



ASIIN Seal Accreditation Report

Bachelor's Degree Programmes
Public Health
Nutrition
Nursing + Nursing Profession

Provided by
Universitas Pembangunan Nasional "Veteran"
Jakarta

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A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Sarjana Kesehatan Masyarakat (S.K.M.)	Bachelor of Public Health	ASIIN	IAAHEH (Indonesian Accreditation Agency for Higher Education in Health), valid until 2028	14
Sarjana Gizi (S.Gz.)	Bachelor of Nutrition	ASIIN	IAAHEH (Indonesian Accreditation Agency for Higher Education in Health), valid until 2024	14, 08
Sarjana Keperawatan (S.Kep.) dan Ners (Ns)	Bachelor in Nursing leading to Nursing Profession	ASIIN	IAAHEH (Indonesian Accreditation Agency for Higher Education in Health), valid until 2026)	14
<p>Date of the contract: 28.02.2024</p> <p>Submission of the final version of the self-assessment report: 09.09.2024</p> <p>Date of the onsite visit: 27.-28.11.2024</p> <p>at: Campus Universitas Pembangunan Nasional “Veteran” Jakarta, Indonesia</p>				
<p>Expert panel:</p> <p>Prof. Dr. Anna Flögel, Neubrandenburg University of Applied Sciences</p> <p>Prof. Dr. Axel Olaf Kern, Ravensburg-Weingarten University of Applied Sciences</p> <p>Prof. Dr. Yunita Sari, Universitas Jenderal Soedirman</p>				

¹ ASIIN Seal for degree programs.

² TC: Technical Committees for the following subject areas: TC 14 – Medicine, 08 - Agriculture, Forestry, Food Sciences, and Landscape Architecture

A About the Accreditation Process

Prof. Dr. Tantut Susanto, Universitas Jember Nurlita Sholatul Aini, student at Universitas Andalas	
Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.	
Responsible decision-making committee: Accreditation Commission for Degree Programs	
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 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of 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 Programme	Sarjana Kesehatan Masyarakat (S.K.M.) / Bachelor of Public Health (B.P.H)	-	6	Full time	-	8 semesters	151 Indonesian credit points (239.59 ECTS)	August 2003
Nutrition Study Programme	Sarjana Gizi (S.Gz.) / Bachelor of Nutrition (B.Sc)	-	6	Full time	-	8 semesters	150 Indonesian credit points (238 ECTS)	September 2010
Nursing Leading to Nursing Profession	Sarjana Keperawatan (S.Kep.) and Ners (Ns) / BN-NP / Bachelor of Nursing and Nursing Profession	-	6	Full time	-	9 semesters - Bachelor's degree: 7 semesters - Nursing Profession: 2 semesters	- Bachelor's degree: 144 Indonesian credit points (228,48 ECTS) - Nursing Profession: 36 Indonesian credit points (57,12 ECTS)	October 2002

Universitas Pembangunan Nasional “Veteran” Jakarta (UPNVJ) has its origins in academies founded in 1958 by former fighters for the Indonesian freedom movement for the education of military veterans in Yogyakarta. The Jakarta branch of the academy was opened in 1963 and developed quickly by establishing multiple faculties. Its current official name was adopted in 1977, and it became a fully independent private university in 1993. As a major step in its recent history, UPNVJ was recognised as a public university in 2014.

Now, UPNVJ has 7 faculties distributed over two campuses in the south of Jakarta. It hosts 37 study programmes with a current total number of roughly 13,500 students. According to EduRank, UPNVJ is listed among the top 130 universities in Indonesia in 2024. All three programmes under review are taught at the faculty of Health Sciences.

³ EQF = The European Qualifications Framework for lifelong learning

As displayed on its website, UPNVJ pursues the **Vision** “To become an internationally superior university that is innovative, competitive and has a National Defense identity for the development of Indonesian society.”

The **Mission** includes

- “Organizing quality education to produce graduates who are nationally and internationally competitive and have a national defense identity;
- Conducting innovative research and community service for the development of Indonesian society;
- Developing an academic climate based on the university's core values;
- Developing student activities that are oriented towards improving the quality of reasoning, interests, and talents as well as student welfare;
- Implement good university governance by implementing dynamic, professional, effective, efficient, accountable and sustainable management; and
- Developing domestic and international networks and partnerships.”

These statements are also reflected in the respective Vision and Mission statements of the individual programmes, as displayed in the appendix. As a special characteristic of all programmes, UPNVJ highlights the importance of *Matra* in all health-related subjects. *Matra*, literally translated as “dimension”, describes the concept of defending and using the own skills for the benefit of the country. In the context of health, *Matra* refers to the effort of improving physical and mental abilities to enable a person to adapt to a changing environment, whether on land, sea or air. Examples for the application of *Matra* health are environmental disasters or pandemics. In this regard, UPNVJ also stresses its dedication to the value of the Indonesian national identity which, in contrast to other Indonesian universities is addressed in a university compulsory module.

The Bachelor of Public Health programme is offered full-time with a duration of 8 semesters, including a range of the following 5 specialization options: occupational safety and health, environmental health, reproductive health, epidemiology, and health policy administration. Currently, 552 students are enrolled in the programme overall. An important element of the programme is the involvement of the students in community health centres.

Likewise, the Bachelor of Nutrition programme has a duration of 8 full-time study semesters. The number of active students is 441 at the moment of the visitation.

The Nursing programme is divided into two stages, as required by Indonesian national regulations: The academic stage (Bachelor of Nursing programme) with a regular duration of 7 semesters provides the basic education and is an integral part and mandatory requirement for the consecutive clinical state (Nursing Profession programme). The clinical stage

B Characteristics of the Degree Programmes

consists of two semesters of practical training, which results in the qualification to practice the nurse's profession. Roughly 500 students are enrolled in the Nursing programme overall.

UPNVJ has recently started to engage in international programme accreditation as an instrument of quality assurance and improvement. This procedure is the first accreditation visit carried out by ASIIN at the university.

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
- UPNVJ website: <https://www.upnvj.ac.id/>
- Faculty of Health Sciences website: <https://fikes.upnvj.ac.id/>
- Curriculum books of all study programmes
- Profile documents of all study programmes
- Diploma Supplements
- Objective-module matrices
- 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, in the Self-Assessment Report and all related documents of the programmes under review.

For all programmes, UPNVJ has described and published an intended qualification profile which includes Programme Educational Objectives (PEO), Graduate Learning Outcomes (GLO), and Graduate Profiles, as listed in the appendix. The PEO refer more generally to the graduate profiles of the faculty which are prepared according to the needs of internal and external stakeholders and include the competencies of attitude, knowledge, and skill. On the other hand, GLO 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). These are divided into the fields of attitude, general skills, special skills and knowledge. Besides the GLO which are displayed

in the Diploma Supplements as well as the curriculum handbooks, the Self-Assessment Report specifies additional learning outcomes which are related with the Graduate Profiles of each study programme via an objective-module matrix.

According to the Self-Assessment Report, the profiles, learning objectives and curricula of the programmes are the result of an extensive and development review process involving internal and external stakeholders for each study programme, including public authorities, professional associations, employers of the programme's graduates, as well as input from high-ranked Indonesian Higher Education Institutions. A distinctive feature of UPNVJ's programmes is its focus on the identity of patriotism and national defence, which stem from the university's past as a college for veterans under the Indonesian Ministry of Defence and Security. These values are anchored in all visions, missions, and objectives formulated on the level of the university, the faculty, as well as the individual study programmes.

The experts are generally satisfied with the programmes' formulated objectives and learning outcomes and confirm their suitability for the academic fields on the respective levels of the programmes. As described in the curriculum book, the focus of the Bachelor of Public Health programme is on the transmission of health education as well as the competency to analyse social health issues. The Bachelor of Nutrition programme aims at educating nutritionists with both theoretical knowledge and practical competency. The Bachelor of Nursing and Nursing Profession programmes target to produce graduates who are able to manage clients professionally and resiliently, and make decisions independently based on scientific, evidence-based knowledge in various stages of nursing care. However, as the experts do not find the foundation of the learning outcomes displayed in the Self-Assessment Report in the official documentation, they wonder about the difference between these learning outcomes and the official GLO. In this regard, they ask UPNVJ for clarification. The learning outcomes are displayed in the appendix.

The experts also notice that the learning outcomes for the Bachelor of Public Health programmes are displayed inconsistently or throughout various documents/ sources, such as the curriculum book, profile document and website, or contain errors. For example, learning objectives are mentioned twice or do not correspond to the degree to be achieved. Connected to that is also that the graduate profile explained in the Self-Assessment Report differs from the graduate profile displayed on the programme's website. After raising this issue during the audit, the programme coordinators present a revised list of 11 instead of 25 learning outcomes, which the experts confirm adequately represent the aspired qualifications of students in this field. The programme coordinators explain this initial fault as a mistake in the documentation stemming from the recent programme review and adjustment in 2023. The experts positively acknowledge the review process targeting to align the programme with the latest developments in the scientific field and the labour market for

graduates but point out that all official documentation and information sources need to display the up-to-date version of the learning outcomes. In this regard, they also notice that the websites of all study programmes partly contain outdated information, such as curriculum handbooks and curricular overviews which needs to be addressed (see also section 4.3). Moreover, the experts learn from the programme coordinators and representatives of potential employers that the different specializations of the Bachelor of Public Health programme (see section 1.3) are close aligned with specific jobs. As these specializations are comparatively extensive parts of the curriculum which distinguish the programme, the experts are of the opinion that also the learning outcomes and graduate profiles should be distinguished and formulated more specifically according to the specializations.

For all programmes under review, the experts extensively discuss the topic of patriotism in all discussion sessions of the audit, as they wonder about the meaning of these values for the education. Considering UPNVJ's history, they question whether this has to do with military affiliations of the university and whether the students are specifically educated to use their competencies in a military context. This is negated by the Rector who explains that the nationalist values foremostly serve to create a sense of common identity for the students which should raise their awareness and feelings of responsibility to the nation, its culture, and society. This yields both for Indonesian nationals as well as incoming students and staff. Although the experts wonder about the connection of foreign nationals with Indonesian national values, they are generally satisfied with the concept as all the competencies acquired in the programmes should be used for the benefit of the people. These values are specifically fostered through the "Matra"-related modules, which are unique in Indonesia (see also section 1.3). As the university representatives and programme coordinators explain, the concept of Matra refers to the Ministry of Health Regulation of Indonesia No. 61 Year 2013, regarding "Kesehatan Matra" (Dimensional Health), the effort of providing health care in changing extreme environments whether on land, sea or air. Multiple students name this Matra focus as one of their main reasons to choose UPNVJ as their university; in addition, the representatives from the industry stress the graduates' discipline, integrity, and empathy as values stemming from this approach as outstanding characteristics. While, indeed, a considerable share of graduates works in a military hospital and the respective representative confirms that the values of the university particularly fit their demands, graduates also work in multiple other companies (e.g. Leighton Asia construction company) and institutions like hospitals (e.g. Fatmawati Hospital), community health centres (e.g. Pengasinan Community Health Center) and regulatory authorities. Besides its incorporation into the curriculum, the sense of national belonging is additionally strengthened by monthly university-wide ceremonies. Exemplarily, the on-site visit begun and

ended by singing Indonesia's national anthem. The experts acknowledge UPNVJ's approach to creating a common sense of duty among all students and staff members and are satisfied that this does not constitute a constraint to the freedom of academia and teaching or discriminates against students or teachers.

As all the programmes were reviewed and adapted recently, the experts also discuss the review process with all involved parties and are satisfied to learn that, besides the programme coordinators, also representatives of potential employers and professional associations as well as the students and alumni are involved in the programmes' development process. Feedback from the stakeholders is collected via annual feedback questionnaires as well as discussion forums. To verify the graduate profiles, tracer studies are conducted on a regular basis, as confirmed by the alumni. As the results of the tracer study were not provided in the submitted documentation, the experts discuss this matter with the programme coordinators. During the on-site interviews, they present a well-elaborated report on graduates' occupations which appears to correctly identify the respective target groups of the individual programmes and shows that most of the graduates find employment within 3 months of their graduation.

In summary, the experts are satisfied with the content-related orientation of the programmes. However, the question of the inconsistent GLO and learning outcomes needs clarification. For the Bachelor of Public Health programme, a further specification is recommended. While the competence profile is generally transparently published on the faculty's website and in official study documents, it must be ensured that the available information is always up-to-date and harmonized in all documents. This is crucial for the transparency and representation of the programmes to (potential) students, lecturers and interested third parties. The objectives and learning outcomes reflect the targeted academic qualification and ensure a professional qualification on the level EQF 6 for all programmes. The objectives and learning outcomes in their relevance for both the labour market and society are regularly reviewed and accordingly adapted in a process that involves the relevant stakeholder.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Profile documents of all study programmes
- Academic handbook

- Module handbooks
- Provided examples of Diploma Supplements
- Faculty of Health Sciences website
- 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 learning outcomes and contents. For the Bachelor of Public Health programme, UPNVJ awards the degree title of Bachelor of Public Health (Sarjana Kesehatan Masyarakat, S.K.M.). Graduates of the Bachelor of Nutrition programme obtain the title of Bachelor of Nutrition (Sarjana Gizi, S.Gz.). The degree title of the Bachelor of Nursing programme is Bachelor of Nursing (Sarjana Keperawatan, S.Kep.) and Nurse (Ners) for graduates of Nursing Profession programme.

For the Bachelor of Public Health and the Nursing programmes, the experts confirm that the original names and degree titles, as well as their English translations appropriately reflect the respective contents and ILOs. However, for the Bachelor of Nutrition programme, they note that the name “Bachelor of Nutritional Science” is used in various instances, e.g. on the programme’s website. Therefore, they raise the issue of the fine but significant difference between an application-oriented Nutrition programme, and a more scientifically oriented Nutritional Science programme. The learning outcomes and curricular contents of the programme offered by UPNVJ do not represent this scientific approach but rather a classic Nutrition programme, which is also confirmed by the programme coordinators. During the on-site visit, the experts learn that the English translation of the original Indonesian programme name is actually “Bachelor of Nutrition”, which is also correctly displayed among others in the Diploma Supplements. Thus, the experts consider this a mere issue of translation to be corrected. They require UPNVJ to refrain from using the misleading translation of “Nutritional Science” and harmonize the English translation of the programme in all documents and publications of the university.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Profile documents of all study programmes
- Module handbooks of all study programmes
- Websites of all study programmes

- Discussions during the audit

Preliminary assessment and analysis of the experts:

Structure and content of the programmes

All programmes under review are designed as full-time study programmes with a regular duration of 8 semesters for the Bachelor of Public Health and Bachelor of Nutrition programmes. As mandated by Indonesian ministerial regulations, the Nursing programme is divided into an academic stage (Bachelor of Nursing programme) with a duration of 7 semesters, and a clinical stage (Nursing Profession programme) with a duration of 2 semesters. Each semester is equivalent to 16 weeks of structured learning activities, including one week for midterm exams and one week for final exams. The minimum credit loads to be completed are specified in the following:

- Bachelor of Public Health: 151 SKS credits (239.59 ECTS)
- Bachelor of Nutrition: 150 SKS credits (238 ECTS)
- Bachelor of Nursing: 144 SKS credits (228.48 ECTS)
- Nursing Profession: 36 SKS credits (57.12 ECTS)

As explained in the Self-Assessment Report, the curricula of programmes at UPNVJ are structured in a modular way. As each module consists in only one self-contained course, the term “course” and “module” are used interchangeably in the following. Each module 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. As of the last curricular adaptation, an outcome-based curriculum was introduced for all programmes.

The curricula of all Bachelor’s programmes incorporate compulsory and elective courses. Compulsory courses for each study programme are divided into compulsory study programme courses, compulsory national courses and compulsory university courses:

- 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).
- 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 “Religion”, “Pancasila” (Indonesian state philosophy), “Civic education”, and “Bahasa Indonesia” (Indonesian language).

- Compulsory university courses are courses that are required and included in all undergraduate study programmes at UPNVJ. These courses are “English”, “Entrepreneurship”, “National Defence Education”, “Philosophy of Science and Logic”, “Leadership”, and “Community Service”. The courses “Philosophy of Science and Logic” and “National Defence Education” are specifically designed to introduce all students to the UPNVJ’s “nationalist” values and strategies derived from the Indonesian national governments vision of the “Golden Indonesia 2045”, as the representatives of the Rector’s office explain.

The final component of all undergraduate programmes is a Bachelor’s thesis, which requires student to conduct an individual research project under the supervision of a lecturer. As explained by the lecturers, students have to state their research interests in a survey and are then assigned a topic and supervisor accordingly.

The Bachelor of Public Health programme is structured by means of different stages. The Self-Assessment Report elaborates that, at stage 1, “students receive theoretical learning in class related to basic concepts and introduction to public health science and compulsory curriculum courses taken in 2 semesters with 43 credits. At stage 2, students receive theoretical learning in class related to strengthening public health science and compulsory curriculum courses in 2 semesters, namely 44 credits. At stage 3, students receive theoretical learning and laboratory practicums for 44 credits and take a placement test to determine the concentration to take in semester 5.” The following five specializations are available:

- occupational safety and health
- environmental health
- reproductive health
- epidemiology
- health policy administration

Each specialization contains a fixed set of modules to be taken in the fifth and sixth semester. The seventh and eight semester, stage 4 of the programme, contain 12 SKS of field learning practice, a community service activity, as well as the Bachelor’s thesis. The field learning practice consists of practical student activities in community health centres, hospitals, as well as regulatory institutions, public authorities, and industries related to health.

The experts are generally satisfied with the curricular structure and the contents of the programme and positively stress the practical engagement with the community, which they observed during a visit at a local community health centre. With respect to the content, the

experts enquire about the module “Matra health” which is a concept unknown to the experts so far. As explained in section 1.1, Matra is a concept that shapes UPNVJs special profile. The Bachelor of Public Health programme aims at developing and understanding how to fulfill health for individuals or groups who are in extraordinary conditions that require adaptation and comprehensive assistance, both physically, psychologically, and socially. An example of application is the Muslim Hajj pilgrimage to Mecca, which requires special measures to ensure the health of large groups of people in diverse extraordinary places and environments that will also likely threaten health conditions. The preparation and adaptation to these conditions as a whole is meant by health of the Matra.

Moreover, as mentioned in section 1.1., they also wonder about the different specializations and the way students chose them. It is explained that there is a mandatory placement test with 20 questions regarding each specialization. High-performing students can then choose their preferred specialization, while the other students are assigned to each specialization according to their highest score. The experts are initially not convinced by this system but are satisfied to learn from the students that, usually, all students can take their preferred specialization. Exceptions need to be made in rare cases when too many students demand taking one specialization. As the programme coordinators explain, the most popular specialization is occupational health, while reproductive health has the least demand.

Also, referring to the comment of one of the industry representatives, the experts suggest strengthening the students’ analytical competencies regarding health-related regulations and policies within the curriculum.

As described in the Self-Assessment Report, the first two years of the Bachelor of Nutrition programme contains “skills and theoretical knowledge about the scope of basic nutritional science courses, while in the second and third years, the focus is on developing competency in community nutrition, clinical nutrition, food nutrition, and institutions including students' ability to operate tools and choose appropriate methods for assessing nutritional status and food intake surveys, measuring/processing nutritional status data, describing the results from nutritional status and health indicators, determining the relationship between nutrition and disease, as well as the ability to identify problems, formulate strategies in planning nutritional care and ability to provide solutions to nutritional problems for patients, clients, and community members.” Elective courses offers the chance to gain deeper insights into “Regression Analysis”, “Molecular Nutrition”, or “Aesthetic Nutrition”. Also in this programme, the seventh semester contains different internship placements to develop and apply practical competencies in different institutions and positions. The last semester contains the thesis, which is introduced by a “Thesis Proposal Seminar”.

The experts consider the curriculum to be well-founded and adequate to fulfil the learning outcomes. Content wise, they learn that the course of “Matra Nutrition”. An example of this course’s contents is the special challenge of nutrition and keeping up the human liquid household under the extreme conditions of the Haji pilgrimage. Besides the clarification of this issue, the experts wonder why “Regression analysis” is only an elective course as this statistical tool is core to the analytical competencies of students. They are pleased to learn from the lecturers that the basics of regression analyses are introduced already in the course “Biostatistics” in the second semester, while this elective module offers students the opportunity to level up their methodological competencies in preparation of the thesis. Lastly, they assess the number of credits in microbiological subjects as one of the basic topics for the understanding of nutrition to be very few. In this regard, they notice the lack of a practicum for this subject (see also section 1.6), which is due to the lack of a laboratory for this purpose. It is explained, that UPNVJ has planned considerable investments into the construction of new lab facilities (see also section 3.3). Considering this, the experts strongly recommend strengthening the foundational course of “Microbiology” in terms of the number of teaching hours and deepen the students’ understanding via a practicum.

The Bachelor of Nursing programme starts with focussing on basic skills and knowledge of nursing theory and practice in the first year of study, “while in the second and third years, the focus is on the basics of theoretical and practical nursing care in the classroom and the laboratory.” Early clinical exposure is given to the students from the second year on in the form of observations in clinical setting, while clinical practice in Clinical Skills Labs is part of the curriculum from the third year on. The final semester of the programme includes holistic clinical and community practices as well as the preparation for the Bachelor’s thesis.

Consecutively, the two-semester Nursing Profession programme consists mainly of clinical practice in partner hospitals of UPNVJ. At this stage, the students are granted semi-authority in treating real patients under the supervision of a clinical educator. Students practice at different nursing stations in form of a clinical rotation. The final component of the programme is a scientific work in the form of a report on the implementation of a case study on clinical practice.

The experts are satisfied with the curricular structure and content of both Nursing programmes and positively highlight that students get clinical exposure early on in their studies. They stress that this is important for preparing the students to make the transition from the academic to the clinical stage. One point in which the programmes could be further improved according to the industrial stakeholders from various hospitals are the students’ IT skills, which are becoming increasingly important to handle the gradually more digitalized instruments and processes of nursing care. Moreover, the experts notice that, unlike

the two other Bachelor's programmes, the Bachelor of Nursing programmes does not contain a course in scientific writing. Therefore, to strengthen the graduate profile of researcher and improve the students' competence in handling and incorporating international research, they recommend introducing a course of scientific writing in this programme as well.

As a general observation about all the programmes, but in particular for the Bachelor of Public Health programme, the experts wonder about the large number of "small" courses (2 SKS credits each) especially in the first years of the programmes which, in their opinion, is sometimes missing a common thread. According to the study plans, semesters can contain up to 12 different modules. To give the programmes a clearer outline, simplify the course scheduling and organization, and reduce the workload for students in terms of the high number of exams depending on the course numbers (see also section 2), the experts recommend combining the contents of related courses into larger integrated modules.

In summary, the experts confirm that the curricula of all programmes enable the students to achieve the respective learning outcomes. Each module represents a well-matched unit of teaching and learning which is outlined by course learning outcomes contained in the module descriptions. The structures of the programmes and orders of the modules are generally sensible, but the experts recommend merging related courses to larger integrated modules. This would be beneficial not only for the transparency and outline of the programmes but would contribute also to reduce the high number of examinations and help students to graduate on time (see also sections 1.5, 2). Further recommendations and suggestions are given for minor adjustments in the individual programmes.

Student Mobility

UPNVJ seeks to establish and extend the channels of mobility for its students as means to enhance student competencies and international recognition. Mobility programmes encompass student exchanges, summer schools, and clinical placements/ work practices, as well as the community service programme. The following three tables from the Self-Assessment Report that summarize the mobility activities for the three programmes:

Bachelor of Public Health programme:

Student Mobility	2022	2023	2024	Total
Inbound				
PMM (The student exchange program)		3	4	7
Outbound				
IISMA (Indonesian International Student Mobility Awards)	1	1		2
KKN (Community Service Program)		1	1	2

Bachelor of Nutrition programme:

Student Mobility	2022	2023	2024	Total
Inbound				
PMM (The student exchange program)	1	2	3	6
Outbound				
KKN (Community Service Program)	1	1	8	10

Bachelor of Nursing programme:

Student Mobility	2022	2023	2024	Total
Inbound				
PMM (National students exchange program)	2	7	2	11
International Student Inbound	0	0	1	1
Outbound				
MBKM (Independent Campus Learning)	6	12	24	42
KKN (Community Service Program) Pentahelix	31	0	0	31

As the experts acknowledge, the number of participants in mobility activities has been increasing in recent years. However, it is still on a low level overall. The experts wonder why the MBKM programme (independent campus learning) is used only by students of the Bachelor of Nursing programme, but not the other two programmes and ask UPNVJ for clarification in their response statement. MBKM is a national initiative that promotes the opportunity for students to obtain parts of their credit points from learning activities out-

side their university campus, such as internships, courses at different universities, and student exchanges. The experts suggest that all students should be enabled and encouraged to take part in this initiative.

Also, the experts note that mobility is conducted mostly on the national level, while international student exchanges are rarely conducted. Although the experts consider national mobility as a useful experience to the students' learning process, the benefit of broadening the mindset and learning skills on an international level via international exchanges goes beyond that. As the students confirm their awareness of and interest in taking part in international mobility programmes, the experts wonder about these small numbers. Discussing this matter with the students, the experts learn that the number of available places is very limited and the application process competitive, so that only few students can actually take part in these activities. The prevalent problem in that regard is the question of funding. It appears that the funding of international mobility is supported only via the Indonesian International Student Mobility Awards, a fund of the Indonesian national government for student mobility. As this fund is open to all Indonesian students, the number of applicants is very high. Therefore, the experts recommend UPNVJ to set up funding opportunities and develop more cooperations on the university and faculty level to allow more of their students to take part in student mobility programmes. Still, they positively note that those students who had the chance to go abroad and went for exchange semesters to Australia and Lithuania are very satisfied with the support offered by the university at all stages of the process. Also, during the mobility activity, the students are in contact with their academic supervisors by means of weekly online meetings or reports. Moreover, the students mention the international student association AIESEC as a facilitating factor.

Also, the experts note that the numbers of incoming students are even lower, which is confirmed by the students. According to the representatives of the Rector's office, there are currently 10 incoming international students at UPNVJ from Kazakhstan, the Philippines, and Malaysia. However, no international student is enrolled in a programme of the Faculty of Health Sciences. The programme coordinators explain that they have planned to address this matter by seeking faculty-level collaborations with other universities, among others in Malaysia and Thailand. In this regard, the experts discuss how foreign students could study the programme if the instruction language is Bahasa in almost all courses. It is explained that part of UPNVJ's concept is to introduce international students to the Indonesian culture, among others by providing them with intensive Bahasa language courses. Moreover, a buddy programme ensures the supervision of each international student by four Indonesian fellow students who are their first reference people in case of questions and also help with translations during and after classes. The experts wonder how this is done in practice; but are satisfied to learn that most of the teaching materials are provided in English and

that exams can be provided in English upon request. Moreover, the university representatives claim the official translation of all regulations and study-related documents into English as a medium-term goal, which the experts positively regard. As they consider inbound mobility also as an important step towards internationalization, the prerequisites and conditions for attracting and supporting incoming students should be increasingly taken into consideration in the future. In this regard, they also recommend offering certain courses in English, which, given the very good English skills of both the lecturers and students which the experts note, should be doable.

In summary, the experts confirm that UPNVJ promotes student mobility through an appropriate framework, which is currently being developed. Focus points for its improvement should be on fostering both outgoing and incoming international student mobility. To increase the opportunities for students, UPNVJ should provide additional funds and seek to establish more exchange programmes and partnerships also on the faculty- or department-level. Also, the national MBKM programme should be made accessible to students of all programmes.

Curriculum Review

As elaborated in the Self-Assessment Report, the curricula are reviewed annually based on the feedback of university representatives, lecturers, students, alumni, as well as external stakeholders. According to the programme coordinators, the latest curriculum review was done in 2023 and included the adaption of an outcome-based curriculum as well as the incorporation of changes made in the national reference curriculum. Also, the catalogue of elective modules was extended by e.g. additional language course options like Japanese. Specifically for the Bachelor of Nursing programme, the subjects “Palliative care”, “Nursing information system”, and “Holistic healing” were adopted. While the experts appreciate this frequency of the review which they consider adequate, they notice that the affirmations of the programme coordinators during the interview sessions are not in line with the provisions of the academic handbook regarding curriculum review, which states that the “curriculum is periodically reviewed at least twice a year by considering the development of science and technology, changes in end users’ and stakeholders’ interests, and social changes.” The experts ask for further clarification in this regard.

The experts discuss the curriculum review process also with the representatives of potential employers and professional stakeholders who affirm their overall satisfaction with the programmes’ structures and taught contents. However, with respect to their involvement into the review activities, the experts get a mixed picture of the situation. While some stakeholders affirm their involvement via annually conducted surveys, this appears to be

unknown to many others, especially the stakeholders of the Bachelor of Public Health programmes. According to the programme coordinators, the reason for this is that the involved stakeholders are mainly from “out of town”. The experts generally welcome this kind of benchmarking, but stress also the importance of the needs of the local industries. Also, they get the impression that there is no institutionalized involvement of external stakeholders. In this regard, they recommend establishing an advisory board of potential employers and professionals for each programme. Moreover, they also see room for improvement regarding the involvement of the students, as the course surveys which are conducted every semester target mainly the assessment of the lecturers rather than the curriculum (see also section 5). Therefore, the experts recommend adapting the course questionnaires to include more questions relating to the curricular structure and content.

In summary, the experts confirm that the curricula are periodically reviewed with regard to the implementation of the programme objectives. However, the involvement of external stakeholders should be institutionalized and formalized, and student feedback should be gathered more specifically regarding the curriculum.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- New student admission manual
- New student admission website: <https://www.upnvj.ac.id/en/category/portal-penmaru.html>
- Academic handbook
- Guideline for students with mild disabilities
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission mechanisms and requirements of all programmes follow the university’s admission system which is defined in detail in the new student admission manual. It is in line with the governmental admission rules of the Indonesian Ministry of Education, Culture, Research, and Technology. The admission requirements, pathways, and admission schedules, as well as the respective tuition fees are displayed on the faculty’s new student admission website.

For the admission to the undergraduate programmes, there are the following paths to admission, as summarized in the Self-Assessment Report:

No	Selection Type	Description	Requirements	Quota
1	Achievement-based National Selection (SNBP)	<ol style="list-style-type: none"> 1. Academic achievement viewed from student report card grades 2. Non-academic achievement viewed from participation in championships in science olympiads, sports, scouting, and arts events 	<p>The minimum average score for subjects on the report card is 80</p> <p>Won 1st-3rd place at Regency/City, Provincial, National, and International levels in the last three years</p>	20%
2	Test-based National Selection (SNBT)	Scholastic Potential Test and Literacy Test via Computer-Based Written Exam (UTBK)	Meet the minimum passing grade limit	50%
3	Independent Selection	<ol style="list-style-type: none"> 1. Academic Achievement: using UTBK-SNBT scores and results of the State Defense exam 2. Non-academic achievement viewed from participation in championships in science olympiads, sports, scouting, and arts events, ability to memorize (hafiz Al-Quran) for 30 Juz, Chairman of Student Council/ OSIS for at least one period, and YouTube content creators 	<p>Meet the minimum passing grade limit</p> <p>Won 1-3 place at Regency/City, Provincial, National, and International levels in the last three years.</p> <p>Memorize Al-Quran for 30 juz/parts, YouTuber with 10,000 subscribers or more</p>	30%

While the experts consider the two selection pathways mentioned first as sensible to reflect the prospective students' academic ambition and prerequisites, they wonder about some criteria used in the independent selection pathway. They consider the memorization of a certain number of sections of the Qur'an or the status as content creator on YouTube not as viable criteria for student selection. However, it is explained that these are regular criteria used by Indonesian universities to choose students in the independent selection process. Also, the quota of students who can enter based on these achievements is only 10% of the independent selection, so a marginal fraction of the total student intake. The experts acknowledge this explanation.

In the Nursing profession programme, other than in the undergraduate programmes where student intake happens annually, students can enter every semester. Applicants must be graduates from UPNVJ's Bachelor of Nursing programme with a minimum GPA of 2.80. Special requirements can be decided by the programme coordinators, e.g. the completion of another selection exam and interview if the graduation date lies more than two years back in time. In this regard, the experts question why it is not allowed for Bachelor graduates from other universities to enter the programme at UPNVJ which the university justifies with different curriculum standards and requirements in other universities. The programme coordinators explain that graduates of the Bachelor's programme usually proceed directly to the professional programme such that the capacities are well-used and there is no need to attract other students. The experts are pleased to hear that most of the students aim at completing also the professional programme. However, looking at the cohort statistics as displayed below, they see that the Nursing profession programme does usually not run at full capacity. Therefore, they see no reason to restrict the entry to the programme for graduates of other universities and, in the spirit of academic freedom and mobility, recommend UPNVJ to abandon this regulation. In this regard, transparent provisions for the recognition of qualifications achieved externally need to be clearly defined to facilitate the transition between higher education institutions.

In terms of numbers, the current maximum student intake is 154 in the Bachelor of Public Health programme, 100 in the Bachelor of Nutrition programme, and 120 each in the Bachelor of Nursing and Nursing profession programmes. The experts positively note that UPNVJ makes use of cohort statistics to analyse the numbers of applicants, freshmen students, drop-outs and graduation rates to monitor the progress of their students. These analyses are shown in the following tables as displayed in the Self-Assessment Report.

Bachelor of Public Health programme:

No	Academic Year	Student Interest	Enrollment Numbers	Drop Out	On going	Graduate	Graduation Rate
1	2017/2018	5450	156	13	0	143	91,67%
2	2018/2019	6501	154	15	0	139	90,25%
3	2019/2020	4704	136	20	14	102	75%
4	2020/2021	3946	159	5	9	145	91,19%
5	2021/2022	4861	131	8	123	-	-
6	2022/2023	4600	134	16	118	-	-
7	2023/2024	3795	159	5	154	-	-

Bachelor of Nutrition programme:

No	Academic Year	Student Interest	Enrollment Numbers	Drop Out	On going	Graduate	Graduation Rate
1	2017/2018	3664	99	17	0	82	82,83%
2	2018/2019	4865	95	10	0	85	89,47%
3	2019/2020	3243	96	14	3	79	82,29%
4	2020/2021	3781	102	10	8	84	82,35%
5	2021/2022	4455	99	13	86	-	
6	2022/2023	3879	100	10	90	-	
7	2023/2024	3329	100	7	93	-	

Bachelor of Nursing/ Nursing profession programme:

No	Academic Year	Student Interest		Enrollment Numbers		Drop Out		On going		Graduate		Graduation Rate	
		BN	NP	BN	NP	BN	NP	BN	NP	BN	NP	BN	NP
1	2017/2018	2747	80	147	80	7	1	0	0	140	79	95%	99%
2	2018/2019	3336	62	108	61	8	0	0	0	100	61	93%	100%
3	2019/2020	2198	67	79	67	0	0	0	0	79	65	100%	97%
4	2020/2021	2430	100	116	100	7	3	4	0	105	97	91%	97%
5	2021/2022	3045	128	137	127	12	1	125	0	-	126	-	99%
6	2022/2023	3404	83	140	83	7	0	133	0	-	83	-	100%
7	2023/2024	2704	77	129	77	6	4	123	1	-	73	-	95%

The experts are pleased to see that the demand for UPNVJ's programmes is high and that their capacities are well-used, even though temporary dips of the numbers can be observed during the years of the Covid19 pandemic. In the Self-Assessment Report, UPNVJ explains that the main reason for the drop-outs are students who register but, in the end, choose

another university, as well as economic problems of students respectively their families who struggle to pay the tuition fees. The experts consider it worrying to assume that potentially high-performing students could be excluded from completing the programmes because of financial issues and therefore discuss the topic of tuition fees in different on-site interviews. The students state that they consider the tuition fees are adequate and cheap in comparison to other universities. For the programmes at the Faculty of Health Sciences, the tuition fee per semester is about IDR 8 million, which corresponds to EUR 475. The representatives of the Rector's office further explain that there are several discount levels to adapt the tuition fee to the economic capacity of the students. Furthermore, they offer options to make the payment request more flexible, e.g. by allowing the payment in multiple instalments. Some students, especially in higher years, are even completely exempt from paying tuition fees to successfully graduate their programmes. The experts remain confused about the partly contradicting information obtained from the Self-Assessment Report and the on-site interviews. However, judging based on the students' positive answers, the experts do not consider the fees a general problem.

Furthermore, the experts are also satisfied to see that UPNVJ actively addresses the topic of inclusivity for students with disabilities and special needs, as described in a respective guideline. They confirm that UPNVJ has no discriminatory provisions in their entry regulations.

In summary, the experts confirm that the admission requirements and procedures are binding, and transparent. Although they question some of the criteria of the independent student admission pathway, they are of the opinion that the admission requirements generally ensure the necessary prior qualification of students. However, the experts recommend UPNVJ to open up the Nursing profession programme for Bachelor graduates from other universities by defining transparent criteria for the recognition of achievements.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curricular overviews of all study programmes
- Module handbooks of all study programmes
- Examples of Transcripts of Records
- ECTS conversion tables
- Academic handbook

- Discussions during the audit

Preliminary assessment and analysis of the experts:

The Self-Assessment Report outlines that, as mandated by the Indonesian Ministry of Education, Culture, Research, and Technology, UPNVJ uses the Indonesian SKS credit system to document the importance and workload of the modules. One SKS credit comprises 16 semester weeks of learning activities, among which 14 weeks are counted as regular lecturing period. One unit comprises 170 minutes of learning activities. For theoretical courses, these consist of 50 minutes of face-to-face interaction, 60 minutes of structured tasks, and 60 minutes of independent tasks. On the other hand, for laboratory practicum and field practice activities, the designated workload is divided into 100 minutes on-site learning activities and 70 minutes independent learning activities.

As described in the curricular overviews and module handbooks, the minimum number of credits to graduate the programmes are 151 SKS credits (239.59 ECTS) for the Bachelor of Public Health programme, 150 SKS credits (238 ECTS) for the Bachelor of Nutrition programme, 144 SKS credits (228.48 ECTS) for the Bachelor of Nursing programme, and 36 SKS credits (57.12 ECTS) for the Nursing Profession programme. The experts assess the SKS credit system to be well-founded and adequate to assess and evaluate the students' workload and academic achievements.

However, the experts are irritated by the comparatively low number of credits allocated to the Bachelor's theses (6 for the Bachelor of Public Health programme, 4 for the Bachelor of Nutrition and Bachelor of Nursing programmes). During the on-site visitation, the experts use the opportunity to inspect various samples of final theses. Given their scientifically sound quality and length, they doubt that the designated workload is adequate. Related to that, they also note that the distribution of credits per semester is very uneven in all programmes. While earlier semesters have credit loads of up to 25 SKS, the final semester has only 8 (Bachelor of Public Health programme) respectively 10 (Bachelor of Nutrition and Bachelor of Nursing programmes) SKS. This would imply that the student workload in the last semester is only about one third of the workload in the first semester, which the experts deem neither sensible nor realistic based on the students' feedback. Accordingly, the workload as determined by the credit numbers should be distributed evenly across the semesters. The number of credits needs to realistically represent the student workload of each module. Particular attention must be paid to the modules with high independent and individual workload such as the thesis or project work.

Similarly, the experts learn also for the Nursing Profession programme that the workload is not evenly distributed over the time spent at the hospital. Problematic in this regard is the disposition of the work shifts in the clinical rotation which oftentimes leads to strong

peaks in the students' workload, and the problem of availability of suitable patients. Due to the latter, students oftentimes have to be very flexible in arranging their schedules to meet these suitable patients. It is also reported that not all students can gain insights and practical experience in all subjects of the rotation to the same extent. Connected to this is the problem of scheduling the clinical exams in the different modules, for which besides the suitable patients also the clinical instructors and university supervisors need to be present which is difficult to organize (see also section 2). The experts stress that the teaching in the student rotation needs to be well planned by involving academic supervisors and hospitals by looking at the burden of patient cases by dividing them into groups of students. In addition, there needs to be good coordination between academic supervisors and hospitals in conducting case reviews and evaluations, periodic feedback, and the use of technology, e.g. the use of suitable video conferencing tools for meeting sessions to overcome the long distance between the campus and the hospital. To address these shortcomings, the experts require UPNVJ to establish an action plan to better align the schedules of clinical rotation and start a workload management system.

In this regard, the experts point out the importance of workload evaluations by the students. As both the programme coordinators and students confirm, the student workload is evaluated every semester via a workload survey. The results of these surveys are summarized in an extensive student workload report, which evaluates shortcomings and derives action recommendations for each programme. The results show that the students generally perceive the workload to be adequate for reaching the learning outcomes of each course, which is also confirmed by the student present at the on-site interview. While the experts appreciate the workload surveys and their evaluation, they criticize that these evaluations are not suitable to evaluate at the allocation of credits since the questions formulated in the surveys ask the students to assess the suitability of the workload. The experts consider this an important key figure but state that the students need to give feedback on the aggregated number of hours they have to work for each course. Only like this, the appropriateness of the allocated credit numbers can be correctly verified. Therefore, in line with the before-mentioned requirement, the experts recommend UPNVJ to adapt the questionnaires accordingly.

On the positive side, the experts appreciate that UPNVJ also converts the SKS credits into ECTS credits. The ECTS conversion table show in detail how the ECTS are calculated based on the designated workload. For one ECTS credit, UPNVJ calculates with a basis of 25 working hours, resulting in a conversion rate of 1 SKS to 1.59 ECTS. However, for multiple modules, the experts note that the number of ECTS credits is not correctly displayed in the curricular overviews and module descriptions, which needs to be revised (see also section 4.1).

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. Also, UPNVJ correctly converts the SKS credits into ECTS credits based on a fix conversion rate. However, the calculation of the workload is apparently not based on realistically evaluated working hours of the students, which results in multiple inconsistencies and contradictions in the award of credits. This needs to be addressed by changing the system how student workload is monitored to have a data basis for adapting the credit allocations accordingly. For the Nursing Profession programme, a workload management system needs to be established to avoid workload peaks and ensure the adequate clinical exposure of all students.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Module handbook of both programmes
- Examples of semester learning plans
- Examples of project assignment sheets
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the learning activities of all undergraduate programmes follow a student-centred learning approach, emphasizing student engagement in the learning process. This learning process shall prioritize “creativity, capacity, personality, student needs, and independence in seeking and finding knowledge”. In this regard, 30% of all the courses apply the case-based learning and 20% apply project-based learning methods. For each module, there is a semester learning plan. This extensive document provides the students with all the information regarding the module, including also the forms of teaching, learning, and assessment of each class. As the lecturers explain, flipped classroom, class or group discussions, case studies, and group projects, and presentations are frequently applied didactical tools. This interactive teaching approach also relies on constant feedback by both teachers and fellow students to help students identify their strengths and weaknesses and guides improvement. The course formats include theory courses taught in form of lectures and seminars, field practice, and lab work. As the students confirm, lab work is organized in groups of 3 to 5 people which the experts deem adequate for all students to get the intended hands-on experience. For the Bachelor of Nursing programme, an integral part of the programme is simulated practical work with

mannequins in the Clinical Skills Labs, as well as individual practice among the students themselves.

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, UPNVJ applies various platforms such as zoom and Google Meet as well as an integrated learning management systems as central instrument for course materials, asynchronous teaching resources, quizzes, assignments, communication between and among lecturers and students. Asynchronous elements, like recorded lectures and online discussion forums, which were introduced during the Covid19 pandemic, are still widely used to supplement in-person or live online teaching. During the on-site visit, the experts learn that a maximum of 50 % online teaching is allowed per class. They consider this quite a high share but gain the impression that the actual share of online classes is much lower and applied where useful. According to the lecturers, online and asynchronous teaching methods are used mainly in modules with large numbers of students as well as for guest lectures. Specifically for the Bachelor of Public Health programme, site visits are another important element of the teaching, which the experts deem very useful.

Other than the undergraduate programmes, the Nursing Profession programme almost exclusively incorporates the clinical practice in form of bedside-teaching and a rotation through all relevant departments of the partner hospitals. Several learning activities include problem-based learning, team-based learning, case studies, and project-based learning. In these activities, students are encouraged to actively seek learning resources, share their learning outcomes through presentations and discussions, practice active listening, respect diverse opinions, and collaborate within groups to achieve learning objectives. The experts consider this methodology adequate.

As the experts note, the module handbooks list multiple responsible lecturers for each course. In this regard, the teaching staff explains that, as a university policy, there are always multiple coordinators for each module to design the module contents and course organization in a way that connects to the other modules. However, there is only one person at a time to deliver the lectures in a module. The experts positively comment on this concept of interlinking classes and offering interprofessional education.

The experts are also satisfied to see that students are also introduced to the techniques of independent scientific work through the modules “Research methodology” and “Academic writing”. These are designed to prepare students for their final theses which are added by a “Thesis proposal seminar”. Further subject-specific methodological skills are also included

in other like “Biostatistics” (Bachelor of Nutrition programme), which introduces the students to the instruments of regression analyses and the use of crucial software applications like SPSS. In addition, there are also elective courses which students can choose to deepen their methodological skills.

The experts also confirm that the share of practical teaching via lab sessions, experiments, and field studies is sufficient in almost all modules. As mentioned in section 1.3, the wonder only for the Bachelor of Nutrition programme why the “Microbiology” module, which is foundational to all nutrition-related topics, does not contain lab work to understand the basics of nutrition based on hands-on experiments. The experts learn that there is currently no lab facility equipped to accommodate this. However, it is planned to set up a respective laboratory in the new lab building, which is planned to be constructed within the next two years (see also section 3.3). The experts positively comment on that. Although the in-depth understanding of microbiology is crucial mainly for nutritional science, the basic practical understanding would be beneficial to an applied nutrition programme too. Therefore, they recommend UPNVJ to find a solution to establish a microbiology practicum independently from the new lab building.

Concerning the review of learning methods, the experts learn that the evaluation of lecturers and their use of appropriate teaching methods is the most important feature of the semester-wise conducted course surveys among students. This feedback is taken into account when it comes to the preparation of the modules for the upcoming semester by the above-mentioned teaching teams. Furthermore, the teaching staff explains that there is also a student feedback survey conducted in the middle of each semester to evaluate whether learning outcomes are achieved or whether changes in the applied teaching methodology might be necessary.

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. Digital teaching is integrated into the compound of teaching methodology to a reasonable extent which supports students in their learning process. The degree programme contains an adequate balance of contact hours and self-study time. Through different modules regarding research methodology, the students receive a thorough introduction into independent scientific work. It is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives.

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

Criterion 1.1:

In terms of the qualification profiles, the experts acknowledge UPNVJ's clarification and harmonization of the Learning Outcomes of the Bachelor of Public Health programme. However, despite UPNVJ's explanation that they revised the documents and websites to ensure consistency in the terminology and conceptual application of different elements of the qualification profiles, the experts still notice multiple inconsistencies and different versions of documents on the programmes' websites. As example, the Bachelor of Nursing programme's website still uses term of "ILO" while "GLO" are displayed for the Bachelor of Public Health programme. Also, for the Bachelor of Nutrition programme, the Indonesian language term "CPO" is used, which is highly confusing to external parties. Thus, the experts sustain their requirement for UPNVJ to use the terms consistently in all documents and make sure that these up-to-date versions of all documents are published on the respective websites.

Criterion 1.2:

The experts acknowledge UPNVJ's explanation that the programme's correct name and translation is "Bachelor of Nutrition", as explained during the audit. The experts confirm the correctness of this name for the programme but point out that the term "Bachelor of Nutritional Science" is still displayed in multiple places on the university's and the programme's websites as well as the documents linked there. Therefore, the requirement to revise this and consistently apply the correct name, stays.

Criterion 1.3:

In terms of internationalization and student mobility, UPNVJ reports of multiple efforts to increase the number of outbound mobility options for the students by signing MoUs with different foreign universities like University of Poitiers in France, and supporting students to obtain the Indonesian International Student Awards to obtain funding for their exchanges. Likewise, also incoming mobility shall be further increased. So far, the Faculty of Health Sciences has cooperations with Walailak University, Thailand, and Eurasian National University, Kazakhstan. The experts acknowledge these efforts but sustain their recommendation to further foster international student mobility as part of the university's strive for academic excellence and recognition.

Regarding the lack of a module "Scientific Writing" in the Bachelor of nursing programme, UPNVJ comments that these skills are taught in other methodological courses of the programme. Nevertheless, the necessity of an independent module will allegedly be evaluated in the future. The experts welcome this but, given that this module is contained in both other undergraduate programmes of the Faculty of Health Sciences, they stress their recommendation to implement this module to ensure the same level of methodological academic qualification in the programmes.

UPNVJ does not comment on the recommendations regarding the establishment of curricula advisory boards and the change of the workload evaluation scheme, so the experts stress their respective recommendations.

Criterion 1.4:

UPNVJ states that the admission of Bachelor graduates from other universities to the Nursing Profession programme will be allowed from 2026 on and describes the respective qualification requirements. This pleases the experts who see their initial recommendation as fulfilled. However, apart from that, no provisions for the recognition of externally achieved qualifications/ credits, have been established. Therefore, they still require UPNVJ to establish these provisions.

Criterion 1.5:

Regarding the overall credit allocation, the experts acknowledge UPNVJ's explanations of how the credit workload per semester is composed. However, they point to the explanations given in the report that the problem is not the applied credit concept, but the way the workload is evaluated among the students and how the credit numbers are allocated based on that. The experts still see the need for further adjustments and sustain their requirement in this regard.

Regarding the workload management plan for the Nursing Profession programme, the experts are satisfied with the submitted schedule which ensures that all students get the clinical exposure in all modules and the clinical rotation is planned without workload peak. Therefore, they cancel the respective requirement.

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

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Assessment guidelines for all study programmes
- Module handbook of all study programmes
- Examples of semester learning plans
- Examples of exams and theses inspected during the on-site visit
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the learning assessment consists of formative evaluation and summative evaluation. Formative evaluation refers to the periodic assessment of the students' learning progress by means of the mid-term examination as well as quizzes and structured assignments. Meanwhile, summative evaluation is conducted to assess the final results of learning through the final exam of each module.

For each programme, UPNVJ has established an assessment guideline which describes the basis for assessment, the taxonomy of learning, and the forms of assessment. Furthermore, it contains subject-specific standards for the use and design of assessment formats and the respective questions/ assignments. The principles, methods, and implementation of assessments are aligned with the learning outcomes of each module and encompass the four designated domains of learning, namely general skills, special skills, knowledge, and attitude. The assessment forms are listed in the respective module handbooks and semester learning plans, which the students confirm to receive for each module. Each module contains multiple assessment components, which are weighted as follows: participatory activities 30 %, assignments 10 %, projects 20 %, midterm exams 20 %, and final exams 20 %. The regular assessment formats include written examinations in the form of multiple-choice questions or essays, participatory assessments and structured assignments, quizzes, oral presentations regarding case studies, field practice, and the individual assessment of MBKM activities.

Specifically for the Bachelor of Nutrition programme, there is also an examination for the professional placement which is conducted in the form of case studies or practical nutritional counselling examined by both clinical instructors from hospitals or community health centres as well as the academic advisors of the study programme. In the Bachelor of Nursing and the Nursing Profession programme, practical assessment is also carried out the Student Oral Case Analysis (SOCA) method and Objective-Structured Clinical Examination (OSCE).

Overall, the experts gain positive impression of the exam system and the variety of applied exam methods. However, they question why apparently all methods are always applied in each course. Given the different nature of the learning outcomes and teaching methods of each module, the applied exam methods should be differentiated accordingly to ensure a feasible constructive alignment of learning outcomes and examination methods. This also needs to be reflected in the module descriptions. The experts deem it not sensible to apply all forms of assessment in every course and opine that a quantitative reduction but qualitative upgrade of the exams would benefit the students' learning experience.

In terms of the organization, the exams are scheduled according to UPNVJ's regular academic calendar, which is presented in the first class of each module and also displayed online. Mid-term exams are held in the 8th semester week and final exams in the 16th week of each semester. As the students explain, there is a silent week for the studying between the final lecture week and the exam period. The prerequisites for participating in the exams include a minimum attendance of 80% in face-to-face theory classes and 100% attendance in practica. Students who are unable to attend an exam due to valid reasons are allowed to take a make-up exam. Recognized reasons are, e.g., illness, the death of immediate family members or guardians, representative campus activities, or being victims of natural disasters.

Overall, the students of the undergraduate programmes state their satisfaction with the exam system, the load, as well as the used assessment formats. During their visit to the teaching hospital for the Nursing Profession programme however, the experts learn that the scheduling of the clinical examinations appears to be problematic in terms of the coordination of available patients, clinical supervisors, and university staff which all need to be present during these exams. Since the hospital is located about an hour away by car from the Faculty of Health Sciences, the planning needs to be done very scrupulously which does not always work, leading to frequent postponements of exams, extra workload and stress for the students. As this needs to be addressed urgently, the experts require UPNVJ to develop an action plan how to ensure the alignment of supervision and exam scheduling in the Nursing Profession programme.

In terms of evaluation criteria, also soft skills are taken into account besides the students' performance. The assessment of soft skills and the integration of character-building values are based on aspects such as collaboration, active listening, respectful communication, punctuality, and professional appearance. To ensure the quality and fairness of assessments, assignments and exam questions are regularly reviewed to monitor their appropriateness and alignment with the learning outcomes.

The grades are distributed according to the following scale which incorporates a numeric (percentages out of 100 points) and an alphabetical component:

Numerical Value	Letter Values	Weight
85—100	A	4,00
80—<85	A-	3,70
75—<80	B+	3,30
70—<75	B	3,00
65—<70	B-	2,70
60—<65	C+	2,30
55—<60	C	2,00
50—<55	C-	1,70
40—<50	D	1,00
<40	E	0,00

As written in the Self-Assessment Report, the minimum passing grade for each module is B as aggregate score of all assessment components. Students who obtained B- or C+ in the mid-term or final exam have to take a remedial exam, which, according to the programme coordinators, is organized in the week after the exam results have been published in the online learning management system. Other students who want to improve their grades can take remedial exams as well. Students who fail a course with a score below C+ have to retake the entire module in the next semester. Depending on their overall Grade Point Average (GPA), students are allowed to take different numbers of courses in the following semester.

As the students confirm that they are aware of the exam regulations in place as well as their options for appeal and remedial examinations, the experts are satisfied. Moreover, the students also confirm their satisfaction with the feedback they receive on their exam performances. Both the prerequisites for exam admission as well as the grading system appear reasonable.

The experts also discuss the final theses, which constitute the final university examinations in all undergraduate programmes. The theses have to be prepared independently by the students under the supervision of an academic supervisor. The lecturers explain that students have to hand in a list with their preferences for subjects to deal with in the thesis. Lecturers are then assigned to the students and formulate the projects together with them. During the on-site visit, the experts inspect various examples of final theses from both programmes and confirm their adequate quality in terms of scientific approach, content, and formalities.

In summary, the experts confirm that there are 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, and the semester learning plans which are distributed and discussed in the opening sessions of each module. However, the experts find that the number of exams is generally high and exceeds the necessary number of exams to prove the students' skills obtained per course. Therefore, they recommend that, in order to reduce the workload of both students and lecturers, it might be an option to reduce the number of exams per course. By doing so, the focus of the applied exam method per module should focus on an adequate constructive alignment with the learning outcomes to be achieved. Also, specifically for the Nursing Profession programme, there is the need for a better alignment and organization of the clinical supervision and the respective exams. All 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. Examinations are marked according to transparent criteria. 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:

Regarding the overall high number of exams, UPNVJ states that the forms of assessment and number of exams for each course will be re-evaluated "to simplify the evaluation process that can reflect the learning achievements of the course and graduates so that the workload can be adjusted". The experts are satisfied to see the university's awareness and follow-up plans for this matter and see no need to issue the initially proposed recommendation.

In terms of the organization of practical exams in the Nursing Profession programme depending on the available resources and the course organization, the experts are satisfied with the submitted schedule, practice placement document, and the assessment guidebook. In their view, these regulations contain sufficient provisions to make sure that the assessment for students can take place in a suitable structured and fair way.

In summary, the experts consider this criterion as **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Module handbooks of each study programme
- Staff handbooks for each study programme
- Discussion during the audit

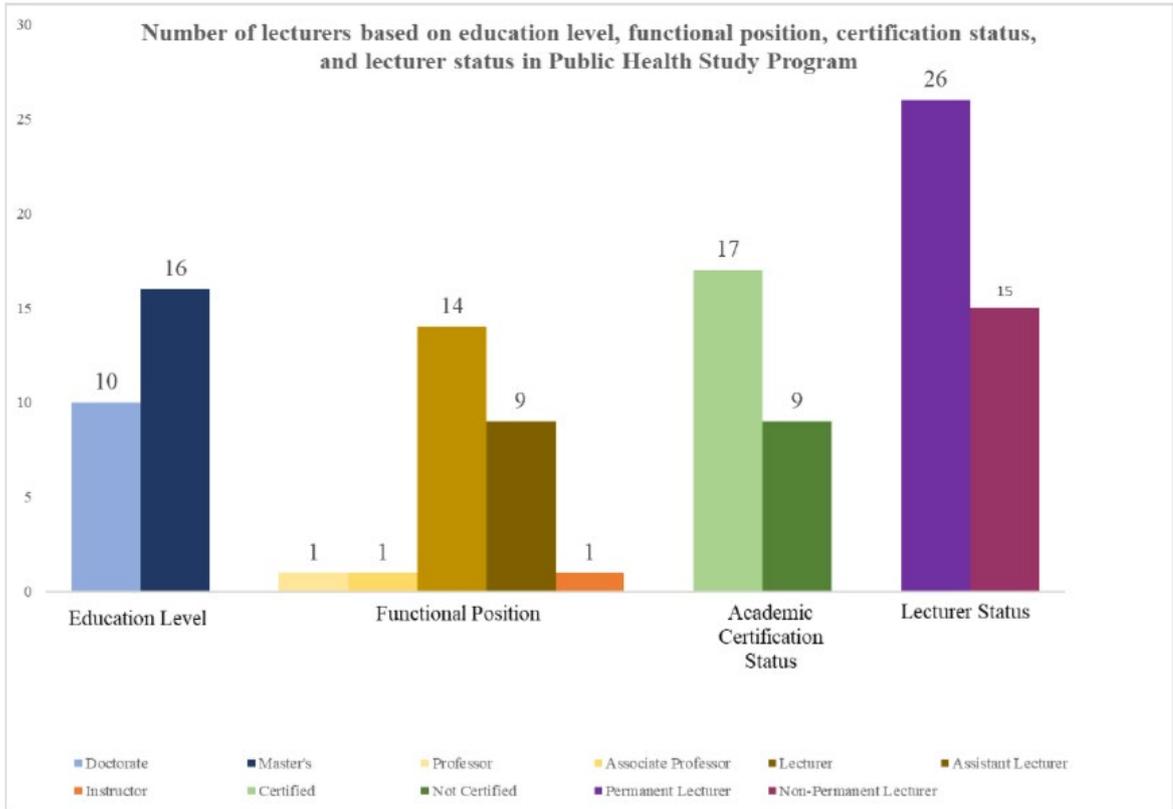
Preliminary assessment and analysis of the experts:

Staff numbers and qualifications

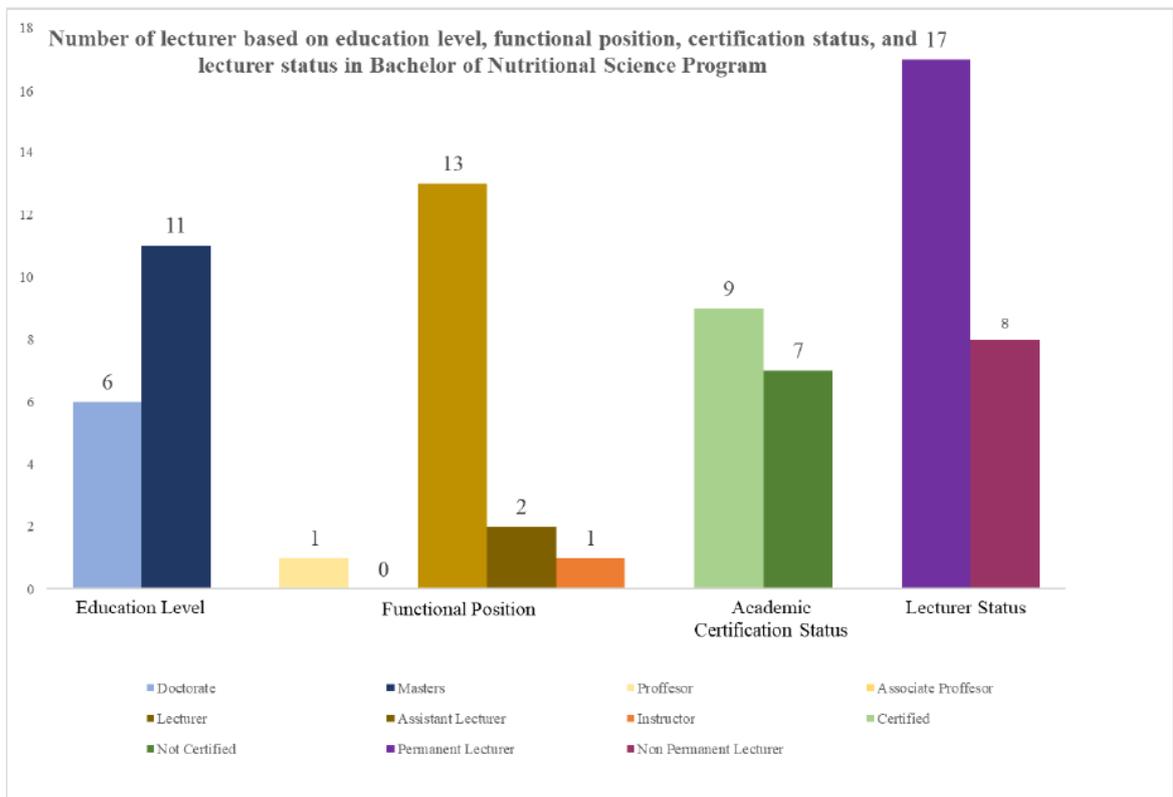
UPNVJ has submitted a comprehensive staff handbook for each study programme which lists the staff members with, among others, short CVs, research projects, important publications, and their involvement in special associations. As outlined in the Self-Assessment Report, UPNVJ has permanent lecturers as well as non-permanent lecturers who are contracted specifically for taking over certain teaching tasks. Non-permanent lecturers are e.g. practitioners of hospitals or health centres who supervise practical training and clinical instruction. 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 the guidance of students to complete their final projects, seminars, and colloquiums. The workload of permanent lecturers is between 12 and 16 SKS credits per semester, depending on their academic rank. The prerequisite for becoming a lecturer at UPNVJ is holding at least a Master's degree in a relevant field of the programmes, as well as the completion of a professional competency certificate for lecturing.

The programmes' academic staff numbers, as well as their degrees and distribution of academic ranks are listed in the figures below.

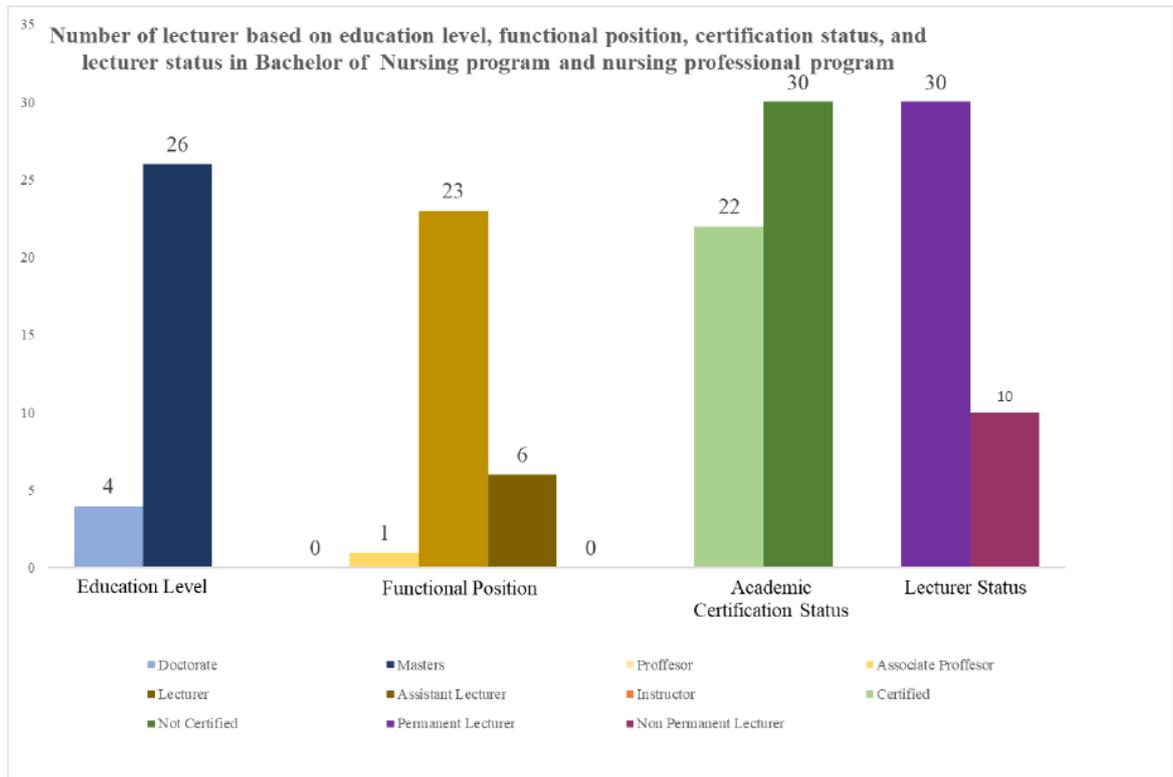
Bachelor of Public Health programme:



Bachelor of Nutrition programme:



Bachelor of Nursing/ Nursing Profession programme:



The ratio of lecturers to students designated by the Ministry of Higher Education, Culture, Research and Technology is 1:25 for the Bachelor of Public Health programme and the Bachelor of Nutrition programme. For the Bachelor of Nursing programme, the ideal ration is 1:10, while the clinical instruction in the Nursing Profession programme is to be ensured by a ratio of 1:5. As the experts note, this provision is only fulfilled in the Bachelor of Public Health programme (26 lecturers, 552 students, ratio 1:21). In the Bachelor of Nursing programme, the current ratio is 1:26, and in the Nursing Department the ratio amounts to 1:16, so the other programmes are in need for more staff members.

According to the Self-Assessment Report, the staff workload is monitored through an integrated resource system to ensure that there is no staff overload. Although no complaints are raised in that regard during the interview session with the lecturers, the experts are convinced that the current number of teaching staff is too low to adequately ensure the teaching load besides the other duties of the lecturers. The teachers report a high workload, which is mostly consumed by teaching activities so that the time for individual research, which is the basis for career enhancement (see also “Staff Development”), is very little. 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 UPNVJ seeks in its pursuit of internationalization. While the experts appreciate the staffs’

dedication, motivation, and flexibility to arrange all their duties as well as possible, they see the 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 UPNVJ 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.

UPNVJ has also established a comprehensive system of lecturer evaluation. Elements of this system are a self-report on accomplishments in the three fields of the "Tri Dharma" to be filed by each lecturer each semester, a performance report by the respective lecturer's supervisor, as well as the lecturer evaluation by the students done by means of the course questionnaires and the mid-semester learning evaluation. Lecturers with evaluation results below a certain threshold have to take part in further teaching training activities. The experts acknowledge this system of review and incentives.

Staff development

UPNVJ describes in the Self-Assessment Report that it aims at increasing the qualification of its staff in terms of their education. While it is common in Indonesia for teaching staff to enter lecturer positions after completing a Master's degree, the experts agree that higher-level formal qualification would be very beneficial to the overall competency of the staff. As the lecturers explain, UPNVJ actively supports the lecturers to do complete PhD studies, among others with scholarships. According to the university representatives, UPNVJ targets to reach a quota of 40 % PhD holders among their academic staff by 2029. The experts are pleased to learn that multiple of the current lecturers make use of this opportunity. However, they point out that the need for compensating the teaching hour of these lecturers who are presently not at the university to teach classes has to be taken seriously.

Related to that, the experts also note that the number of full professors is very low in all programmes. In the Self-Assessment Report, the university explains this with "regulatory constraints that make lecturers ineligible to apply for promotions to the positions of senior lecturer and professor". During the on-site visit, the experts discuss this further and learn that this problem is due to the comparatively recent change of the university's structure from a private to a public university. The experts welcome that UPNVJ is seeking to take measures to eliminate these restrictions and allow lecturers to achieve higher academic ranks.

Connected to that is the need for research projects, as successful publications are a prerequisite for promotions. The experts acknowledge the notable publication numbers of the programmes academic staff members displayed in the Self-Assessment Report which com-

prises more than 200 publications for the lecturers of the Bachelor of Public Health programme, 113 in Nutrition, and 79 for Nursing, in 2023. The experts wonder how these high publication numbers match the previously documented statements that the research time of lecturers is short. Therefore, the experts ask for additional information regarding the nature and number of these publications.

In terms of the acquisition and distribution of research funds, the experts enquire about the competitiveness of the application process. According to the lecturers, so far, research funding is provided by the university and distributed by means of a competitive selection procedure. The staff gather in teams of up to 5 lecturers to design joint research projects in which also students are involved. In case the funding is not granted for a project, the lecturers explain that they usually conduct it nevertheless on their own expenses. In case a project is published successfully, the expenses are then refunded by the university. Furthermore, publications are also rewarded with additional financial incentives. The experts wonder about this system as it goes along with strong personal risks for the lecturers. However, given the beforementioned strong publication record, there appears to be no general problem regarding the realization of research projects. Nevertheless, the lecturers would welcome more research funding and support for the realization of international collaborations for research and teaching. The experts agree in that regard and recommend UPNVJ to increase the available funds for research. In this regard, the university should also seek to establish research cooperations and establish a support system for lecturers to apply for external funding.

During the on-site visit, the experts also enquire about the support of the university for the further qualification of their staff in terms of life-long learning. They are satisfied to learn that UPNVJ offers both didactical as well as methodological courses to its lecturers. The offer also comprises language training in different languages and the experts positively acknowledge the good English skills of the staff.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programmes. However, they voice their concerns that the staff numbers are too low and require UPNVJ to hire more staff. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. Moreover, 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 programme. However, the experts wonder about the research support system of the university, for which there are contradictory evidences.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Student services report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As described in the Self-Assessment Report, there are different supporting staff which facilitate the students' learning trajectories. At the Faculty of Health Sciences, there are 2 librarians, 10 laboratory assistant/technicians, 4 administrative staff, 3 financial staff, and 6 support staff. Besides these overall services, each student is assigned an academic supervisor who is their individual first reference person in case of any struggle or problem during the studies.

The support system for students is divided by the different stages of student progress:

- At the stage of student admission, UPNVJ provides different orientation offers like campus visitations, an introduction into campus life including both academic and non-academic services, and an introduction into the university's digital infrastructure. Furthermore, there is a buddy system through which new students are paired with mentors for one semester.
- At the lecturing stage, UPNVJ provides different academic and non-academic support services. Academic services include the mentioned academic supervisors, who help with the preparation of study plans and offer guidance sessions and library services. In terms of non-academic services, there is support to obtain scholarships for outstandingly performing or economically disadvantaged students. Also, UPNVJ currently hosts 27 different student groups and associations which cover various fields, such as sports, arts, interests and talents, student affairs, and religion. The student senate is mentioned as one example. Health services are provided at to students at the university's polyclinic. Lastly, students can obtain entrepreneurship guidance through seminars, workshops, training and coaching to foster entrepreneurial activities among students.
- At the graduation stage, UPNVJ offers the students with career counselling and further entrepreneurship training to facilitate the students' transition into the work life.

The students present at the on-site interview state that they can rely on an extensive offer of student support and services by the university. This system includes the well-established offer of support service described above, as well as a very open environment for mutual

student support created at the campus. As an example in this regard, new students are introduced with all the service facilities as well as the physical facilities on campus during an “orientation period”. Furthermore, both students and teaching staff state their close working relationships which allow for consultation, individual support offers, and direct feedback at any time.

The student also confirm that an evaluation of the support services on a regular basis is part of the quality assurance system. The responses prove an overall high level of satisfaction with the provided services. However, students would appreciate a closer contact with alumni of their programmes to gain insights into future employment perspectives and build a network. The experts consider this a sensible wish and suggest the establishment of an alumni association.

In summary, the experts confirm that UPNVJ provides sufficient human resources and organisational structures for individual subject-specific and general counselling, supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the course within the designated time frame.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Staff handbooks of both programmes
- Cooperation agreements
- Visitation of the laboratories of both faculties
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UPNVJ obtains 45% of its income from government funding, and 55% from tuition fees and service activities like the university’s polyclinic. All funds are administered in the first instance at the university level and are distributed among the faculties respectively study programmes. The faculties have to prepare a budget plan for each year in which the programme coordinators and lab supervisors have to arrange their demand for financial resources. The plan is discussed and approved on the faculty level first before being forwarded to the committee for the preparation of work programs and budgets at the university level. This committee reviews the plans before they are sent to the Indonesian Ministry of Higher Education, Culture, Research and Technology

for approval. If approved, the faculties have then the autonomy to administer their budgets based on the proposed budget plans. The programme coordinators state their overall satisfaction with the allocated budget and the planning process.

In terms of facilities, UPNVJ disposes of two main campuses which are planned to be expanded in the coming years.

In terms of facilities, the Faculty of Health Sciences disposes of three buildings which host classrooms, teaching laboratories, the Clinical Skills Labs, and support facilities like teaching multimedia studios, office spaces, administration rooms, meeting rooms, and prayer rooms, as listed in the following table:

No	Type of Infrastructure	Total Unit	Total area (m ²)
A. Learning Infrastructure			
1	Classroom	<u>32</u>	1,568
2	Laboratory room	24	8 for nutrition 6 for public health
			10 for nursing
3	Computer Laboratory (CBT)	<u>1</u>	
4	Library	<u>1</u>	
5	Reading room	<u>1</u>	
6	Lecturers' Room	<u>4</u>	
7	Hall	<u>3</u>	
8	Hyperbaric therapy room	1	
9	Hydrotherapy pool	1	
B. Supporting Infrastructure			
1	Polyclinic	1	96
2	Student Association Room	7	
3	Mosque	<u>2</u>	
4	Basketball and futsal court	<u>1</u>	
5	Tennis court	1	
6	Canteen	<u>2</u>	
7	TV screen	2	
8	Meeting Room	<u>1</u>	
9	Counseling room	<u>1</u>	

The lecture rooms are equipped with chairs, desks, air conditioners, lighting, LCDs, blackboards, and smart TVs. The students assess the facilities and labs to be sufficient and in good condition. Nevertheless, UPNVJ has planned to build an entirely new lab building next to the existing facilities to expand its capacities and offer more services.

During the on-site visit, the experts visit different lecturing halls and seminar rooms as well as different laboratories, the Clinical Skills Labs and the teaching hospital where the Nursing Profession programme is taught. Overall, the experts are satisfied with UPNVJ's facilities and the available equipment which enables a good learning process for the students.

Specifically for the Bachelor of Nutrition programme, the experts recommend to establish a microbiology lab to offer a practicum in the respective module. Also, the note that the laboratory facilities for chemistry and food technology are limited in size. However, this has been solved by splitting up the students into smaller groups during laboratory classes. The experts encourage the university to continue with the plans of constructing a new and modern laboratory building.

The faculty's nursing facilities include 10 rooms in which different nursing practices can be performed on mannequins or among the students, including ventilation, care during child delivery and psychological nursing. By simulating a mini-hospital environment or also a care-at-home environment, the lab effectively enhances students' skills through realistic, hands-on learning experiences. To further support competency development, students are assigned to explore self-study materials, including online videos created by lecturers, which are reviewed before clinical skills practicums.

Special facilities that distinguish UPNVJ from other universities are a hyperbaric therapy room, equipped with two large hyperbaric chambers, as well as a hydrotherapy pool. Both these facilities are used in the Matra modules of all study programmes. As the programme coordinators explain during the on-site visit, UPNVJ is one of only two universities on the Java island equipped with hyperbaric chambers. The university actively engages actively in research in this field, which the experts positively regard.

Visiting also the teaching hospital for the Nursing Profession programme, the experts see that the equipment is on a good level to ensure the learning experience. However, the experts learn that the organisation of the rotation does not always run smoothly because of the shortage of suitable test patients as a resource for training the professional students in all relevant nursing treatments (see also sections 1.5 and 2). The experts are aware of this difficulty and the worth of patients as a teaching resource. Nevertheless, as the practical teaching with real patients is the core of the programme, the experts require UPNVJ to establish an action plan to ensure the availability of resources such that all students can get the necessary clinical exposure for all treatments.

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. 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 an integrated learning management 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 GoogleMeet. The access to up-to-date scientific literature is ensured through subscriptions to multiple academic databases and e-journals. The students also affirm their overall satisfaction with the provided access to software, literature, and digital teaching resources. To access all digital resources, reliable internet access is provided all over the campus, as confirmed by the students. All resources can be accessed also from outside the campus via a VPN and the university's own mobile app.

In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programme. This includes secure funding and reliable financial planning and the provision of sufficient infrastructure and equipment in terms of both quantity and quality in the undergraduate programmes. However, for the Nursing Profession programme, an action plan is needed to ensure the availability of suitable patients as practical training resource for all students.

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

Criterion 3.1:

In its statement, UPNVJ presents a recruitment plan to address the current shortage of teaching staff, which is positively acknowledged by the experts. Nevertheless, as the recruiting process is still not completed and the numbers of teaching staff still do not comply with the national regulations, the experts sustain their requirement in order to check the success of the recruitment policy.

Criterion 3.3:

As described under criterion 2, an action plan to ensure the availability of resources such that all students can get the necessary clinical exposure for all treatments in the clinical rotation of the Nursing profession programme was presented and positively assessed by the experts. Also, the experts deem the further action steps described in the statement as sensible and goal oriented.

In terms of the funding for international mobility, as already described under criterion 1, the experts acknowledge UPNVJ's progress but recommend to further invest in this crucial part of internationalization.

Regarding the microbiology lab for the Bachelor of Nutrition programme, UPNVJ presents a MoU with UPNVJ's Faculty of Medicine to use the microbiology lab for a respective practicum, which the experts deem a sensible short-term solution. The plans for the construction of a new lab building on the campus include also an own microbiology lab for the Faculty of Health Sciences, which will accommodate this request in the long run. The experts deem their initial recommendation as sufficiently addressed.

In summary, the experts consider this criterion to be **mostly fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Self-Assessment Report
- Module handbooks of all study programmes
- Discussion during the audit

Preliminary assessment and analysis of the experts:

There are well-structured and transparent module descriptions which complement the curricular overviews for both study programmes and contain all the necessary content-related and practical information for the modules. This includes the course name, semester (course study time), name of the course coordinator, 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. However, as noted earlier in this report, multiple modules especially from higher semesters are missing in the handbooks. The experts point out that descriptions of all modules of the study programmes need to be included in the handbooks. Also, the individual contents of the descriptions need to be doublechecked in order to, e.g., avoid discrepancies in the displayed credit numbers and their conversion into ECTS. Furthermore, the experts suggest adding the last date of review in each module description to ensure their topicality.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Examples of Diploma Certificates, Transcripts of Records, and Diploma Supplements
- Academic handbook
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UPNVJ issues “diplomas/professional certificates/competency certificates, degrees and SKPI to graduates no later than 1 month after graduation”. The documentation also contains a Transcript of Records. Based on the provided examples, the experts confirm that these official documents are awarded. For the two phases of the Nursing programme, two separate Diploma Certificates and Transcripts of Records are provided separately as students already dispose of the Bachelor’s degree before entering the Nursing Profession programme. However, the experts cannot find any example of a Diploma Supplement for the Nursing Profession programme and therefore require UPNVJ to issue this crucial document separately for this programme as well.

According to the Self-Assessment Report, all official documents are formulated in both Bahasa and English language. While the experts confirm this for the Transcripts of Records and the Diploma Supplements, the experts note that the Diploma Certificate itself is formulated only in Bahasa. To further support the international recognition of the degree, the experts suggest to provide this Diploma Certificate in English as well.

The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA. However, the experts note that the achieved credit points are listed only in SKS credits. To enable international comparability, the Transcript of Records should include the credit load also in the converted ECTS unit and the applied conversion system should be explained in the Diploma Supplement. Regarding the Diploma Supplement, the experts also note that no statistical data like cohort averages are contained which allows readers to assess the individual mark. The experts require UPNVJ to adjust the Diploma Supplement accordingly.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report

- UPNVJ website
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The rights and duties of the degree programme institution, faculty members, and students are outlined in the academic handbooks, which are distributed to the students upon entering the programmes. Further university regulations are issued through Rector's decrees.

The experts discuss the access to the rights and duties of both the university and the students; they consider them as clearly defined and binding. With the exception of the module handbooks, all rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree programmes at the beginning of each semester and can access it via the integrated learning management system.

While the experts are satisfied that UPNVJ transparency publishes the relevant information regarding the programmes and overall study regulations, they find the university's as well as the Faculty of Health Sciences' websites to be chaotic and difficult to manage from the user perspective. As an example, the experts mention that all regulations are provided in online pdf viewers which are inconvenient to handle and need a lot of time to load the data. A better way would be e.g. the provision of download links. Also, the long list of menus and sub-menus for all programmes lacks clarity. Given that, the experts recommend UPNVJ to restructure its websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

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

Criterion 4.1:

UPNVJ submits revised versions of the module handbooks. While they appear to be complete for most of the programmes under review, it strikes that a considerable number of module descriptions is still not contained in the module handbook of the Bachelor of Nursing programme. Also, in for the Bachelor of Nutrition programme, all practical courses are missing, and the course codes do not match in several instances. Therefore, the experts sustain the requirement.

Criterion 4.2:

The experts positively note that an example of a separate Diploma Supplement for the Nursing profession programme is presented. However, statistical data that allows the read-

ers to assess the relative performance of the graduates is still missing on the Diploma Supplements and needs to be added. Furthermore, the experts renew their recommendation to display the ECTS credits on the Transcript of Records.

Criterion 4.3:

In terms of the recommended restructuring of the university's website(s), the experts already notice some improvement. However, they still see a lot of room for further improvement and recommend UPNVJ to further work on this matter.

In summary, the experts consider this criterion as **partly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

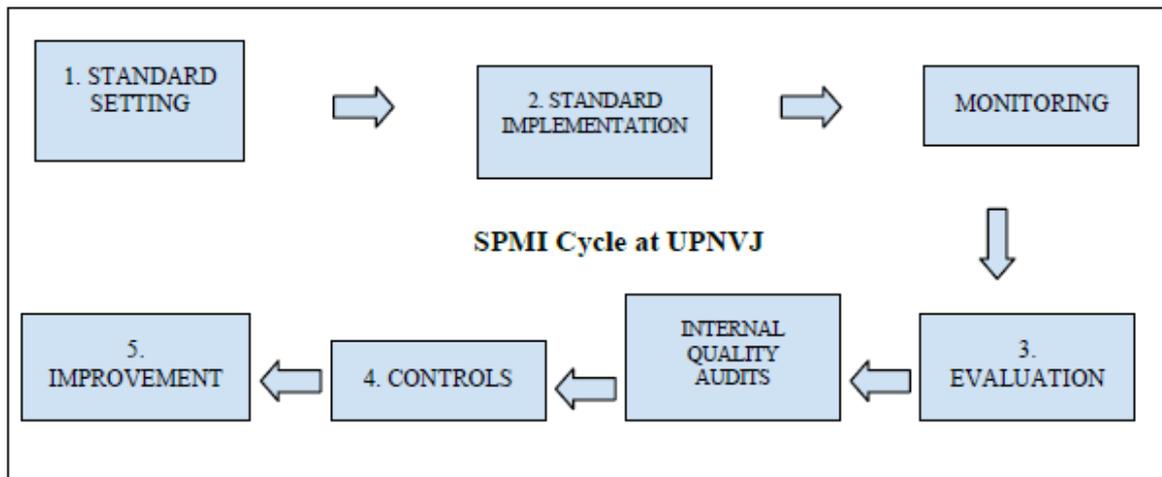
Evidence:

- Self-Assessment Report
- Examples of student surveys and questionnaires
- Survey manual book
- Stakeholder satisfaction survey report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UPNVJ has implemented an extensive quality assurance system which operates systematically at the different administrative levels of the university. At the university level, there is the Quality Assurance and Learning Development Institution, while the Quality Assurance Team which includes the faculty's Dean and his staff is responsible at the faculty level. The Quality Control Team at the study program level ensures that quality standards are met.

All quality assurance institutions carry out a quality assurance cycle which is schematically displayed in the following figure taken from the Self-Assessment Report:



It is explained that as part of UPNVJ’s strive for excellence, the quality assurance system is constantly developed and aims a meeting the ISO 21001:2018 standards. The system includes both an internal quality assurance component as well as external quality assurance measures in accordance with the Indonesian national standards for quality assurance in higher education.

The core instruments of the internal quality assurance systems are different surveys which collect the feedback of all relevant stakeholders of the programmes, as already addressed in previous sections of this report. The objectives and methodology of the different survey instruments are described in the survey manual book. The evaluations are conducted online. For students, the participation in the course questionnaires is mandatory, as they cannot access their grades otherwise. Thus, the response rate is near 100% (less the share of drop-outs). Examples of the questionnaires as well as stylized results are summarized in the stakeholder satisfaction survey report. Satisfaction surveys of students and lecturers are also conducted regularly to obtain feedback on the provision of educational, research, and community service activities. Student satisfaction 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. Both students and lecturers confirm these quality assurance measures and explain that they feel that their concerns are taken seriously. Furthermore, a tracer study is conducted approximately 6 months after the students’ graduation. The results are discussed in section 1.1.

However, as already noted earlier, the experts repeat their recommendation to adjust the student surveys to gather more student feedback with respect to the curriculum (see section 1.3) as a way of involving them more closely into the curriculum development process. Moreover, the students state that they can report complaints also directly to the head of their respective departments. Also, the experts learn that the structured feedback process does not contain an official feedback loop back to the students. As it is crucial to the feedback cycle, the experts require UPNVJ to establish a process by which students are formally and systematically informed about their feedback, the results, and the respectively takes measures.

Moreover, as addressed in section 1.3, the experts also recommend to institutionalize the involvement of the industrial stakeholders, professional associations and potential employers, especially of local representatives, to ensure that the graduate profile and curriculum meet their demands.

Besides the internal quality assurance procedures, external quality assurance for all study programmes under review is conducted through programme accreditation by the national accreditation bodies under the supervision of the Indonesian National Higher Education Board every five years. In addition, UPNVJ 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. However, some shortcomings in the processes of involving external stakeholders as well as the gathering of student feedback should be adapted. The results of these processes are incorporated into the continuous development of the programmes. However, the results and any measures derived from the various quality assurance instruments are apparently not communicated back to the students, so the experts require the university to establish a policy closing the official feedback cycle. Nevertheless, the experts are generally satisfied with UPNVJ'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:

In terms of quality assurance, UPNVJ's statement describes additional upcoming review processes. However, the required closure of the formal feedback loop was not addressed, so the experts sustain the respective requirement.

Further improvements in the quality assurance system regarding the structured involvement of stakeholders and the adaptation of the existing student workload surveys are addressed in recommendations as described under criterion 1.

In summary, the experts consider this criterion as **partly fulfilled**.

D Additional Documents

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

- Clarification of the difference between the concept of Learning Outcomes as displayed in the Self-Assessment Report and the concept of Graduate Learning Outcomes that are displayed in the curriculum books, Diploma Supplements etc. There are very significant differences between them. Where and what is the official foundation of the Learning Outcomes?
- Clarification of the curriculum review interval
- Information on publications

E Comment of the Higher Education Institution (30.01.2025)

UPNVJ provided the following detailed statement and additional documents:

C.1. The Degree Programme: Concept, Content & Implementation
C.1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)
Response and Follow Up
<p>We realized that we wrote Learning Outcomes as GLO. We have revised terminology LO to GLO to keep consistency on handbook, curriculum book, website for OBE evaluation (simple.upnvj.ac.id), Semester learning programs and Health and Science website. We display GLO on SAR as our students' outcomes after graduating from a study program to meet requirements for internal and external stakeholders with competencies, attitude, knowledge, and professional skill.</p> <p>When ASIIN Experts on site visit, all study program coordinators provided revision documents for clarification about GLO. The coordinator of the public health program presented a document that described 11 GLO to the experts.</p> <p>All information about GLO and LO on curriculum books have been updated on the official website of the Faculty of Health Sciences.</p> <p>The graduate profiles of Bachelor Public Health on the website have been adjusted to seven graduate profiles, namely manager, leader, researcher, educator, communicator, entrepreneur, and consultant. Here is the link for curriculum updated:</p> <p>https://drive.google.com/drive/u/1/folders/1C9Od-KGnxNsl8F_mAopA25iB1QKXqV0PW</p> <p>Website :</p> <p>1. Graduate Profiles: https://fikes.upnvj.ac.id/id/profile/study-program/public-health-bachelors-degree/graduates-bachelor-of-public-health-study-program (PH)</p>

<https://fikes.upnvj.ac.id/id/profile/study-program/nutritional-sciences-bachelors-degree/graduate-bachelor-of-nutrition-study-program#prettyPhoto> (Nutrition)

[Graduates Competencies \(Bachelor's Degree of Nursing\) - Fakultas Ilmu Kesehatan / Faculty of Health Sciences - Universitas Pembangunan Nasional Veteran Jakarta](#) (Nursing)

2. Graduate Learning Outcomes : <https://fikes.upnvj.ac.id/id/profile/study-program/public-health-bachelors-degree/goals-targets-bachelors-degree-of-public-health.html> (Public Health)

<https://fikes.upnvj.ac.id/id/profile/study-program/nutrition-bachelors-degree/goals-and-target-of-nutrition-bachelors-degree.html> (Nutrition)

[Goals & Targets \(Bachelor's Degree of Nursing\) - Fakultas Ilmu Kesehatan / Faculty of Health Sciences - Universitas Pembangunan Nasional Veteran Jakarta](#) (Nursing)

3. Curriculum updated report: https://drive.google.com/drive/folders/1Emxbgl4yrVp8pGYCkymzVHIKqZ64_egH?usp=sharing (Public Health)

https://drive.google.com/file/d/1Qh6QzZVejE2gK7nyN3BGJQmyWt-Piid6H/view?usp=drive_link (Nutrition)

https://drive.google.com/drive/folders/1VbJ2zVOLO-sPJsZmVq3cAkCPQp1DMMew1?usp=drive_link (Nursing)

4. Graduate Profile of Bachelor Public Health : <https://fikes.upnvj.ac.id/id/profile/study-program/public-health-bachelors-degree.html>

The Graduate Learning Outcomes of Bachelor of Nursing-Nursing Profession (BN-NP) are formulated when curriculum reviewed, based on input from stakeholders including academic community, Alumni, the Association of Indonesian Nurse Education Centers, Presidential Regulation Number 8 of 2012 concerning Indonesian National Qualification Framework, Regulation of the Minister of Health Number 425 of 2020

concerning Nursing Professional Standards and BN-NP's vision. Once GLOs are formulated, the BN-NP coordinator designs Learning Outcomes for each course.

In chapter 3 of the [BN-NP curriculum book](#), the curriculum evaluation, curriculum development and curriculum design and development are described in detail. The formulation of the graduate profile and GLO formula is explained specifically in chapter 6 to the determination of study materials and their weighting in the next chapter. The alignment of the graduate profile and GLO as well as the LO of each course and its credit weighting is described in the document of [BN-NP of curriculum description and alignment of GLO and LO](#).

Here the document the Bachelor of Nutrition curriculum book and alignment of GLO and LO :

<https://drive.google.com/drive/folders/14lBnm8RoCkJaiQkCCef1xtE1WOJrVFcF>

C.1.2. Name of the Degree Programme

Response and Follow Up

During the ASIIN Experts onsite visit, the coordinator of Bachelor of Nutrition Study Program clarified that the name of the program is "Bachelor of Nutrition" not Nutrition Science Study Program. We have revised all documents and on the website with "Bachelor of Nutrition".

Document of BN :

https://drive.google.com/drive/folders/1ZP31EU7zI9y1Zdo29xmI3NxisU_I7JQ5

Website Faculty of Health and Science :

<https://fikes.upnvj.ac.id/>

C.1.3. Curriculum

Response and Follow Up

UPNVJ has regulations to conduct study program's curriculum revision and updated, we can see on [quality standard document](#) p.14. We have arranged collaboration with Walailak University, University of Canberra and Australian National University to propose institutionalizing and formalizing involvement of external stakeholders as an external advisory board regarding the curriculum, as seen on this arrangement of collaboration documents [1037 Report on UPNVJ Possible Collaborations with Australian Universities.pdf](#).

in determining number of credits or students workload, Study program coordinator uses some recommendation, which are Ministry of Higher Education Number 53, year 2023, Study program professional organization BN: AIPGI, PH : AIPTKMI, BN-NP: AIPNI, Rector's of UPNVJ regulation number 1, year 2024 for academic standard and quality assurance, art 17-20. Based on UPNVJ Academic standard policy, the number of credits for students in 1st and 2nd semester is 20 credits. If students have achievements in the 3rd semester such as GPA above 3.5, they get 24 credits.

The Outcomes Based Education (OBE) -Nutrition Study Program Curriculum Update in 2022 invites associations (AIPGI) and stakeholders/alumni users, including industry representatives (Danone), practice field representatives (PKL) from hospitals (Budhi Asih Hospital, Pasar Rebo Hospital, Cibinong Hospital) and community health centers. (Limo Health Center, Cinere Health Center), nutrition alumni and active students. The study program designs a curriculum based on the results of discussions and suggestions from members present, of course aligned with the vision, mission, goals and objectives of the Nutrition Study Program.

Updated BN- Curriculum Report
https://drive.google.com/file/d/1Qh6QzZVejE2gK7nyN3BGJQmyWtPiid6H/view?usp=drive_link

Documentation: https://drive.google.com/file/d/1xb6QDuCUmAe-UMzXVyQknZOdMIIZhsoSL/view?usp=drive_link

Graduate Learning Outcomes (CPL) in the OBE curriculum are arranged based on the Graduate Profile, namely as a Nutrition Care Provider, Educator, Food Service Manager Researcher and Nutripreneur. There are 10 Graduate Learning Outcomes (CPL) which cover the domains of Attitude, Knowledge, General Skills and special skills. We will distribute them to the courses in the Nutrition Study Program curriculum and their derivative competencies in the form of course learning outcomes (CPMK). Currently we have a system (www.simpel.upnvj.ac.id) to see the percentage of success from student evaluation results in each course.

Curriculum Handbook based on Association :

https://drive.google.com/file/d/1bng-VHs-pFjYYF9AA6aH3loEp4sV_CvHU/view?usp=sharing (PH)

https://drive.google.com/file/d/1tAYdfcaZSVJYjfPdbHbd_XXXr5H4FdBc/view?usp=sharing (Nutrition)

Rektor's UPNVJ regulation:

<https://drive.google.com/file/d/1gmJyY-NxaQxPAmiZcqPlnEi-KQ51Wamo/view?usp=sharing>

UPNVJ continues to make efforts in increasing the number of students involved in international activities, especially in international mobility programs. For the implementation of outbound students, UPNVJ has participated in the Indonesian International Students Mobility Awards (IISMA) from 2021 to 2024 and every year the number of UPNVJ students participating in IISMA has increased, where in 2021 there were 8 students, 12 students in 2022, 14 students in 2023, and 26 students in 2024. Faculty of Health Sciences students themselves have participated in IISMA in 2021, 2023, and 2024. For your consideration, the supporting documents for IISMA are attached, in the form of a Letter of Acceptance (LoA) and a Nomination Letter. [IISMA](#).

According to the experts' recommendation on setting up funding opportunities and collaboration for student mobility programs, UPNVJ has collaborated with the University of Poitiers, France in terms of student and lecturer mobility with full funding through Erasmus+. In 2023, UPNVJ sent 3 students to study at the University of Poitiers, France for one semester. As supporting data, the Letter of Acceptance (LoA) and Agreements are attached. [Erasmus+ Program UPNVJ and University of Poitiers](#). In order to increase the number of international mobility, the Office of International Affairs has proposed to the Rector for providing funding assistance for students who will participate in international mobility. The proposal letter is attached in this link [1169 Request for Guidance regarding the Overseas Student Mobility Program.pdf](#)

Moreover, by exploring collaborations through the Office of International Affairs (KUI), UPNVJ has accepted international inbound students from Ablai Khan University, Kazakhstan; Eurasian National University (ENU), Kazakhstan; Walailak University, Thailand; Universiti Teknologi MARA, Malaysia; Universiti Malaysia Pahang (UMP), Malaysia; and Central Mindanao Colleges (CMC), Philippines; The Embassy of the

Republic of Indonesia in Astana; etc. for student exchanges, short courses and internships. Supporting documents for international students mobility can be accessed in this following link [Inbound and Outbound Students](#).

In terms of the student mobility program, the Faculty of Health Sciences accepted 1 student from Eurasian National University, Kazakhstan in 2024. In 2023, the Faculty of Health Sciences collaborated with the School of Public Health Walailak University, Thailand to implement student exchange activities. In the program, FIKES accepted 12 students with 3 accompanying lecturers. Program report can be accessed

via the following link [2023 \[Eng\] Program Report Student Exchange UPNVJ and Walailak University.pdf](#)

All study programs acknowledge ASIIN Experts recommendation to revise content of English Language course and Bahasa Indonesia course for academic writing. We realize that the content of those courses are needed not only for student's communication skills but academic writing because it is very important to support students writing their thesis.

Currently, the Bachelor of Nursing program does not have a special course for academic writing. The achievement of students' abilities in scientific writing as preparation for writing a thesis is obtained in the Indonesian course and the English course. Both courses are given in the 5th semester before students take the Thesis Proposal and Thesis courses. We will evaluate the curriculum of the Bachelor of Nursing program regarding academic writing courses. We received Experts recommendation to revise the Bachelor of Nursing's curriculum handbooks, courses of academic writing, and will elaborate on the course of Indonesian, English Course and Methodology for some meetings.

Semester Learning Plan for Bahasa Indonesia course:

https://drive.google.com/file/d/17qGUxQD0oUkg9fkQTts_gbFtk7Ef8AwE/view?usp=drive_link

Semester Learning Plan for English Language course:

https://drive.google.com/file/d/1OvTWF1a8Fyk4JPzwfICcDpp-dbluqmFV/view?usp=drive_link

C.1.4. Admission Requirements
Response and Follow Up
<p>Student recruitments of Nursing Profession UPNVJ from Graduate Nursing Bachelor other universities will start in 2026. There are some qualifications and selection stages to keep students inbound good quality.</p> <p>The selection requirements for graduate students from outside UPNVJ include the same course achievements obtained in the nursing bachelor's degree, a minimum GPA of 3.00, and general registration requirements including health status, permission from parents and guardians, and willingness to follow applicable regulations. The next selection is followed by written and clinical nursing exams to assess students' abilities and interview exams to assess readiness for continuing education in the Nurses professional program.</p> <p>UPNVJ has been collaborating with universities abroad to recruit students from various countries. This collaboration is expected to enhance the admission of the Nurse Profession program at UPNVJ. For your consideration, Memorandum of Understanding (MoU) between UPNVJ and foreign universities is attached UPNVJ Memorandum of Understandings.</p> <p>Here is the students recruitments website for BN-NP: https://penmaru.upnvj.ac.id/id/profesi/profesi-ners.html</p>
C.1.5. Workload and Credits
Response and Follow Up
<p>Bachelor of Public Health, Bachelor of Nutrition, Bachelor of Nursing-Nurse Profession are designated 6 credits for the thesis course with a time period of 1 year, based on UPNVJ academic handbook Number 19, year 2024. p 114-115</p> <p>Students with GPA above 3.5 took the thesis start for proposal in 7th semester, for collecting data, analysis, writing the report and final exam for thesis in 8th semester.</p> <p>Academic Handbook Number 19, Year 2024</p>

<https://drive.google.com/file/d/1mrgJgSCtqYthMb9B8F-hcdT1DGakXhfM/view?usp=sharing>

Distribution of workload for Bachelor of Nutrition students, semester 1 to semester 6, an average of 22 credits. Semester 7, students have started to prepare a thesis proposal (2 credits) and practical field work (Community Nutrition, Institutional Nutrition and Clinical Nutrition), with the following details: 6 weeks for Field Work Practice (PKL) at the Community Health Center, and 12 weeks PKL in the hospital. Semester 8 continues with the thesis work process (4 credits) which is an integral part of the thesis proposal (2 credits) in semester 7. The total of 6 credits for this final assignment is a direction from AIPGI

Here is the document of AIPGI Curriculum:

https://drive.google.com/file/d/1tAYdfca-ZSVJYjfPdbHbd_XXXr5H4FdBc/view?usp=drive_link.

Final Project (Thesis proposal and thesis) is opened every semester, so that students who have not completed the thesis proposal and thesis can take this course in the next semester. The thesis work process in semester 8 does not allow students to fully attend lectures or practicums on campus, because there is a thesis completion process from taking care of permits at the research location, submitting research ethics forms, collecting data, making reports and the mentoring process with the thesis supervisor. So that in the eighth semester students focus on completing research.

The hours of nursing professional practice are calculated by estimating the time for each form of learning. For clinical practice with a time of 170 minutes/week/semester for each credit unit. For 1 credit unit, it is calculated as 170 minutes x 1 credit unit X 16 weeks (number of weeks in 1 semester) = 45.33 hours, which can be distributed in 6 days of practice activities per week, so that 7.5 hours of practice hours/day can be estimated. The implementation of clinical practice activities is distributed in morning, afternoon, and evening practice shifts which are scheduled at alternating times for each student.

Each student is scheduled with the same proportion of duty schedules and the same average practice hours. The burden of implementing practice in a particular practice room may be different from other practice rooms, such as practice in the internal medicine room with patients who tend to be more numerous than the surgical practice room. Another example, practice in the operating room does more observation and

minimal intervention by students compared to practice in the inpatient room which does more semi-authorized intervention.

Monitoring by the nursing professional study program found that sometimes there was prolonged practice time because students followed the late duty schedule with the room nurse. Another thing that is being evaluated is the students' time management which is not optimal with the existence of practices that are considered long and the assignment of making practice reports. The number of hours of practice and assignments will continue to be evaluated together with the study program and the hospital.

The variety of the number of patients in the practice room that are not permanent and the variations of cases found are not always the same, are addressed by small groups of students consisting of 4-6 students per practice room. This is intended to share experiences in case management both with group discussions and presentations facilitated by clinical supervisors. Clinical supervisors can provide additional information and reinforcement as well as examples when students have not been able to find their competency achievements in the clinical practice carried out at that time with clinical conference activities and clinical simulations.

[Schedule of Profession Nursing Practice](#) for each course and rotation schedule for shift and room division have been well planned from the beginning and are known by academic supervisors and hospitals during program contract activities. With a well-planned schedule together, it can monitor and map the student workload management system. Well-planned practice placement ensures adequate clinical exposure for all students by scheduling practice room rotations and practice placements in hospitals or practice locations that are in accordance with learning achievement targets.

Evaluation of clinical practice scheduling has been carried out in the Odd Semester of 2024/2025 for students while still considering the achievement of practice hours, practice shifts, and the effectiveness of competency achievement. The scheduling of professional practice for student groups is determined by the practice coordinator and is openly communicated to students and with the consideration of clinical supervisors at the hospital and academic supervisors. Ongoing coordination and communication between academic supervisors and hospital supervisors to determine cases and their management.

Improvement of good coordination between academic supervisors and hospitals in conducting case reviews and evaluations, periodic feedback, and the use of technology. Before the student practices, a meeting and discussion called a "contract program" is held between the practice coordinator, academic supervisor, and hospital supervisor using a zoom meeting or by meeting directly at the hospital. Continuous communication and evaluation are also carried out through direct message or telephone communication or even when the academic supervisor is present at the hospital to provide guidance and measurement of student competency achievement.

C.1.6. Didactic and Teaching Methodology

Response and Follow Up

We accepted ASIIN experts' recommendation for UPNVJ's investment plan for a microbiology laboratory. In 2023, UPNVJ submitted a proposal to reach Grand from Government to provide an integrated nutrition laboratory (including a microbiology laboratory). This strategic plan for an integrated nutrition laboratory in the grant application stage to be built in 2026 (document attached). Currently, the Bachelor of Nutrition (BN) uses a Microbiology Laboratory in collaboration with the Faculty of Medicine as a sharing facility.

Link MoA between Faculty of Medicine and Faculty of Health Science : <https://drive.google.com/file/d/1zXBNwwuC26yVIIbZUAiSILBWI0T75FKW/view?usp=sharing>

Link for Integrated Laboratory Document : [https://drive.google.com/drive/folders/13Uf1IQK_tDnNaDZyPnKuuQfdkL-UgRGL?usp=drive link](https://drive.google.com/drive/folders/13Uf1IQK_tDnNaDZyPnKuuQfdkL-UgRGL?usp=drive_link)

C.2. Exams: System, Concept and Organisation

Response and Follow Up

There are module-specific exams that 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, and the semester learning plans which are distributed and discussed in the opening sessions of each module. However, the experts find that the number of exams is generally high and exceeds the necessary number of exams to prove the students' skills obtained per course. Therefore, they recommend that, in order to reduce the workload of both students and lecturers, it might be an option to reduce the number of exams and use different kinds of exams per course based on the learning outcomes. By doing so, the focus of the applied exam method per module should focus on an adequate constructive alignment with the learning outcomes to be achieved.

Also, specifically for the Nursing Profession programme, there is the need for a better alignment and organization of the clinical supervision and the respective exams. The organization has been well planned with the scheduling of clinical supervision and examinations in the form of assignment letters to academic supervisors. All 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.

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. Examinations are marked according to transparent criteria. 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.

The form of assessment and examination conducted is based on university regulations as stated in Regulation of Rector Number 1 on Academic Standards and Quality Assurance of the National Development University "Veteran" Jakarta 2024 and Regulation of Rector Number 1 on the Education Guidelines of UPN "Veteran" Jakarta for the 2024/2025 Academic Year. The selection of the use of all forms of assessment and the number of examinations because each form of assessment has its own purpose to reflect the expected competencies. For example, quizzes are implemented as part of feedback on learning achievement and participation is an assessment of student activity during the learning process. The form of assessment with the highest score is in the formative assessment in the forms of a mid term exam and in the summative assessment in the form of a final term exam and project.

As a follow up, Faculty of Health Sciences Universitas Pembangunan Nasional Veteran Jakarta will re-evaluate the form of assessment and number of exams for

each course to simplify the evaluation process that can reflect the learning achievements of the course and graduates so that the workload can be adjusted. This is stated in assessment guidelines for all study programs.

The Link :

- [Assesment Guidelines for BNS](#)
- [Assesment Guidelines for BPH](#)
- [Assesment Guidelines for BN-NP.](#)

The Nursing Profession Program conducts planning at the beginning of the academic year. The study program prepares the number of practice places to be used, the practice schedule, the number of students in each station adjusted to the number of supervisors in each station. One academic supervisor and one clinical instructor from the hospital will supervise 4-6 students. The study program selects the hospital based on the number of patients and the variety of cases according to the competence of the Nursing profession. The main teaching hospital of UPNVJ is RSPAD. However, RSPAD can not accommodate all at once. Therefore, the Nursing Study Program has MoU with other teaching hospitals that have a sufficient number of patients and a variety of patient cases for example Depok Regional Hospital, Pasar Minggu Regional Hospital, and Tarakan Hospital). Students who are assigned to a hospital that is quite far away from the university are advised to find temporary accommodation during their clinical practice.

As a follow up, Universitas Pembangunan Nasional Veteran Jakarta is preparing a long-term plan to have a Teaching Hospital managed directly by the university. The planning has reached the Proposal stage which will be submitted to the government through grant funds. And the UPNVJ have the MoU with some referral hospitals.

Link for The Memorandum of Understanding (MoU) with hospitals partner

<https://drive.google.com/drive/folders/11CxIYmBfamKAfxiX0xrBOCZ19Bzpt5jV?usp=sharing>

C.3. Resources

C.3.1 Staff and Development

Response and Follow Up

UPNVJ appreciates the input given by the ASIIN experts. As a response to the low number of teaching staff, the Faculty of Health Sciences has recruited 16 lecturers in 2024. In 2025, the faculty has arranged a plan to recruit more lecturers, especially for Bachelor of Public Health, Bachelor of Nursing/Nursing Program and Bachelor of Nutrition. Recruiting more teaching staff is expected to solve the lecturers' workload so that lecturers have more time for research. **Proof of lecturers recruitment** can be accessed in this following link [Recruitment documents](#)

In regard to the low number of full-time professors, the majority of teaching staff in each program is caused by their working period being less than 10 years so the number of credits that must be collected to become a professor has not been achieved. The first government employee recruitment was in 2018. In terms of the number of lecturers' publications, the number of lecturer publications is relatively high; however, most of the publications are national indexed publications and the lecturers predominantly serve as co-authors. In the undergraduate public health program, 74% of publications are from national journals and 24% from international journals, with the majority of lecturers serving as co-authors. In the nutrition study program, 83% of publications are from national journals and 17% from international journals, with the majority of lecturers serving as co-authors. In the Nursing study program, 81% of publications come from national journals and 19% from international journals, with the majority of lecturers serving as co-authors.

The publication data can be accessed in this following link <https://drive.google.com/drive/folders/1hvt8Ems8Jc7OPuGYK1K36aq0Ty-tCUIk9?usp=sharing> .

In the implementation of research, UPNVJ realizes the importance of enhancing funding allocation for the research by establishing collaboration to support the research funding in national or international level. The Office of International Affairs also plays an important role in expanding international research collaborations. Furthermore, UPNVJ provides coaching clinics to support the lecturers in applying for external research grants.

Proof of research collaboration expansion is attached in this following link https://drive.google.com/file/d/1SIQI9cwLR4bnVIX52_ibJ6y88FM-AbVk/view?usp=sharing .

C.3.2 Student Support and Student Services

Response and Follow Up

In terms of student networking and employment, UPNVJ has established an alumni association namely IKA UPNVJ ([Ikatan Alumni UPNVJ \(@ika.upnvj\) • Instagram photos and videos](#)). For IKA registration and other information can accessed in the following page <http://linktr.ee/ikaupnvj>. IKA UPNVJ is a forum to obtain information regarding vacancies and develop career networks with fellow colleagues according to their field of knowledge. For your consideration, we have attached the letter of association establishment.

C.3.3 Funds and equipment

Response and Follow Up

As a response to experts' statement regarding microbiology laboratory, Bachelor of Nutrition implements sharing facility scheme by utilizing microbiology laboratory in the Faculty of Medicine and to support the teaching and learning activities, UPNVJ has approved the development and construction of a nutrition laboratory building and will be built in 2025. The building itself has 7 floors which consist of food technology and dietetic culinary laboratory (1st floor), biomedics and organoleptics laboratory (2nd floor), nutrition counselling and nutritional status assessment laboratory (3rd floor), environment health (4th floor), epidemiology and health promotion laboratory (5th floor), physiotherapy and yoga studio (6th floor), nursing laboratory (7th floor). As the experts mentioned about microbiology laboratory, it will be integrated with biomedics laboratory on the second floor. For your further consideration, we have attached the strategic plan and building laboratory proposal. Meanwhile, we use the microbiology laboratory at the Faculty of Medicine UPNVJ.

As supporting data, we have attached Laboratory Strategic Plan, Memorandum of Agreement between Faculty of Health Sciences and Faculty of Medicine, and Application Letter for Infrastructure Development Proposal in this following link

https://drive.google.com/drive/folders/1bpNK2vkrFqpRD5iq9sgUqLoG-cLnjpbHW?usp=drive_link .

In the draft report, the experts raised issues in the organization of rotations for the Nursing Profession program. To solve the issue, the Nurse Profession program has implemented some efforts, such as:

1. Expanding network collaboration with more hospital partners, especially Type-A referral hospitals with large patient BOR and more diverse and complex patient cases

2. Creating structured student group rotation management into several batches consisting of small groups so that students' opportunities to get patients are more evenly distributed

3. Optimizing the role of clinical instructor (CI) in providing guidance to students in the form of case-based simulations: Developing realistic case-based simulation scenarios and involving CI for case evaluation in the hospital.

4. Optimizing the use of simulation laboratories by maximizing the use of simulation laboratories equipped with advanced mannequins for basic skills training and complex clinical situations.

For your consideration, we have attached the Memorandum of Understanding (MoU) with hospital partners in this following link :

<https://drive.google.com/drive/folders/11CxIYmBfamKAfxiX0xrBOCZ19Bzpt5jV?usp=sharing>

Student practice batch schedule at the hospital in this link :

[Schedule of Profession Clinical Practice.](#)

CI preceptorship activities can be accessed through this following link

<https://fikes.upnvj.ac.id/id/berita-umum/2024/12/day-2-pelatihan-preceptorship-pembimbing-klinik-jurusan-keperawatan-fakultas-ilmu-kesehatan-upn-veteran-jakarta-tahun-2024.html>

Lecturer training on the use of phantom simulators through this link

<https://fikes.upnvj.ac.id/id/berita-umum/2024/09/workshop-penggunaan-phantom-simulator-keperawatan-laboratorium-keperawatan.html> .

C.4. Transparency and Documentation

C.4.1 Module Descriptions

Response and Follow Up

The experts noted that several modules, particularly from higher semesters, are not listed in the handbook. The Experts also emphasized the importance of including all module descriptions in the handbook, ensuring content accuracy, such as the number of credits and their conversion to ECTS, and adding the latest review date to each module description to maintain its relevance.

We have included descriptions of modules in the handbooks. Each module description has been rechecked for ECTS alignment. We have updated ECTS in each handbook and added the last date of review in each module description.

Appendix :

<https://drive.google.com/drive/folders/1VmBB01nZT0zJTC0Z08qKFq0lC2WF1EzC>

C.4.2 Diploma and Diploma Supplement

Response and Follow Up

The experts cannot find any example of a Diploma Supplement for the Nursing Profession programme. The Diploma Certificate itself is formulated only in Indonesian and suggested providing the Diploma Certificate in English as well. The Transcript of Records should include the credit load also in the converted ECTS unit and the applied conversion system should be explained in the Diploma Supplement. Regarding the Diploma Supplement, the experts also note that no statistical data like cohort averages are contained which allows readers to assess the individual mark.

We have the Diploma Supplement for the Nursing Profession programme and have uploaded it on the gdrive. The Diploma Supplement is bilingual (Indonesian and English). Diploma certificates issued by the university are in Indonesian, while English versions are issued upon request for students who are planning to study abroad. This also applied to the transcript of records. The transcript of records in ECTS conversion are provided when student requests for international study documents.

Appendix

https://drive.google.com/drive/folders/1BrdXwmpxdxxbdiilgV-Doe_Rxae7eYFpB?usp=drive_link

Regarding statistical data such as the cohort averages on the Diploma Supplement, we will add the information on the next graduates.

C.4.3 Relevant Rules

Response and Follow Up

The experts noted the need for a more user-friendly website to ensure information is easily accessible. The website is being restructured to be more user-friendly, accessible, and informative. The updated website interface is available here: [UPNVJ Faculty of Health Sciences Website](#)

C.5. Quality management: quality assessment and development

Response and Follow Up

In terms of quality management specifically on quality assessment and development, the faculty and each study program support the implementation of the OBE-based curriculum in the implementation of Study Program Curriculum Management and the measurement of Graduate Learning Achievements both at the Study Program level and at the course level. In the end, in addition to being able to fulfill the convenience of Study Program Managers in developing the right curriculum, it is also expected to be able to see the measurement of the achievements of the course learning outcome that has been set.

As the follow up, UPNVJ will conduct output evaluation which contains student surveys on the implementation of the new OBE curriculum can be carried out within the next 2 months and outcome evaluations will be measured 4 semesters after students graduate from their studies when they have found work.

Refer to Dean Decision Faculty of Health Sciences about Tracer Study :

https://drive.google.com/file/d/1FVeT-jYd4PsGcwLWP_JeCylbHnCrbQFZV/view?usp=sharing

F Summary: Expert recommendations (26.02.2025)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2030
Ba Nutrition	With requirements for one year	30.09.2030
Ba Nursing/ Nursing Profession	With requirements for one year	30.09.2030

A) Accreditation with requirements

Requirements

For all programmes

- A 1. (ASIIN 1.1, 4.3) Ensure that the published programme profiles and learning outcomes are consistent in all documents. The published documentation about the programmes' profiles and learning outcomes needs to be up to date.
- A 2. (ASIIN 1.4) Transparent provisions for the recognition of qualifications achieved externally need to be clearly defined to facilitate the transition between higher education institutions.
- A 3. (ASIIN 1.5, 5) Verify the students' total workload and award the credit points accordingly.
- A 4. (ASIIN 3.1) Provide a concept on how the degree programmes can be managed without any structural overload. Ensure that the staff numbers comply with the national regulations regarding staff-student-ratio.

- A 5. (ASIIN 4.1) The completeness of the module handbooks needs to be ensured, and content wise discrepancies have to be corrected.
- A 6. (ASIIN 4.2) Include statistical data in the Diploma Supplement to allow the assessment of the individual student performance.
- A 7. (ASIIN 5) Close the formal feedback loop by informing them about the results of the surveys.

For the Bachelor of Nutrition programme

- A 8. (ASIIN 1.2) The correct English translation “Bachelor of Nutrition” needs to be consistently used in all official documents, publications, and on the programmes’ websites.

Recommendations

For all programmes

- E 1. (ASIIN 1.3) It is recommended to reduce the number of individual modules by combining teaching contents to larger integrated modules.
- E 2. (ASIIN 1.3, 3.3) It is recommended to further foster both outgoing and incoming international student mobility.
- E 3. (ASIIN 1.3, 5) It is recommended to establish an advisory board of potential employers and professionals for each programme.
- E 4. (ASIIN 1.3, 5) It is recommended to adapt the course questionnaires to gather student feedback regarding the curricular structure and content.
- E 5. (ASIIN 1.5) It is recommended to distribute the total student workload more evenly over all semesters.
- E 6. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and provide an explanation regarding the credit systems and their conversion in the Diploma Supplement.
- E 7. (ASIIN 4.3) It is recommended to restructure the university’s websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For the Bachelor of Public Health programme

- E 8. (ASIIN 1.1) It is recommended to specify the intended competency profile for the different specializations.

For the Bachelor of Nursing/ Nursing Profession programme

- E 9. (ASIIN 1.3) It is recommended to offer the module “Scientific Writing” also in the Bachelor of Nursing programme.

G Comment of the Technical Committees

Technical Committee 14 – Medicine (04.03.2025)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure with a particular focus on the qualification objectives of the Ba Public Health and considers clear and transparent definition of the qualification objectives and profiles of the various specialisation tracks to be indispensable. It is therefore decided to upgrade the corresponding recommendation (formerly E 8) to a requirement. Otherwise, the TC agrees with the experts' vote.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2030
Ba Nutrition	With requirements for one year	30.09.2030
Ba Nursing/ Nursing Profession	With requirements for one year	30.09.2030

Requirements

For all programmes

- A 1. (ASIIN 1.1, 4.3) Ensure that the published programme profiles and learning outcomes are consistent in all documents. The published documentation about the programmes' profiles and learning outcomes needs to be up to date.
- A 2. (ASIIN 1.4) Transparent provisions for the recognition of qualifications achieved externally need to be clearly defined to facilitate the transition between higher education institutions.

- A 3. (ASIIN 1.5, 5) Verify the students' total workload and award the credit points accordingly.
- A 4. (ASIIN 3.1) Provide a concept on how the degree programmes can be managed without any structural overload. Ensure that the staff numbers comply with the national regulations regarding staff-student-ratio.
- A 5. (ASIIN 4.1) The completeness of the module handbooks needs to be ensured, and content wise discrepancies have to be corrected.
- A 6. (ASIIN 4.2) Include statistical data in the Diploma Supplement to allow the assessment of the individual student performance.
- A 7. (ASIIN 5) Close the formal feedback loop by informing them about the results of the surveys.

For the Bachelor of Public Health programme

- A 8. (ASIIN 1.1) The intended competency profiles of the different specializations need to be distinguished and specified.

For the Bachelor of Nutrition programme

- A 9. (ASIIN 1.2) The correct English translation "Bachelor of Nutrition" needs to be consistently used in all official documents, publications, and on the programmes' websites.

Recommendations

For all programmes

- E 1. (ASIIN 1.3) It is recommended to reduce the number of individual modules by combining teaching contents to larger integrated modules.
- E 2. (ASIIN 1.3, 3.3) It is recommended to further foster both outgoing and incoming international student mobility.
- E 3. (ASIIN 1.3, 5) It is recommended to establish an advisory board of potential employers and professionals for each programme.

- E 4. (ASIIN 1.3, 5) It is recommended to adapt the course questionnaires to gather student feedback regarding the curricular structure and content.
- E 5. (ASIIN 1.5) It is recommended to distribute the total student workload more evenly over all semesters.
- E 6. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and provide an explanation regarding the credit systems and their conversion in the Diploma Supplement.
- E 7. (ASIIN 4.3) It is recommended to restructure the university's websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For the Bachelor of Nursing/ Nursing Profession programme

- E 8. (ASIIN 1.3) It is recommended to offer the module "Scientific Writing" also in the Bachelor of Nursing programme.

Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture (17.03.2025)

Assessment and analysis for the award of the ASIIN seal:

The experts discuss the procedure with a specific focus on the Bachelor of Nutrition programme and agree with the votum of the experts.

The Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2030
Ba Nutrition	With requirements for one year	30.09.2030

G Comment of the Technical Committees

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Nursing/ Nursing Profession	With requirements for one year	30.09.2030

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 agrees with the proposal of the Technical Committee 14 – Medicine.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2030
Ba Nutrition	With requirements for one year	30.09.2030
Ba Nursing/ Nursing Profession	With requirements for one year	30.09.2030

Requirements

For all programmes

- A 1. (ASIIN 1.1, 4.3) Ensure that the published programme profiles and learning outcomes are consistent in all documents. The published documentation about the programmes' profiles and learning outcomes needs to be up to date.
- A 2. (ASIIN 1.4) Transparent provisions for the recognition of qualifications achieved externally need to be clearly defined to facilitate the transition between higher education institutions.
- A 3. (ASIIN 1.5, 5) Verify the students' total workload and award the credit points accordingly.
- A 4. (ASIIN 3.1) Provide a concept on how the degree programmes can be managed without any structural overload. Ensure that the staff numbers comply with the national regulations regarding staff-student-ratio.

- A 5. (ASIIN 4.1) The completeness of the module handbooks needs to be ensured, and content wise discrepancies have to be corrected.
- A 6. (ASIIN 4.2) Include statistical data in the Diploma Supplement to allow the assessment of the individual student performance.
- A 7. (ASIIN 5) Close the formal feedback loop by informing them about the results of the surveys.

For the Bachelor of Public Health programme

- A 8. (ASIIN 1.1) The intended competency profiles of the different specializations need to be distinguished and specified.

For the Bachelor of Nutrition programme

- A 9. (ASIIN 1.2) The correct English translation “Bachelor of Nutrition” needs to be consistently used in all official documents, publications, and on the programmes’ websites.

Recommendations

For all programmes

- E 1. (ASIIN 1.3) It is recommended to reduce the number of individual modules by combining teaching contents to larger integrated modules.
- E 2. (ASIIN 1.3, 3.3) It is recommended to further foster both outgoing and incoming international student mobility.
- E 3. (ASIIN 1.3, 5) It is recommended to establish an advisory board of potential employers and professionals for each programme.
- E 4. (ASIIN 1.3, 5) It is recommended to adapt the course questionnaires to gather student feedback regarding the curricular structure and content.
- E 5. (ASIIN 1.5) It is recommended to distribute the total student workload more evenly over all semesters.
- E 6. (ASIIN 4.2) It is recommended to display the ECTS credits on the Transcript of Records and provide an explanation regarding the credit systems and their conversion in the Diploma Supplement.

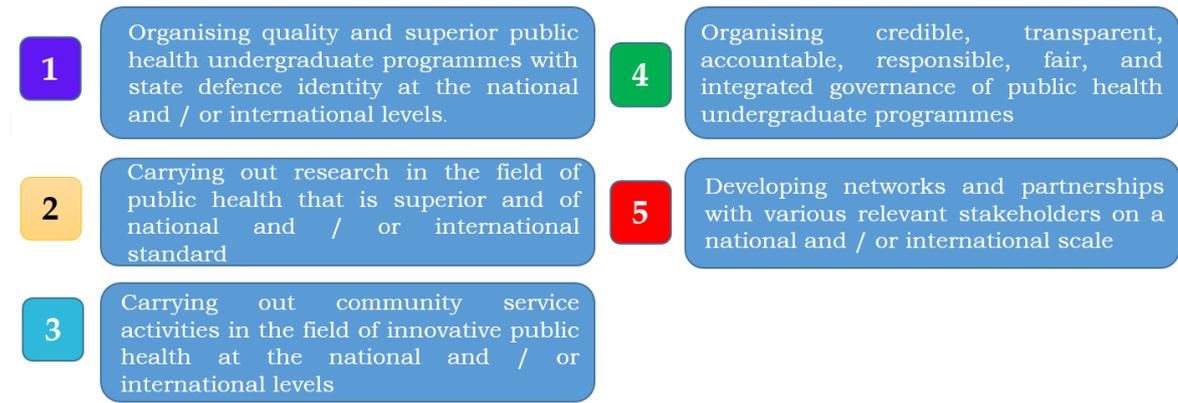
- E 7. (ASIIN 4.3) It is recommended to restructure the university's websites in a more user-friendly way to ensure that all the relevant information can be easily found and accessed.

For the Bachelor of Nursing/ Nursing Profession programme

- E 8. (ASIIN 1.3) It is recommended to offer the module "Scientific Writing" also in the Bachelor of Nursing programme.

Appendix: Graduate Learning Outcomes and Curricula

As displayed on the programmes website, the Bachelor of Public Health programme pursues the following Missions:



According to the Curriculum handbook, the following **LO (intended qualifications profile)** shall be achieved:

The **Graduate Profile** is seven-parted and includes the following roles, as outlined in the programme's profile:

1. "Manager: Public health graduates are prepared to assume managerial roles, where they will be responsible for identifying key components and issues within organisations. They can manage the financing and delivery of health services and public health systems, and navigate the laws and ethics related to public health and healthcare services. They apply principles of program planning, development, budgeting, management, and evaluation to organisational and community initiatives. Additionally, they are adept at using strategic planning and marketing principles for public health, enhancing organisational performance through quality and performance improvement concepts, and employing systemic thinking to resolve organisational challenges.
2. Leader: Public health graduates are equipped to be leaders who set a strong example for their teams and staff. They can clearly explain leadership attributes within public health, devise alternative strategies for collaboration and partnerships focused on public health goals, and articulate achievable missions, core values, and

visions. They excel in team building, negotiation, and conflict management, while maintaining transparency, integrity, and honesty in all their actions. Moreover, they develop strategies to inspire and motivate others in collaborative problem-solving, decision-making, and evaluation processes.

3. **Researcher:** Public health graduates are capable of assessing health issues in the context of advancing knowledge and technology to address health problems both in Indonesia and internationally. They can work as disease researchers, behavioural researchers, policy researchers, and in other related roles.
4. **Educator:** Public health graduates are prepared to become educators or health promoters who take on responsibilities such as advocating for health issues, fostering community engagement and empowerment, disseminating information, designing media content, researching health-related behaviours, planning interventions to promote health-supportive behaviours, and enhancing individual skills and competencies.
5. **Communicator:** Public health graduates are skilled in explaining how public health information infrastructure is used to collect, process, maintain, and disseminate data. They can describe how social, organisational, and individual factors influence and are influenced by public health communication, and apply theory-based communication principles and strategies across various contexts and audiences. They are also adept at using informatics and communication methods to advocate for public health programs and policies, demonstrating effective written and verbal communication skills for diverse audiences in professional public health activities online. Additionally, they utilise information technology to access, evaluate, and interpret public health data and employ informatics methods and resources as strategic tools to promote public health.
6. **Entrepreneur:** Public health graduates are capable of establishing startups in the field of public health that leverage advancements in information technology. They are proficient in building the three foundational elements of a startup: the hustler (company leader), the hipster (creative thinker with a passion for design), and the hacker (technology expert).
7. **Consultant:** Public health graduates are prepared to become professional and certified consultants in various domains, such as hospital management, hospital services, maternal and child health program management, healthcare financing systems, and other specialised areas within public health.”

The following **curriculum** is presented:

COURSE		CP	THEORY	PRACTICE
NO	SEMESTER I			
1	English	2	2	0
2	Basic Biomedical Health 1	3	3	0
3	Basic Public Health Science	2	2	0
4	Entrepreneurship	2	2	0
5	Health Communication	2	2	0
6	Health Sociology and Anthropology	3	3	0
7	Basic Occupational Health and Safety	2	2	0
8	Basic Demography	2	2	0
9	Basic Health Promotion	2	2	0
Total		20	20	0

SEMESTER II

COURSE		CP	THEORY	PRACTICE
NO	SEMESTER II			
1	Basic Epidemiology	2	2	0
2	Basic Public Health Nutrition	3	3	0
3	Basic Biomedical Health 2	3	3	0
4	Basic Environmental Health	2	2	0
5	Basic Reproductive Health	2	2	0
6	Health Administration and Policy	2	2	0
7	State Defence Education	2	2	0
8	Religion	2	2	0
9	Pancasila	3	3	0
Total		21	21	0

SEMESTER III

COURSE		CP	THEORY	PRACTICE
NO	SEMESTER III			
1	Descriptive and Inferential Biostatistics	3	3	0
2	Health Information System	2	2	0
3	Maternal and Child Health	2	2	0
4	Community Development and Organisation	2	2	0
5	Health Ethics and Law	2	2	0
6	Health Economy	2	2	0
7	Environmental Quality Analysis	2	2	0
8	Public Health Promotion	2	2	0
9	Communicable Disease Epidemiology	2	2	0
10	Health Psychology	2	2	0
11	Public Health Surveillance	3	3	0
Total		24	24	0

NO	COURSE SEMESTER IV	CP	THEORY	PRACTICE
1	Global Health	2	2	0
2	Health Financing and Budgeting	2	2	0
3	Non-Communicable Disease Epidemiology	2	2	0
4	Health Planning and Evaluation	2	2	0
5	Health Organisation and Management	2	2	0
6	Disaster Management	2	2	0
7	Data Management	2	2	0
8	Academic Writing	2	2	0
9	Citizenship	3	3	0
10	Indonesian Language	2	2	0
11	Philosophy of Science and Logic	2	2	0
12	Leadership	2	2	0
Total		25	25	0

SEMESTER V

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Interprofessional Collaboration in Healthcare	2	1	1
2	Matra Health	3	2	1
Total		5	3	2

SEMESTER VII

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Public Health Field Experience 1	3	0	3
2	Public Health Field Experience 2	3	0	3
3	Public Health Field Experience 3	6	0	6
Total		12	0	12

SEMESTER VII

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Thesis	6	0	6
2	Community Service Programme (elective)	2	0	2
Total		8	0	8

In the 5th and 6th semester, students have to choose a **specialization** which coins a specific profile and encompasses the following modules:

**CONCENTRATION: HEALTH
ADMINISTRATION AND POLICY
SEMESTER V**

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Health Service Management	2	2	0
2	Health Finance Management	2	2	0
3	Health Marketing Management	2	2	0
4	Health Regulations and Laws	2	2	0
5	Health Workforce Management	2	2	0
6	Social Security and Health Insurance	2	2	0
7	Certification, Accreditation and Quality Management	2	2	0
8	Food Service System in Healthcare Facilities	2	2	0
Total		16	16	0

SEMESTER VI

NO	COURSE SEMESTER VI	CP	THEORY	PRACTICE
1	Insurance Systems in Various Countries	2	2	0
2	Health Policy Planning and Evaluation	2	2	0
3	Healthcare Logistics Management	2	2	0
4	Lean Six Sigma	2	2	0
5	Current Issues on Health Administration & Policy	2	2	0
6	Quality Improvement and Patient Safety	2	2	0
7	Organisational Governance	2	2	0
8	Strategic Management	2	2	0
9	Health Administration & Policy Profession Seminar	2	2	0
Total		18	18	0

**CONCENTRATION: EPIDEMIOLOGY
SEMESTER V**

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Outbreak Investigation	2	2	0
2	Descriptive Epidemiology	2	2	0
3	Data Utilisation for Policy Making	2	2	0
4	Disaster Epidemiology	2	2	0
5	Occupational Health and Safety Epidemiology	2	2	0
6	Reproductive Health Epidemiology	2	2	0
7	Healthcare Epidemiology	2	2	0
8	Sampling Design	2	2	0
Total		16	16	0

SEMESTER VI

NO	COURSE SEMESTER VI	CP	THEORY	PRACTICE
1	Social Epidemiology	2	2	0
2	Analytical and Experimental Epidemiology	2	2	0
3	Rapid Epidemiological Assessment	2	2	0
4	Disases Control Programme	2	2	0
5	Geographic Information System	2	2	0
6	Health Screening	2	2	0
7	Epidemiological Data Management	2	2	0
8	Environmental Health Epidemiology	2	2	0
9	Epidemiology Profession Seminar	2	2	0
Total		18	18	0

**CONCENTRATION: OCCUPATIONAL HEALTH AND SAFETY
SEMESTER V**

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Occupational Health and Diseases	2	2	0
2	Occupational Safety	2	2	0
3	Industrial Process and Risk Management	2	2	0
4	OHS Regulations and Policies	2	2	0
5	Integrated OHS Management System	2	2	0
6	Industrial Hygiene	2	2	0
7	Occupational Physiology	2	2	0
8	Industrial Toxicology	2	2	0
Total		16	16	0

SEMESTER VI

NO	COURSE	CP	THEORY	PRACTICE
SEMESTER VI				
1	OHS Laboratory Practices	2	1	1
2	Fire and Emergency Response	2	2	0
3	Industrial Ventilation, Vibration and Noise Management	2	2	0
4	Chemical Hazards, Safety and Biological Monitoring	2	2	0
5	Human Factors in OHS and Industrial Psychology	2	2	0
6	Current Issues on OHS	2	2	0
7	OHS Promotion	2	2	0
8	Ergonomics	2	2	0
9	OHS Profession Seminar	2	2	
Total		18	17	1

CONCENTRATION: ENVIRONMENTAL HEALTH
SEMESTER V

NO	COURSE	CP	THEORY	PRACTICE
SEMESTER V				
1	Water and Soil Contamination and Health	2	2	0
2	Air Pollution and Health	2	2	0
3	Radiation, Heat, Noise, Vibration and Health	2	2	0
4	Waste Management	2	2	0
5	Food Safety and Hygiene	2	2	0
6	Disease Vectors and Health	2	2	0
7	Environmental Toxicology	2	2	0
8	Environmental Quality Analysis Laboratory Practices	2	1	1
Total		16	15	1

SEMESTER VI

NO	COURSE	CP	THEORY	PRACTICE
SEMESTER V				
1	Geographic Information System	2	2	0
2	Environmental Health Epidemiology	2	2	0
3	Environmental Impact Assessment	2	2	0
4	Environmental Health Implementation at Public Places	2	2	0
5	Environmental Health Risk Assessment	2	2	0
6	Environmental Health Surveillance	2	2	0
7	Climate Change and Health	2	2	0
8	Environmental Health in Emergencies and Disasters	2	2	0
9	Environmental Health Profession Seminar	2	2	0
Total		18	18	0

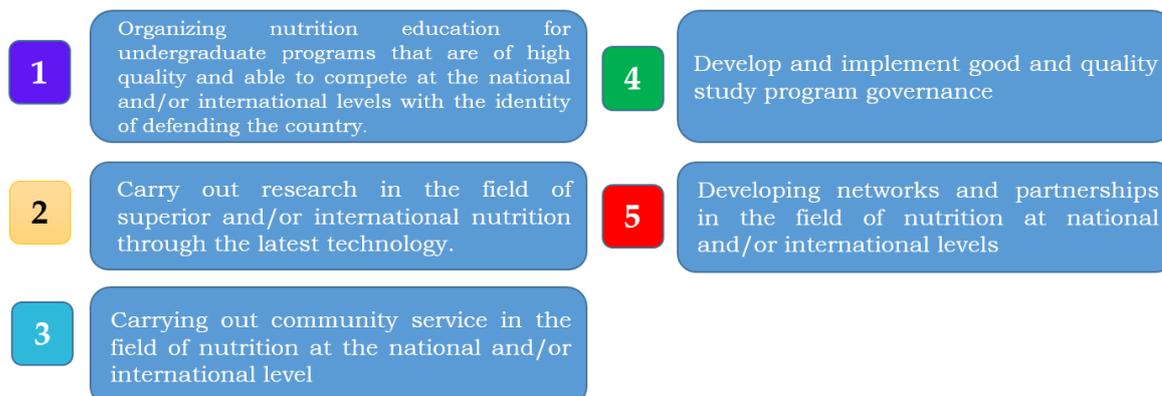
**CONCENTRATION: REPRODUCTIVE HEALTH
SEMESTER V**

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Reproductive Health Principals and Theories	2	2	0
2	Maternal Health	2	2	0
3	Child Development and Survival	2	2	0
4	Adolescent Reproductive Health	2	2	0
5	Family Planning, Contraception and Infertility	2	2	0
6	Nutrition and Reproductive Health	2	2	0
7	Reproductive Health Counselling	2	1	1
8	Psychosocial Aspects of Reproductive Health	2	2	0
Total		16	15	1

SEMESTER VI

NO	COURSE SEMESTER V	CP	THEORY	PRACTICE
1	Quality Management in Reproductive Health Services	2	2	0
2	Reproductive Health Epidemiology	2	2	0
3	Reproductive Health in Elderly Population	2	2	0
4	Sexually Transmitted Diseases and HIV/AIDS	2	2	0
5	Sex, Gender and Sexuality	2	2	0
6	Demography and Reproductive Health	2	2	0
7	Current Issues on Reproductive Health	2	2	0
8	Reproductive Health Epigenetics	2	2	0
9	Reproductive Health Profession Seminar	2	2	0
Total		18	18	0

For the Bachelor of Nutrition programme, the defined **Missions** are:



The **LO** are displayed in the following:

LO-1	Demonstrate ability in providing professional nutrition services by showing an attitude of devotion to God Almighty and being critical, applying noble moral, ethical, legal, and applicable socio-cultural values, and upholding the value of adaptive and empathetic cooperation based on the principle of patriotism.
LO-2	Demonstrate/understand aspects of managing holistic, science-based nutrition services for individual, group, and community targets with logical, systematic, innovative thinking supported by technology, and build networks at the internal and external levels of the organization
LO-3	Use theoretical concepts based on a structured scientific basis in providing nutrition services for individual, group, and community targets
LO-4	Demonstrate effective communication skills, noble professionalism, introspection, and self-development to inform the public about nutrition and health and factors that influence them
LO-5	Analyze theories and concepts of research methodology as preventive and promotive efforts in the fields of clinical nutrition, community nutrition, and management of institutional food
LO-6	Able to manage promotive, preventive, curative, and rehabilitative nutrition services independently or with a team for individual, group, and community targets.
LO-7	Able to communicate effectively in managing counseling, training, education, and consultation on nutrition using media according to development in science and technology in solving nutritional problems according to targets
LO-8	Able to manage the system of institutional food arrangement and quality control based on the principles of food safety, clients' satisfaction, health, and safety
LO-9	Able to conduct research in the fields of nutrition, food, and health disseminate study results accurately, and design recommendations in the form of advocacy and policy briefs
LO-10	Able to demonstrate ability in developing product innovations, programs or services, and business plans in the nutrition sector by managing local resources

The **Graduate Profile** includes:

1. “Nutrition Care Provider: Managing promotive, preventive, curative and rehabilitative nutrition services/care independently and with a team on the target of individuals, groups and communities in a structured manner based on scientific foundations.
2. Educator: Managing counseling, training and nutrition education using media that are in line with the development of science and technology and communicating it effectively.
3. Food Service Manager: Managing the implementation of institutional food and quality control based on the principles of food safety.
4. Researcher: Conduct research in the field of nutrition and disseminate the results of the study accurately and design recommendations in the form of policy briefs and advocacy.
5. Nutripreneur: Develop a business plan for a nutrition program, product or service including analysis of budget, staff and facility needs.”

The following **curriculum** is presented:

It	MK Code	Courses	Credits	Details		
				Theory	Lab	Clinic
Semester I						
1	MKU122101	Religion	2	2		
2	MKU122102	Pancasila-Citizenship	3	3		
3	MKU122103	Indonesian	2	2		
4	GIZ122104	Food Science	3	2	1	
5	GIZ122105	Sociology of Nutrition Anthropology	2	2		
6	GIZ122106	Nutritional Psychology	2	2		
7	GIZ122107	English	2	2		
8	GIZ122108	Physiological Anatomy	2	2		
9	GIZ122109	Basic Chemistry	2	2		
10	GIZ122110	Health Communication	2	2		
		Sum	22	21	1	0
Semester II						
1	GIZ122201	Nutritional Biochemistry Basics	2	2		
2	GIZ122202	Management Basics	2	2		
3	GIZ122203	Culinary Basics	3	2	1	
4	MKU122204	National Defense Education	2	2		
5	GIZ122205	Nutritional Status Assessment	3	2	1	
6	GIZ122206	Biostatistics	3	2	1	
7	GIZ122207	Basics of Nutrition Science	2	2		
8	GIZ122208	Bioethics	2	2		
9	GIZ122209	Food Microbiology	2	2		
		Sum	21	18	3	0
Semester III						
1	GIZ122301	Nutrition in the Life Cycle	3	2	1	
2	GIZ122302	Nutrition Communication and Education	2	2		
3	GIZ122303	Nutrition Communication and Education Practices	1			1
4	GIZ122304	Energy Metabolism and Macronutrients	2	2		
5	MKU122305	Leadership	2	2		
6	GIZ122306	Food Security and Safety	2	2		
7	GIZ122307	Food Consumption Assessment	3	2	1	
8	GIZ122308	Food Innovation	3	2	1	
9	GIZ122309	Epidemiology and Nutrition Surveillance	2	2		
10	GIZ122310	Research Methodology	3	3		
		Sum	23	19	3	1
Semester IV						
1	GIZ122401	Pathophysiology of Infectious Diseases	2	2		

0 Appendix: Graduate Learning Outcomes and Curricula

2	GIZ122402	Infectious Disease and Deficiency Diet	3	2	1	
3	GIZ122403	Nutrient Analysis	3	2	1	
4	GIZ122404	Nutritional Diagnosis	3	2	1	
5	GIZ122405	Metabolism of Microsubstances	2	2		
6	GIZ122406	Recent Nutrition Developments	2	2		
7	GIZ122407	Drug and Food Interactions	2	2		
8	GIZ122408	Nutrition Entrepreneurship	2	2		
9	GIZ122409	Nutrition Entrepreneurship Practices	1			1
		Sum	20	16	3	1
Semester V						
1	GIZ122501	Food Economics and Nutrition	2	2		
2	GIZ122502	Food Service Industry Management	2	2		
3	GIZ122503	Food Service Industry Management Practices	2			2
4	GIZ122504	Pathophysiology of Non-communicable Diseases	2	2		
5	GIZ122505	Non-Communicable Disease Dietetics	3	2	1	
6	MKU122506	Philosophy of Science and Logic	2	2		
7	GIZ122507	Sports Nutrition	2	2		
8	GIZ122508	Data Management and Analysis	3	2	1	
9	GIZ122509	Collaboration and Cooperation of Health Teams	2	1		1
10	GIZ122510	Academic Writing	2	2		
		Sum	22	17	2	3
Semester VI						
1	GIZ122601	Nutrigenomics	2	2		
2	GIZ122602	Nutrition Consultation	2	2		
3	GIZ122603	Nutrition Consultation Practice	2			2
4	GIZ122604	Nutritional Immunology	2	2		
5	GIZ122605	Matra Nutrition	2	2		
6	GIZ122606	Matra Nutrition Practices	2			2
7	GIZ122607	Nutrition Program Planning	2	2		
8	GIZ122608	Nutrition Program Planning Practice	2			2
9	GIZ122609	Geriatric Nutrition	2	2		
10	GIZ122610	TOEFL for Academic	2	2		
		Sum	20	14	0	6
Semester VII						
1	GIZ122701	PKL Clinical Nutrition Management	4			4
2	GIZ122702	PKL Institutional Nutrition Management	4			4
3	GIZ122703	PKL Community Nutrition Management	6			6
4	GIZ122704	Thesis Proposal Seminar	2			2
		Sum	16	0	0	16

0 Appendix: Graduate Learning Outcomes and Curricula

Semester VIII						
1	GIZ122801	Thesis	4			4
		Sum	4	0	0	4
Elective Courses (Semester III and V)						
1	GIZ122P01	Regression Analysis	2	2		
2	GIZ122P02	Aesthetic Nutrition	2	2		
3	GIZ122P03	Molecular Nutrition	2	2		
		Sum	6	6	0	0
Total number of credits			150	107	12	31

The **Missions** of the the Bachelor of Nursing programme (academic stage of the Nursing programme), are

- 1 Providing excellence quality Bachelor of Nursing and Nursing profession in accordance with the National Curriculum which is characterized by patriotism identity
- 2 Preparing students who are of excellence quality and have the spirit to defend the country to be able to compete at the national level and in the ASIA region
- 3 Carrying out research activities in the field of nursing that support the development of science and technology as an embodiment of patriotism
- 4 Organizing community service activities in the field of nursing with a focus on community empowerment in realizing national defense
- 5 Implementing the Tri Dharma in the field of Matra as a form of manifestation of National Defense
- 6 Creating governance for excellence quality study programs
- 7 Creating an academic atmosphere characterized by patriotism identity to support the realization of the study program vision
- 8 Develop national and international networks with various parties to support tri dharma and student affairs programs

Accordingly, the following **LO** are defined:

LO-1	Devoted to God Almighty by demonstrating professional attitudes, ethical principles, and legal and cultural perspectives in nursing based on the basic values of patriotism
LO-2	Able to apply nursing science and technology by observing humanities values based on scientific principles, procedures, and ethics in providing nursing care
LO-3	Able to carry out the nursing profession based on logical, critical, systematic, creative, and innovative thinking, collaborate with and have social sensitivity, and be scientifically accountable to the professional community and clients.
LO-4	Able to carry out therapeutic communication in the client system and have effective communication in collaboration with Professional Care Providers (PPA) to improve the quality of nursing services
LO-5	Able to provide health education and carry out promotion with good communication skills in nursing care and scientific information
LO-6	Able to manage nursing care as an effort to improve the quality of nursing care in clinical and community settings
LO-7	Able to manage nursing services and coordinate with the health team by demonstrating leadership attitudes to achieve the nursing goals
LO-8	Able to conduct, produce, and communicate scientific research and innovation in the field of nursing science and technology to solve nursing and health problems (CPL special skills)
LO-9	Able to develop professional nursing skills through lifelong learning

The **Graduate Profile** includes:

1. “Care Provider: Planning and providing nursing care based on the basic values of defending the country to individuals, families, groups, and communities in the range of healthy illness in clinical, family, and community settings to meet basic human needs comprehensively and evidence-based.
2. Communicator: Demonstrating effective communication based on the basic values of defending the country on the client system and collaboration of the health team.

3. Educator and Health Promoter: Conducting education and promotion based on the basic values of defending the country in the client
4. system to achieve independence in caring for themselves.
5. Manager and Leader: Analyze nursing care management and coordinate with the Health team with and demonstrate leadership attitudes based on the basic values of defending the country to achieve the goals of care in the client system.
6. Researcher: Applying measures of a scientific approach based on the basic values of defending the country in solving nursing problems.”

The following **curriculum** is presented:

SEMESTER I

NO	TEACHING POINTS SEMESTER I	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Pancasila and Citizenship	3	3		3	
2	Philosophy of Science and Logic	2		2	2	
3	Fulfillment of Basic Human Needs	4	4		3	1
4	Basic Concepts of Nursing	3	3		3	
5	Basic Biomedical Sciences	4	4		3	1
6	Nursing Philosophy and Theory	3	3		3	
Sum		19	17	2	17	2

SEMESTER II

NO	TEACHING POINTS SEMESTER II	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Religion	2	2		2	
2	Defending the Country	2	1	1	2	
3	Basic Communication Nursing	2	2		1	1
4	Basic Skills in Nursing	2	2		2	
5	Nursing Process and Critical Thinking	3	3		3	
6	Basic Science of Nursing	3	3		2	1
7	Nursing Pharmacology	3	3		2	1
8	Nursing Therapeutic Communication	3	3		2	1
9	Psychosocial and Cultural in Nursing	2	2		2	
10	Basic Nursing Skills Practicum	2	2	0		2
Sum		24	23	1	18	6

SEMESTER III

NO	TEACHING POINTS SEMESTER III	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Maternity nursing	2	2		2	
2	Nursing Healthy and acutely ill children	2	2		2	
3	Adult nursing of the Cardiovascular, respiratory, and hematology systems	3	3		3	
4	Health Education and Promotion	3	3		2	1
5	Mental health and psychosocial nursing	2	2		2	
7	Family Nursing	3	3		3	
8	Nursing Information System	2	2		1	1
9	Nursing Practicum for Healthy and Critically Ill Children I	1	1			1
10	Maternity Nursing Practicum	2	2			2
11	Adult Nursing Practicum for Cardiovascular, Respiratory, and Hematology Systems	2	2			2
Sum		24	24	0	17	7

SEMESTER IV

NO	TEACHING POINTS SEMESTER IV	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Reproductive Health Nursing	2	2		1	1
2	Pediatric Nursing Chronic and Terminal Pain	2	2		2	
3	Adult nursing of the endocrine system, gastrointestinal, urinary system, and immunology	3	3		3	
4	Psychiatric Nursing	2	2		2	
5	Research methodology	4	4		3	1
6	Disaster Nursing	2	2		1	1
7	Biostatistics	2	2		1	1
8	Patient safety and occupational health safety	2	2		1	1
9	Adult Nursing Practicum of Endocrine System, Digestion, Immunology, and Immunology	2	2			2
10	Nursing Practicum for Healthy and Critically Ill Children II	1	1			1
11	Psychiatric Nursing and Psychiatry Practicum	2	2			2
Sum		24	24	0	14	10

SEMESTER V

NO	TEACHING POINTS SEMESTER V	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Indonesian	2	2		2	
2	Entrepreneurship	3		3	1	2
3	United Kingdom Nursing	2	2		1	1
4	Matra Health	4		4	3	1
5	Collaboration and cooperation of health teams	2		2	1	1
6	Elective	7		7	4	3
Sum		20	4	16	12	8

VACATION VI

NO	TEACHING POINTS VACATION VI	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Community Aggregate Nursing	2	2		2	
2	Introduction to the thesis	2		2	2	
3	Adult nursing of the musculoskeletal system, integument, sensory perception, and innervation	3	3		3	
4	Emergency Nursing	3	3		3	
5	Nursing Leadership and Management	5	5		4	1
6	Critical Nursing	2	2		2	
7	Adult Nursing Practicum Musculoskeletal System, Integument, Sensory Perception, and Innervation	2	2			2
8	Emergency Nursing Practicum	1	1			1
9	Critical Nursing Practicum	1	1			1
10	Community and Family Nursing Practicum	2	2			2
Sum		23	21	2	16	7

SEMESTER VII

NO	TEACHING POINTS SEMESTER VII	Credits	CO RE	INSTI TUSI	THEOR Y	INTER NSHIP
1	Nursing Near-death and palliative	2	2		1	1
2	Gerontic Nursing	4	4		3	1
3	Thesis	4	4			4
Sum		10	10	0	4	6
Total credits to be taken		144	123	21	98	46
Percentage					68,06%	31,94%

For the Nursing profession programme (professional/ clinical stage of the Nursing programme), the **GLO and Graduate Profile** refer to the Bachelor of Nursing programme.

The **curriculum** comprises the following modules:

SEMESTER VIII

NO	TEACHING POINTS SEMESTER VIII	Credits	CORE	CLINIC
1	Basic Nursing Profession	2	2	2
2	Medical Surgical Nursing	5	5	5
3	Maternity Nursing	3	3	3
4	Pediatric Care	3	3	3
5	Community & Family Nursing	4	4	4
6	Gerontic Nursing	2	2	2
Sum		19	19	19

SEMESTER IX

NO	TEACHING POINTS SEMESTER IX	Credits	CORE	CLINIC
1	Psychiatric Nursing	3	3	3
2	Emergency and Critical Care	3	3	3
3	Elective Nursing	4	4	4
4	Nursing Management	2	2	2
5	Matra Nursing	3	3	3
6	Nurse's Final Scientific Work	2	2	2
Sum		17	17	17
Total credits to be taken		36	36	36