needs analysis, target development, objectives and media development (communication science, media evaluation)T

Graduate Profile:

- Manager: The Health Manager has the ability to supervise and coordinate the team to ensure the organisation runs according to the applicable standards / regulations to be able to achieve the objectives of the health service organisation.
- Innovator: Islamic moral reformers in health problem-solving strategies.
- Researcher: Islamic Public Health Researchers as an effort to develop science and technology and to solve the problems of public health.
- Apprentice: A lifelong learner with Islamic morals to keep up with the development of science and technology to improve public health skills.
- Communitarian: Providing direction and guidance to the community in solving health problems.
- Leader: Islamic leaders in health problem solving.
- Educator: Health educators both in the general public and specialised communities such as health education in schools or in other educational institutions.

The following **curriculum** is presented:

No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	WHO 1010	ISLAM STUDIES I	2	0	0	2
2	ANT 6001	SOCIO ANTHROPOLOGY OF HEALTH	3	0	0	3
3	WHO 1009	INTRODUCTION PUBLIC HEALTH	2	0	0	2
4	POL 3017	PANCASILA	2	0	0	2
5	SAR 5054	WORSHIP PRACTICUM	0	0	1	1
6	SAR 2001	QIROAAH PRACTICUM	0	0	1	1
7	WHO 2002	HEALTH PSYCHOLOGY	2	0	0	2
8	BHS 6001	INDONESIAN	3	0	0	3
9	WHO 6022	PARASITOLOGY MICROBIOLOGY	2	0	0	2
10	WHO 1002	PHYSIOLOGICAL ANATOMY	2	0	0	2
Total Semester I Study Load			**18**	**0**	**2**	**20**

SEMESTER II						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	WHO 2007	BASICS OF EPIDEMIOLOGY	2	0	0	2
2	FKM 2134	BIOCHEMISTRY	2	0	0	2
3	FKM 2130	DESCRIPTIVE AND INFERENTIAL BIOSTATISTICS	3	0	0	3
4	POL 2002	CITIZENSHIP EDUCATION	2	0	0	2
5	FKM 2126	LEGAL AND HEALTH ETHICS	2	0	0	2
6	FKM 2133	BASIS OF REPRODUCTIVE HEALTH/MCH	2	0	0	2
7	FKM 2132	POPULATION BASIS	2	0	0	2
8	WHO 2003	GENERAL PATHOLOGY	2	0	0	2
9	KES3036	ADMINISTRATIVE BASIS OF HEALTH POLICY	2	0	0	2
10	FKM 2131	BASIS OF HEALTH PROMOTION	2	0	0	2
11	KES 2001	ISLAMIC STUDIES II	2	0	0	2
Total Study Load for Semester II			**23**	**0**	**0**	**23**

SEMESTER III						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	DOK 4028	EPIDEMIOLOGY OF DISEASE NOT CONTAGIOUS	2	0	0	2
2	WHO 6029	BASIC SCIENCE OF COMMUNITY NUTRITION	3	0	0	3
3	WHO 6024	HEALTH COMMUNICATIONS	2	0	0	2
4	WHO 2005	ENVIRONMENTAL HEALTH BASIS	2	0	0	2
5	WHO 3002	HEALTH ECONOMICS	2	0	0	2
6	WHO 6306	MANAGEMENT AN D DATA ANALYSIS	1	0	0	1
7	WHO 6307	MANAGEMENT PRACTICUM DATA ANALYSIS	0	1	0	1
8	SAG 2002	ISLAM AND KNOWLEDGE	2	0	0	2
9	WHO 3039	COMMUNITY ORGANIZATION AND DEVELOPMENT	2	0	0	2
10	WHO 6023	HEALTH PROMOTION	2	0	0	2
11	DOK 4027	EPIDEMIOLOGY OF INFECTIOUS DISEASES	2	0	0	2
Total Study Load for Semester III			**20**	**1**	**0**	**21**

VACATION IV						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	WHO 6301	PUBLIC HEALTH SURVEILLANCE	2	0	0	2
2	WHO 6302	PUBLIC HEALTH SURVEILLANCE PRACTICUM	0	1	0	1
3	WHO 6305	HEALTH PLANNING AND EVALUATION	2	0	0	2
4	BHS 2131	ARABIC LANGUAGE	3	0	0	3
5	WHO 6304	LEADERSHIP AND PUBLIC HEALTH SYSTEMS THINKING	2	0	0	2
6	WHO 4040	ENVIRONMENTAL QUALITY ANALYSIS	2	0	0	2
7	WHO 6303	HEALTH FINANCING AND BUDGET	2	0	0	2
8	BHS 3008	ENGLISH	3	0	0	3
9	WHO 4041	RESEARCH METHODOLOGY	3	0	0	3
10	WHO 3031	BASIC OCCUPATIONAL SAFETY AND HEALTH	2	0	0	2
Total Study Load for Semester IV			**21**	**1**	**0**	**22**

SEMESTER V COMPULSORY PRODUCT						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	KES4021	HEALTH INFORMATION SYSTEM	2	0	0	2
2	WHO 6559	DEVELOPMENT OF HEALTH PROMOTION MEDIA	1	0	0	1
3	WHO 5741	HEALTH PROMOTION MEDIA DEVELOPMENT PRACTICUM	0	1	0	1
4	WHO 5001	FIELD LEARNING EXPERIENCE I	0	0	2	2
Total Study Load for Semester V			**3**	**1**	**2**	**6**

SEMESTER VI PRODUCT COMPULSORY						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	KES5027	FIELD LEARNING EXPERIENCE II	0	0	3	3
2	WHO 4327	PRAKTIKUM ISLAMIC PUBLIC HEALTH	0	1	0	1
3	WHO 4329	DISASTER MANAGEMENT PRACTICUM	0	1	0	1
4	WHO 4328	DISASTER MANAGEMENT	1	0	0	1
Total Study Load for Semester VI			**1**	**2**	**3**	**6**

SEMESTER VII						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	KES 5020	PUBLIC HEALTH PROFESSIONAL DEVELOPMENT SEMINAR	0	2	0	2
2	WHO 5742	ADVANCED RESEARCH METHODS PRACTICUM	0	2	0	2
Total Study Load for Semester VII			**0**	**4**	**0**	**4**

SEMESTER VIII COMPULSORY PROGRAM						
No	MK Code	Courses (MK)	Credit weight			
			Theory	Practice	Practice	Amount
1	ABI 6017	APPRENTICESHIP	0	0	3	3
2	ABI 9042	THESIS	0	4	0	4
Total Study Load for Semester VIII			**0**	**4**	**3**	**7**

List of **elective courses**:

In semester 5, students have to chose 3 out of 8 specialization majors which define the set of additional modules to be taken. The available specializations are listed as follows:

- K3
- Environmental Health
- Epidemiology
- Health Services Management
- Health promotion
- Biostatistics, population, and health informatics
- Reproductive health
- Community nutrition

According to the Self-Assessment Report and curriculum document, the following **Programme Educational Objectives (PEOs)**, **Intended Learning Outcomes (ILOs), and Graduate Profiles (intended qualification profile)** shall be achieved by the Nursing Science Study Programme:

PEOs:

Not provided

ILOs:

1. Fearing Allah SWT, upholding human, professional, ethical, legal, moral and cultural values in nursing (attitude aspects) by integrating nursing and Islamic aspects,
2. Able to carry out professional work, based on logical, critical, systematic and creative thinking, innovative and collaborative and has social sensitivity and is scientifically responsible to the professional community and clients by paying attention to Islamic values (aspects of general knowledge and skills).
3. Able to apply nursing science and technology by paying attention to humanities values, based on scientific rules, procedures and ethics in providing nursing care by paying attention to Islamic values (aspects of attitudes, knowledge, special skills).
4. Able to evaluate nursing care as an effort to improve the quality of nursing care in clinical and community settings by paying attention to Islamic values (aspects of knowledge, special skills)
5. Able to carry out Islamic education with communication skills in nursing care and scientific information (aspects of knowledge, general skills, special skills).
6. Able to analyze the organization of nursing care and coordinate with the health team by demonstrating Islamic leadership attitudes to achieve client nursing goals (aspects of knowledge, special skills)
7. Able to carry out scientific research in the field of nursing science and technology to solve health problems by integrating nursing science and Islam as a form of Islamic contribution to scientific progress and restoring the existence of Muslim scientists in the nursing field as well as being beneficial for the benefit of the people (aspects of knowledge, general skills, special skills)
8. Able to produce, communicate and innovate in the field of nursing science and technology in accordance with ethical and Islamic principles (aspects of knowledge, general skills, special skills).
9. Able to develop professional skills through lifelong learning by paying attention to Islamic values (aspects of attitude, knowledge, general skills, special skills).

Graduate Profile:

- Care Provider: Bachelor of Nursing who is able to apply critical thinking skills and a systems approach to problem solving and decision making in the context of comprehensive and holistic nursing services based on ethical and legal aspects.
- Community leader: Bachelor of Nursing who is able to carry out leadership in various communities, both professional communities and social communities.
- Manager: Bachelor of Nursing who is able to apply professional leadership and management in service to clients/patients.
- Educator/ Communicator: Bachelor of Nursing who is able to educate clients/patients, their families and the community they are responsible for.
- Researcher: Bachelor of Nursing who is able to conduct research for the development of nursing and health science and technology.

The following **curriculum** is presented:

First year

SEMESTER 1

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103101	Being an Islamic Nursing Student	2	3
2	FIK6103102	Philosophy and Nursing Theories	3	5
3	FIK6103103	Basic Concept of Nursing	3	5
4	FIK6103104	Basic Biomedical Sciences	4	7
5	UIN6032201	Islamic Studies	4	7
6	UIN6033205	Religion and Qur'anic recitation Practice	2	3
7	FIK6103201	Indonesia Language	2	3
Total			20	**33**

SEMESTER 2

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103105	Basic Communication of Nursing	2	3
2	FIK6103106	Health Education and Promotion	3	5
3	FIK6103107	Basic Science of Nursing	3	5
4	FIK6103108	Nursing Pharmacology	3	5
5	FIK6103109	Basic Human Needs	4	7
6	FIK6103110	Nursing process and critical thinking	3	5
7	NAS6112201	Pancasila	2	3
Total			**20**	**33**

Second year

SEMESTER 3

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103111	Psychosocial and Culture in Nursing	2	3
2	FIK6103112	Nursing Theurapetic communication	3	5
3	FIK6103202	Fiqh in Nursing	2	3
4	FIK6103113	English for Nursing	2	3
5	FIK6103114	Basic Nursing Skills	3	6
6	FIK6103115	Adult Nursing I (cardiovascular, respiratory and hematology systems)	4	7
7	FIK6103116	Maternity Nursing	4	7
8	FIK6103117	Nursing Informatics System	2	3
9	NAS6112202	Civic Education	2	3
Total			**24**	**40**

SEMESTER 4

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103119	Reproductive Health Nursing	2	3
2	FIK6103118	Adult Nursing II (endocrine, digestion, urination, and immune systems)	4	7
3	FIK6103120	Nursing for Healthy and Acutely Ill Children	4	7
4	FIK6103121	Nursing of mental health and psychosocial	3	5
5	FIK6103122	Patient Safety and Occupational Health Safety	2	3
6	FIK6103203	Islamic Complementary Nursing	3	5
7	UIN6021204	Arabic Language	3	5
8	UIN6032202	Islam and Sciences	3	5
Total			**24**	**40**

Third year

SEMESTER 5

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103123	Adult Nursing III (musculosceletal, integumen, sensory perception and nerves systems)	4	7
2	FIK6103124	Chronic and Terminal Illness Pediatric Nursing	2	3
3	FIK6103125	Psychiatric Nursing	3	5
4	FIK6103126	Paliatif and Dying Process Care	2	3
5	FIK6103127	Concepts of Community Nursing	2	3
6	FIK6103129	Research Methodology and Islamic Scientific Tradition	4	7
7	FIK6103204	English for TOEFL preparation	2	3
8	FIK6103117	Family Nursing	4	7
Total			**23**	**38**

SEMESTER 6

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103130	Community Aggregate Nursing	3	5
2	FIK6103131	Gerontic Nursing	4	7
3	FIK6103132	Leadership and Nursing Management	4	7
4	FIK6103133	Emergency Nursing	4	7
5	FIK6103134	Biostatistics	2	3
6	FIK6103135	Critical care	3	5
7	FIK6103205	Islamic Entrepreneurship in Nursing	2	3
8	FIK6103137	Continuos Care Management of Chronic Diseases	2	3
Total			**24**	**40**

Fourth year

SEMESTER 7

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK6103136	Disaster Nursing	2	3
2	FIK6103139	Practice of continuos care management of chronic diseases	1	2
3	FIK6103138	Early Clinical Practice Exposure	4	7
8	FIK6103301	Undergraduate Thesis	4	7
Total			**11**	**19**

According to the Self-Assessment Report and the programme´s website, the following **Programme Educational Objectives (PEOs)**, **Intended Learning Outcomes (ILOs),** and **Graduate Profile (intended qualifications profile)** shall be achieved by the Nurse Profession Study Programme:

PEOs:

Not provided

ILOs:

1. Fearing Allah SWT, upholding human, professional, ethical, legal, moral and cultural values in nursing by integrating nursing and Islamic aspects.
2. Able to carry out professional work, based on logical, critical, systematic and creative thinking, innovation and cooperation and have social sensitivity and scientific responsibility to the professional community and clients by paying attention to Islamic values (aspects of general knowledge and skills).
3. Able to apply nursing science and technology with attention to humanities values, based on scientific rules, procedures and ethics in providing nursing care with attention to Islamic values (aspects of attitude, knowledge, specialised skills).
4. Able to evaluate nursing care as an effort to improve the quality of nursing care in clinical and community settings by paying attention to Islamic values (aspects of knowledge, special skills).
5. Able to carry out Islamic education with communication skills in nursing care and scientific information (aspects of knowledge, general skills, special skills).
6. Able to analyse the organisation of nursing care and coordinate with health teams by showing Islamic leadership attitudes to achieve client nursing goals (aspects of knowledge, specific skills).
7. Able to conduct scientific research in the field of nursing science and technology to solve health problems by integrating nursing and Islamic science (aspects of knowledge, general skills, special skills).
8. Able to develop professional expertise through lifelong learning by paying attention to Islamic values (aspects of attitude, knowledge, general skills, specialised skills).

Graduate Profile:

- Care Provider: Nurse profession who plans and provides nursing care to individuals, families, groups and communities within the range of healthy illness in clinic, family, and community settings to meet basic human needs in a comprehensive, evidence-based, aware and law-abiding manner, by prioritizing islamic value.

- Communicator: Nurse profession who communicates effectively, therapeutically and culturally sensitivity toward client, family, health teams, and communities.
- Health Educator and promoter: Nurse profession who has Islamic and culturally sensitive in providing health education and health promotion for clients, families and communities to achieve independence in caring for themselves.
- Manager and Leader: Nurse profession who can manage nursing care for clients, families, groups, and communities by demonstrating Islamic leadership traits and coordinating with the health team to achieve client care goals.
- Researcher: Nurse profession who uses a scientific method in nursing research and practice by integrating nursing and Islamic science.

The following **curriculum** is presented:

FIRST YEAR

SEMESTER 1

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK7104111	Basic Nursing Skills and Shar'i Nursing	2	**3**
2	FIK7104113	Medical Surgical Nursing	6	**11**
3	FIK7104115	Maternity Nursing	3	**5**
4	FIK7104114	Pediatric Nursing	3	**5**
5	FIK7104112	Mental Health Nursing	3	**5**
Total			**17**	**29**

SEMESTER 2

No.	CODE	SUBJECT	CREDIT	ECTS
1	FIK7104118	Gerontic Nursing	2	**3**
2	FIK7104119	Family and Community Nursing	5	**9**
3	FIK7104117	Emergency and Critical Care Nursing	3	**5**
4	FIK7104120	Islamic Complementary Nursing	2	**3**
5	FIK7104116	Nursing Management	2	**3**
6		Elective	3	**5**
7	FIK72104329	Final papers	2	**3**
Total			**19**	**31**

List of **elective courses**:

Elective

No.	SBJT CODE	NAME	SCU
1	FIK7104316	ICU	3
2	FIK7104315	Operating room	3
3	FIK7104319	Hemodialysis	3
4	FIK7104320	Chemotherapy	3
5	FIK7104321	Wound care	3
6	FIK7104322	Nursing Rehabilitation	3
7	FIK7104323	Mental Health Nursing	3
8	FIK7104324	Pediatric Nursing	3
9	FIK7104325	Maternity Nursing	3
10	FIK7104326	Community and Family Nursing	3
11	FIK7104327	Complementary Nursing	3
12	FIK7104328	Gerontic Nursing	3

According to the Self-Assessment Report and the programme´s website, the following **Programme Educational Objectives (PEOs)**, **Intended Learning Outcomes (ILOs),** and **Graduate Profile (intended qualifications profile)** shall be achieved by the Pharmacy Study Programme:

PEOs:

PEO
PEO-1: Producing pharmacy graduates who are faithful and pious, continuously learn and develop competencies throughout their lives.
PEO-2: Producing competent Pharmacy graduates who actively contribute to the pharmaceutical job sector.
PEO-3: Producing Pharmacy graduates with strong leadership skills, capable of making swift decisions.
PEO-4: Producing Pharmacy graduates with creativity and innovation in pharmaceutical work, as well as being responsive to opportunities and capable of utilizing them for professional enhancement.
PEO-5: Producing Pharmacy graduates who are caring and courteous in their service, capable of professional communication, and able to impart their experiences and competencies to the next generation.
PEO-6 Producing Pharmacy graduates who can contribute to the assurance process of halal pharmaceuticals, food, and cosmetics.

ILOs:

Learning Outcome	Description
Attitude Aspect	
LO-1	Graduates are capable of demonstrating a devout attitude towards the Almighty God and upholding human values when performing pharmaceutical work.
LO-2	Graduates are able to demonstrate a sense of nationalism by collaborating and contributing to national and state life.
LO-3	Graduates are capable of demonstrating obedience to law, discipline, responsibility, and internalizing values, norms, and academic ethics in societal and national life.
General skills Aspect	
LO-4	Graduates can work independently and systematically, make documents, evaluate them to make informed decisions and generate solutions and ideas in the pharmaceutical field.
LO-5	Graduates are capable of designing, conducting, and writing research reports for the development of pharmaceutical science.
LO-6	Graduates are able to collaborate and build networks to develop entrepreneurial ideas, as well as career and self-development in the pharmaceutical field, and they can communicate effectively in Indonesian, English, and Arabic.
LO-7	Graduates are able to read the Quran and practice religious rituals.
Specific skills Aspect	
LO-8	Graduates can identify and solve drug-related problems using evidence-based approaches in the design, preparation, distribution, management, and/or service of pharmaceutical preparations to optimize therapeutic success.

LO-9	Graduates are able to search, critically analyze, and organize information about pharmaceutical preparations, and effectively communicate with individuals and communities.
LO10	Graduates are capable of performing pharmaceutical work under the supervision of a pharmacist responsibly, according to applicable laws and ethical codes.
LO-11	Graduates are equipped to apply comprehensive Islamic medical practices for health preservation, treatment, and well-being, and can also identify and assess the halal status of products like medicines, food, and cosmetics.
LO12	Graduates are able to collaborate effectively with other healthcare professionals to enhance their healthcare services.
Knowledges Aspect	
LO-13	Graduates are able to master the theories, methods, and applications of pharmaceutical science (pharmaceutics, pharmaceutical chemistry, pharmacognosy, pharmacology).
LP-14	Graduates are able to grasp the concepts and applications of biomedical science (biology, human anatomy, microbiology, physiology, pathophysiology, biomedical ethics and biostatistics).
LO-15	Graduates are able to understand concepts in pharmacotherapy, pharmaceutical care, pharmacy practice, as well as principles of pharmaceutical calculations, pharmacoepidemiology, evidence-based medicine, and pharmacoeconomics.
LO-16	Graduates are able to understand pharmacy management, socio-pharmacy, pharmacy law and ethics, communication techniques, and basic principles of occupational safety.
LO-17	Graduates are able to comprehend methods of Islamic treatment, governance of halal assurance systems, ways of identifying and analyzing the halal status of raw materials, processes, and pharmaceutical, food and cosmetic products.

Graduate Profile:

Not provided

The following **curriculum** is presented:

SEMESTER I

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**NAS6112201**	Panacasila and Civic Education	3		5
2	**UIN6032201**	Islamic Studies	4		7
3	**UIN6032205**	Qira'ah and Worship Practice		2	3
4	**FIK6102101**	Basic Science of Pharmacy	3		5
5	**FIK6102102**	Basic Science of Pharmacy Practice		1	2
6	**FIK6102103**	Biomedicine	2		3
7	**UIN6014203**	English	3		5
8	**FIK6102104**	Pharmaceutical Organic Chemistry	2		3
9	**FIK6102105**	Basic Science of Pharmacy Practice		1	2
Total			17	4	35
Total Credits Semester I			**21**		**35**

SEMESTER II

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**NAS6013202**	Indonesian Language	3		5
2	**UIN6021204**	Arabic Language	3		5
3	**FIK6102106**	Islam and Health Sciences	2		3
4	**FIK6102107**	Pharmaceutical Microbiology	3		5
5	**FIK6102108**	Pharmacetical Microbiology Practice		1	2
6	**FIK6102109**	Pharmacognosy	2		3
7	**FIK6102110**	Pharmacognosy Practice		1	2
8	**FIK6102111**	Human Anatomy, Physiology and Pathophysiology	2		3
9	**FIK6102112**	Human Anatomy, Physiology and Pathophysiology practice		1	2
10	**FIK6102113**	Physical Pharmacy	2		3
11	**FIK6102114**	Physical Pharmacy Practice		1	2
Total			17	4	35
Total Credits Semester II			**21**		**35**

SEMESTER III

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102115**	Phytochemistry 1	2		3
2	**FIK6102116**	Phytochemistry 1 Practice		1	2
3	**FIK6102117**	Pharmacology and Toxicology	3		5
4	**FIK6102118**	Pharmacology and Toxicology Practice		1	2
5	**FIK6102119**	Medicinal Chemistry	2		3
6	**FIK6102120**	Physico-chemical analyses	2		3
7	**FIK6102121**	Basic Pharmaceutics	2		3
8	**FIK6102122**	Basic Pharmaceutics Practice		1	2
9	**FIK6102123**	Analysis of Raw Material	2		3
10	**FIK6102124**	Analysis of Raw Material Practice		1	2
11	**FIK6102125**	Pharmaceutical Biotechnology	2		3
Total			**15**	**4**	**32**
Total Credit Semester III			**19**		**32**

SEMESTER IV

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102126**	Pharmacotherapy 1	4		7
2	**FIK6102127**	Analysis of Pharmaceutical Preparation	2		3
3	**FIK6102128**	Analysis of Pharmaceutical Preparation Practice		1	2
4	**FIK6102129**	Formulation and Technology of Solid Dosage Forms	2		3
5	**FIK6102130**	Formulation and Technology of Solid Dosage Forms Practice		1	2
6	**FIK6102131**	Phytochemistry 2	2		3
7	**FIK6102132**	Phytochemistry 2 Practice		1	2
8	**FIK6102133**	Pharmacokinetics	2		3
9	**FIK6102134**	Biopharmaceutics	2		3
10	**FIK6102135**	Biopharmaceutics and Pharmacokinetics Practice		1	2
11	**FIK6102136**	Halal Product Guarantee System	2		3
Total			**16**	**4**	**34**
	Total Credit Semester IV		**20**		**34**

SEMESTER V

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102137**	Pharmacotherapy 2	4		7
2	**FIK6102138**	Entrepreneur and Digital Pharmacy	2		3
3	**FIK6102139**	Research Methodology and Biostatistics	3		5
4	**FIK6102140**	Analysis of Drug, Food and Cosmetic Halal	2		3
5	**FIK6102141**	Analysis of Drug, Food and Cosmetic Halal Practice		1	2
6	**FIK6102142**	Formulation and Technology of Liquid and Semi-Solid Dosage Forms	2		3
7	**FIK6102143**	Formulation and Technology of Liquid and Semi-Solid Dosage Forms Practice		1	2
8	**FIK6102144**	Information Education and Communication	2		3
9	**FIK6102145**	National Health System	2		3
10	**FIK6102146**	Phytotherapy	2		3
Total			**19**	**2**	**35**
Total Credit Semester V			**21**		**35**

SEMESTER VI

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102147**	Pharmacotherapy 3	4		7
2	**FIK6102148**	Formulation and Technology of Sterile Dosage Forms	2		3
3	**FIK6102149**	Formulation and Technology of Sterile Dosage Forms Practice		1	2
4	**FIK6102150**	Pharmaceutical Industry	2		3
5	**FIK6102151**	Pharmaceutical Service	2		3
6	**FIK6102152**	Pharmaceutical Service practice		1	2
7	**FIK6102153**	Pharmacy Management	1		2
8	**FIK6102154**	Interprofessional Education 1	1		2
9	**FIK6102155**	Health Regulations and Laws	2		3
10	**FIK6102156**	Method of Islamic Medicine	2		3
11	**FIK6102157**	Drug Stability	2		3
Total			**18**	**2**	**34**
Total Credit Semester VI			**20**		

SEMESTER VII

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102158**	Pharmacotherapy 4	3		5
2	**FIK6102159**	Pharmacotherapy Practice		1	2
3	**FIK6102160**	Research Proposal Seminar	1		2
4	**FIK6102161**	Interprofessional Education 2	1		2
5	**FIK6102162**	Compounding and Dispensing	2		3
6	**FIK6102163**	Compounding and Dispensing Practice		1	2
7	**FIK6102164**	Hospital Pharmacy practice		1	2
8	-	Elective Courses	10		17
Total			**17**	**3**	**34**
Total Credit Semester VI			**20**		**34**

SEMESTER VIII

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102165**	Undergraduate Thesis and Comprehensive Examination	5		8

List of **elective courses**:

No	Code	Courses	Credits (SKS)		ECTS
			Theory	Practice	
1	**FIK6102301**	Analysis of Biomedicine and Forensic	2		3
2	**FIK6102302**	Radiopharmaceutical	2		3
3	**FIK6102303**	Cosmetology	2		3
4	**FIK6102304**	Marine Natural Product	2		3
5	**FIK6102305**	Natural Product Technology	2		3
6	**FIK6102306**	Pharmacoeconomics and Pharmacovigilance	2		3
7	**FIK6102307**	Ethnopharmacy and Alternative Medicine	2		3
8	**FIK6102308**	Tissue Culture Technology	2		3
9	**FIK6102309**	Overdose and Poisoning Management	2		3
10	**FIK6102310**	Culture Cell Technology	2		3
11	**FIK6102311**	Pharmacoepidemiology	2		3
12	**FIK6102312**	Structure Elucidation	2		3
13	**FIK6102313**	Environmental Pharmacy	2		3
14	**FIK6102314**	Drug Design and Synthesis	2		3
15	**FIK6102315**	Drug Discovery	2		3
16	**FIK6102316**	Drug Delivery System	2		3

According to the Self-Assessment Report and the programme´s website, the following **Programme Educational Objectives (PEOs)**, **Intended Learning Outcomes (ILOs)** and **Graduate Profile (intended qualifications profile)** shall be achieved by the Pharmacist Profession Study Programme:

PEOs:

PEO	Indicator
PEO-1: Producing pharmacists who are faithful and devout and continue to learn and develop lifelong competencies.	- 100% Practicing Islamic values in carrying out pharmaceutical work. - 5% Engaging in self-development through formal education, training, and courses.
PEO-2: Producing reliable pharmacists who play an active role in the facility's pharmaceutical work.	- 90% Working in accordance with pharmaceutical expertise. - 2% Achieving accomplishments in their job track record.
PEO-3: Producing pharmacists who have strong leadership, and the ability to decide quickly.	- 2% Holding leadership positions in their workplace. - 2% Involvement in organizations.
PEO-4: Producing pharmacists who Have creativity and innovation in doing work pharmacy and is sensitive to opportunities and capable use it for the improvement of professional work.	- 2% Becoming entrepreneurs in the pharmaceutical field. - 5% Actively participating in professional development within their community.
PEO-5: Producing pharmacists who caring and polite in serving, able to communicate effectively professional and capable of teaching experience and competence to the next generation.	- 10% Becoming preceptors. - 2% Becoming speakers in various activities. - 2% Involvement in community social activities.
PEO-6: Producing pharmacists who can contribute to the process of guaranteeing the halalness of medicines, food and cosmetics.	- 2% of alumni work in institutions related to the assurance of halal pharmaceuticals, food, and cosmetics.

ILOs:

Intended Learning Outcomes (ILO)	Description
Attitude Aspect	
ILO-1	Graduates are able to demonstrate attitudes: faith and devotion to God Almighty; upholding humanitarian values in carrying out duties based on religion, morals, and ethics; and demonstrating Islamic values in carrying out pharmaceutical work (S)
ILO-2	Graduates are able to demonstrate attitudes of nationalism, discipline, responsibility, integrity and obedience to the law, norms and academic ethics in community and state life (S)
Knowledge Aspects	
ILO-3	Graduates are able solve problems in the development and management of pharmaceutical preparations and services with a pharmaceutical science approach (P)
ILO-4	Graduates are able to manage and solve problems related to current issues related to local health, medical care and community welfare (P)
General Skills Aspects	
ILO-5	Graduates are able to improve professional skills in a specific field through training and work experience (KU)
Specific Skills Aspects	
ILO-6	Graduates are able to practice pharmacy professionally and responsibly in accordance with the provisions of laws and regulations and the code of ethics of pharmacists (KK)
GLP-7	Graduates are able to evaluate the design, manufacture/preparation, distribution, management and/or service of pharmaceutical preparations with an evidence-based approach to optimize therapeutic success. (KK)
ILO-8	Graduates are able to be assertive leaders and have entrepreneurial skills (KK)
ILO-9	Graduates are able to make decisions on strategic matters in the field of pharmacy in their professional work independently and in groups and be responsible for decisions taken in accordance with applicable regulations (KK)
ILO-10	Graduates are able to collaborate interpersonally and interprofessionally to solve problems related to pharmacy practice and develop networks with the professional community and their clients (KK)
ILO-11	Garaduates are able to manage self-learning in an effort to improve the ability to practice the pharmacist profession (KK)
ILO-12	Graduates are able to assess the halal aspects of drug, food, and cosmetic products. (KK)

Graduate Profile:

Not provided

The following **curriculum** is presented:

SEMESTER 1

No	Code	Courses	Credits (SKS)		ECTS	Hours
			Theory	Practice		
1	APT 7001	Professionalism, Law, and Ethics	2	0	3	91
2	APT 7024	Applied Pharmacotherapy	3	0	5	136
3	APT 7034	Pharmaceutical Services	2	0	3	91
4	APT 7004	Compounding and Dispensing	2	0	3	91
5	APT 7006	Industrial Pharmacy	2	0	3	91
6	APT 7007	Pharmacy Management	2	0	3	91
7	APT 7025	Internal Audit of Halal Medicines	3	0	5	136
8	APT 7008	Muslim Pharmacist	2	0	3	91
	Total		**18**	**0**	**30**	**816**

SEMESTER 2

No	Code	Courses	Credits (SKS)		ECTS	Hours
			Theory	Practice		
1	APT 7018	Pharmacist Professional Work Practices in Community Pharmacy	0	4	7	181
2	APT 7019	Pharmacist Professional Work Practices in Hospital	0	8	13	363
		Practice Election:				
3	APT 7035	Pharmacist Professional Work Practices in Government	0	4	7	181
4	APT 7036	Pharmacist Professional Work Practices in Pharmaceutical Industry				
5	APT 7038	Professional Work Practice and Competency Exams	0	1	2	45
	Total		**0**	**17**	**29**	**951**

Curriculum 2021					Curriculum 2024				
SEMESTER 1					SEMESTER 1				
No	Code	Courses	Credits (SKS)	ECTS	No	Code	Courses	Credits (SKS)	ECTS
1	APT 7001	Professionalism, Law, and Ethics	2	3.36	1	FIK 7105101	Moslem Pharmacist	1	1.68
2	APT 7024	Applied Pharmacotherapy	3	5.04	2	FIK 7105102	Pre-PPWP Pharmaceutical Wholesaler	1	1.68
3	APT 7034	Pharmaceutical Services	2	3.36	3	FIK 7105103	Pre-PPWP Pharmaceutical Industry	3	5.05
4	APT 7004	Compounding and Dispensing	2	3.36	4	FIK 7105104	Pre-PPWP Pharmaceutical Services	3	5.04
5	APT 7006	Industrial Pharmacy	2	3.36	5	FIK 7105105	Pharmacist Professional Work Practices (PPWP) in Pharmaceutical Industry	8	13.44
6	APT 7007	Pharmacy Management	2	3.36	6	FIK 7105106	Pharmacist Professional Work Practices (PPWP) in Hospital	8	13.44
7	APT 7025	Internal Audit of Halal Medicines	3	5.04	Sub Total Semester 1			24	40.32
8	APT 7008	Muslim Pharmacist	2	3.36					
Sub Total Semester 1			18	30.24					
SEMESTER 1					SEMESTER 2				
No	Code	Courses	Credits (SKS)	ECTS	No	Code	Courses	Credits (SKS)	ECTS
1	APT 7018	Pharmacist Professional Work Practices at Community Pharmacy	4	6.72	1	FIK 7105107	Pharmacist Professional Work Practices (PPWP) in Community Pharmacy	6	10.08
2	APT 7019	Pharmacist Professional Work Practices at Hospital	8	13.44	2	FIK 7105108	Pharmacist Professional Work Practices (PPWP) in Pharmaceutical Wholesaler	2	3.36
Election Course:					3	FIK 7105109	Internal UKMPPAI	1	1.68
3	APT 7035	Pharmacist Professional Work Practices at Government	4	6.72	4	FIK 7105110	Professional Work Practice and Competency Exams	1	1.68
4	APT 7036	Pharmacist Professional Work Practices at Pharmaceutical Industry	4	6.72	Election Course:				
5	APT 7038	Professional Work Practice and Competency Exams	1	1.68	5	FIK 7105301	Pharmacist Professional Work Practices (PPWP) in Puskesmas	2	3.36
Sub Total Semester 2			17	28.56	6	FIK 7105302	Pharmacist Professional Work Practices in (PPWP) BPOM		
					7	FIK 7105303	Pharmacist Professional Work Practices in (PPWP) Dinkes		
					Sub Total Semester 2			12	20.16
Total Semester 1 and 2			35	58.80	Total Semester 1 and 2			36	60.48