



**ASIIN Seal**

## **Accreditation Report**

**Bachelor's Degree Programme**

***Nursing (Leading to Professional Nurse)***

**Master's Degree Programme**

***Nursing***

***Specialist Programmes***

***Obstetrics and Gynaecology***

***Cardiology and Vascular Medicine***

Provided by

**Universitas Hasanuddin – Makassar, Indonesia**

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## A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for <sup>1</sup>	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) <sup>2</sup>
Sarjana Keperawatan (S.Kep)., Ners (Ns)	Bachelor of Science in Nursing leading to Professional Nurse	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (LAM-PTKes) Grade A, valid until May 2024.  ASIIN, valid until Sept 2024	14
Magister Keperawatan (M.Kep)	Master of Nursing	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (LAM-PTKes) Grade A, valid until Dec 2024.	14
Spesialis Obstetri dan Ginekologi (Sp.OG)	Obstetrics and Gynaecology Specialist	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (LAM-PTKes) Grade Superior, valid until August 2027 .	14
Spesialis Jantung dan Pembuluh Darah (Sp.JP)	Cardiology and Vascular Medicine Specialist	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (LAM-PTKes) Grade Superior, valid until July 2028 .	14
<b>Date of the contract:</b> 30.05.2023  <b>Submission of the final version of the Self-Assessment Report:</b> 25.12.2023  <b>Date of the audit:</b> 28.02. – 29.02.2024  <b>At:</b> Universitas Hasanuddin, Makassar				

<sup>1</sup> ASIIN Seal for degree programs

<sup>2</sup> TC: Technical Committee for the following subject areas: TC 14 Medicine

<b>Expert panel:</b>  Prof. Dr. Ivo Volf, Medical University Vienna  Tankred Stöbe, MD Internal Medicine, Berlin  Dr. Dian Ramawati, Universitas Jenderal Soedirman  Irnanda Naufal Riandi, Universitas Jenderal Soedirman, student	
<b>Representative of the ASIIN headquarter:</b> Dr. Emeline Jerez	
<b>Responsible decision-making committee:</b> Accreditation Commission for Degree Programs	
<b>Criteria used:</b>  European Standards and Guidelines as of 15.05.2015  ASIIN General Criteria as of 28.03.2023	

## B Characteristics of the Degree Program

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF <sup>3</sup>	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Science in Nursing leading to Professional Nurse	Sarjana Keperawatan (S.Kep), Ners (Ns)	-	Level 6	Full time	No	9 semesters	182 credits equivalent to 290 ECTS	Annually in August First offered in 1999
Master of Nursing	Magister Keperawatan (M.Kep)	-	Level 7	Full time	No	3 semesters	42 credits equivalent to 92.9 ECTS	Annually in August First offered in 2010
Obstetrics and Gynaecology Specialist	Spesialis Obstetri dan Ginekologi (Sp.OG)	-	Level 8	Full time	No	8 semesters	111 credits equivalent to 186.1 ECTS	Biannually in August and January First offered in 1980

<sup>3</sup> EQF = The European Qualifications Framework for Lifelong Learning

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF3	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Cardiology and Vascular Medicine Specialist	Spesialis Jantung dan Pembuluh Darah (Sp.JP)	-	Level 8	Full time	No	9 semesters	123 credits equivalent to 202 ECTS	Biannually in August and January First offered in September 2001

**The ASIIN experts acknowledged and considered the contextual framework within which the Bachelor's and Master's programs under review are offered:**

Universitas Hasanuddin (UNHAS) is a public higher education institution located in Makassar, Indonesia. It was officially established in 1956.

Accounting for over 44,000 students, the university has 17 faculties covering various fields in science, technology, engineering, mathematics and medicine, as well as the arts and social sciences. The educational offer ranges from vocational and undergraduate to postgraduate programs, including specialist, professional, master's, and doctoral study programs

UNHAS' vision is "to become a leading centre of excellence in human development, science, technology, art, and culture based on the Indonesian Maritime Continent." In the 2024 QS World Universities Ranking, the university is ranked 12th in Indonesia and in the range of 1001-1200th in the world.

**The Faculty of Nursing**

*Fakultas Keperawatan's* roots can be traced back to the Nursing study program, which was initially established as part of the Faculty of Medicine in 1999. Following a period of expansion, it was formally inaugurated as an independent Faculty in 2017. The educational offer includes 5 study programs: Master of Nursing, Undergraduate in Nursing, Professional Nurse, Physiotherapy, and Professional Physiotherapy. The Faculty's vision is "to become a centre of excellence for science, technology, and arts based on Indonesian Maritime continent and towards global competitiveness in 2025"

The Faculty has presented the following mission statement on its website.

1. "Providing education that think globally and act locally
2. Developing research based on the condition of Indonesian maritime continent
3. Conducting evidence-based community services to improve their health care quality
4. Implementing a good governance and an effective leadership based on international standard
5. Creating collaboration with other institutions at national and international levels to facilitate the teaching, research, and community service activities"

As part of this cluster, the Faculty of Nursing pursues ASIIN accreditation for the ***Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing*** study programs,

which the University refers as to **BSN-PN** and **MN**, respectively, within the provided documentation. The programs are introduced with the following profile:

**i. Bachelor of Science in Nursing leading to Professional Nurse**

**Graduate Profile/Program Learning Outcomes (PLO)**

1. Communicator: Nursing graduates are able to perform therapeutic communication to patients, family and community, and effective communication within healthcare team collaboration.
2. Health Educator and Promoter: Nursing graduates are able to educate and to provide health promotion for clients to achieve self-care autonomy and to improve the health status levels of families and communities.
3. Care Provider: Nursing graduates are able to provide professional nursing care for individuals, families, group of individuals and communities within health and sickness range of clinical, family and community practices to meet human basic needs through comprehensive, holistic and evidence-based approaches.
4. Manager and Leader: Nursing graduates act as managers and leaders in nursing care and services that ensure patient safety, and continuous evaluation of nursing care and services.
5. Researcher: Nursing graduates are able to implement staged approaches that are evidence-based, scientific and technology-based in solving nursing and health issues.

**ii. Master of Nursing**

**Graduate Profile/Program Learning Outcomes (PLO)**

1. Health Care Provider: Master's nursing graduates are capable to perform professional nursing practice for patients by focusing on bio psychosocial, cultural, and spiritual.
2. Manager and Leader: Master's nursing graduates are capable to perform professional nursing practice for patients by focusing on bio psychosocial, cultural, and spiritual.
3. Educator: Master's nursing graduates are capable to educate and to improve health conditions of clients, family, and community in both clinical health and community setting.
4. Researcher and Scientist: Graduates of the master's nursing program are capable to develop critical thinking and to conduct nursing research.

**The Faculty of Medicine**

*Fakultas Kedokteran* was established in 1956 and consists of the 25 departments. Currently, the Faculty offers general practitioner education, psychology, veterinary medicine, specialist medical education, master of medical and health education, and doctoral-level education, and its vision is "to become a Medical Faculty with an international reputation

that produces graduates with a humanist spirit and digital culture based on the Indonesian Maritime Continent."

The Faculty has presented its mission statement on its website.

1. "Organizing quality digital-based learning
2. Carrying out innovative and humanistic research and community service
3. Organizing the downstreaming of superior research results based on local excellence
4. Organizing modern, digital-based management of the Faculty of Medicine"

As part of this cluster, the Faculty of Medicine seeks ASIIN accreditation for the ***Obstetrics and Gynaecology Specialist*** and ***Cardiology and Vascular Medicine Specialist*** study programs, which the University refers to as **OGS** and **CVMS**, respectively, within the provided documentation. The programs are introduced in the self-assessment report with the following learning outcomes (PLO):

### iii. **Obstetrics and Gynaecology Specialist**

#### **Graduate Profile/Program Learning Outcomes (PLO)**

1. Communicator: Capable of providing services for women's reproductive health through interpersonal communication and a holistic perspective.
2. Health Educator and Promoter: Providing colleagues, medical and paramedical staff, and students with medical knowledge.
3. Care Provider: Capable of providing quality reproductive health services to women.
4. Manager and Leader: Acquire the managerial aptitude to work in both inter- and multidisciplinary groups.
5. Researcher: Capable of possessing a combination of skills, qualities, and knowledge to navigate the complexities of scientific inquiry and contribute meaningfully to knowledge.

### iv. **Cardiology and Vascular Medicine Specialist**

#### **Graduate Profile/Program Learning Outcomes (PLO)**

1. Communicator: Capable of providing health services interpersonal communication and a holistic perspective.
2. Health Educator and Promoter: The ability to educate, supervise, and train future medical doctors and other health professionals to work in clinical settings as well as in the community to enhance patient and community health particularly in cardiovascular sciences.



3. Care Provider: Graduates will be qualified to practice as cardiologists and will be skilled in providing a diagnosis, treatment, and compassionate care across the range from complex illnesses as well as disease prevention and community health promotion.
4. Manager and Leader: Graduates will be able to work in a multidisciplinary team in cardiovascular health care as a team leader or manager to ensure patient safety and care services.
5. Researcher: Graduates will be qualified to work in government or non-government health care, academic, and scientific institutions as scientists who advance in cardiovascular research.

As per the discussion held with the representatives of the Rector's Office, UNHAS's strategic priority is to attain the highest class and international level. Pursuing international accreditation aligns with the current focus on internationalisation.

## C Accreditation Report for the ASIIN Seal

### 1. The Degree Program: Concept, content & implementation

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

##### Evidence:

- Self-assessment report
- Outcomes-Module-Matrices as part of the self-assessment report
- BSN-PN website: <https://nursing.unhas.ac.id/en/s1-nursing-and-ners/>
- MN website: <https://nursing.unhas.ac.id/en/master-of-nursing-program/>
- OGS website: <https://obgin.med.unhas.ac.id/>
- CVMS website: <https://kkv.med.unhas.ac.id/>
- Discussions during the audit

##### Preliminary assessment and analysis of the peers

- i. Learning Outcomes

At the program level, there are two tiers of development for the educational objectives of the programs under review, as elaborated in the self-assessment report and the Curriculum documents:

- Program Learning Outcomes (PLOs), which are a subset of the competence profile and specify the skills and competencies that a student should possess upon successful completion of the programs (see section B).
- Intended Learning Outcomes (ILOs), which are derived from the PLOs and guide the design and assessment of the curriculum (see [Appendix](#)).

As documented, ILOs are developed based on each program's learning outcomes, a process involving stakeholders, and benchmarking against pertinent national and international standards and references. The programs' ILOs align with the Indonesian National Qualification Framework, the National Higher Education Standards, UNHAS's vision and mission, and the mandates of the Faculty of Nursing and the Faculty of Medicine, respectively.

Based on the Indonesian National Qualification Framework (Kerangka Kualifikasi Nasional Indonesia, KNNI), the ILOs of the programs are distinguished as aspects of Attitude (*sikap*), Knowledge (*pengetahuan*), General Skills (*kemampuan umum*), and Special Skills (*kemampuan khusus*).

Within the provided documentation, the University presents tabular mappings of linkages between PLOs and ILOs, modules and ILOs, as well as ILOs and ASIIN-specific criteria for the four programs.

In connection with this, the auditors also verified and confirmed that the PLOs and ILOs for all four programs are published on their respective websites.

At the module level, course learning objectives (CLOs) are defined in the respective module handbooks, where links to the defined program learning objectives are moreover documented. In view of the above, the experts commend the detailed and multi-layered description of objectives in the programs.

In the course of their assessment, the experts attest that the learning outcomes of the programs correspond to level 6 (***Bachelor of Science in Nursing leading to Professional Nurse***), level 7 (***Master of Nursing***), and level 8 (***Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist***) of the European Qualification Framework (EQF), respectively. The ILOs have been designed by considering the Indonesian National Qualification Framework, the provisions of the corresponding Indonesian professional and scientific associations and using the instrument of internal and external benchmarking. Moreover, the experts assess that the outlined objectives suffice the ASIIN Criteria for the

Accreditation of Degree Programmes. Further discussion of the curricula will follow under Criterion 1.3.

ii. Graduate Qualification Profiles

**Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

The Bachelor's and Master's graduate profiles are formulated based on the Indonesian Association of Nursing Education Institutions (AINEC). The ***Bachelor's program*** focuses on developing students' skills as communicators, health educators and promoters, care providers, managers and leaders, and researchers. The ***Master's curriculum*** aims to prepare students for roles as healthcare providers, managers, educators, and researchers/scientists. The graduate profile for both programs (see Section B) was developed by the Faculty of Nursing based on AINEC's guidelines, tracer study results and stakeholder aspirations.

The experts note that several lines of evidence indicate that ***Bachelor's and Master's in Nursing*** students are well prepared for entering the job market and that employers are satisfied with the graduates' knowledge and technical skills.

**Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

Based on the self-assessment report, graduates of the ***Specialist's programs*** are expected to contribute with their knowledge and skills as communicators, health educators and promoters, care providers, managers and leaders, and researchers (see Section B). **However, the expert team noted differences between the graduate profile outlined in the Curriculum documents for both programs and the self-assessment report. They recommend a revision of the documentation provided to stakeholders to ensure the study programs are presented in a consistent manner. Furthermore, it has come to their attention that the graduate profile for the Obstetrics and Gynaecology Specialist study program is not accessible on the university's website. They hence ask the university to make this information publicly available.**

During the discussion with the expert panel, students and alumni expressed their satisfaction with the Specialist's programs, the learning they deliver, and future job prospects. On the whole, the stakeholders confirmed that ***Obstetrics and Gynaecology Specialist*** and ***Cardiology and Vascular Medicine Specialist*** graduates are well prepared to enter the job market.

As a result of their assessment, the experts confirm that students, alumni and healthcare partners are satisfied with the four programs under review. They gained the overall

impression that the imparted qualification profiles of the programs satisfy expectations on all sides and allow the students to take up employment corresponding to their qualifications following their graduation.

### iii. Review of Learning Outcomes

According to the University's self-assessment report, program learning outcomes, intended learning outcomes, and curricula undergo review every 4-5 years to remain aligned with advancements in science and technology as well as emerging trends. These reviews involve consultation with internal and external stakeholders, benchmarking processes and tracer studies.

Each semester, the study programs under review conduct regular assessments of the achievement of the intended learning outcomes. They also gather feedback from students and faculty members through regular learning surveys and discussions. Such practices offer insights into the perceived relevance and effectiveness of competency objectives. Additionally, biannual reviews and consultations, facilitated by satisfaction surveys, ensure the programs' responsiveness to evolving standards and industry expectations.

**When asked about their involvement in the review of the learning outcomes, the alumni present during the audit conveyed their aspirations for increased involvement in these processes. They emphasised the challenges of geographical dispersion across Indonesia but expressed willingness to engage if invited. Recognising the value of alumni input, the experts ask the University for the establishment of strengthened collaboration with alumni to actively involve them in achieving and evaluating the intended learning outcomes of the four programs.**

Aside from this, from the provided documentation, their exchanges during the audit, as well as the further discussion about the University's quality assurance mechanisms under Criterion 1.3 and Criterion 5 below, the experts gained the impression that appropriate, recurring review mechanisms concerning the learning outcomes of the programs under review are in place.

<b>Criterion 1.2 Name of the degree program</b>
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**Evidence:**

- Self-assessment report
- BSN-PN website: <https://nursing.unhas.ac.id/en/s1-nursing-and-ners/>
- MN website: <https://nursing.unhas.ac.id/en/master-of-nursing-program/>
- OGS website: <https://obgin.med.unhas.ac.id/>
- CVMS website: <https://kkv.med.unhas.ac.id/>

- Curriculum Documents, all programs under review
- Sample Diploma, all programs under review
- Sample Diploma Supplement, Ba and Ma Nursing
- Competency Certificate, OGS and CVMS

#### **Preliminary assessment and analysis of the experts:**

The naming of the degrees awarded follows the regulation of the Minister of Research, Technology and Higher Education.

Graduates of the ***Bachelor of Science in Nursing leading to Professional Nurse*** program are conferred the title *Sarjana Keperawatan (S.Kep.)* or Bachelor of Science in Nursing, and the title *Ners (Ns)* or Professional Nurse. Meanwhile, graduates of the ***Master of Nursing*** are awarded the title *Magister Keperawatan (M.Kep)* or Master of Nursing Science.

Graduates of the ***Obstetrics and Gynaecology Specialists*** program receive the title of Spesialis Obstetri dan Ginekologi (Sp.OG) or Obstetrics and Gynaecology Specialist Doctor (Sp.OG.) and graduates of the ***Cardiology and Vascular Medicine Specialist*** program are awarded the title Spesialis Jantung dan Pembuluh Darah (Sp.JP) or Heart and Blood Vessel Specialist Doctor (Sp.JP.).

The experts confirm that the English translation and the original Indonesian names of the four study programs under review are appropriate and correspond to the programs' intended aims and learning outcomes.

<h4><b>Criterion 1.3 Curriculum</b></h4>
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#### **Evidence:**

- Self-assessment report
- BSN-PN website: <https://nursing.unhas.ac.id/en/s1-nursing-and-ners/>
- MN website: <https://nursing.unhas.ac.id/en/master-of-nursing-program/>
- OGS website: <https://obgin.med.unhas.ac.id/>
- CVMS website: <https://kkv.med.unhas.ac.id/>
- Curriculum Documents, all programs under review
- UNHAS Academic Calendar 2023/2024: <https://www.unhas.ac.id/kalender-akademik/?lang=id>
- Discussions during the audit

### **Preliminary assessment and analysis of the experts:**

The curricula, structure, and composition of the study programs under review are presented in the University's provided "Curriculum Documents", including the curriculum books and module handbooks. As per the self-assessment report, the programs are aligned with the Indonesian Qualification Framework and the National Standards for Higher Education. Moreover, both the ***Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing programs*** adhere to the standards set by the Association of Indonesian Nursing Education. While the ***Obstetrics and Gynaecology Specialist*** and ***Cardiology and Vascular Medicine Specialist*** study programs comply with the standards set by the Indonesian Medical Council, as well as the Indonesian Collegium of Obstetrics and Gynaecology and the Indonesian Collegium of Cardiology, respectively.

#### **i. Structure of the Programs**

Each semester is equivalent to 16 weeks, including 14 weeks of learning activities and 2 weeks for midterm and final exams. The odd semester starts in August and ends in December, and the even semester lasts from February to June. The mode of study for the four programs under review is full-time.

The ***Bachelor of Science in Nursing leading to Professional Nurse*** comprises 182 Indonesian Credit Points and has an expected duration of 9 semesters (4.5 years). The Bachelor's curriculum consists of core science courses covering the study of basic natural sciences and the field of nursing, university compulsory courses covering social and character development subject materials, elective courses covering advanced studies in nursing topics, and Independent Learning-Independent Campus (*Merdeka Belajar - Kampus Merdeka*, MBKM) courses. The program is divided into two stages: the academic program (Bachelor of Science in Nursing-BSN) and the professional program (Professional Nurse-PN). The academic program concludes with the writing of a Bachelor's thesis.

The ***Master of Nursing*** involves a minimum of 42 Indonesian Credit Points, with a duration of three semesters of study. It consists of compulsory courses in the national curriculum for the Master of Nursing, core science courses and university compulsory courses. Completing the Master's degree requires a journal publication (under review status) and the writing of a final Master's thesis.

The ***Obstetrics and Gynaecology Specialist*** study program consists of 111 Indonesian Credit Points and has an expected duration of eight semesters (4 years). The curriculum is divided into three levels, each focusing on different aspects of obstetrics and gynaecology. The junior level, covering the first and second semesters, provides foundational skills and

theoretical knowledge. The intermediate level, spanning the third to fifth semesters, delves into theoretical and practical aspects. The senior level, from the sixth to eighth semesters, focuses on comprehensive clinical practice in various settings, including outpatient, wards, and operating theatres.

The ***Cardiology and Vascular Medicine Specialist*** study program comprises 123 Indonesian Credit Points, with students expected to complete it in nine semesters (4.5 years). Similar to the OGS program, the curriculum is divided into three levels, each focusing on different aspects of cardiology and vascular medicine. The junior level, covering from the first to third semesters, provides basic science knowledge and skills. The intermediate level, spanning the fourth to sixth semesters, delves into core competencies. The senior level, from the seventh to ninth semesters, offers integrated clinical practice in cardiovascular care.

Further details regarding the Indonesian Credit System and its alignment with the European Credit Transfer and Accumulation System (ECTS) can be found under [Criterion 1.5](#).

## ii. Contents

According to the self-assessment report, the four study programs under review share competency clusters, so modules are categorised into the following groups: a) Behaviour Competence and Social Sciences and Medical Ethics, b) Basic Biomedical Sciences, c) Clinical Sciences Skills and d) Scientific Method (see [Appendix](#))

The ***Bachelor of Science in Nursing leading to Professional Nurse*** curriculum is structured around the following content:

1. **University compulsory courses** covering social and character development include *Religion Education, Pancasila, Bahasa, English, Civic Education, Maritime Socio-Cultural Studies, Entrepreneurship, Tropical and Communicable Diseases in Nursing and Community Service*.
2. Within the **core science courses**, the cluster of Nursing Clinical Sciences and Skills has the highest credit points as it addresses key topics and skills directly relevant to patient care and nursing practice.
3. **Elective courses** during the academic program stage are offered starting from the fourth semester through language courses. During the professional stage, elective courses offer opportunities for in-depth study of advanced professional nurse topics, including:

*Emergency Nursing, Adult Critical Care, Paediatric Critical Care, Cardiovascular Critical Care, Perioperative Nursing, Wound Care, Psychiatric and Mental Health Nursing, Community Health Nursing & Home Care, Maternity Nursing, and Nursing Management.*

Independent Learning-Independent Campus courses are also integrated into the curriculum (more in the Mobility Section). The final *Thesis* in the seventh semester is preceded by a *Research Methodology* course in which students learn how to conduct research in Nursing.

During their discussion with the program coordinators, the expert group sought clarification regarding the alignment of the Bachelor of Science in Nursing curriculum 2023 (academic phase) with the latest regulations for higher education in Indonesia. These regulations stipulate that in applied undergraduate programs, the minimum study load comprises 144 credit units structured over an 8-semester curriculum period. In response, the university provided additional information from which the experts learned that the university had implemented a policy aimed at expediting students' academic completion within 7 semesters through curriculum adjustments starting in 2023. This initiative includes allowing students to undertake 10-20 credit hours of coursework outside the program or campus via MBKM Competence Enrichment Courses. While the expectation is for students to complete their studies within 7 semesters, they retain the flexibility to extend their academic journey up to 10 semesters based on their individual progress. The experts appreciate the explanation provided and do not have more comments in this regard.

The curriculum for the **Master of Nursing** program is organised based on the following content:

Similar to the BSN-PN program, the Master's program curriculum is structured around four categories: *Behavioural Social Sciences and Nursing Ethics, Basic Biomedical and Nursing Sciences, Nursing Clinical Sciences and Skills, and Scientific Method* (see [Appendix](#))

1. **Compulsory courses in the national curriculum for the Master of Nursing** consist of modules such as:  
*Science Philosophy, Science in Nursing, Ethics and Legal in Nursing and Education in Nursing & Interprofessional Education*
2. **Core science courses** comprise the following: *Biostatistics, Evidence-Based Practice, Nursing Informatics, Nursing Leadership & Management and Elective courses*. Elective courses enable students to deepen their knowledge in their respective areas of interest and, hence, to individualise their study path. There are two areas of specialisation, namely, Medical-Surgical Nursing and Management. Electives by specialisation include courses such as:



**Specialisation in Medical-Surgical Nursing:** *Advanced Medical Surgical Assessment, Advanced Medical Surgical I, Advanced Medical Surgical II;*

**Specialisation in Management:** *Nursing Service Management, Quality Management and Safety management, Nursing Leadership and Management Internship*

**3. University compulsory courses** involve subjects such as:

*Research Proposal, Seminar on Thesis Result, Journal Publication and Thesis and Thesis Examination.*

Master students focus on their research projects from the first semester with the *Research proposal*. The third semester involves *research publication* (one scientific article related to the thesis in an accredited international journal or national journal) and *thesis* and *thesis examination*.

The ***Obstetrics and Gynaecology Specialist*** and ***Cardiology and Vascular Medicine Specialist*** programs are designed with the following content framework:

The **OGS** curriculum consists of 30 mandatory course modules that align with the National Standard for Obstetrics and Gynaecology Competence. While, the **CVMS** curriculum comprises 35 mandatory modules that adhere to the Education Standards for Cardiologists and Blood Vessel Specialists. According to the self-assessment report, there are no optional modules in order to ensure that all graduates across Indonesia possess the same level of competence (see [Appendix](#)).

**1. Junior level** is comprised of modules such as:

**OGS:** *Ethics medico-legal, Physiological Obstetrics, Basic Obstetrics and Gynaecology, Medical Genetics, Immunology, Clinical Epidemiology & Evidence-Based Medicine, Biostatistics & Computer Statistics, Research Methods, Pathological Obstetrics, Fetomaternal, Normal Labour Care, Family Planning and Basic Skill Surgery.*

**CVMS:** *Basic Cardiology, Medico-legal Ethics, Molecular Biology, Clinical Epidemiology, Research Methods, Biostatistics, General Internal Medicine, Nephrology, Endocrine Metabolics, Adult Clinical Cardiology I and Echocardiography I.*

**2. Intermediate level** includes de following modules:

**OGS:** *Fetomaternal, Gynaecology Minor, Comprehensive emergency obstetric and neonatal care, Clinical Practice Review, Scientific Publications, Maternal Medicine, Post-Operative Care, Obstetric Surgical Skills, Major Gynaecology, Oncology and Urogynaecology.*

**CVMS:** *Critical Cardiology I, Invasive Cardiology & Non-Surgical Interventions I, Pediatric Cardiology I, Cardiovascular Prevention and Rehabilitation, Cardiovascular Emergency I,*

*Pulmonology, Research Thesis Proposal, Cardiothoracic Surgery, Vascular, Cardiovascular Imaging and Electrophysiology & Arrhythmia.*

### 3. Senior level consists of modules such as:

**OGS:** *Endocrine and Fertility, Scientific Publications, Gynaecology Surgical Skill, Social Obstetrics and Gynaecology, Thesis and Professionalism.*

**CVMS:** *Echocardiography II, Adult Clinical Cardiology II, Advanced Cardiology A, Advanced Cardiology B, Pediatric Cardiology II, Cardiovascular Emergency II, Critical Cardiology II, Invasive Cardiology & Non-Surgical Interventions II, Final Thesis Defence, Advanced Integrated Cardiology I, Advanced Integrated Cardiology II, Advanced Integrated Cardiology III, Advanced Integrated Cardiology IV.*

Upon reviewing the structure and content of the curricula for the four programs under review, along with the discussions held during the audit, the experts confirm that these programs are suitable to adequately prepare students for the labour market. They commend the program coordinators for their motivation and significant efforts put into the optimisation of the programs.

#### iii. Internship

The four programs under review integrate various practical components into their curricula. Such practices are conducted as groups of students or individually, depending on the characteristics and capacity of the facilities.

The self-assessment report indicates that both the **Bachelor of Science in Nursing leading to Professional Nurse** and **Master of Nursing** programs incorporate internships or practical projects to provide students with hands-on experience and the opportunity to establish connections in their fields of choice. In the Bachelor's program, the academic phase focuses on clinical and nursing skills in laboratories, family and community services, and the application of research skills from the fifth semester. During the professional phase, the program emphasises the development of clinical and professional nursing skills through comprehensive nursing practice in hospitals and health centres. All in all, BSN-PN students are expected to have gained 246.5 hours of exposure to nursing practice throughout their Bachelor's studies.

Upon reviewing the list of healthcare partners provided, the experts confirm that the Faculty of Nursing maintains Memorandums of Understanding and Agreements with a diverse array of hospitals, specialist practices, and community health centres in Makassar and surrounding areas.

The ***Obstetrics and Gynaecology Specialist*** program offers a resident education experience, which entails collaboration not only with the primary teaching hospital located at the UNHAS campus but also with a network of 18 affiliated hospitals. These hospitals are equipped with key facilities, including multi-dimensional ultrasound machines, emergency obstetric and neonatal care units, operating theatres, inpatient rooms, polyclinics, discussion rooms, libraries, e-libraries, and doctor's offices.

Similarly, the ***Cardiology and Vascular Medicine Specialist*** program provides a learning environment supported by a network of 12 hospitals in addition to the teaching hospital. These hospitals offer advanced clinical skills training and learning opportunities. They are equipped with standard equipment required for performing examinations such as echocardiography, electrocardiograms, cardiovascular magnetic resonance imaging (MRI), as well as dedicated polyclinics rooms, emergency rooms, catheterisation labs, treadmill labs, electrophysiology labs, cardiac pacing labs, and inpatient wards. This ensures that students receive hands-on training and exposure to a wide range of cardiovascular cases and procedures throughout their residency.

The experts commend the number of hands-on experiential opportunities provided, particularly within the ***BSN-PN, OGS, and CVMS*** programs. Besides ensuring a high-quality education for students, these practical experiences are highly conducive not only to enhancing the employment rate of graduates but also to facilitating stakeholder relations.

#### iv. Mobility

At UNHAS, the International Office oversees international student mobility. Its mandate is to enhance the quality and quantity of international cooperation to support the university's international reputation. At the faculty level, concerted efforts are being made to support the International Office's initiatives and facilitate outbound and inbound student exchanges.

#### **Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

For the ***BSN-PN*** students, the MBKM (Merdeka Belajar-Kampus Merdeka) program enables them to participate in various learning opportunities based on their individual goals and interests. Based on the Minister of Education and Culture regulation No. 3/2020, the program aims to encourage undergraduate students to gain additional competencies outside their study program and campus.

To support the MBKM program, the ***Bachelor's program*** has implemented various initiatives:

1. **Presentation of Nursing Co-curricular Courses:** These courses are designed to encourage active student engagement in both soft and hard skill development. Offered in the 6th semester with 2 credits.
2. **Implementation of Student Exchange Program within the Same Study Program at Different Universities:** Part of the domestic student exchange program, offering courses from the 4th to 7th semesters.
3. **Community Service Learning Thematic (KKNT):** This theme aims to provide students with direct experiential learning by immersing them in communities to identify and analyse local issues. It encourages students to develop solutions and utilise community resources effectively.
4. **The Independent Learning Program:** Guides and facilitates students to participate in the Teaching Assistant Program in Educational Units. Students become teaching assistants in various educational settings, both formal and informal, ranging from elementary to high school levels, in urban or rural areas.

Students have the freedom to choose any scheme of interest and earn credit points based on workload and completion time.

As outlined in the self-assessment report, the **BSN-PN** and **MN** programs have been actively involved in international student exchanges. Five students from the Netherlands have participated in the **BSN-PN** program since 2021. Initiatives also encompass study research collaborations.

During the audit, the students confirmed to the experts that UNHAS promotes student mobility in their student journey. Some attendees reported having already undertaken international mobility experiences, while others expressed intentions to do so in the future. A Master of Nursing student shared their research experience in Japan as evidence of the university's support. **However, students also voiced a common aspiration to improve their proficiency in the English language, citing the desire to present in English with confidence and broaden their academic opportunities.**

#### **Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

According to the self-assessment report, the **OGS** program prioritises the inclusion of visiting professors for seminars and discussions. Visiting professors have made contributions to the program's advancement by covering a wide range of topics in Gynaecological Oncology. During the audit, **OGS** students confirmed that they are required to go to at least one international conference and that the program has international visitors.

Similarly, the **CVMS** program emphasises collaboration with external institutions to facilitate credit transfers and facilitate staff and student exchanges. The program has visiting professors, along with regional and international exchanges, as well as continued professional development through external. Furthermore, student exchanges in Singapore and Japan offer practical exposure to the field of cardiovascular medicine. In their exchange with the experts, **CVMS** students explained that all of them go to Japan to learn about imaging.

During the on-site visit, the experts learned about the collaborations established with international partners, including those in Japan, Malaysia, the Netherlands, and Australia. The expert team also reviewed the data in the University's self-assessment report regarding outbound and inbound student mobility for the four programs under scrutiny. They examined the list of activities that support student mobility and internationalisation.

**Based on the evidence presented and the discussions held during the audit, the experts commend the University for its current collaboration with international partners. However, they identified a need for the four programs to enhance their internationalisation efforts. This includes expanding international partner networks and increasing the number and frequency of visiting lecturers and researchers. The expert team also strongly echoes the students' stated needs and sees that intensifying English exposure could be an additional benefit to the programs.**

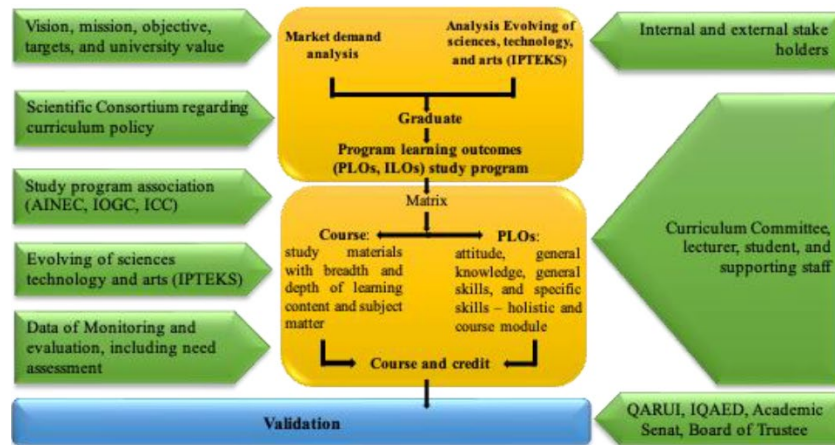
In terms of credit recognition for study performance achieved abroad, the University's "Credit Transfer & Credit Equivalency" guidelines state the equivalency process as outlined further under [criterion 1.5](#).

v. Curriculum review

The learning outcomes and curricula of the four programs under scrutiny are reviewed every 4-5 years in alignment with the Indonesian Qualification Framework standards and the evolving demands in science and technology. These processes involve stakeholder feedback, accreditation results, students, and alumni. Feedback is supported by a dedicated Quality Assurance and Reputation Improvement Unit (QARIU).

The responsibility and jurisdiction over the curricula of the programs rest with the curriculum committees, which are appointed by the Dean of the corresponding faculties. These committees consist of the vice dean of academic and student affairs, the department's and/or program's head, a secretary, lecturers, and students. In the **BSN-PN** and **MN** programs, the committees also include external stakeholders such as the head of the alumni association, representatives of employers, representatives from the Association of Indonesian Nurse Education Centre (AINEC), Indonesian National Nurses Association

(INNA), and clinical preceptors. Meanwhile, in the **OGS** and **CVMS** programs, external stakeholders include graduate users, professional organisations, alumni, and relevant institutions. The curriculum committees develop the curricula through a series of steps as outlined in the figure below:



*Curriculum Alignment Scheme. Source: Self-assessment report, UNHAS.*

In the course of their assessment, the experts recognised the efforts of the Faculties in conducting regular reviews of the curriculum with consultation from internal and external stakeholders. They particularly commend the teaching staff, students and other stakeholders for their high level of involvement in the development of the curriculum.

The experts also appreciate that the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing programs have provided detailed documentation on the methods and mechanisms for review of the curriculum. However, they noted the absence of similar documentation for the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist programs. They strongly believe that the written periodic review of the curriculum must be performed and documented.

#### Criterion 1.4 Admission requirements

##### Evidence:

- Self-assessment report
- UNHAS website: <https://www.unhas.ac.id/>
- UNHAS admission and application websites: <https://dikmawa.unhas.ac.id/admisi-id/> and <https://regpmb.unhas.ac.id/>
- UNHAS Academic Calendar 2023/2024: <https://www.unhas.ac.id/kalender-akademik/?lang=id>

- Admission-related regulation as part of the self-assessment report
- Statistical data about the progress of studies, all programs under review
- Discussions during the audit

### **Preliminary assessment and analysis of the experts:**

At UNHAS, the Rector's Regulation No. 36621/UN4.1/PP.37/2017 establishes selection guidelines for each degree program. The admission requirements, procedures, schedules, and steps are published and announced on the UNHAS website and are thus accessible to all stakeholders. Prospective students can apply for admission through the online platform.

### **Bachelor of Science in Nursing leading to Professional Nurse**

The admission and selection process for prospective Bachelor's students is limited by the Regulation of the Minister of Education and Culture No. 6/2020 which pertains to the Admission of New Undergraduate Students in State Higher Education Institutions. There are three pathways through which admissions for undergraduate programs are organised, as described below:

1. SNBP—National Selection Based on Merit (former SNMPTN): This mechanism is based on the academic achievement of students during their secondary school studies.
2. SNBT—National Selection based on Tests: This mechanism is based on reasoning and problem-solving abilities. It measures cognitive potential, mathematical reasoning, literacy in Indonesian, and literacy in English.
3. Local University Entrance: This mechanism is based on independent tests and collaborative tests through a consortium of institutions, utilising scores from the test-based national selection and/or other required assessment methods. Independent selection includes:
  - a. JNS—Entry Selection for Non-Subsidized Students, the opportunity for those who have not succeeded in the National Selection Test.
  - b. Leadership Talent Tracking for Student Organisation Leaders, open to high school graduates elected as a student president in high school.
  - c. POSK—Talent Tracking Entry Selection, based on SNBT score and demonstrated achievements in national-level tournaments in sports, arts, and/or science.
  - d. Cooperation for curriculum transfer, an opportunity for those who have completed a 3-year Diploma in Nursing or are working as nurses.
  - e. International students.

## f. Student with a disability.

Intake is possible annually, with studies starting in August. The intake capacity per cohort is 125 students. As part of the evidence provided, the University has included the following figures:

Program	Year of Entry	Intake			
		Number of applicants	Number of accepted students	Number of students registered	Acceptance rate (%)
BSN-PN	2020	1240	133	125	10
	2021	2180	199	176	9
	2022	2419	163	138	6

*Annual Student Intake for the Bachelor's program. Source: Appendix Self-assessment report, UNHAS.*

According to the provided data on the characteristics of registered students across the programs, it's noted that only the Bachelor's program reported international student enrolment. Specifically, in 2021, one student from Nigeria was registered, and by 2023, the program had accepted two international students

### **Master of Nursing**

As described in the self-assessment report, applicants for the **Master's degree in Nursing** at UNHAS need to fulfil a number of prerequisites. These include having a Bachelor's degree in Nursing and a Professional Nurse degree, holding a registered nurse certificate and having at least one year of work experience.

Eligible candidates are required to successfully complete an entrance examination, which includes both a written test and an interview. The written examination encompasses the Graduate Record Examination (GRE), an English Proficiency Test (TOEFL), and a Nursing Competency-Based Examination. During the interview portion, emphasis is placed on evaluating the research plans submitted by applicants.

Admission is possible annually, with studies starting in August. The University has provided the following enrolment numbers as part of its self-assessment report:

Program	Year of Entry	Intake			
		Number of applicants	Number of accepted students	Number of students registered	Acceptance rate (%)
MN	2020	36	19	19	52
	2021	62	45	44	72
	2022	68	27	36	54

*Annual Student Intake for the Master's program. Source: Appendix Self-assessment report, UNHAS.*



### **Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

The Faculty of Medicine's Centre of Medical Specialist Education Program at UNHAS regulates the process of accepting and selecting prospective students for Specialist programs. The admissions process includes criteria that are common to all specialist programs, as well as program-specific requirements. Among the specific requirements for eligibility include being 35 years old or younger and being certified and registered as a medical doctor with the Indonesian Medical Doctor Association. Applicants must undergo both administrative and academic selection stages. Administrative selection involves fulfilling administrative requirements, while academic selection includes a written test assessing cognitive and reasoning abilities through multiple-choice questions, short-answer questions, or case-based assessments.

Intake is possible biannually, with studies starting in August and January. According to the self-assessment report, the annual average intake target is 8 for the ***Obstetrics and Gynaecology Specialist*** (p.33) and 21 students for the ***Cardiology and Vascular Medicine Specialist*** (p. 35). The University has also included the intake numbers below as part of the evidence. **The experts noted a discrepancy in the data for the OGS annual average intake, so they ask for clarification on this information.**

Program	Year of Entry	Intake			
		Number of applicants	Number of accepted students	Number of students registered	Acceptance rate (%)
OGS	2020	79	21	21	26
	2021	113	28	28	25
	2022	120	24	24	20
CVMS	2020	69	18	18	26
	2021	67	23	23	34
	2022	56	20	20	35

*Annual Student Intake for the Specialist's programs. Source: Appendix Self-assessment report, UNHAS.*

**In assessing this criterion**, the experts find the admission rules to be binding, transparent, and based on decrees by the Ministry of Research, Technology, and Higher Education and on UNHAS's written regulations.

The experts confirm that the admission requirements support the students from the four programs under review in achieving the intended learning outcomes. This conclusion is further substantiated by the "drop-out" rates provided by the Faculty of Nursing and the Faculty of Medicine, indicating that all students graduate, albeit exceeding the standard study period for the ***OGS*** and ***CVMS*** programs.

The experts also see evidence that the University is tracking its students' progress and achievements. Thus, an instrument is in place to monitor the performance records of students with various enrolment backgrounds.

<b>Criterion 1.5 Workload and Credits</b>
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**Evidence:**

- Self-assessment report
- Curriculum Documents, all programs under review
- Sample Student's Workload Survey Reports; all programs under review
- Guidelines for Credit Transfer & Credit Equivalency as published on the university's website: [https://dikmawa.unhas.ac.id/wp-content/uploads/2023/08/dokumen-1620651628-passkey\\_Credit-Transfer-UNHAS.pdf](https://dikmawa.unhas.ac.id/wp-content/uploads/2023/08/dokumen-1620651628-passkey_Credit-Transfer-UNHAS.pdf)
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

Study programs at UNHAS must follow the Indonesian credit system regulations. Each credit point (CP) is distributed between guided and independent learning activities. According to the National Standards for Higher Education (SNPT), the learning activities are lectures, practicum, and seminars. The duration of one course is generally 16 weeks per semester. In this context, 1 CP course consists of 16 weeks of direct contact (50 minutes), 16 weeks of assignments (60 minutes), plus 16 weeks of independent study (60 minutes). Consequently, the total hours spent for 1 CP course in one semester will be 2720 minutes or 45.3 hours per semester.

**Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

As noted earlier, the Bachelor's and Master's curricula require a study load of 182 and 42 Indonesian credits, respectively. Regarding their equivalence to ECTS, the information provided in the self-assessment report and the Module descriptions available on the respective websites show that the programs use the common equivalence of 1 ECTS = 30 hours of student workload according to the ECTS Users' Guide. The general equivalence applied is 1 CP = 1.51 ECTS.

Upon perusal of the module descriptions for the **BSN-PN** program, it is noted that this conversion ratio does not apply consistently across all modules. For instance, the module description for the "*Thesis (21R01140106)*" indicates that 6 CP are allocated, equivalent to 14.51 ECTS, implying that 1 CP equals, in this case, 2.42 ECTS. Moreover, from the curricular framework outlined in the self-assessment

report for the **Professional Nurse (PN)** program (see below), 1 CP equates to 1.77 ECTS. In the module descriptions, there is also discrepancy in the equivalence awarded for the same number of CP. For example, 3 CP in "*Mental Health Nursing (21R01410403)*" are equivalent to 4.53 ECTS, whereas 3 CP in "*Maternity Nursing (21R01412102)*" are equivalent to 5.33 ECTS.

Sem.	CP	ECT's	Total Courses	LEARNING PROGRAM WITHIN THE STUDY PROGRAM								COMPETENCE MAPPING	
PROFESSIONAL NURSE													
IX	19	33,78	8	Emergency Nursing Practice (3 CP/5.33 ECT's)	Critical Care Nursing Practice (2 CP/3.56 ECT's)	Community Nursing Practice (3 CP/5.33 ECT's)	Family Nursing Practice (2 CP/3.56 ECT's)	Gerontological Nursing Practice (2 CP/3.56 ECT's)	Nursing Management (2 CP/3.56 ECT's)	Clinical Scientific Project (3 CP/5.33 ECT's)	Clinical Electives (2 CP/3.56 ECT's)	Nursing clinical and professional skills	
				NCS	NCS	NCS	NCS	NCS	NCS	NCS	SH		NCS
				A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	S K C4,5		S C1,2,3,4,5
VIII	17	30,02	6	Fundamental of Nursing Practice (2 CP/3.56 ECT's)	Medical-Surgical Nursing Practice I (3 CP/5.33 ECT's)	Medical-Surgical Nursing Practice II (3 CP/5.33 ECT's)	Psychiatric and Mental Health Nursing Practice (3 CP/5.33 ECT's)	Maternity Nursing Practice (3 CP/5.33 ECT's)	Pediatric Nursing Practice (3 CP/5.33 ECT's)				
				NCS	NCS	NCS	NCS	NCS	NCS				
				A C1,2,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5	A C1,2,3,4,5				
Total	36	64	14										

Source: Self-assessment report, UNHAS

The University also includes in its self-assessment report the curricular structure for the **Master's program**, providing a breakdown of the credit points awarded for each module along with their ECTS equivalence:

Semester	ECTS	CP	Program Structure and Content, Master of Nursing							
III	36.59	14	Journal Publication (5 CP: 13.67 ECT's) A K1 51.2 C1 A K1 51.2 C1 Scientific method	Thesis and Thesis Examination (9 CP: 20.52 ECT's) A K1 51.2 C1 Scientific method						
II	28.66	14	Nursing Informatics (2 CP: 3.95 ECT's) A K1 54 C1 Scientific method	Education in Nursing and Interprofessional Education (2 CP: 3.95 ECT's) A K1 52 C1,4 Behavioural & Social Sciences & nursing ethics	Nursing Leadership & Management (2 CP: 3.95 ECT's) A K1 52 C1,5 Clinical sciences and skills	Elective 2: Advanced Medical Surgical II OR Quality and safety management (2 CP: 3.95 ECT's) A K1 5 C1,5 Clinical sciences and skills	Elective 2: Advanced Medical Surgical II OR Nursing Leadership & Management (2 CP: 3.95 ECT's) A K1 5 C1,5 Clinical sciences and skills	Seminar on Thesis Result (4 CP: 9.07 ECT's) A K1 51.1 C1 Scientific method		
I	27.65	14	Science philosophy (2 CP: 3.95 ECT's) A K1 53 C1 Scientific method	Science in Nursing (2 CP: 3.95 ECT's) A K1 53 C1 Basic Bio-nursing Sciences	Ethics and Legal in nursing (2 CP: 3.95 ECT's) A K1 53 C1 Behavioural & Social Sciences & nursing ethics	Research Proposal (2 CP: 3.95 ECT's) A K1 51 C1,5 Scientific method	Biostatistic (2 CP: 3.95 ECT's) A K1 51.1 C1 Scientific method	Evidence Based Practice (2 CP: 3.95 ECT's) A K1 5 C1 Scientific method	Elective 3: Advanced Medical Surgical Management OR Nursing Service Management (2 CP: 3.95 ECT's) A K1 51 C1 Clinical sciences and skills	

Source: Self-assessment report, UNHAS

According to this information, the program comprises 42 CP or 92.9 ECTS. However, upon examining the module descriptions on the program's website, a different equivalence is noted. For example, the module "*Science Philosophy (21R01210102)*", among others, awards 2 CP, equivalent to 3.02 ECTS (1 CP equals 1.51 ECTS), rather than 3.95 ECTS (1 CP equals 1.98 ECTS) as stated in the self-assessment report. The information displayed on the website presents differences compared to the self-assessment report, indicating that the program encompasses 42 CP or 63.42 ECTS.

In view of this, the experts request the University to clarify the simultaneous application of different equivalencies and the variation in workload allocation for modules with identical credits. They emphasise the importance of reviewing the

information provided to stakeholders to ensure it reflects the programs in a consistent manner.

All in all, however, the experts assess that a credit system, which is centred on student workload, is in place for both programs at the Faculty of Nursing.

The following table offers a breakdown of the CP for the BSN-PN and MN programs:

No	Course Competence Cluster	BSN-PN		MN	
		CP	Workload %	CP	Workload %
1	Behaviour Competence and Social Sciences and Medical Ethics,	31	16.14	4	8.54
2	Basic Biomedical Sciences	28	14.59	2	4.27
3	Clinical Sciences Skills	104	57.22	8	16.90
4	Scientific Method	19	12.05	28	70.29
Total		182	100	42	100

*Course Competence Cluster Composition in the Curriculum. Source: Appendix Self-assessment report, UNHAS.*

For the **BSN-PN program**, students can take a maximum of 24 CP each semester. Bachelor's students are required to attend their classes in accordance with established regulations. They must be present for at least 80% of the learning activities. If a student's attendance falls below these percentages, they are not allowed to attend the final examination. The maximum time to complete the academic program (BSN) is 7 years (14 semesters).

For the **Master's program**, the maximum number of credits per semester that students can take is 18 CP. The total CP involves competence clusters but also a range of components, including compulsory courses totalling 9 credits and elective courses aimed at supporting expertise or specialisation with 13 credits. Additionally, the curriculum involves a seminar on the thesis research proposal, carrying a weight of 2 credits, and a seminar on the results of the thesis research, worth 4 credits. Furthermore, students are required to publish (status under review) at least one scientific article related to their thesis in a reputable international journal indexed in Scopus/WoS or international proceedings indexed in Scopus/WoS, with a weight of 5 credits. Finally, the completion and thesis and thesis defense contribute 9 credits to the program requirements.

### **Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

As previously mentioned, both curricula mandate a study load of 111 Indonesian credits for the OGS program and 123 Indonesian credits for the CVMS program.

No	Course Competence Cluster	OGS		CVMS	
		CP	Workload %	CP	Workload %
1	Behaviour Competence and Social Sciences and Medical Ethics,	16	14.71	4	3
2	Basic Biomedical Sciences	21	18.33	14	11.4

3	Clinical Sciences Skills	57	52.29	92	74.8
4	Scientific Method	17	14.66	13	10.6
<b>Total</b>		<b>111</b>	<b>100</b>	<b>123</b>	<b>100</b>

*Course Competence Cluster Composition in the Curriculum. Source: Appendix Self-assessment report, UNHAS.*

Upon reviewing the documentation, the experts confirm that both programs have implemented a credit system that focuses on student workload.

UNHAS evaluates the study workload for the **four programs** under review by regularly consulting with students (further details are outlined in [Criterion 5](#)). Through a structured questionnaire, students are invited to share how many hours they spend on various learning activities. Samples of these survey reports are provided as evidence. During the on-site visit, the expert panel verified with the program coordinators that student workload is monitored via student surveys and lecturer feedback. In response to questions in this regard, students did not highlight any significant imbalance or excessive workload during the audit. They reported having sufficient time to participate in other activities outside study.

For the programs under review, the University presented key performance indicators data in its self-assessment report, including students who graduate on time and dropout statistics. According to the 2022/23 data, 152 students completed the **Bachelor of Science in Nursing** (BSN) phase of the BSN-PN program, with 138 graduating on time (91%), while 150 students completed the **Professional Nurse** (PN) phase, with 148 graduating on time (99%). Additionally, 57 students graduated from the Master of Nursing (MN) program, with 47 graduating on time (82%).

In contrast, the **Obstetrics and Gynaecology Specialist** program saw 26 graduates, with only 2 graduating on time (8%). As for the **Cardiology and Vascular Medicine Specialist** program, there were 11 graduates, with 3 graduating on time (27%). **Based on this, the experts strongly believe that the Faculty of Medicine should identify ways to address the low percentage of students graduating on time.**

Nonetheless, the figures show that almost all students complete the study programs, with no dropouts reported for any of the four programs. These data suggest that the programs under review can be successfully completed.

The experts confirm that regulations for the transfer of credits obtained outside of UNHAS exist (<https://dikmawa.unhas.ac.id/wp-content/uploads/2023/08/dokumen-1620651628-passkey-Credit-Transfer-UNHAS.pdf>). The experts as well as attest that the program's module handbooks clearly distinguish between credits given for various forms of supervised studies and self-study time.

All in all, the experts confirm that a credit system centred on student workload is in place, that this workload encompasses both contact hours and self-study time and that credits are granted in accordance with the associated workload.

<b>Criterion 1.6 Didactic and Teaching Methodology</b>
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**Evidence:**

- Self-assessment report.
- Academic Guidelines, all programs under review.
- Mapping of Teaching and Learning Strategies towards the Achievement of ILOs, all programs under review.
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

In its self-assessment report, UNHAS records that appropriate didactical instruments and methods are implemented for the four programs under review. The variations in learning methods and tools are adjusted to the level of knowledge, skills, and competences set in each module. The choice of learning method depends on each lecturer, who can freely select appropriate learning methods that adhere to the study materials and support ILOs' achievements. The teaching staff at UNHAS uses a Semester Learning Plan to document the instruments and methods for a course.

The university's approach to learning is student-centred and involves teaching methods that prioritise the student's involvement in the learning process. Government regulations and internal curricula have recently focused on increasing project-based learning. This approach helps students collect and analyse data, problem-solve, and present research results in laboratory and field settings. The Independent Learning-Independent Campus (MBKM) policy has been integrated into the Bachelor's curricula to give students more flexibility in achieving their goals. With MBKM, students can learn from different institutions and communities, allowing for a more student-centred approach to education. Furthermore, the availability of laboratory facilities, including education, research, advanced labs, and field labs, will enable students to conduct independent research.

Moreover, the Faculty of Nursing and Faculty of Medicine expose all students to relevant external parties through initiatives such as inviting guest lecturers from the healthcare sector, promoting student exchanges, and establishing partnerships with international institutions. **However, based on the discussions during the audit, the experts see the need**

**for an increase in the number and frequency of visiting lecturers and researchers in the four programs, as specified under Criterion 1.3.**

The expert team appreciate the comprehensive mapping of intended learning outcomes and the corresponding teaching methods utilised across the four programs, as well as the mapping of learning activity and student-teaching staff activity. These maps illustrate the diverse array of teaching methods employed within each program, which include but are not limited to small group discussion, collaborative learning, interactive lectures, role play, active learning, observation, case reports, journal reading, bedside teaching and project research.

Additionally, the module handbooks provide clear instructions for laboratory work, learning resources, and the learning plan and assessment, stating the teaching methods applied in each learning unit. The lecturers utilise the learning management system (SIKOLA) for learning and teaching processes, especially for supporting blended learning.

The four programs have courses on research methodology. Depending on their academic level, these courses guide students in developing, writing, and publishing papers and theses. To prevent plagiarism, an anti-plagiarism software (Turnitin) subscription is used. In the discussions with students, the experts learn that they are generally satisfied with the quality of teaching and learning in the programs under review.

In summary, the expert group considers the range of teaching methods and instruments suitable to support the students in achieving the intended learning outcomes. They confirm the study concepts of all programs under scrutiny comprise a variety of teaching and learning forms as well as practical parts adapted to the respective subject culture. Finally, they attest that the imparting of academic research skills is sufficiently ensured.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 1.

##### ***1.1 Revision of the documentation provided to stakeholders on the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist***

After reviewing the provided links, the experts confirm that the University has updated and made the required information publicly available. Although OGS Graduate Learning Outcomes/Communicator shows an editorial error on the webpage version. The experts appreciate the ongoing effort to update the website content and believe that there is no need to issue a recommendation in this regard.

### ***1.1 (2) Involvement of alumni in achieving and evaluating the intended learning outcomes of the four programs***

The experts recognise the various initiatives at the university and program levels to ensure alumni and other stakeholders' involvement in the development and evaluation of the curriculum. They appreciate the several examples, and documented attendance of meeting participants provided as a way to illustrate this involvement. The University and all the programs include alumni in their surveys for curriculum evaluation. However, the link for the online survey provided by the university is no longer accessible, as it was scheduled to be open only from June to August 2024. The expert team maintains its requirement, as they need to see the ongoing process of involving alumni in the student's learning in the future.

### ***1.3 Improved students' English language proficiency in the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing***

The experts appreciate the various strategies implemented as important steps towards improving students' English language proficiency. They believe, however, that further actions are necessary. For example, international students from Egypt, Yemen, and other countries may not significantly help individual students build their confidence in using the English language. The same holds true for the fact that all learning materials provided within the MN program are bilingual, including course modules, laboratory guidelines, rubrics, and faculty presentation files.

The assessment team maintains its recommendation since more needs to be done to involve the majority of students in English-language activities in order to increase the number of students proficient in English. This will provide students with more opportunities for international engagement.

### ***1.3 (2) Enhanced internationalisation efforts, expanded international networks, visiting lecturers and researchers, and increased exposure to the English language for the four programs***

The assessment team takes note of the University's implementation of Flow Speak as an online course based on artificial intelligence to improve and intensify English capability among lecturers and students. They also recognise the BSN-PN and MN programs' cooperative efforts and publications, as well as their involvement in student exchange and conference organisation. However, as noted earlier, the experts believe that these initiatives are unlikely to improve student proficiency in the English language.

The experts also take note of the various OGS initiatives, including 1. Active participation in scientific meetings conducted in English, consistent documentation in English of daily morning reports since 2008, 2. Conducting bi-weekly clinical conferences entirely in English, and 3. Gradually enhancing students' English language skills by requiring them to prepare their slides and present their work in English. The expert team believes that these initiatives provide a good foundation for supporting and achieving the set goals, but a targeted evaluation for point 2 should be performed to assess the extent to which all participants perceive language competence as adequate.



Additionally, the experts note that the CVMS program cooperates with the Netherlands, publishes papers, and hosts visiting lecturers. They appreciate the approach of involving students in presenting their research or case reports at international seminars and congresses but suggest considering a more systematic approach involving all students of the program. It is highly desirable to implement something similar to the three points listed for OGS.

All in all, the experts maintain their recommendations and encourage the University to strengthen their internationalisation efforts across the four programs. This involves expanding international partner networks and increasing the number and frequency of visiting lecturers and researchers. They also believe that providing students with more exposure to the English language could bring additional benefits.

***1.3 (3) Written periodic review of the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist curriculum must be performed and documented***

The expert group acknowledges the statement from the OGS program regarding their periodic review process and the details provided in Table 1. Similarly, they consider the information in Table 2, which aims to demonstrate the CVMS program's efforts to diligently conduct and document the review process within the department. However, despite the provision of documented meetings by both the OGS and CVMS programs, the absence of student involvement and structured questionnaires is noted. These aspects appear to have not been fully grasped by the university, therefore, the experts maintain their requirement in this regard.

***1.4 Discrepancy in the data for the Obstetrics and Gynaecology Specialist annual average intake***

The assessment team confirms that the discrepancy was due to a typographical error, which has now been corrected. According to the rector's decree, the annual new student admission should be 24, not 8. The total number of new student admissions from 2020 to 2022 was 71, averaging 24 students per year. Based on this explanation, the experts see no need to propose any further recommendations in this regard.

***1.5 Workload and clarification of the application of different ECTS equivalencies in the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing***

The audit team values the clarification provided on the simultaneous application of different ECTS equivalencies and the correction of the information on the Master of Nursing website.

The BSN-PN program has made efforts to adjust the CP based on the results of students' workload surveys, which explains the discrepancy. The remaining issue concerns Thesis (21R01140106): this is quantitatively equivalent to 9.06 ECTS. Instead, the study program provides a value of 14.51 ECTS.

The audit team takes note of the rector's regulation about students' thesis/final work, which has been revised. The rector's decree No. 29/UN4.1/2023 regarding the administration of the bachelor's degree program at Unhas, Article 37, Section 1 (page 25) (Appendix 1.4), states that undergraduate students must conduct research as part of the preparation for their final assignment, which carries a weight of 4 (four) to 8 (eight) credits (CP). This most recent regulation opens an opportunity to give credits equivalent to (or) close to the actual workload of students during the thesis project.

The experts are under the impression that the idea of adjusting the weight of credits for the final assignment is acceptable since the students feel that the workload is not reflected in the CP. The university should consider that if the student perceives that the CP does not align with the workload, this does not necessarily mean that the program needs to add more CP to the course. It can also be the case that the program needs to consider if the workload can be lessened for the students.

The program also needs to have further discussion regarding the learning outcome expected from the Bachelor's final assignment. An evaluation should determine whether it is better to have less CP that is in accordance with Bachelor graduates' competency.

#### **1.5 (2) Addressing the low percentage of students graduating on time in the *Obstetrics and Gynaecology Specialist programme and the Cardiology and Vascular Medicine Specialist***

The experts commend both programs for acknowledging and agreeing to address this issue, thus considering it unnecessary to issue a recommendation in this regard.

#### **1.6 Increased number and frequency of visiting lecturers and researchers in *the four programs***

Addressed under 1.3 (2)

Apart from the previously mentioned points, the experts confirm their preliminary assessments and see this criterion as fulfilled, subject to the outlined requirements and recommendations.

## **2. Exams: System, Concept and Organization**

<b>Criterion 2 Exams: System, concept and organization</b>
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### **Evidence:**

- Self-assessment report
- Module descriptions, all programs under review
- Academic Guidelines, all programs under review

- UNHAS academic calendar <https://www.unhas.ac.id/academic-calendar/>
- Examination-related procedures and regulations
  - Rector's regulation No 2781/UN4.1/KEP/2018 concerning undergraduate program implementation at UNHAS
  - Academic Senate's regulation No 2/UN4.2/2020 concerning student code of ethic at UNHAS
  - Rector's regulation No 7243/ UN4.1 /KEP/2022 concerning master program implementation at UNHAS
  - Rector's regulation No 7/UN4.1/2019 concerning the implementation of specialist program at UNHAS
- Samples of student's work (projects, exams and thesis)
- Discussions during the audit.

### **Preliminary assessment and analysis of the experts:**

#### **i. Forms of Examinations and Exam Schedule**

According to the self-assessment report, formative and summative assessments evaluate students' academic performance.

Exams measure students' learning outcomes (attitude, knowledge, skills and competence) according to a predefined grading scale reference. The module handbook specifies the course's intended learning outcomes (CLOs) and identifies the types of examinations used to assess the achievement of these learning objectives.

### **Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

In the self-assessment report, the University offers a compilation of assessment methods employed in the **Bachelor's program**. These include:

*Observation, participation, written reflection, student reports, Student Oral Case Analysis (SOCA), multiple-choice questions (MCQs), portfolios, comprehensive exams, quizzes, Number Head Together (NHT), Small Group Discussion (SGD), Game Tournament (TGT), case studies, video-based learning, reflective studies, Case Incidence Reports (CIR), seminars, Objective Structured Clinical Examinations (OSCE), and Objective Structured Long Examination Structured (OSLER).*

The assessment methods in the **Master of Nursing** program are additionally documented. These comprise:

*Group or individual investigations, project evaluations, oral presentations, and Objective Structured Clinical Examinations (OSCE), alongside written tests,*

*assignments (group or individual), project evaluations, analytic papers, and oral presentations.*

During the first week of the lecture and practical session, students are informed of what is required to pass the respective module, including correction and grading as part of the Semester Learning Plan. The form and length of each exam are specified in the course descriptions available to the students via the university's learning management system (SIKOLA). The latter facilitates access to study material and the interaction between lecturers and students. The students also learn about mid-term and final exams via the academic calendar. Mid-term examinations typically occur during the eighth week, with final examinations in the sixteenth.

### **Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

The ***Specialist programs*** consist of three stages. To progress to the next stage, students must complete the tasks and pass the exam of the previous stage. Students are evaluated at the end of each semester. At the end of every stage, students get a certificate of competence, signifying their mastery of the prior module. Students at the independent stage at the hospital network are assessed using summative assessment by the supervisor in charge at that hospital.

The University also provides an overview of the assessment methods employed within the ***Obstetrics and Gynaecology Specialist*** and ***Cardiology and Vascular Medicine Specialist*** programs. The overview includes but is not limited to:

*Oral and written assessments, Case-Based Discussions (CBD), thesis proposals, presentations on literature reviews and case reports, analysis and critical appraisal of medical journals, Objective Structured Clinical Examinations (OSCE), Direct Observation of Procedural Skills (DOPS), Multiple Choice Questions (MCQs), Mini-Clinical Evaluation Exercises (Mini-CEX), portfolios and Thesis.*

**After reviewing this information and analysing a sample of exams during the audit, the expert group have identified an opportunity for improvement in written exams. They suggest enriching these exams with content-rich multiple-choice and constructed response questions.**

OGS and CVMS students receive assessment information through various channels. They get general details during a public lecture before commencing, and they have access to the guidebook and module handbook. The module coordinator provides specific assessment information at the start of each module, and the module description is available online through SIKOLA.

All in all, the experts confirm that a range of university-wide regulations governs all examinations and their conduct across the different qualification levels.

ii. Grading and Graduation Requirements

The final grade of each module is a combination of the scores of the individual types of assessment. The final grade required to pass the module is given in the module handbook. The exam grade is presented in an absolute numeric value with a range of 0-100. The final grade of the course is given as a quality letter and quality score as follows:

BSN			PN			MN			Specialist		
The numeric al range	The letter grade s	The numeri cal values	The numeri cal range	The letter grades	The numeri cal values	The numeric al range	The letter grade s	The numeric al values	The range of numeric al values	The letter grade s	The convert ed numeric al values
85-100	A	4.00	85-100	A	4.00	85-100	A	4.00	85-100	A	4.00
80 - < 85	A-	3.75	80 - < 85	A-	3.75	80 - < 85	A-	3.75	80 - < 85	A-	3.75
75 - < 80	B+	3.50	75 - < 80	B+	3.50	75 - < 80	B+	3.50	75 - < 80	B+	3.50
70 - < 75	B	3.00	70 - < 75	B	3.00	70 - < 75	B	3.00	70 - < 75	B	3.00
65 - < 70	B-	2.75	< 70	E	0.00	65 - < 70	B-	2.75	65 - < 70	B-	2.75
60 - < 65	C+	2.50				55 - < 65	C	2.00	00-<65	E	0.00
50-< 60	C-	2.00				00 - < 55	E	0.00			
40 - < 50	D	1.00									
< 40	E	0.00									

*Grading Category. Source: Appendix Self-assessment report, UNHAS.*

Students at the **Bachelor's level** pass if they obtain an A, B, C or D grade, while an E is considered a fail. For the **Master's program**, Grades A to C are passing grades and cannot be repeated, while grades D are not passing grades.

Based on the regulation, students are required to attend a minimum of 80% of all learning activities to be allowed to take the final examination.

In order to graduate from the **Bachelor of Science in Nursing**, students must have completed the required 144 credits with a thesis examination grade of at least C and a minimum GPA of 2.00 after the thesis examination. They are also required to have accomplished all administrative requirements conditioned by the study program, Faculty, and UNHAS. The maximum study period for undergraduate students is 14 semesters, except for students who get an extension of their studies.

To graduate from the **Master's program**, students must have completed the required study load and meet several conditions that are required before conducting results seminars: students must pass all courses with a minimum GPA of 3.00, have a TOEFL score of at least

450 or equivalent, and submit published articles from reputable international journals indexed by Scopus/WoS (status submitted).

In order to receive the certificate of competence, students who are enrolled in Specialist programs are required to complete all curriculum credits, meet administrative prerequisites, and pass the National Board Examination. **Obstetrics and Gynaecology** and **Cardiology and Vascular Medicine** students must present a research thesis that meets their respective collegium's specific requirements. They also need a minimum GPA of 3.00 and a TOEFL score of at least 450.

In case a student is unable to attend examinations schedule due to force majeure (a natural, unavoidable condition among students, such as disease, pregnancy, or disability, among others), the student has a right to re-sit or reschedule the examination.

Final grades are available on students' academic accounts NEOSIA no later than 2 weeks after the last exams. When students have objections to their exam results, they have the chance to appeal to the course coordinator, usually within one week of being notified of the results. The students confirmed during the audit that an appeal mechanism exists if they perceive their grades as unfair.

UNHAS has a policy on academic integrity in all student activity, including examinations and assignments. According to the UNHAS Student Code of Ethics, if students engage in plagiarism, they will face sanctions that correspond to the severity of their actions, which may range from academic penalties and suspension to expulsion. To help prevent plagiarism, the university offers teachers and students access to anti-plagiarism software, which can be used to check for similarities in written work.

### iii. Thesis

In accordance with academic guidelines, **Bachelor's**, **Master's** and **Specialist's** students are required to complete a research project as their final assignment before graduation. This project involves creating and presenting a research proposal, conducting research, analysing and interpreting data, and writing a thesis. After finishing the research and thesis writing, students must defend their thesis in front of a panel of examiners, which includes their supervisors and two internal examiners for **Bachelor's degree** programs and three examiners for the **Master's degree** program and the **Specialist** programs.

**In assessing this criterion**, the expert group finds that appropriate university-wide and Faculty-specific rules and procedures govern the examination systems. These rules and procedures are adequately communicated and transparently published. The students in the interviews confirmed that they were aware of all necessary information regarding

examination schedules, forms, and grading rules. They are reportedly given sufficient time to prepare for the exams.

Lecturers in the discussion report that a variety of exam forms are used to check the attainment of the respective learning outcomes, including a mix of oral and written exams. The experts acknowledge that forms and assessment rubrics to assess the quality of the student's work are available for **all programs** under review. **However, they note the need for a clearer definition of the intended learning outcomes relevant to assessments and separation from the recommended readings. The experts, hence, ask the University to address this matter to ensure alignment in the curriculum.**

The expert group also examined a selection of final theses and determined that they were of an appropriate academic level.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 2.

##### **2.1 Improvement in written exams in *Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist***

The expert team appreciates that all teaching staff in the programs participate in item review workshops as part of the efforts to improve written exams. They acknowledge the list of current types of assessment in the OGS and CVMS programs and the process of question review. The experts infer from the response that at least one of the proposed question formats will be implemented in the near future. However, as no action has yet been taken, the experts maintain their initial recommendation.

##### **2.1 (2) Clearer definition of the intended learning outcomes relevant to assessments and separation from the recommended readings in the four programs.**

The assessment team appreciates the description of the curriculum alignment process for both the BSN-PN and MN Programs. Similarly, the experts acknowledge the strong correlation that the OGS and CVMS programs see between Intended Learning Outcomes (ILOs) and assessments. They also commend the University for establishing a policy to ensure this alignment, requiring all academic staff and stakeholders involved in curriculum design to participate in educational workshops such as PEKERTI and AA. However, the experts note that there seems to be a misunderstanding. Their concerns were about the fact that students find little concrete guidance in the existing documents regarding which specific points are relevant for the exams. This means that while there are

global learning outcomes, there are no sufficiently detailed course outlines (either as written text or as references to specific chapters in textbooks). Consequently, the requirement for a clearer definition is maintained by the assessment team.

Apart from the previously mentioned points, the experts confirm their preliminary assessments and see this criterion as fulfilled, subject to the outlined requirements and recommendations.

### 3. Resources

#### Criterion 3.1 HR Resources, Staff Development and Student Support

##### Evidence:

- Self-Assessment Report
- Staff Handbooks and Lecturer Profiles, all programs under review
- Operational Guidelines for Lecturer Workload
- Discussions during the audit

##### Preliminary assessment and analysis of the experts:

##### i. Staff

UNHAS personnel comprise both teaching and supporting staff, encompassing civil servants and non-civil servants. Teaching staff members have different academic positions. There are professors, associate professors, assistant professors, and lecturers. The academic position of each staff member is based on research activities, publications, academic education, student supervision, and other supporting activities. In addition, the responsibilities and tasks of a staff member concerning teaching, research, and supervision depend on the academic position.

Based on the self-assessment report, the **BSN-PN** program has a total of 29 teaching staff members. This includes 1 full professors (3%), 2 associate professors (7%), 22 assistant professors (76%) and 4 lecturers (14%). The **MN** program has 9 teaching staff members, including 1 full professors (11%), 3 associate professors (33%), 5 assistant professors (56%).

The University also provides information on the academic staff for the Specialist programs. The **OGS** program consists of 47 teaching staff members, including 3 professors (6%), 5 associate professors (11%), 15 assistant professors (32%) and 24 lecturers (51%). While the



**CVMS** program is staffed by a total of 27 teaching members, comprising 7 professors (26%), 2 associate professors (7%), 6 assistant professors (22%), and 12 lecturers (45%).

The Indonesian government has set specific staff-student ratios for universities, which are outlined in the Ministry of Education, Culture, Research and Higher Education's regulation. The ideal ratio of staff to active students is 1:20 - 1:30. Currently, the **BSN-PN** has a ratio of 1:18, while the **MN** has a ratio of 1:10. The ratio at **OGS** stands at 1:2, whereas at **CVMS**, it is 1:3.

The expert team confirms that the ratio of lecturers to students is adequate to fulfil the current needs of the **four programs**. They commend the University for upholding this standard and hope that this can be maintained.

At UNHAS, the academic staff consists mainly of permanent full-time civil servants. However, there is also the possibility of recruiting permanent staff members who are non-civil servants. This recruitment is based on an analysis of student enrolments, science and technology trends, and the evolving demands for graduate skills and knowledge. There are opportunities for foreign lecturers to be appointed as adjunct professors. The recruitment process is centralised at the university level, with the Vice Dean for Planning, Resources, and Alumni overseeing faculty-level staff planning. Each year, department-specific staff needs are analysed and submitted to the university. Minimum academic requirements include a Master of Science for roles in the **Bachelor's** program and a Doctoral degree for positions in the **Master's and Specialist** programs.

Teaching staff may face termination for reasons including poor performance, as evaluated by students at the end of the academic year, or serious breaches of the academic Code of Ethics. In instances of dismissal, disciplinary proceedings are carried out through the Disciplinary Commission and the University Internal Control Unit, in accordance with established staffing regulations and protocols.

Regarding promotion, lecturers who are public servants have to follow the system regulated by the government. The teaching staff's promotion to a higher academic position is based on several factors, such as achievement in teaching, research, and community service activities (Tridharma Perguruan Tinggi). In order to be promoted to the position of a full professor, the applicant must hold a doctoral degree.

## ii. Job Conditions and Performance Review of Staff

Every semester, faculty members formulate their work objectives and submit their workload reports electronically using the application SISTER. All lecturers must meet the

national standards for lecturer workload of a minimum of 12 and a maximum of 16 credit hours of the so-called Tri Dharma.

Monitoring and evaluation of faculty members' performance in education, research and community service are conducted every semester based on Operational Guidelines for Lecturer Workload (PO-BKD). The rewards provided to teaching staff are determined by the evaluation of outcomes of their workload and are disbursed on a monthly basis, including lecturer certification and performance incentives.

For the sake of performance evaluation and as outlined under Criterion 5, compulsory course evaluations are submitted by the students for each course. As confirmed by the program coordinators during the audit, the outcomes of these evaluations contribute to the overall staff assessment.

In terms of research, academic staff of the degree programs under review conduct their research projects through multidisciplinary collaboration. A policy has been developed and put into effect to promote the synergy between research and education. Various examples were discussed during the meeting with the teaching staff. For example, in **Nursing**, there was research conducted on caring for older adults, which informed the program on effective nursing education methods tailored to elderly care. In the **CVMS** program, research conducted in Makassar focused on developing a scoring system to predict mortality in heart failure patients, utilising computational tools. This research has practical implications and benefits for the program, particularly in terms of implementing preventive measures. Additionally, in the **OGS** program, students have benefitted from grants obtained from abroad to fulfil their thesis requirements.

Most research projects are supported by grants from the university, the government, private entities, and international institutions. Some researchers are also engaged in collaboration with other domestic and overseas universities as well as research centres and other institutions specifically for medical-related research. The academic staff is requested to disseminate research results at national and international conferences and publish them in reputable national and international journals.

### iii. Staff Development

The formal recognition of the quality of academic staff within the study programs is achieved through the 'Certification of Lecturers', which is a process overseen by the government in accordance with Regulation No. 37/2009.

To support this process, UNHAS offers a range of training opportunities, including seminars, workshops, and international-scale training. The University conducts regular teaching and learning workshops to improve the teaching skills of its staff. Financial support is provided

to enable participation in training, conferences, and research, as stated in the annual academic financial draft that is updated annually. Furthermore, the university offers internal training programs such as Improved Basic Skills of Instructional Techniques (PEKERTI) and Applied Approach (AA) workshops. These workshops cover various topics, including the fundamental principles of learning and teaching in higher education, curriculum planning, assessment of learning and teaching, and continuous improvement in teaching and learning.

Financial resources are available for staff members to go abroad for a limited time and to participate in conferences or other events to stay up to date with the scientific development in their area of expertise. In addition, the Faculties promote the internationalisation process at UNHAS by hosting international scientific events and inviting international guest lecturers. Further study support is provided to teaching staff with master's education, aiming for 100% of the teaching staff to attain a doctoral degree qualification.

The experts discuss the opportunities to develop their skills with the teaching staff and learn that the teachers are satisfied with the internal qualification program at UNHAS. This program provides them with opportunities to further their careers, improve their didactic abilities, spend time abroad attending conferences, and participate in workshops and seminars.

**In their appreciation of this criterion, the experts come to the following conclusions:**

In the experts' opinion, the teaching staff's composition, scientific orientation and qualification are suitable for successfully implementing and sustaining the programs under review.

During the discussions with the expert team, the lecturers confirmed that a range of professional development options are available. UNHAS's support for research and publication is well-recognised by both lecturers and students. The experts appreciate the University's efforts to support teaching staff in developing their skills.

During the interviews, teaching staff expressed satisfaction with their working conditions and professional development chances and exhibited a strong commitment to their students. The expert group commend the teaching staff for their motivation and willingness to support the University in meeting its strategic goals. As regards the students, they are equally satisfied with the approachable, enthusiastic, and motivated teaching staff as well as with the learning environment.

**Criterion 3.2 Funds and equipment****Evidence:**

- Self-assessment report
- Discussion during the audit
- Admission of New Students webpage: <https://regpmb.unhas.ac.id/>
- Guided tour through the University's facilities and laboratories

**Preliminary assessment and analysis of the experts:**i. Funds

According to information provided in the self-assessment report, the University's primary funding sources are the Indonesian government, through the State Budget (APBN), and tuition fees. Other sources of funding include research and community service grants along with partnerships with domestic and international partners. As discussed with the program coordinators and the teaching staff, there is basic funding from the University for teaching, research and community service. Funding is allocated centrally after a pre-fiscal year meetings with the faculty leaders to determine budget allocations. The Annual Budget Work Plans are then adjusted based on the allocation and aligned with the university and faculty programs.

Additional funds from grants can be applied through government and non-government organisations/institutions for research and teaching projects, student and staff exchange, community engagements, and equipment. **Bachelor** students' tuition fees are determined every year by a Rector's decree. The fees/charges amount is based on the student's economic background and the new student's admission scheme. There are seven categories of tuition fees. For the **Master in Nursing**, the published tuition fee is Rp 10,000,000 per semester (584 Euro/semester), and for the **Specialist programs**, Rp 17,500,000 (1,018 Euro/Semester)

ii. Collaborations

As part of its self-assessment report, the University provided a list of cooperation agreements with both local and international universities, as well as healthcare partners. This was also reflected during the discussion round with industry representatives and the teaching staff, where collaborations with various partners were highlighted.

iii. Infrastructure and technical equipment

During the audit, the expert group visited the listed facilities in order to assess the quality of infrastructure and technical equipment. Due to time constraints, the expert group was divided into two groups:

**Group 1:**

**Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

- Unhas Hospital, Building BC, Simulation Center (3rd Floor)
- Faculty of Nursing Building: Laboratories (3rd and 4th Floor)
- OSCE Center Building, 2nd Floor: Simulation Center and OSCE rooms
- Rooms for student organisations and activities

**Obstetrics and Gynaecology Specialist**

- Unhas Hospital, Building EF: Emergency Room and polyclinic (1st floor), Maternity Room and Operation room (2nd floor), Simulation Center (3rd floor)
- Unhas Hospital, Building A: Normal Childbirth Care Training Centre (3rd floor), Meeting and Discussion Room (3rd floor), In Vitro Fertilization Centre and HUMRC Research Laboratory (6th floor)

**Group 2:**

**Cardiology and Vascular Medicine Specialist**

Cardiac Center, Dr. Wahidin Sudirohusodo Hospital:

- 1st Floor: Echocardiography Lab, Congenital Heart Disease Clinic, Treadmill Room, Emergency Room
- 2nd Floor: Cathlab, Operating Theater
- 3rd Floor: CVCU/HCU
- 4th Floor: 4th Floor Ward, E-Library & Computer Lab, 4th Floor Resident Room
- 5th Floor: 5th Floor Resident Room
- 6th Floor: Cardiology Meeting Room

**In their appreciation of the quality of infrastructure and equipment, the experts come to the following conclusions:**

**Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

During the visit to the UNHAS Hospital's Building BC and Simulation Center, the expert team found that the facilities are equipped with modern rooms and technology suitable for educational purposes, allowing for various training scenarios. The laboratories within the Faculty of Nursing Building, located on the 3rd and 4th floors, were thoughtfully adapted for various learning contents, appearing well-suited for the educational materials covered there. The OSCE Center Building on the 2nd floor featured a Simulation Center and OSCE rooms, providing adequate space for OSCE requirements utilised by various programs.

Due to the limited time, the expert group did not have the chance to see the classrooms on the first floor as planned. However, they managed to visit the rooms for student organisations and activities. The students' activity rooms are designed to meet the students' needs for discussions and meetings.

### **Obstetrics and Gynaecology Specialist**

In Building EF, the visitation included the Emergency Room and polyclinic on the first floor, the Maternity Room and Operation Room on the second, and the Simulation Center on the third. **The Simulation Centre is a new facility for tutoring the students, but that is not yet used optimally. In the experts' opinion, the university has good assets and equipment. However, something to improve might be the optimisation of the Simulation Center so that it can improve the student's skills with modern equipment. Therefore, the experts' suggestion is to explore avenues to increase the involvement of the Simulation Center in the programs' learning process.**

Building A featured the Normal Childbirth Care Training Centre and Meeting/Discussion Room on the third floor, as well as the In Vitro Fertilization Centre and HUMRC Research Laboratory on the sixth. The hospital presents a modern and functional layout, with the opportunity for in-depth information provided by unit leaders being particularly appreciated. The reported ratio of patients to allocated students was relatively low, which might reduce the opportunity for students to get complex cases for their residency and profession. Due to the timing of the visit in the afternoon, there were only a few patients present in the hospital. This observation was consistent for all locations visited and also applied to the presence of students.

In their appreciation of the infrastructure serving the **BSN-PN, MN and CVMS** programs, while the experts' overall impression of all visited facilities is positive, **they highlight a concern regarding the accessibility of the Faculty of Nursing Building due to the absence of an elevator, presenting severe challenges for**

individuals with disabilities. Therefore, the experts recommend that the University explore options to facilitate access for students with disabilities to the building.

Furthermore, during the discussion with the students, the experts learned that the BSN-PN students lack a designated space for group work or student discussion at the hospital. The expert team recommends that the Faculty of Nursing strengthen its partnership with the hospital to ensure that the students are provided with learning facilities.

### **Cardiology and Vascular Medicine Specialist**

While visiting the facilities designed for **CVMS** students, the experts noted that the hospital appeared as a modern, functional, and clean institution. They found no hygiene issues to report. All adequate medical services are provided, and the medical machinery is of actual standard and function. During the visit, patients were diagnosed and treated, and a sufficient number of doctors, nurses and students were present and able, competent and enthusiastic to demonstrate their skills and competencies. The number of patients, especially at the intensive care units CVCU/HCU, was low. When asked about the numbers, the program coordinator explained that the bed capacity limits are rarely reached or exceeded. Exchange with all staff was possible.

Due to time constraints, not all elements of quality control were possible to evaluate, but the overall impression was good to excellent. Once (cardiac) patients make it to the hospital, the chances of a proper diagnosis and treatment are high. The experts also learned that access to modern medicine in Indonesia is limited by the remoteness of the island as well as it is reaching modern facilities in time of an emergency. There was sufficient space and IT-facilities for students to gather, learn and exchange.

The central library, as stated on its website, offers services to UNHAS faculty members, administrative staff, and students. Operating hours are from 8 am to 6 pm on weekdays, with continuous access to online resources available 24/7. The services encompass lending physical and e-books, as well as access to diverse scientific databases. Additionally, dedicated learning rooms are available for students to study foreign languages like German, Mandarin, and French. These rooms host classes in collaboration with embassies for interested students. Furthermore, a braille corner caters to visually impaired students, offering braille books and audio equipment to aid their learning.

Aside from the abovementioned comments, the experts find no severe bottlenecks due to missing equipment or a lack of infrastructure for the **four programs** under review. The expert team commend the University, the Faculty of Nursing and the Faculty of Medicine for investing in modern facilities and up-to-date equipment, including digital learning facilities.

In discussions with the expert team, the students confirmed that they are generally satisfied with the available facilities and equipment. The students also expressed their satisfaction with the library and the available literature.

Overall, the auditors can confirm that facilities are sufficient for guaranteeing the sustenance of all four programs under review.

iv. Supporting resources for staff

UNHAS provides comprehensive support for its lecturers, including various opportunities such as pursuing higher academic degrees abroad, participating in national and international conferences, receiving training to enhance didactic and managerial competencies, and assistance in realising their research aspirations. Funding for research is available from several sources, including the University, government, and national and international institutions. The experts appreciate the access that teaching staff has to international research funding.

UNHAS also supports lecturers in disseminating the results of their research. The teaching staff have confirmed the existence of university-level service units dedicated to assisting with paper and proposal writing. The expert team commends UNHAS for its well-established and developed service units that support research and publications.

v. Supporting resources for students

As mentioned previously, UNHAS has an online learning management system called “SIKOLA” through which students have access to lectures, materials, student-lecturer interactions, as well as for administrative processes. During the auditors’ exchanges with students and alumni during the on-site visit, the latter also emphasised their satisfaction with the online services.

Every student is assigned to an academic advisor lecturer who is responsible for student activities from beginning to end. The academic advisors can monitor students’ performance online through the academic portal NEOSIA. The students confirm during the discussion with the expert group that they all have an academic advisor, that they meet regularly, and that they can always contact their advisor personally and ask for help or advice.



Besides the above, students can rely on an early introductory program at the start of their studies, as well as on several dedicated support units, such as the Scholarship Management Unit, Library, and Career and Counselling Services. Additionally, there are various events and developmental programs available for students to participate in outside of the classroom, including student organisations and clubs, as well as a program that promotes entrepreneurial skills.

The experts attest that there is a good and trustful relationship between the students and the teaching staff; enough resources are available to provide individual assistance, advice and support for all students. The support system helps students adjust to the university environment, achieve the intended learning outcomes and complete their studies successfully. The students are well-informed about the services available to them.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 3.

**3.2 Optimisation of the Obstetrics and Gynaecology Specialist's Simulation Center**

The assessment team take note of the various activities being conducted in the Simulation Center to enhance student learning. They appreciate that the facility is now planning regular training sessions for Ultrasonography (USG), Basic Surgical Skills (BSS), Intrauterine Insemination (IUI), and Colposcopy, as well as lectures and training aimed at improving student skills. They also value the fact that a usage schedule has been presented for the period January 2024 to December 2024. The experts considers these measures and do not believe it is necessary to issue any further recommendations in this regard.

**3.2 (2) Access for students with disabilities to the Faculty of Nursing's building**

The experts commend the Faculty of Nursing for recognising the importance of installing elevators to improve access, especially for students who use wheelchairs. The assessment team appreciates that the Faculty of Nursing has started planning for the installation of an elevator and the design blueprint that is included in the supplementary document. However, since this improvement has not been implemented yet, the expert panel maintains its recommendation regarding this matter.

**3.2 (3) Designated space for Bachelor of Science in Nursing leading to Professional Nurse students at the hospital**

The audit team acknowledges the efforts of the Faculty of Nursing in actively establishing partnerships with its primary internship setting, the Hasanuddin Teaching Hospital, which is affiliated with the University. The team takes note of the described spaces, including the

three rooms that are furnished with tables, chairs, LCD monitors, and internet connections for student discussions. Additionally, there is a designated free study space on the first floor near the canteen where students can gather for discussions or engage in independent study. However, it is unclear to the experts whether the BSN-PN program agrees with their assessment or intends to implement improvements. Consequently, the experts will retain their recommendation in this regard.

In summary, setting aside the abovementioned recommendations, the experts see this criterion as fulfilled.

## 4. Transparency and documentation

### Criterion 4.1 Module descriptions

#### Evidence:

- Self-assessment report
- UNHAS Learning Management System (SIKOLA):  
<https://sikola.unhas.ac.id/index.php?language=english>
- Module Descriptions, all programs under review

#### Preliminary assessment and analysis of the experts:

The module descriptions for the programs under review were provided as appendices to the self-assessment report.

The experts confirm that the module descriptions contain information about the persons responsible for each module, the language, the teaching methods and workload, the credit points awarded, the intended learning outcomes, the examination requirements, the assessment forms and how the final score is calculated.

These module description files are stored in SIKOLA (<http://sikola.unhas.ac.id>), which ensures students' accessibility. The module description is explained to class participants during the first week of lectures. The expert team also attest that the module descriptions are available on the respective program's website, ensuring access to all interested stakeholders. However, as noted under Criteria 1.1 and 1.5, **the experts ask the University to ensure that the information provided to stakeholders reflects the programs in a consistent manner.**

### Criterion 4.2 Diploma and Diploma Supplement

**Evidence:**

- Self-assessment report
- Sample Transcript of Records, all programs under review
- Sample Diploma/Degree Certificate, all programs under review
- Sample Diploma supplements, all programs under review

**Preliminary assessment and analysis of the experts:**

According to the information provided in the self-assessment report, students from the **BSN-PN**, for both the academic and professional programs, **MN**, **OGS** and **CVMS** receive after graduation a Diploma Certificate, accompanied by a Transcript of Academic Records. The issuance of Diploma certificates is the university's authority and is signed by the Rector and the Dean of the corresponding Faculty.

**Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing**

Along with these documents, the **BSN-PN** and **MN** graduates receive a Diploma Supplement, an official statement letter issued by the Faculty of Nursing. It contains all necessary information about the degree program, including learning outcomes, acquired soft skills, and student achievement in academic, co-curricular, extracurricular, or non-formal education.

The ASIIN experts are provided with samples of these documents. The experts confirm that the students of the Bachelor's and Master's degree programs under review are awarded a Diploma Certificate, as well as a Transcript of Records and a Diploma Supplement. The Transcript of Records lists all the courses the graduate has completed, the achieved credits, grades, cumulative GPA, and the seminar and thesis title.

**Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

With a Diploma Certificate (Specialist Diploma) and Transcript of Academic Records, graduates of the **OGS** and **CVMS** programs receive a Brevet (Professional Oath) Certificate and a Competence Certificate. For the OGS program, the latter is issued upon passing the National Board Examination (Multiple Choice Question and Objective Structured Clinical Examination) by the Indonesian College of Obstetrics and Gynaecology, and for the CVMS program, by the Indonesian College of Cardiology and Vascular Medicine.

The experts assessed samples of these documents, confirming that students in the reviewed OGS and CVMS programs receive a Specialist Diploma, along with a Transcript of Records, a Brevet Certificate and a Competence Certificate. The Transcript of Records

outlines the courses completed by the graduate, their grades, cumulative GPA, and theses during the specialist degree education.

<b>Criterion 4.3 Relevant rules</b>
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**Evidence:**

- Self-assessment report
- University's website: <https://www.unhas.ac.id/>
- All relevant regulations as published on the university's website: <https://dikmawa.unhas.ac.id/regulasi-akademik-2/>

**Preliminary assessment and analysis of the experts:**

The auditors confirm that the rights and duties of both UNHAS and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree programs at the beginning of each semester.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 4.

***4.1 Ensuring that information provided to stakeholders reflects the four programs in a consistent manner.***

The experts acknowledge that the university, including all study programs, is committed to reviewing information meant for public release to ensure consistency and accuracy for stakeholders. Because of this commitment, the experts do not see the need to make any additional recommendations in this area.

In summary, the experts confirm their preliminary assessment and see this criterion as fulfilled.

## **5. Quality management: quality assessment and development**

<b>Criterion 5 Quality management: quality assessment and development</b>
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**Evidence:**

- Self-assessment report
- Internal Quality Assurance System Policy Hasanuddin University
- LAM-PTKes Accreditation status (LAM-PTKes website)
- Samples Student Workload report, Student Satisfaction Survey Report, Stakeholder Satisfaction Survey Report, Alumni User Survey Report; all programs under review
- Discussions during the audit.

**Preliminary assessment and analysis of the experts:**

Universitas Hasanuddin and the Faculties (Faculty of Nursing, and Faculty of Medicine) present a comprehensive system of internal and external QA, comprising national, university, and Faculty and study programs level. This system has been institutionalised in line with Government regulations and is periodically evaluated and updated. At the university level, Quality Assurance processes are led by two independent units, the Internal Quality Assurance and Educational Development (IQAED) and Internal Quality Assurance System (IQAS). IQAED monitors, evaluates, and provides feedback on academic aspects, while IQAS maintains and improves non-academic managerial standards as per regulatory frameworks like ISO 9001/2008.

Based on the UNHAS Quality Policy, the study programs undergo internal screening processes of the following aspects: (1) planning (course modules, teaching team preparation); (2) implementation (lecturer attendance, timeliness, alignment with course modules); and (3) evaluation of course implementation (perceived actual student workload and learning survey feedback from both lecturers and students). Data is also gathered from lecturer performance assessments and external stakeholders through tracer study and labour market observation.

As described in the self-assessment report, The Faculty of Nursing, along with the **BSN-PN** and **MN** programs, has developed a process to gather and review feedback from both faculty and students. This is done using end-of-semester surveys created by the quality assurance unit to ensure that learning objectives are met. The surveys evaluate various aspects such as curriculum, teaching methods, faculty support, resources, and overall satisfaction.

Similarly, the Faculty of Medicine has established a method for collecting and analysing feedback from teachers and students at the end of each semester for the **OGS** and **CVMS** programs. The surveys include evaluations of lecturers by the students in each course taken. Throughout the semester, the lecturers' professionalism, responsiveness, care, services, and assurance are all evaluated.

Feedback is graded and analysed to determine overall satisfaction levels, with results reported to the Dean and Vice Dean of Students and Academic Affairs. If satisfaction levels are below the expected standard, course coordinators are asked to take measures to improve course performance.

During the audit, the program coordinators, students, and lecturers of the respective programs confirmed the existence of such evaluation instruments. The students explained that end-of-semester surveys are compulsory for them to access their final grades. The experts appreciate that regular evaluations are conducted to ensure the quality of the programs.

The expert group was given access to samples of questionnaires and reports that were used in the four programs currently under review. After reviewing the provided documentation, the expert group made the following observations:

For all programs:

- Some questionnaires ask for the respondents' personal information (e.g., Perceived Student Workload). **The experts strongly believe that the university should guarantee the anonymity of the students during all questionnaire-based evaluations. Therefore, they ask the University to take corrective actions in this regard.**
- Some reports lack clarification on the total population and the number of responses received, making it difficult to determine the response rate for the applied instruments. **The experts recommend that evaluation reports include clear details on the number of students and respondents.**

Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist

- Reporting on curriculum, student satisfaction, workload, and assessment review for the Specialist programs is yet to provide satisfactory detail regarding the process and data collection. **In this context, the experts ask the University to improve its reporting practices, including a clear explanation of the process and data obtained.**

Overall, students feel that their feedback is valued and taken into consideration. They are actively represented through various bodies, including executive boards at both the faculty and university levels, as well as the Board of Trustees. The latter plays a significant role in decision-making processes regarding regulations and strategic planning.

Apart from surveys, student performance is analysed by calculating mean scores as the semester concludes, providing insights into annual trends. Additionally, the achievement

of intended learning outcomes (ILOs) is quantified through Intended Learning Outcome Achievements (ILOAs) derived from percentage scores linked to specific assessments.

Aside from such internal quality assurance mechanisms, recurring external quality assurance exercises at UNHAS relate to the legal obligation to submit every degree program for accreditation by a recognised agency in addition to the compulsory institutional accreditation. The University ensures that each study program's curriculum aligns with the standards set by the Independent Accreditation Institution of Indonesian Health Higher Education (LAM-PTKes), which conducts regular assessments every five years. These evaluations adhere to the guidelines outlined in the Ministry of Education and Culture Regulation No. 3 of 2020 and are informed by the World Federation for Medical Education (WFME). Both the **Bachelor of Science in Nursing leading to Professional Nurse** program and the **Master of Nursing** program have received an "A" accreditation grade from LAM-PTKes. Similarly, the **Obstetrics and Gynaecology Specialist** program and the Cardiology and **Vascular Medicine Specialist** program have earned the "Superior" accreditation grade from the same agency.

During the audit, the program coordinators confirmed that alumni surveys are conducted after graduation to evaluate the learning process and the graduates' acceptance in the industry field at local or national institutions. Additionally, feedback is sought from industry representatives and other stakeholders.

In discussion with the experts, the alumni confirmed that these tracer studies exist, and the industry representatives also confirmed that the university is open to receiving feedback about new developments and trends that could enhance the employability of its graduates.

Aside from the abovementioned comments, the expert panel has a positive impression of the quality assurance system for the programs under review. Quality management is a high priority within the university, and various functioning structures have been created in this regard. They consider UNHAS and the Faculties to conduct a sufficient number of evaluations to survey the opinions of students, stakeholders, and staff on a regular basis. The results of these processes are incorporated into the continuous development of the programs under review.

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

The experts thank the University for the provided statements and additional documentation concerning criterion 5.

### ***5. Ensuring anonymity of students during all questionnaire-based evaluations in the four programs***

The assessment team appreciates the University's commitment to resolving the identified issues and appreciates the Nursing Faculty's recognition of the need for improvement. However, the experts note that the "questionnaires adhering to the principle of anonymity" do not fully address the requirement for guaranteed anonymity. Similarly, while the OGS and CVMS programs are willing to address these problems, the experts express concerns about the terminology used around anonymity. Given that these programs utilise Google Forms, ensuring anonymity presents a fundamental challenge, as personal identification is necessary to prevent multiple evaluations by the same individual. In light of these considerations, the experts maintain their initial evaluation.

#### ***5. (2) Including clear details on the number of students and respondents in the evaluation reports of the four programs***

The experts thank the Faculty of Nursing for providing the requested numbers and figures. They do not see a need to issue a recommendation in this regard.

Regarding the OGS and CVMS programs, the experts note that "all respondents involved are students enrolled in the academic year of 2022, the number of students 94, which is divided into 3 levels (senior level 30 students, intermediate level 44 students and 20 junior levels)". However, it remains unclear whether this number represents the students participating in the evaluation process or the total targeted population.

The audit team also observed that in the final "Action Plan", the OGS program states that has provided an updated and comprehensive version of the available student evaluation results. However, the experts were unable to access any newly provided data on this topic. Based on that, the available information includes:

- Appendix 5.12 (OGS) provides example questions and one figure where several modules show feedback to one (nevertheless undefined) question (percentage, no numbers).
- Appendix 5.13 (CVMS) provides 4 questions regarding some aspects of lecturers (not modules) and one figure showing 4 bars (percentage, no numbers).

Similarly, the situation regarding Alumni and Employer Satisfaction:

- Appendix 5.22: Alumni and Employer Satisfaction (OGS): 3 pages
- Appendix 5.23: Alumni and Employer Satisfaction (CVMS): 2 pages

In light of the reviewed documentation, the experts request that the Specialist programs involve the students in a meaningful evaluation of curriculum elements. They suggest that the OGS and CVMS programs refer to Appendices 5.9, 5.10, 5.20, and 5.21 as examples.

#### ***5. (3) Improved reporting practices in the Specialist programs, including a clear explanation of the process and data obtained.***

The experts appreciate the description of existing procedures. They also value that the programs will enhance their reporting practices to ensure clarity regarding the process and the data obtained. However, as the follow-up strategies are yet to be implemented, the expert panel retains its recommendation in this regard.



Apart from the previously mentioned points, the experts confirm their preliminary assessments and see this criterion as fulfilled, subject to the outlined requirements and recommendations.

## D Additional Documents

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

**For the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing:**

- The experts request the University to clarify the simultaneous application of different equivalencies between Indonesian credits and ECTS and the variation in workload allocation for modules with identical credits.

**For the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist**

- The experts request an updated and complete version of the available student evaluation results.

## E Comment of the Higher Education Institution (10.05.2024)

The institution provided the following statement:

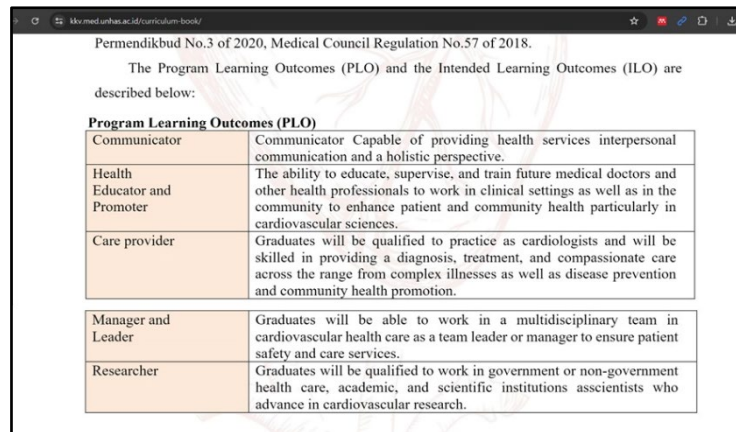
### Criterion 1.1 Objectives and Learning Outcomes of a Degree Program (Intended Qualifications Profile)

In the draft report, on **p.11, line 24**, regarding the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist, the expert team noted “differences between the graduate profile outlined in the Curriculum documents for both programs and the self-assessment report. They recommend a revision of the documentation provided to stakeholders to ensure the study programs are presented in a consistent manner. Furthermore, it has come to their attention that the graduate profile for the Obstetrics and Gynaecology Specialist study program is not accessible on the university's website. They hence ask the university to make this information publicly available.”

**Response from the OGS and CVMS:** We acknowledge the noted differences between the graduate profile outlined in the curriculum documents compared to the self-assessment report for the OGSP and CVMS. It is crucial for our stakeholders to have consistent and accurate information regarding our study programme. We confirm that the graduate profile stated in the curriculum documents are outdated and therefore we have attached the most recent curriculum book (*Fig. 1 and Fig. 2*) with the correct graduate profile, which reflects the intended outcomes and goals of our programs. The graduate profile information has been made publicly available and accessible via the OGSP website (<https://obgin.med.unhas.ac.id/graduate-profile/>) and the CVMS website (<https://kkv.med.unhas.ac.id/learning-outcome/>).

CHAPTER II. GRADUATE LEARNING OUTCOMES	
II.1. Graduate Profile	
1. <b>Communicator</b>	: Capable of providing services for women's reproductive health through interpersonal communication and a holistic perspective.
2. <b>Health Educator and Promoter</b>	: Providing colleagues, medical and paramedical staff, and students with medical knowledge.
3. <b>Care provider</b>	: Capable of providing quality reproductive health services to women
4. <b>Manager and Leader</b>	: Acquire the managerial aptitude to work in both inter- and multidisciplinary groups.
5. <b>Researcher</b>	: Capable to possess a combination of skills, qualities, and knowledge to navigate the complexities of scientific inquiry and contribute meaningfully to knowledge.

**Figure 1. Curriculum Book of OGSP (accessed via OGSP Website)**



Permendikbud No.3 of 2020, Medical Council Regulation No.57 of 2018.

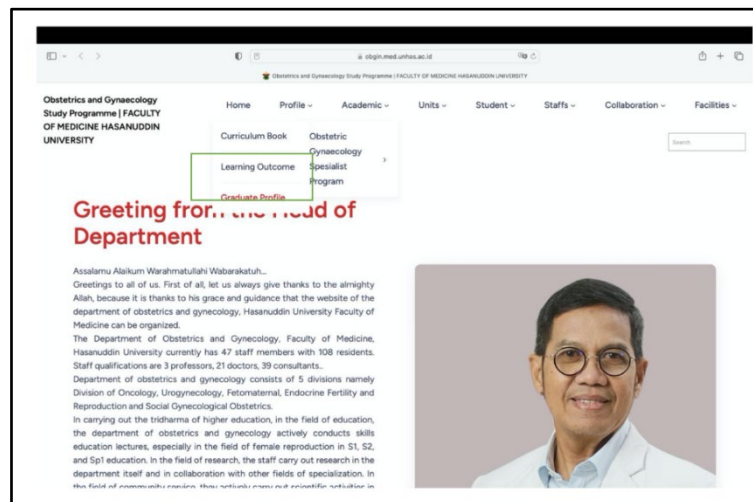
The Program Learning Outcomes (PLO) and the Intended Learning Outcomes (ILO) are described below:

**Program Learning Outcomes (PLO)**

Communicator	Communicator Capable of providing health services interpersonal communication and a holistic perspective.
Health Educator and Promoter	The ability to educate, supervise, and train future medical doctors and other health professionals to work in clinical settings as well as in the community to enhance patient and community health particularly in cardiovascular sciences.
Care provider	Graduates will be qualified to practice as cardiologists and will be skilled in providing a diagnosis, treatment, and compassionate care across the range from complex illnesses as well as disease prevention and community health promotion.
Manager and Leader	Graduates will be able to work in a multidisciplinary team in cardiovascular health care as a team leader or manager to ensure patient safety and care services.
Researcher	Graduates will be qualified to work in government or non-government health care, academic, and scientific institutions as scientists who advance in cardiovascular research.

**Figure 2. Curriculum Book of CVMSP (accessed via CVMSP Website)**

In response to the comment from ASIIN Assessors, the OGS Program and the university collaborated to update the website to make it more easily accessible to the public (Fig. 3).



**Figure 3. OGSP Website Interface**

#### Criterion 1.1 (2) Objectives and Learning Outcomes of a Degree Program (Intended Qualifications Profile)

On p.12, line 16, it is stated that “when asked about their involvement in the review of the learning outcomes, the alumni present during the audit conveyed their aspirations for increased involvement in these processes. They emphasised the challenges of geographical dispersion across Indonesia but expressed willingness to engage if invited. Recognising the value of alumni input, the experts ask the University for the establishment of strengthened collaboration with alumni to actively involve them in achieving and evaluating the intended learning outcomes of the four programs.”

**Response from the University:** The university has established procedures for curriculum development and evaluation. In the development and evaluation of the curriculum, all stakeholders, both internal and external, are involved. Internal stakeholders include faculty members, students, and staff. External stakeholders include partners, user alumni, alumni, industry, associations, and other relevant parties. These procedures are carried out by all study programs when reviewing the curriculum.

Additionally, there is a tracer study or alumni survey procedure conducted online, where one of the questions asked relates to alumni feedback on the curriculum and their expectations. At the university level, there is an active Unhas Alumni Association (IKA Unhas) that engages in activities involving alumni in various regions, such as social activities and alumni gatherings. In the context of involving alumni in the review mechanism of the curriculum, there are alumni representatives on the Board of Trustees (MWA), whereby the chairman of IKA Unhas serves as an ex-officio member of the MWA and is involved in Unhas policies, including those related to the curriculum.

Currently, alumni and other stakeholders' involvement in the university's planning is also conducted through a community aspiration, which is scheduled from June to August 2024, through an online questionnaire (<https://s.unhas.ac.id/kusionerpenjaringanaspirasimasyarakat>).

**Response from the BSN-PN and MN Programme:** Alumni have been actively involved in the review of the curriculum and the evaluation of intended learning outcomes. At the study program, alumni participation in curriculum review and evaluating intended learning outcomes has been robust. Recently, a workshop dedicated to curriculum review was organized, wherein alumni attended to share their insights and perspectives. During this workshop, alumni, along with other stakeholders, engaged in discussions and provided valuable feedback on the curriculum structure, content, and alignment with industry needs. The workshop served as a platform for alumni to contribute their real-world experiences and expertise and shape the future direction of the curriculum (Fig. 4 and 5).

*(Figure 4. Workshop of Curriculum Review (10 May 2021) and Figure 4. Focus Group Discussion with Stakeholders about Curriculum and Learning Outcomes Evaluation (29 August 2022))*

Furthermore, focus group discussions (FGDs) were conducted to gather feedback from external stakeholders, including alumni, on various aspects of the curriculum and the effectiveness of the intended learning outcomes of the study programs. These FGDs provided a forum for open dialogue, allowing alumni to voice their opinions and suggestions for improvement. Their inputs were considered in the curriculum evaluation process, ensuring that the educational programs remain relevant and responsive to evolving industry demands.

At the faculty and program levels, alumni associations play a crucial role in curriculum evaluation and development. Alumni are actively involved in various activities, including curriculum review meetings and discussions on intended learning outcomes. Communication with alumni extends beyond formal channels such as workshops and FGDs. Alumni are encouraged to provide feedback and input to the faculty and study program through informal channels, fostering a continuous dialogue and exchange of ideas. Additionally, alumni surveys, including tracer studies, are conducted periodically to assess the effectiveness of the curriculum in achieving learning outcomes. The survey was conducted for the BSN-PN and MN Program. For example, in the 2022 survey, 141 alumni of the BSN-PN Program and 56 alumni of MN Program participated in the survey. The participation rate is 94% for BSN-PN Program and 91,8% for MN Program, indicating alumni's willingness to engage and provide feedback on their educational experiences. Examples of alumni feedback from these surveys are provided in the SAR Criterion 5, Sub-Section 5.4.2.

**Response from the OGS Programme:** Regardless of geographic obstacles, alumni engagement is crucial to achieving the intended outcomes. Alumni were invited to the Annual OGSP Meeting every year to provide feedback on how to improve the OGSP curriculum. Furthermore, Zoom meetings help alumni who were unable to attend physically. Nonetheless, it does not compromise the valuable suggestions of our graduates. Improving our collaboration with alumni is a key commitment. We are dedicated to fostering open dialogue through alumni gatherings, scientific activities, and community service. By actively seeking and implementing feedback, we

aim for continuous improvement and excellence. We have attached the documents from our annual evaluation Zoom meetings, alumni gatherings, scientific activities, and community services as proof of our strengthened collaboration with alumni (*Table 1*).

*(Table 1. Recapitulation of OGSP Curriculum Evaluation Meetings and Additional Official Meeting Documents)*

**Response from the CVMS Program:** We understand the challenges posed by geographical dispersion, which may limit the physical participation of alumni in such processes. However, we are committed to enhance their involvement through alternative means, such as online platforms like Zoom meetings. By leveraging technology, we aim to facilitate meaningful engagement and ensure that all alumni have the opportunity to contribute to the evaluation and improvement of our programs.

In line with this commitment, we are pleased to share the documentation and official documents of our latest curriculum review meeting, held in March 2020 and February 2024, with the latter including active participation from all teaching staff, faculty leaders, stakeholders, and alumni (which mostly participated via Online) (*Table 2*). Through collaborative efforts and open dialogue, we were able to gather diverse perspectives and insights to inform the enhancement of our programs.

Moving forward, we will continue to prioritize and strengthen collaboration with our alumni, leveraging online platforms to overcome geographical barriers and promote greater inclusivity in our review processes. We remain dedicated to fostering a culture of continuous improvement and excellence in education, and we welcome ongoing feedback and participation from all stakeholders, including our alumni.

*(Table 2. Recapitulation of CVMSP Curriculum Evaluation Meetings and Additional Official Meeting Documents)*

### Criterion 1.3 Curriculum

On **p.20, line 25**, the audit team highlighted that the students from the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing, who attended the audit, had “voiced a common aspiration to improve their proficiency in the English language, citing the desire to present in English with confidence and broaden their academic opportunities.”

**Response from BSN-PN and MN Program:** The BSN-PN and MN program has implemented a strong program to improve the students’ proficiency in the English language. However, the study program continuously maintaining and improving efforts to improve the proficiency of students in English and to achieve more students have advanced ability in English. Below are some activities that are continuously being implemented:

1. The Master of Nursing (MN) program at the university has set a minimum TOEFL score requirement of 450 for new student admissions, emphasising the importance of English language proficiency (*Fig. 6*).

*(Figure 6. Sample of Student’s TOEFL Certificate (left), and Certificate of English Preparation Course (right))*

2. Strategies implemented within the MN program include requirements for students to disseminate research findings at national or international conferences, either through oral presentations or posters (*Fig. 7*). Additionally, various subjects within the curriculum, such as the Evidence-Based Practice course, necessitate students' proficiency in English to search for and interpret articles from international journals.

*(Figure 5. Sample of Student’s Oral Presentation Certificate)*

3. The MN students are obligated to submit manuscripts to Scopus-indexed international journals and must hold “Under Review” status upon submitted manuscript proof final theses defence (Fig. 8).

*(Figure 8. Sample of Student’s manuscript status)*

4. The MN Programme also provide serial guest lectures for students to increase their knowledge skills and give an English exposure (Fig. 9). Visiting lecture activities is described in the Table 6.

*(Figure 6. International Guest Lecture, with Prof. Makoto Oe, Kanazawa University Japan., 29th November 2023)*

5. Efforts to enhance students' English proficiency include the implementation of an English Diagnostic Test (EDT) program, where students can access free TOEFL examinations provided by the university's Language Center. Subsequently, students identified with specific pre-test TOEFL scores are eligible to attend English classes at the Language Center, with funding support from the university.
6. All learning materials provided within the MN program are bilingual, including course modules, laboratory guidelines, rubrics, and faculty presentation files.
7. The MN program actively engages with internationalization efforts by welcoming foreign students into regular classes, stimulating the use of English in daily interactions. Moreover, ongoing endeavours to increase the number of foreign students include the selection of five candidates from Egypt, Yemen, and Timor-Leste for the Master's program.
8. The establishment of the Nursing English Club (NEC) (Fig. 10) and a debating student organisation aims to facilitate English language practice through weekly meetings, discussions, and participation in debating competitions (Fig. 11).

*(Figure 7. Sample of Nursing English Club’s Activities and Figure 8. Sample of Debating Student Organisation’s Activity)*

9. The faculty organizes visiting lectures and international student exchange programs to provide students with opportunities for cross-cultural experiences and academic enrichment, including both outbound and inbound activities (Fig. 12 & Fig. 13).

*(Figure 9. Samples of MN Student’s Outbound Certificate and Figure 10. Samples of BSN-PN Students’ Outbound Certificates)*

### Criterion 1.3 (2) Curriculum

On **p.21, line 15**, the experts identified “a need for the four programs to enhance their internationalisation efforts. This includes expanding international partner networks and increasing the number and frequency of visiting lecturers and researchers. The expert team also strongly echoes the students’ stated needs and sees that intensifying English exposure could be an additional benefit to the programs.”

**Responses from University:** Hasanuddin University launched Unhas Flow Speak to improve and intensify English capability among lecturers and students. Flow Speak is an online course based on artificial intelligence (AI) (Fig. 14).



**Figure 11. The Official Launch of “Flow Speak” at Rectorate Building Hasanuddin University**

**Response from BSN-PN and MN Program:** The implementation of international cooperation is a key performance indicator for Hasanuddin University (Unhas). The goal of internationalizing Unhas is to meet the performance metrics set by DIKTI and to enhance Unhas' standing in the QS world university rankings. Furthermore, Unhas recognizes the crucial role of international exposure in the professional development of its students and faculty. Accordingly, the BSN-PN and MN Programs have been very actively broadening their international collaborations. These partnerships include a variety of activities such as classroom interactions, research, and community services, engaging both students and lecturers. Currently, the Faculty of Nursing has extended its collaborations beyond Asia and Australia to include partners in the USA and Europe. These agreements facilitate both inbound and outbound activities.

1. Existing active international network collaboration  
(Table 3. List of International Partnership of BSN-PN and MN Program)
2. International Research collaboration and joint publication  
(Table 4. International Research Collaboration and Joint Publication of BSN-PN and MN Program)
3. Student Exchange - Inbound and outbound  
(Table 5. List of Student Exchange Activities for BSN-PN and MN Program)
4. International Visiting Lecture  
(Table 6. List of All Visiting Lecture Activities for BSN-PN and MN Program)

5. International Conference (host and participants)

The Faculty of Nursing at Hasanuddin University (UNHAS) regularly organizes the International Nursing and Health Science Student and Health Care Professionals Conference (INHSP) every two years. This conference serves as a platform for students, healthcare practitioners, educators, patients, patient advocates, system leaders, and policymakers to convene and exchange experiences related to nursing and physiotherapy research worldwide, aiming to enhance health outcomes. The conference features speakers from various countries, offering diverse perspectives and insights into the field.

In 2021, INHSP was held virtually on September 15-16, under the theme 'Embracing Innovations in Health Sciences, Nursing Education & Practice through Research for Achieving Sustainable Development Goals (SDGs)'. Esteemed speakers from five different countries graced the event: Prof. Lisa Mc.Kenna from Latrobe University, Australia; Prof. Junko Sugama from Fujita Health University, Japan; Dr. Heejung Kim from Yonsei University, Korea; Ms. Sanne Heinen from Hanze University, The Netherlands; Prof. Dr. Abdul Kadir from the Ministry of Health, Indonesia; and Dr. Yusri Zamhuri from the SDGs Centre at Hasanuddin University. The conference attracted 93



Moving to 2023, INHSP took place on August 29-30 at a hotel affiliated with UNHAS, focusing on the theme 'Health Equity for All: Advancing SDGs Achievement through Collaborative Innovation'. Distinguished speakers included Prof. Masayoshi Kubo and Moriyama Yoshifumi from Japan, Gulzar Malik, Ph.D. from Australia, Prof. Aini Ahmad from Malaysia, as well as Andi Masyitha Irwan, Ph.D., and Prof. Dr. Djohan Aras, S. Ft., Physio, M.Pd., M.Kes from the Faculty of Nursing at Hasanuddin University. The seminar attracted 53 participants, including undergraduate and postgraduate students, and faculty members from the nursing department as oral presenters (**Appendix 1.2**).

[illegible]

*(Figure 18. Daily morning reports are consistently presented and documented in English and Figure 19. Bi-weekly clinical conferences are conducted entirely in English)*

65

and Gynaecology (JSOG) (*Table 10*). Since 2019, we have conducted nineteen International Visiting Professor programs (*Table 7*), with another scheduled for 2024. Furthermore, we have organized 24 overseas activities, with 14 lecturers in attendance.

OGSP striving to expand international partner networks and increasing the number and frequency of visiting lecturers and researchers. Some international fellowship have already done after the ASIIN visitation. Our teaching staffs recently attended the fellowship in **Germany and Japan, also one of our student participated in The 76th Annual Congress of Japan Society of Obstetrics and Gynaecology (JSOG)**. We have done **nineteen International Visiting Professor since 2019 and one upcoming International Visiting Professor in 2024** (*Table 8*). We also have 49 overseas activities which are attended by 15 lecturers (*Table 9*).

We have 18 international Student Outbound, and 9 international future plan. We will enhance our students' English language skills gradually by requiring them prepare their slides in English and encourage them to present their work in English. Oncology Division morning report and clinical conference are made and presented in English. We have English mentor that will assess and correct our English the way our writing and speaking in morning report. **Most specific subjects use English written textbooks and/or power point slides to familiarize our students with English language and terminologies. However, the subjects are taught in national language to optimize students' understanding about the content of the subjects.** We acknowledge that it will be important to offer subject-specific classes in English to attract international students. Therefore, OGSP teaching staff agree to integrate more English elements (slides, hand-outs, textbooks and delivery in class) in several courses.

*(Table 7. International Visiting Professor in OGS Program; Table 8. International Future Plan for Visiting Professor in OGS Program; Table 9. Teaching Staff Participation in International Events in OGS Program; Table 10. International Student Outbound in OGS Program; Table 11. Future Planned International Engagements in OGS Program)*

**Response from the CVMS Programme:** Currently, we have several collaborations not only in the field of research but also in education. We are actively engaged in efforts to maintain strong relationships with institutions around the world, demonstrating our commitment to fostering global perspectives and opportunities for our students and faculties.

We have an ongoing research collaboration with the University Medical Center Utrecht, The Netherlands, in the field of Cardiovascular Epidemiology. This collaboration involves the work of two PhD students from Hasanuddin University. Together, we have already published several articles in high-impact international journals. Additionally, we have initiated a research project and are pursuing a KONEKSI research grant with the University of Adelaide in the field of Cardiovascular Imaging.

*(Figure 15. Online meeting with University of Adelaide and UMC Utrecht)*

Additionally, we regularly facilitate the placement of three students at Nagoya Kyoritsu Hospital every three months in Japan for a 1.5-month period, where they engage in Cardiovascular Imaging activities.

*(Table 12. List of Students Attending Cardiovascular Imaging Course in Nagoya, Japan (2022 - present))*

Moreover, we have conducted international lectures both in person and via online platforms. Here is a list of our visiting lecturers over the past four years.

*(Table 13. List of International Visiting Lecturers (2020 - present))*

The teaching staffs are also actively engaged in international seminars and congresses.

*(Table 14. List of Teaching Staff International Seminars and Congresses Activities (2023 - present))*

Students are also actively involved in presenting their research or case reports, either through posters or oral presentations, at international seminars and congresses.

*(Table 15. List of Student Involvement in International Seminars and Congresses (August 2023 - present))*

### Criterion 1.3 (3) Curriculum

On **p.22, line 14**, the experts noted the absence of detailed documentation on the methods and mechanisms for review of the curriculum “for the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist programs. They strongly believe that the written periodic review of the curriculum must be performed and documented.”

**Response from the OGS Program:** The OGSP conducts annual curriculum evaluations, and periodic curriculum workshops result in curriculum revisions every four to five years. In line with the advancement of science and technology, the updated curriculum aims to generate graduates who meet predefined skills and can compete in the workforce (IPTEK). The updated curriculum follows curriculum evaluation based on feedback from stakeholders, prior accreditation outcomes, and student and alumni input. This is the reasoning for the plan to meet educational requirements that incorporate the curriculum. Obstetrics and gynecology specialists evaluate and update curricula with input from both internal and external stakeholders. External stakeholders encompass graduate users, professional organizations, alumni, and relevant institutions.

Evaluation of the educational process is carried out by conducting surveys on the running of the curriculum as well as monitoring the achievement of results through regular meetings (about 3 months) where academic supervisors can report obstacles and problems in students as well as evaluations at the study programme level and students managers. The Head of the study programme team and trained teaching staff conduct curriculum reviews which are conducted annually. This evaluation is carried out annually, but in 2021 no evaluation was carried out due to the COVID-19 pandemic. The annual evaluation for 2021 was conducted in January 2022 (*Table 1*).

**Response from the CVMS Program:** Regarding the Cardiology and Vascular Medicine Study Programme, we confirm that the curriculum is indeed reviewed periodically every four years, as outlined in our strategic plan. The most recent curriculum review meetings were held in 2023, involving active participation from teaching staff, faculty leaders, stakeholders, and alumni (*Table 2*).

During these meetings, comprehensive discussions are held to evaluate the effectiveness and relevance of the curriculum, identify areas for improvement, and ensure alignment with industry standards and best practices. **We acknowledge that detailed documentation may not have been explicitly provided therefore we provide the needed documentation and documents showing that the review process is diligently carried out and documented internally within the department.**

We are committed to maintaining transparency and accountability in our curriculum review processes, and we will take the feedback provided by the experts into consideration to ensure that appropriate documentation is in place moving forward.

### Criterion 1.4 Admission requirements

On **p.25, line 17**, the assessment team pointed out “a discrepancy in the data for the OGS annual average intake, so they ask for clarification on this information.”

**Response from OGS Program:** We acknowledge the typing error regarding the annual new student admission target is 8. The annual new student admission should be 24 people based on the rector's decree (Fig. 21-24). The number of new student admissions from 2020 to 2022 is 71 which we averaged at 24 students per year.

We have corrected the current curriculum document and re-uploaded the correct curriculum according to the self-assessment report document.

(Figure 21. Rector Degree of OGS Student Intake 2019/2020; Figure 22. Rector Degree of OGS Student Intake 2020; Figure 23. Rector Degree of OGS Student Intake 2021 and Figure 24. Rector Degree of OGS Student Intake 2022)

*Table 1. Annual Student Intake Recapitulation (2020 – 2022)*

Program	Year of Entry	Intake			
		Number of applicants	Number of accepted students	Number of students registered	Acceptance rate (%)
OGS	2020	79	21	21	26
	2021	113	28	28	25
	2022	120	24	24	20

#### Criterion 1.5 Workload and Credits

On **p.27, line 21**, the experts requested the Bachelor of Science in Nursing leading to Professional Nurse and Master of Nursing “to clarify the simultaneous application of different equivalencies and the variation in workload allocation for modules with identical credits. They emphasise the importance of reviewing the information provided to stakeholders to ensure it reflects the programs in a consistent manner.”

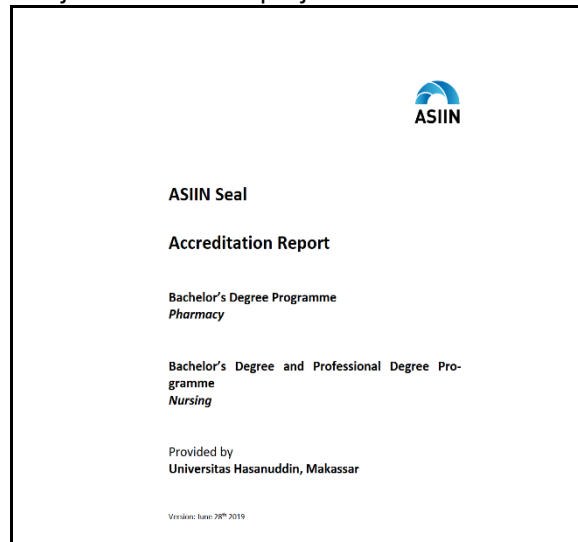
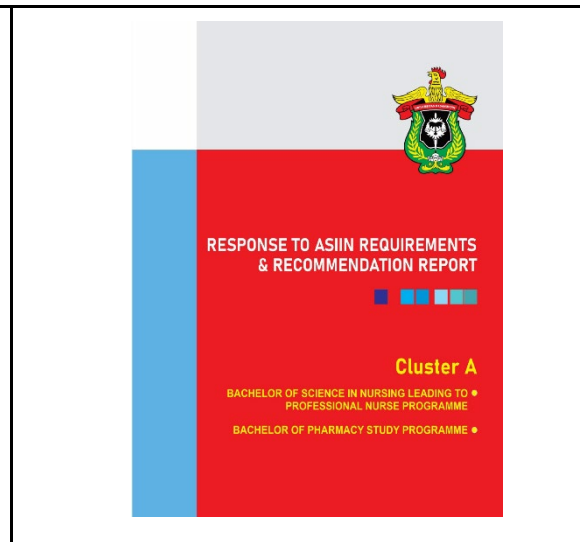
**Response from BSN-PN and MN Program:** BSN-PN and MN programs use two standards or regulations to determine the number of CP and ECTS of the courses. Firstly, the calculation of ECTS is conducted according to ECTS Users' Guides Section 1 (Page 10), where 1 ECTS is equal in the range of 25 to 30 hours. Therefore, in the BSN-PN program, 1 ECTS= 30 hours is used, while in the MN Program, 1 ECTS = 25 hours is used. Determination of the number of hours per ECTS based on input from stakeholders and curriculum committee discussions during the curriculum review meeting.

Secondly, the standard in defining Credit Point (CP) is based on the Regulation of Ministry of Education Number 3 (2020) about the National Standard of Higher Education. This regulation defined that 1 CP is a **minimum** of 45,3 hours in one semester. In the curriculum review of the BSN-PN and MN Program, based on the inputs from the stakeholders, in some courses, CP is defined as more than the minimum standard, in the BSN stage 1 CP is 45,3 hours per semester, in the PN stage 1 CP is 53,3 hours, while in the MN Program 1 CP is 49,3 hours. Except for 3 courses in MN: Seminar on Thesis Results (4 CP), Accepted Journal (5 CP), and Thesis and Thesis Examination (9 CP), these courses 1 CP consist of 65,3 hours. The differences between BSN stage, PN stage, and MN Program were based on the results of students' feedback on the survey about their perception of actual workload, and feedback from stakeholders qualitatively in the review curriculum meetings. It explains why there are differences in the conversion of CP to the ECTS in BSN stage, PN stage, and MN Program, however the equivalency of ECTS to activity hours is consistent, as well as the consistent equivalency of 1 CP is minimum 45.3 hours/semester. The total number of CP, activity hours and ECTS is presented [Table 17](#).

**Table 2. Number of CP, Workload, and ECTS of BSN-PN and MN Program**

Study Program	CP	Total Activity/ workload (hours)	ECTS conversion used (hours for 1 ECTS)	ECTS
BSN-PN	182	8702	30	290
MN	42	2322,4	25	92,9

In regards to the feedback for the BSN-PN Study Program, it is true that 6 CP for Thesis (21R01140106) is quantitatively equivalent to 9.06 ECTS. Instead, the study program provided a value of 14.51 ECTS. The value of 14.51 is actually a result of ECTS calculation based on a survey given to students regarding their actual workload when completing the thesis during the curriculum review process in 2021. This is because, based on ASIIN reviewers' recommendations in 2019, the study programs were requested to calculate the ECTS of the research project based on the students' workload, so BSN-PN conducted a survey to assess the students' workload that had just finished the project to obtain the ECTS.

**Figure 16. Accreditation Report (ASIIN)****Figure 17. Response to ASIIN Requirements and Recommendation Report**

In the accreditation report (Criterion 2.2 Workload and credits, page 19-20), BSN-PN was requested to asking the students directly about their experiences, including a respective question in the course evaluations, ensuring that the actual workload of the students and the awarded credits correspond with each other. Therefore, in 2019-2021, the study program conducted yearly survey regarding the actual workload of students for thesis. The survey results of 2019 and 2020 were reported to ASIIN in above report (Response to ASIIN Requirements & Recommendation Report), while the 2021 survey was conducted as preparation prior to the 2021 curriculum review process. All the survey results can be seen in the [Table 18](#).

**Table 3. Results of Survey about Students' Workload in Theses Module (BSN-PN Program)**

No	Bachelor Degree Thesis Process	Actual Workload Hour		
		2019	2020	2021
1	Proposal Development	129,1	137,3	136,1
2	Proposal Revision	50,4	36,7	47,4
3	Research Ethical Clearance	58,2	51,7	54,3
4	Data Collection & Analysis	84,2	102,9	87,2
5	Result & Discussion	73,1	78,3	71,1
6	Final Revision	40,2	33,2	39,3
Total Hours		435,2	440,1	435,4
Credit Hours Used		25	25	30,0
Credit Based on Total Time in ECTS		17,41	17,60	14,51
Total Responses of Participants (n)		45	63	64

Based on the latest survey results, it was found that the workload of thesis was 435,4 hours equivalent to 14,51 ECTS (30 credit hours). However, during the final stage of the curriculum review, all stakeholders agreed that a course should not exceed 6 CP. The agreement obeyed the Decree of Unhas's Rector No. 2781/UN4.1/KEP/2018 regarding Bachelor's Degree Program Administration at Hasanuddin University ([Appendix 1.3](#)). The regulation, particularly Article 17, Section 1 (page 9), states that undergraduate students must conduct research as part of the preparation for their thesis, which carries a weight of 4 to 6 credits. The 6 CPs agreement has adopted the maximum limit set by the rector's regulation and it had already exceeded the credit points in the previous curriculum, which was only 4 CPs (already received an addition of 2 CPs). Thus, the thesis course has 6 CPs, but the university still fairly provides the information of the actual workload that the students will experience for those who would program the thesis course that the actual student workload for the course is equivalent to 14.51 ECTS. Recently, the rector's regulation regarding the thesis/ final work of students has been revised. The rector's decree No. 29/UN4.1/2023 regarding the administration of the bachelor's degree program at Hasanuddin University, Article 37, Section 1 (page 25) ([Appendix 1.4](#)), states that Undergraduate students must conduct research as part of the preparation for their final assignment, which carries a weight of 4 (four) to 8 (eight) credits. This most recent regulation opens an opportunity to give credits equivalent to (or) close to the actual workload of students during the thesis project.

Regarding the ECTS values for the Professional Nurse Degree stage that differ from the academic stage, the study program responds that this is based on feedback from lecturers and students that were obtained during the 2021 curriculum review process. From the analysis of workload surveys given to students of professional nurse degree (the clinical stage), it was found that for achieving learning outcomes in the clinical stage including nursing clinical skills, the number of hours required for one course if using the national standard of 1 credit - 170 minutes/week (45,3 hours for 16 weeks/CP) is insufficient to meet the expected competencies and clinical skills. For example, if using this standard, the Maternity Nursing course with 3 credits would require 8160 minutes (136 hours) equivalent to 17 days of practice only (8 hours per day, 6 days a week). Whereas for the expected clinical skills, they should be achievable with a minimum of 24 days (192 hours) of practice. With this consideration, the standard time for the professional stage has been increased from 170 minutes to 200 minutes for each 1 credit, exceeding the national standard. The national standard states that 170 minutes for each credit is the minimum standard, and programs can exceed this minimum standard to achieve the intended learning outcomes. Therefore, for the professional stage, 1 credit is equivalent to 200 minutes (53,3 hours/CP) for all courses which is equal with 1.77 ECTS (using 30 hours/ECTS).

In relation to the ECTS values for some courses of BSN-PN that that were inconsistent, BSN-PN study program has also corrected the course modules, and the revised results besides available on the curriculum mapping, can also be found on the corrected course modules that have been published on the faculty's website (<https://nursing.unhas.ac.id/en/s1-nursing-and-ners/#kurikulum>).

After reviewing the course module available in the website, there is an error in writing the workload in the course module is found, for example in the "Science Philosophy (21R0121012)" module it still uses the previous curriculum workload calculation where in Masters also uses 1 ECTS = 30 hours, with 1 CP is 45.3 hours/semester. After the curriculum review in 2021, 1 ECTS = 25 hours is used in the current curriculum, and there is an adjustment of defining 1 CP = 48.3 hours for most of courses/modules in MN Program. So, for example in the module "Science Philosophy (21R0121012)" in the current curriculum has total activity for 2 CP is 98.7 hours (equal 3.95 ECTS). Therefore, misinformation display in the website has been corrected, including the



curriculum structure, as available at <https://nursing.unhas.ac.id/en/master-of-nursing-program/>.

#### Criterion 1.5 (2) Workload and Credits

On **p.29, line 23**, the expert group stated that they “strongly believe that the Faculty of Medicine should identify ways to address the low percentage of students graduating on time.”

**Response from Faculty of Medicine:** The data concerning the Obstetrics and Gynaecology Specialist programme and the Cardiology and Vascular Medicine Specialist programme highlight areas of concern that demand urgent attention and intervention. The low percentage of students graduating on time in these programs is indeed a matter of significant importance, and we are committed to addressing this issue through a systematic and collaborative approach. It's reassuring to know that the matter of students graduating on time has been previously addressed in both study programme's annual curriculum development meetings, which involve key stakeholders, including faculty leaders, staff, alumni, students, and other relevant parties. These forums provide valuable opportunities for collaborative discussions and the exchange of ideas aimed at improving the overall educational experience and outcomes for our students. The fact that this issue has been raised and deliberated upon demonstrates our commitment to proactive engagement and continuous improvement. By leveraging the collective expertise and insights of all stakeholders, we can identify innovative solutions and implement targeted interventions to address the challenges faced by students in graduating on time.

**Response from OGS Program:** We recognize the significance of tackling the low graduation rates among students. By identifying the root causes and implementing targeted interventions, we can improve graduation rates and enhance the overall student outcomes. In addressing this issue, we have implemented several measures. We conduct monthly academic supervisor meetings to discuss student progress. Each student is assigned an academic supervisor to provide personalized guidance. Additionally, we evaluate their research progress weekly to identify and address any problems they may encounter.

Together with the collegium, we have implemented annual exams for our students, held four times throughout the study program (*Fig. 27*). These exams cover different subjects each year, starting with basic science in the 1st year, obstetrics in the 2nd year, gynecology in the 3rd year, and a final exam in the 4th year. Starting 2023, this approach ensures that our students are competent and on track to graduate on time.

(*Figure 18. INACOG Examination*)

**Table 4. Recent Development of OGSP Students Graduating on Time**

No.	Period	Number of Graduates	Number of Students Graduating on Time	Percentage of Students Graduating on Time
1.	2023	26	2	8%
2.	2024	15	8	53%

**Response from the CVMS Program:** We acknowledge the importance of addressing any challenges that may affect students' ability to graduate on time and have taken proactive steps to address this issue. Specifically, we have identified the prolonged study periods as a concern, partly due to the extensive research activities undertaken by our students. In response, we have implemented changes to our program structure to facilitate timely completion of studies. One significant adjustment we have made is to revise the rules governing thesis proposal presentations. We have moved the schedule for thesis proposal presentations to the fourth

semester of the programme. By doing so, students are now able to initiate their research activities earlier within the study period, allowing for more efficient progress towards completion.

Besides that, several approaches have been taken to improve student performance monitoring to ensure our students graduating on time. From the 2021 Curriculum Review Meeting, a periodic review mechanism was proposed called "Meeting of Minds" (Fig. 28 & Fig. 29). These sessions, held once every three months between study programme stakeholders and leaders with students, to provide a valuable platform in monitoring students' educational progress and addressing challenges or concerns. These sessions were first implemented in 2022. Since then, an increase in the percentage of students graduating on time was seen. During the 2023/2024 academic year, for the Cardiology and Vascular Medicine Specialist program, there were 16 graduates, with 14 graduating on time (87.5%) (Table 20).

**Table 5. Recent Development of CVMSP Students Graduating on Time**

No.	Period	Number of Graduates	Number of Students Graduating on Time	Percentage of Students Graduating on Time
1.	2023	11	3	27%
2.	2024	16	11	87.5%

(Figure 28. Documentation of CVMSP Student Performance Review and Monitoring and Figure 19. Official Documents of CVMSP Student Performance Review and Monitoring)

We believe that this modification will effectively address the issue of prolonged study periods and improve the timeliness of graduation for our students in the Cardiology and Vascular Medicine Specialist programme. We remain committed to ensuring that our program continues to meet the needs of our students while upholding academic standards and excellence in research.

#### Criterion 1.6 Didactic and Teaching Methodology

On **p.30, line 33**, the experts stated "the need for an increase in the number and frequency of visiting lecturers and researchers in the four programs, as specified under Criterion 1.3."

**Response from the OGS Program:** We recognize the significance of international partner networks in enhancing the scientific exposure of our students. Currently, we are actively working to expand these networks. Recently, our teaching staff attended fellowships in Germany and Japan, and one of our students participated in The 76th Annual Congress of the Japan Society of Obstetrics and Gynaecology (JSOG). Moreover, to increase the frequency of such interactions, we have significantly increased the number of visiting professors. In 2019, we hosted two international visiting professors, followed by six in 2020, six in 2021, one in 2022, and four in 2023. These engagements enrich the academic environment and promote the exchange of knowledge. In addition to those efforts, we also organize 25 overseas activities attended by 15 lecturers. Furthermore, we have 10 international student outbound programs and 10 international future plans, further enhancing our global engagement and academic exchange (Table 7).

**Response from the CVMS Program:** The CVMSP regularly hosts international lecturers, enriching our educational programs with diverse perspectives and expertise from around the globe. These esteemed guests bring valuable insights, cutting-edge research, and innovative approaches to our faculty and students. Through a combination of in-person and online platforms, our department ensures dynamic engagement with leading experts in the field. These international lectures cover a wide range of topics, including advancements in diagnosis and treatment,



emerging trends in cardiovascular research, and global perspectives on healthcare delivery. By fostering these collaborations, we aim to expand knowledge, inspire innovation, and elevate the standard of care within our institution and beyond. In the future, the plan is to hold international guest lectures bi-monthly. Our visiting lecturers over the past four years can be seen in **Table 13**.

We regularly conduct Zoom meetings to assess the progress of our research collaboration with Utrecht. Additionally, we are actively involved in the KONEKSI research project, a collaborative effort between UNHAS and the University of Adelaide, focusing on cardiovascular imaging. In our ongoing effort to globalize our research, CVMSP remains actively engaged in several international research collaborations, including:

**(Table 21. List of International Research Collaborations (2019 - 2024) and Table 22. List of Recent International Research Collaborations (Updated 2024)):**

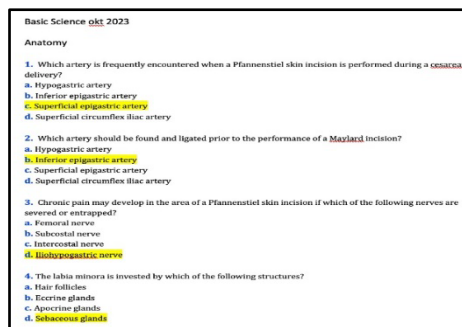
### Criterion 2. Exams: System, concept and organization

On **p.33, line 28**, the experts noted that after reviewing the assessment methods' overview for the Obstetrics and Gynaecology Specialist and Cardiology and Vascular Medicine Specialist, and analysing a sample of exams during the audit, they "identified an opportunity for improvement in written exams. They suggest enriching these exams with content-rich multiple-choice and constructed response questions."

**Response from the OGS Program:** We appreciate the feedback provided and are committed to continuously improving our assessment practices to ensure the effectiveness and reliability of our evaluation processes.

We acknowledge the suggestion to enrich written exams with content-rich multiple-choice and constructed response questions. One of the efforts in improving written exams is that all teaching staff take part in item review workshops. After the teachers attended the item review workshop, they collected the questions and became an item bank and it was held once a year during workshop on assessment.

**(Figure 20. Documentation of OGSP Item Review Workshop)**



**Figure 21. Example of OGSP Bank Exam Questions**

**Response from the CVMS Program:** We appreciate the feedback provided and are committed to continuously improving our assessment practices to ensure the effectiveness and reliability of our evaluation processes.

We acknowledge the suggestion to enrich written exams with content-rich multiple-choice and constructed response questions. In response to this feedback, we would like to highlight the various assessment methods already in place within our programs, including active participation, oral/written examinations, Mini-CEX (Clinical Evaluation Exercise), Case-based Discussion (CbD), and many others listed.

Furthermore, we would like to emphasize that every 1.5 years, we administer a level completion test, which is conducted in a multiple-choice question format. This test serves as an opportunity to assess students' mastery of the material and provides valuable feedback on their progress.

To ensure the quality and relevance of our exams, we conduct periodic item review meetings once every year to review multiple-choice questions and Objective Structured Clinical Examination (OSCE) questions before they are used in student examinations. These meetings allow for a thorough examination of the content and alignment with program objectives, ensuring that our exams are comprehensive and effective in evaluating student knowledge and skills.

*(Figure 22. Documentation of CVMSP Item Review Workshop and Figure 33. Meeting Minutes Item Review MCQ & OSCE Workshop and Example Of CVMSP Bank Exam Questions)*

#### Criterion 2. (2) Exams: System, concept and organization

On **p.36, line 6**, the experts highlighted for all programs “the need for a clearer definition of the intended learning outcomes relevant to assessments and separation from the recommended readings. The experts, hence, ask the University to address this matter to ensure alignment in the curriculum.”

**Response from the University:** The University has provided the lecturer a series of workshops aimed at improving their knowledge and expertise in teaching and assessment methods. These workshops, such as Improved Basic Skills of Instructional Techniques (PEKERTI) and Applied Approach Training, cover various topics, including teaching methods, assessment development, curriculum development, and course module building. The QARIU (Quality Assurance and Reputation Improvement Unit) will conduct regular monitoring of the course modules in the faculty at the start of each semester to ensure the course modules and assessments remain relevant.

To ensure that assessments in each course are appropriate and relevant for measuring learning outcomes, a hierarchical mechanism has been established, spanning from the university level to study programs and course teams. This mechanism is outlined as follows:

**Response from BSN-PN and MN Programs:** There are mechanism in the BSN-PN and MN Program in the alignment of the curriculum, including the relevance of the intended learning outcomes with the assessment use in the courses/modules.

1. As an integral part of the teaching team, each course coordinator is tasked with compiling the course module. Within this module, the coordinator ensures the specification of Intended Learning Outcomes (ILOs) pertinent to Course Learning Outcomes (CLOs). Furthermore, a matrix table is included to delineate the distribution of each Course Learning Outcome (CLO) alongside assessments of learning outcome achievement, thereby guaranteeing alignment between ILOs and CLOs, as well as the assessment.
2. At the end of each semester, Course Programme conducts learning evaluation by distributing an online questionnaire for both students and lectures ([Appendix 2.1](#)). Using students and lectures feed back, the study programme make an follow up report ([Appendix 2.2](#)) as baseline data for improvement for next semester.
3. The study programs convene coordinator meetings for all courses to monitor course modules. This monitoring encompasses the alignment of Intended Learning Outcomes (ILOs) with Course Learning Outcomes (CLOs) in each course, as well as the alignment of assessment methods used to measure the learning outcomes of each course.

*(Figure 34. MN Programme Course Coordinator Online Meeting, via Zoom and Figure 35. BSN-PN Programme Course Coordinator Meeting)*

4. At the faculty and program levels, end-of-semester faculty meetings are held to address faculty evaluation in response to student surveys regarding their perceptions of teaching quality, recommendations from the Internal Quality Assurance Audit (IQAA) auditors, and portfolio outcomes of each course, including any feedback pertaining to assessments.
5. Within this Internal Quality Assurance Audit (IQAA) activity, among the audited components are course modules to assess the clarity of learning outcome definitions and the suitability of assessment formats for measuring these outcomes.
6. At the university level, there exists an Quality Assurance Audit (IQAA) of study programs conducted by the Quality Assurance Unit (LPMPP) once a year.

**Response from the OGS Program:** We have established a strong correlation between Intended Learning Outcomes (ILOs) and assessments, as evidenced by the ILO/CLO (Course Learning Outcome) Matrix, a fundamental component of our "Course Module Portfolio." Each ILO/CLO is allocated a proportionate assessment method in the table. Below is an exemplar of the Obstetrics Physiology ILO/CLO Matrix. For instance, CLO 1, focusing on "Attitude," is evaluated through Multiple Source Feedback, accounting for 10% of all assessment methods. We recognize the necessity for a mechanism to ensure the alignment of ILOs and assessments. Therefore, the university has established a policy to guarantee this alignment:

1. All teaching staff and relevant stakeholders involved in designing this curriculum matrix are required to participate in curriculum workshops such as PEKERTI and AA. Here we attached the materials pertaining to Improved Basic Skills of Instructional Techniques (PEKERTI) and AA (Applied Approach) training, ensuring the competency of all teaching staff involved.
2. Periodic university and faculty-level curriculum reviews are conducted to ascertain the quality of ILOs and their alignment with assessment methods through QARIU (Quality Assurance & Reputation Improvement Unit) under the supervision of LPMPP (Lembaga Penjaminan Mutu dan Pengembangan Pembelajaran) in the university level.

*(Figure 23. OGSP Training Materials of PEKERTI Training and Figure 24. OGSP Training Materials of AA Training)*

**Response from the CVMS Program:** The specialist program consists of three phases (junior, intermediate and senior level). To move to the next stage, students must complete the tasks and pass the test in the previous stage. Students are evaluated at the end of each semester. In this evaluation, students will also be notified of tasks and achievement targets in the next stage. The CVMS curriculum organised basic and advanced clinical training, with meticulous attention to patient safety. In level junior and intermediate, the students undergo supervised training in major clinical disciplines relevant to cardiology and vascular medicine.

This structured approach ensures that students receive comprehensive exposure to various aspects of patient care, including diagnostics, treatment planning, interventional procedures, and post-procedural care. Patient safety protocols and best practices are incorporated throughout the training program to always ensure the well-being and welfare of patients. At the end of each phase, students will receive a certificate of competency, attesting to their mastery of the previous module. Independent hospital network students are comprehensively evaluated by the supervisor in charge of that hospital, for other stations, it is adjusted to the material and topics that have been determined from the beginning as agreed in the curriculum.

The curriculum is carefully planned and organized, including a combination of didactic coursework, clinical rotations, research opportunities, and assessments, all of which are distributed throughout the program's timeline. Each course module is designed to provide the necessary knowledge and skills within a predetermined time frame, equipped with a clear definition of the intended learning outcomes relevant to assessments as well as the recommended readings for each course (available on <https://kkv.med.unhas.ac.id/course->

module/). This structured approach helps students progress through the program in a systematic manner, ensuring that they receive comprehensive training without exceeding the regular duration.

We recognize the need for a mechanism to ensure consistency between ILO and assessments. Therefore, the university has established a policy to ensure this alignment: all academic staff and stakeholders involved in the design of this curriculum matrix are required to participate in workshops education like PEKERTI and AA. We have attached here the documents related to PEKERTI (Peningkatan Keterampilan Dasar Teknik Instruksional) and AA (Applied Approach) training, ensuring the competence of all participating trainers. and Periodic evaluation of degree programs at the university level is carried out to check the quality of the ILO and their conformity with assessment methods through the SPMI (Sistem Penjaminan Mutu Internal) quality assessment.

*(Figure 38. CVMSP Teaching Staff Certificates for AA Training and Figure 39. CVMSP Teaching Staff Certificates for PEKERTI Training)*

### Criterion 3.2 Funds and equipment

On **p.42, line 21**, it is noted for the Obstetrics and Gynaecology Specialist that “the Simulation Center is a new facility for tutoring the students, but that is not yet used optimally. In the experts’ opinion, the university has good assets and equipment. However, something to improve might be the optimisation of the Simulation Center so that it can improve the student’s skills with modern equipment. Therefore, the experts’ suggestion is to explore avenues to increase the involvement of the Simulation Center in the programs’ learning process.”

**Response from the OGS Program:** The simulation center has been integrated into the regular student learning curriculum. Various activities are conducted routinely to enhance student learning, such as Normal Labor Care (Asuhan Persalinan Normal - APN) and Basic Emergency Obstetric Care (Pelayanan Obstetri Emergensi Dasar - POED) training, each conducted every semester. The simulation facility is now planning regular training sessions for Ultrasonography (USG), Basic Surgical Skills (BSS), Intrauterine Insemination (IUI), and Colposcopy. Additionally, all future training aimed at enhancing student skills and lectures will be held at the simulation center. To optimize its use, a regular schedule of lectures and trainings focusing on obstetrics and gynecology skills enhancement is being developed.

This is the simulation centre usage schedule for the period January 2024 - December 2024:

*(Figure 40. Recapitulation of OGSP Activities Held in The Simulation Centre (January – December))*

The following is some documentation of the training conducted at the simulation center:

*(Figure 25. Documentation of OGSP Training Activities Held in The Simulation Centre, Figure 26. Documentation of OGSP Lectures Held in The Simulation Centre and Figure 43. Attendance of OGSP Activities Held in The Simulation Centre)*

### Criterion 3.2 (2) Funds and equipment

On **p.43, line 6**, the assessment team raised a concern “regarding the accessibility of the Faculty of Nursing Building due to the absence of an elevator, presenting severe challenges for individuals with disabilities. Therefore, the experts recommend that the University explore options to facilitate access for students with disabilities to the building.”

**Response from BSN-PN and MN Study Program:** Providing adequate facilities for students with special needs such as wheelchairs is crucial to ensuring equal access to education and campus

facilities for all individuals. Hasanuddin University and the Faculty of nursing is highly concerned regarding the aforementioned issue. Unhas has established a disability center, an institution mandated to carry out functions of research, advocacy, and disability inclusion services ([Appendix 3.1](#)). Several positive and inclusive steps taken by the Faculty of Nursing in this regard include the provision of wheelchair-accessible parking areas, dedicated wheelchair pathways, specialized wheelchair-accessible toilets, and left-handed writing desks for students. These initiatives exemplify the institution's commitment to enhancing accessibility and inclusivity within its academic environment. The provision of elevators in the Faculty of Nursing is crucial to facilitate access, particularly for disabled students who utilize wheelchairs. Currently, Faculty of Nursing has undertaken planning for providing of an elevator, with the design blueprint attached in the supplementary document. ([Please see Appendix 3.2](#))

### Criterion 3.2 (3) Funds and equipment

Furthermore, **on p.43, line 11**, it is noted that during the discussion with the students “the experts learned that the BSN-PN students lack a designated space for group work or student discussion at the hospital. The expert team recommends that the Faculty of Nursing strengthen its partnership with the hospital to ensure that the students are provided with learning facilities.”

**Response from BSN-PN Program:** The Faculty of Nursing has broadened its collaborations with various hospitals and primary health care centers to consistently improve learning quality. This includes strong partnerships with our main internship setting, Hasanuddin Teaching Hospital, which are affiliated with our university. These collaborations help ensure the quality of our clinical instructors and the facilities supporting the learning process, such as securing spaces for discussions between students and instructors. Hasanuddin University Hospital have well-equipped discussion and seminar rooms. All learning facilities at Hasanuddin University Hospital have been used by BSN-PN and MN Program students. For example, the third floor of Hasanuddin Teaching Hospital offers three rooms equipped with tables, chairs, LCD monitors, and internet connections for student discussions ([Figure 44](#)). Additionally, there is a free study space on the first floor near the canteen where students can gather for discussions or independent study. Both Hasanuddin University Hospital and Faculty of Nursing is continuously collaborating and communicating in optimizing facilities for students.



**Figure 27. Discussion Room for Students at Hasanuddin Teaching Hospital**

**Criterion 4.1. Module descriptions**

On **p.46, line 9**, the assessment team asked “the University to ensure that the information provided to stakeholders reflects the programs in a consistent manner.”

**Response from the University:** The university has provided each faculty with a designated learning management system which is called “SIKOLA”. This platform is only available for students and teachers. However, stakeholders are able to access the information of the study programme through their respective websites.

**Response from BSN-PN and MN Program:** As for feedback outline in the Criteria 1.5, the BSN-PN and MN Programs have conducted a comprehensive review and have made some revisions. For example, the revised results of ECTS of the Thesis course and the ECTS values for some courses that were inconsistent have also been corrected, and the revised results besides available on the curriculum mapping, can also be found on the corrected course modules section that both have been published on the faculty's website. They can be accessed through the following link: <https://nursing.unhas.ac.id/en/s1-nursing-and-ners/#kurikulum>. Based on this lesson learnt, the university (all study programs) will maintain a commitment to reviewing information intended for public dissemination, ensuring consistency to deliver accurate information to stakeholders.

**Response from the OGS and CVMS Programs:** We appreciate the acknowledgment of the comprehensive information provided within the module descriptions and the accessibility ensured through SIKOLA. It's great to know that students have access to these important details from the very beginning of their courses, and that the descriptions are readily available on the programme's website as well.

Regarding the suggestion to ensure consistency in the information provided to stakeholders, particularly in reflection of the programs, it's worth noting that we have a similar platform in place, namely our e-learning platform. This platform serves as a hub for various academic resources, including course materials, announcements, and communication channels.

Given the robust capabilities of our e-learning platform, we can explore opportunities to integrate or cross-reference the module descriptions stored in SIKOLA with our existing e-learning system. This integration would not only ensure consistency in information dissemination but also enhance accessibility and streamline the overall learning experience for students and stakeholders alike.

**Criterion 5. Quality management: quality assessment and development**

On **p.49, line 19**, it is noted for all programs that “some questionnaires ask for the respondents' personal information (e.g., Perceived Student Workload). The experts strongly believe that the university should guarantee the anonymity of the students during all questionnaire-based evaluations. Therefore, they ask the University to take corrective actions in this regard.”

**Response from the University:** We understand that there was an oversight regarding the inclusion of requests for personal information in certain evaluation questionnaires used within the programs under review.

Maintaining the anonymity of our students during all questionnaire-based evaluations is crucial for upholding trust and confidentiality within our academic community. We acknowledge the significance of safeguarding students' privacy and will promptly implement measures to rectify this issue.



**Response from BSN-PN and MN Programs:** Currently, the university employ all questionnaire-based survey or evaluation with anonymity, and this policy is applicable across all academic programs. Including in the BSN-PN and MN programs, questionnaires adhering to the principle of anonymity have been utilized. All questionnaire-based survey in the BSN-PN and MN Program is available at [Quality - Fakultas Keperawatan \(unhas.ac.id\)](http://Quality-Fakultas Keperawatan (unhas.ac.id)).

**Response from the OGS and CVMS Programs:** Thank you for bringing this to our attention. We acknowledge the oversight regarding the inclusion of personal information requests in some of the questionnaires used for evaluations within the programs under review.

Ensuring the anonymity of our students during all questionnaire-based evaluations is paramount to maintaining trust and confidentiality within our academic community. We recognize the importance of protecting students' privacy and will take immediate corrective actions to address this issue.

Moving forward, we will review and revise the questionnaires to remove any requests for personal information that are not essential to the evaluation process. Additionally, we will reinforce protocols and guidelines to uphold the anonymity of students in all evaluation procedures.

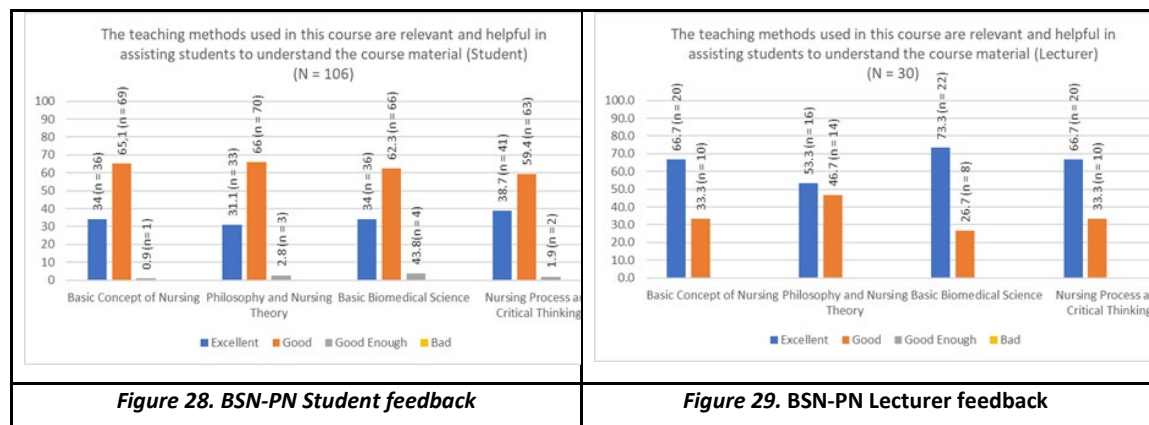
#### Criterion 5. (1) Quality management: quality assessment and development

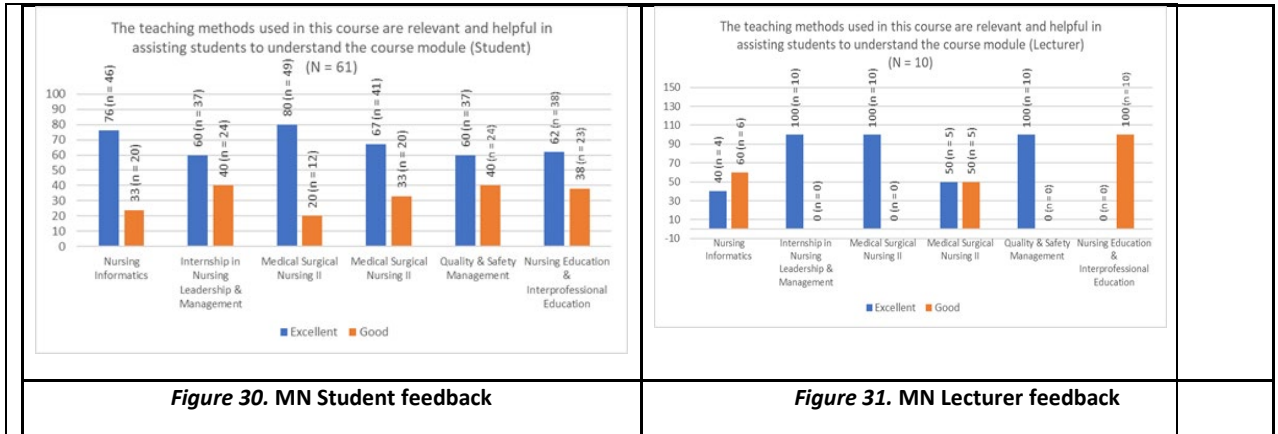
On **p.49, line 24**, the audit team observed for all programs that “some reports lack clarification on the total population and the number of responses received, making it difficult to determine the response rate for the applied instruments. The experts recommend that evaluation reports include clear details on the number of students and respondents.”

**Response from BSN-PN and MN Programs:** As stated in SAR page 91, based on recent evaluation in 2022, the BSN-PN program exhibited an 80% participation rate, with 106 respondents completing the questionnaire out of a total 131 students. Similarly, lecturer participation in the survey was at a rate of 79%, with 30 respondents completing the questionnaire out of a total of 38 lecturers.

Additionally, the MN program year 2021 and 2022 attained a student participation rate of 76.2%, with 61 respondents completing the survey out of an 80 student in. Likewise, lecturer participation in the survey was 100%, with 10 respondents completing the questionnaire out of a total of 10 lecturers.

Below are the revision versions of Fig. 46-49, with some additional information such as total population, number of students and lecturer, along with participation rate.

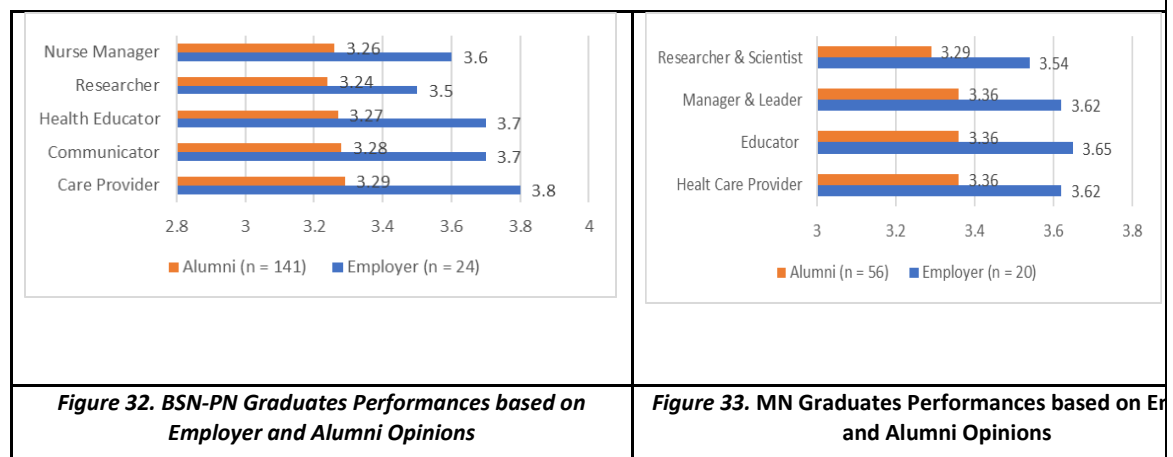




In 2022, BSN-PN demonstrated satisfactory performance which based on feedback from alumni and employers, 141 alumni completed the questionnaire out of a total of 150 alumni, resulting in a calculated participation rate of 94%. Similarly, for employers, 24 out of 27 respondents completed the questionnaire, with a participation rate of 88.9%.

Regarding the MN program, 56 out of 61 alumni participated in the survey, representing a participation rate of approximately 91.8%. Furthermore, 20 out of 23 employers completed the questionnaire, indicating an approximate participation rate of 86.9%.

The revision versions of Figure 50 and Figure 51 are provided below, alongside data concerning the total population and participation rate.



**Response from the OGS Program:** Evaluation of curriculum development and improvement is conducted regularly by both the internal team and the external institutions. This evaluation process is carried out to ensure that the education process runs according to the targets and plans that have been set. All respondents involved are students enrolled in the academic year of 2022, the number of students 101, which is divided into 3 levels (senior level 6 students, intermediate level 39 students and 56 junior levels). From feedback, it was found that 89,97% of students stated excellent and 5.26 – 10.53% of student stated good for course module and teaching programme.

**Response from the CVMS Program:** Evaluation of curriculum development and improvement is conducted regularly by both the internal team and the external institutions. This evaluation process is carried out to ensure that the education process runs according to the targets and plans that have been set. All respondents involved are students enrolled in the academic year of



2022, the number of students 94, which is divided into 3 levels (senior level 30 students, intermediate level 44 students and 20 junior levels). From feedback, it was found that 90% of students stated excellent for services, 80% for responsiveness, 85% for Care and 83% for Assurance in each course taken by students.

**Criterion 5. (2) Quality management: quality assessment and development**

On p.49, line 29, it is stated that “reporting on curriculum, student satisfaction, workload, and assessment review for the Specialist programs is yet to provide satisfactory detail regarding the process and data collection. In this context, the experts ask the University to improve its reporting practices, including a clear explanation of the process and data obtained.”

**Response from the University:** Monitoring and evaluating the educational program begins with the establishment of the curriculum, the curriculum process, and the educational outcomes. A number of reviews are conducted on the study program's monitoring and evaluation of the curriculum's development to make sure it adheres to specified requirements. The review process includes the quality assurance unit, faculty senators, the Rector/Vice Rector for legal verification, the IQAED at the university level, the university senator, and finally, the Rector/Vice Rector, who officially approves and publishes the curriculum for implementation.

The programs have established and implemented a method for collecting and analyzing feedback from teachers and students via surveys at the end of the semester. The poll included student evaluations of lecturers in each course taken by students. During the semester, the lecturers' professionalism, services, responsiveness, care, and assurance were all evaluated. Each course is graded using the following criteria: excellent, good, satisfactory, and unsatisfactory. The answers to the end-of-semester questionnaire are then studied and assessed by leaders and faculty members in order to develop follow-up plans for improving curriculum implementation and services. The follow-up strategies will be implemented in the next semester.

The experts also reviewed the following additional tables, figures and documentation that were integrated into the University's statement:

1. Figure 4. Workshop of Curriculum Review (10 May 2021)
2. Figure 5. Focus Group Discussion with Stakeholders about Curriculum and Learning Outcomes Evaluation (29 August 2022)
3. Table 1. Recapitulation of OGSP Curriculum Evaluation Meetings
4. Additional Official Meeting Documents, Obstetrics and Gynaecology Programme:
  - Decrees of the Obstetrics and Gynaecology Study Programme, Faculty of Medicine, Universitas Hasanuddin, Regarding the Formation of the Curriculum Committee December 16th, 2020; December 20th, 2021; October 31st, 2022 and September 13th, 2023.
  - Minutes of Meetings December 18th-19th, 2020; January 22nd-23rd, 2022; November 4th-6th, 2022 and September 24th, 2023.
  - Official Reports January 18th, 2021; February 6th, 2022; November 9th, 2022 and September 25th, 2023.
5. Table 2. Recapitulation of CVMSP Curriculum Evaluation Meetings
6. Additional Official Meeting Documents, Cardiology and Vascular Medicine Specialist:
  - Decrees No 6475/UN4.6/KEP/2020, No 5494/UN4.6.8/KEP/2021, No 8249/UN4.6.8/KEP/2022 and No 1711/UN4.6/KEP/2023 of the Dean Faculty of Medicine, Universitas Hasanuddin, Regarding the Formation of the Curriculum Committee
  - Minutes of Meetings February 2nd, 2020; April 11th, 2021; March 6th, 2022 and February 18th, 2023.

7. Figure 6. Sample of Student's TOEFL Certificate (left), and Certificate of English Preparation Course (right)
8. Figure 7. Sample of Student's Oral Presentation Certificate
9. Figure 8. Sample of Student's manuscript status
10. Figure 9. International Guest Lecture, with Prof. Makoto Oe, Kanazawa University Japan., 29th November 2023
11. Figure 34. Sample of Nursing English Club's Activities
12. Figure 11. Sample of Debating Student Organisation's Activity
13. Figure 12. Samples of MN Student's Outbound Certificate
14. Figure 13. Samples of BSN-PN Students' Outbound Certificates
15. Table 3. List of International Partnership of BSN-PN and MN Program
16. Table 4. International Research Collaboration and Joint Publication of BSN-PN and MN Program
17. Table 5. List of Student Exchange Activities for BSN-PN and MN Program
18. Table 6. List of All Visiting Lecture Activities for BSN-PN and MN Program
19. Figure 15. Opening Ceremony of INHSP 2023
20. Figure 16. MN students engaging in INHSP 2023
21. Figure 18. Daily morning reports are consistently presented and documented in English
22. Figure 19. Bi-weekly clinical conferences are conducted entirely in English
23. Table 7. International Visiting Professor in the OGS Program
24. Table 8. International Future Plan for Visiting Professor in the OGS Program
25. Table 9. Teaching Staff Participation in International Events in the OGS Program
26. Table 10. International Student Outbound in OGS Program
27. Table 11. Future Planned International Engagements in the OGS Program
28. Figure 20. Online meeting with University of Adelaide and UMC Utrecht
29. Table 12. List of Students Attending Cardiovascular Imaging Course in Nagoya, Japan (2022 - present)
30. Table 13. List of International Visiting Lecturers (2020 - present)
31. Table 14. List of Teaching Staff International Seminars and Congresses Activities (2023 - present)
32. Table 15. List of Student Involvement in International Seminars and Congresses (August 2023 - present)
33. Figure 21. Rector's Decree of OGS Student Intake 2019/2020
34. Figure 22. Rector's Decree of OGS Student Intake 2020
35. Figure 23. Rector's Decree of OGS Student Intake 2021
36. Figure 24. Rector's Decree of OGS Student Intake 2022
37. Appendix 1.3: Rector's Decree No. 2781/UN4.1/KEP/2018 regarding Bachelor's Degree Program Administration at Hasanuddin University
38. Appendix 1.4: Rector's Decree No. 29/UN4.1/2023 regarding the administration of the bachelor's degree program at Hasanuddin University
39. Figure 27. INACOG Examination
40. Appendix 2.1: Learning Evaluation Report Early Semester 2023-2024
41. Appendix 2.2: MN Learning Evaluation Follow-up Meeting Report Early Semester 2023 2023
42. Figure 28. Documentation of CVMSP Student Performance Review and Monitoring
43. Figure 29. Official Documents of CVMSP Student Performance Review and Monitoring
44. Table 21. List of International Research Collaborations (2019 - 2024)
45. Table 22. List of Recent International Research Collaborations (Updated 2024)
46. Figure 35. Documentation of OGSP Item Review Workshop
47. Figure 36. Documentation of CVMSP Item Review Workshop

48. Figure 33. Meeting Minutes Item Review MCQ & OSCE Workshop and Example Of CVMSP Bank Exam Questions
49. Figure 34. MN Programme Course Coordinator Online Meeting, via Zoom
50. Figure 35. BSN-PN Programme Course Coordinator Meeting
51. Figure 36. OGSP Training Materials of PEKERTI Training
52. Figure 37. OGSP Training Materials of AA Training
53. Figure 38. CVMSP Teaching Staff Certificates for AA Training
54. Figure 39. CVMSP Teaching Staff Certificates for PEKERTI Training)
55. Figure 37. Recapitulation of OGSP Activities Held in The Simulation Centre (January – December
56. Figure 38. Documentation of OGSP Training Activities Held in The Simulation Centre
57. Figure 39. Documentation of OGSP Lectures Held in The Simulation Centre
58. Figure 43. Attendance of OGSP Activities Held in The Simulation Centre
59. Appendix 3.1: Rector's Decree No 09239/UN4.1.4/KEP/2023 Regarding Appointment and Determination of Honorarium for the Center Team for Disabilities Research, Mediation, and Services
60. Appendix 3.2: Design Planning for Faculty of Nursing Building\_Elevator
61. Figure 45. Oxford Nanophore Technology for Next-Generation Sequencing
62. Action Plan from the CVMS Programme
63. Action Plan from the OGS Programme

## F Summary: Expert recommendations (29.05.2024)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Nursing Leading to Professional Nurse	With requirements for one year	30.09.2029
Master Nursing	With requirements for one year	30.09.2029
Specialist Obstetrics and Gynaecology	With requirements for one year	30.09.2029
Specialist Cardiology and Vascular Medicine	With requirements for one year	30.09.2029

### Requirements

#### For all degree programs

- A 1. (ASIIN 1.1) Ensure the establishment of strengthened collaboration with alumni for active involvement in achieving and evaluating the programs' intended learning outcomes.
- A 2. (ASIIN 2) Ensure a more precise definition of the intended learning outcomes relevant to assessments and separation from the recommended readings.
- A 3. (ASIIN 5): Ensure the anonymity of the students during all questionnaire-based evaluations.

#### For the Bachelor Nursing Leading to Professional Nurse

- A 4. (ASIIN 1.5): Ensure that credits equivalent to the actual workload of students during the thesis project are given in the curriculum and that there is no over workload for students.

#### For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine

- A 5. (ASIIN 1.3) Ensure that the written periodic review of the curriculum is performed and documented.

- A 6. (ASIIN 5) Ensure that evaluation reports include clear details on the number of students and respondents.

## **Recommendations**

### **For all degree programs**

- E 1. (ASIIN 1.3) It is recommended that internationalisation efforts be strengthened, including the expansion of international partner networks and an increase in the number and frequency of visiting lecturers and researchers.
- E 2. (ASIIN 1.3) It is recommended that students have increased English language exposure as an additional benefit.
- E 3. (ASIIN 3.2): It is recommended that the University implement options to facilitate access for students with disabilities to the building of the Faculty of Nursing.

### **For the Bachelor Nursing Leading to Professional Nurse**

- E 4. (ASIIN 3.2): It is recommended that the Faculty of Nursing strengthen its partnership with the hospital to ensure that the students are provided with learning facilities.

### **For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine**

- E 5. (ASIIN 2): It is recommended to enhance written exams by content-rich MC and constructed response questions.
- E 6. (ASIIN 5): It is recommended that reporting on curriculum, student satisfaction, workload, and assessment review be improved, including a clear detail of the process and data obtained.

## G Comment of the Technical Committee 14 – Medicine (04.06.2024)

*Assessment and analysis for the award of the ASIIN seal:*

The Technical Committee discusses the requirements and recommendations proposed by the expert group, which are accepted by the Technical Committee without making any changes.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Nursing Leading to Professional Nurse	With requirements for one year	30.09.2029
Master Nursing	With requirements for one year	30.09.2029
Specialist Obstetrics and Gynaecology	With requirements for one year	30.09.2029
Specialist Cardiology and Vascular Medicine	With requirements for one year	30.09.2029

### Requirements

#### For all degree programs

- A 1. (ASIIN 1.1) Ensure the establishment of strengthened collaboration with alumni for active involvement in achieving and evaluating the programs' intended learning outcomes.
- A 2. (ASIIN 2) Ensure a more precise definition of the intended learning outcomes relevant to assessments and separation from the recommended readings.
- A 3. (ASIIN 5): Ensure the anonymity of the students during all questionnaire-based evaluations.

#### For the Bachelor Nursing Leading to Professional Nurse

- A 4. (ASIIN 1.5): Ensure that credits equivalent to the actual workload of students during the thesis project are given in the curriculum and that there is no over workload for students.

**For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine**

- A 5. (ASIIN 1.3) Ensure that the written periodic review of the curriculum is performed and documented.
- A 6. (ASIIN 5) Ensure that evaluation reports include clear details on the number of students and respondents.

**Recommendations**

**For all degree programs**

- E 1. (ASIIN 1.3) It is recommended that internationalisation efforts be strengthened, including the expansion of international partner networks and an increase in the number and frequency of visiting lecturers and researchers.
- E 2. (ASIIN 1.3) It is recommended that students have increased English language exposure as an additional benefit.
- E 3. (ASIIN 3.2): It is recommended that the University implement options to facilitate access for students with disabilities to the building of the Faculty of Nursing.

**For the Bachelor Nursing Leading to Professional Nurse**

- E 4. (ASIIN 3.2): It is recommended that the Faculty of Nursing strengthen its partnership with the hospital to ensure that the students are provided with learning facilities.

**For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine**

- E 5. (ASIIN 2): It is recommended to enhance written exams by content-rich MC and constructed response questions.
- E 6. (ASIIN 5): It is recommended that reporting on curriculum, student satisfaction, workload, and assessment review be improved, including a clear detail of the process and data obtained.

## H Decision of the Accreditation Commission (28.06.2024)

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

The Accreditation Commission discusses the procedure and decides to follow the assessment of the experts and the Technical Committee without changing the proposed requirements and recommendations.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Nursing Leading to Professional Nurse	With requirements for one year	30.09.2029
Master Nursing	With requirements for one year	30.09.2029
Specialist Obstetrics and Gynaecology	With requirements for one year	30.09.2029
Specialist Cardiology and Vascular Medicine	With requirements for one year	30.09.2029

### Requirements

#### For all degree programs

- A 1. (ASIIN 1.1) Ensure the establishment of strengthened collaboration with alumni for active involvement in achieving and evaluating the programs' intended learning outcomes.
- A 2. (ASIIN 2) Ensure a more precise definition of the intended learning outcomes relevant to assessments and separation from the recommended readings.
- A 3. (ASIIN 5): Ensure the anonymity of the students in all questionnaire-based evaluations.

#### For the Bachelor Nursing Leading to Professional Nurse

- A 4. (ASIIN 1.5): Ensure that credits equivalent to the actual workload of students during the thesis project are given in the curriculum and that there is no over workload for students.



**For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine**

- A 5. (ASIIN 1.3) Ensure that the written periodic review of the curriculum is performed and documented.
- A 6. (ASIIN 5) Ensure that evaluation reports include clear details on the number of students and respondents.

**Recommendations**

**For all degree programs**

- E 1. (ASIIN 1.3) It is recommended that internationalisation efforts be strengthened, including the expansion of international partner networks and an increase in the number and frequency of visiting lecturers and researchers.
- E 2. (ASIIN 1.3) It is recommended that students have increased English language exposure as an additional benefit.
- E 3. (ASIIN 3.2): It is recommended that the University implement options to facilitate access for students with disabilities to the building of the Faculty of Nursing.

**For the Bachelor Nursing Leading to Professional Nurse**

- E 4. (ASIIN 3.2): It is recommended that the Faculty of Nursing strengthen its partnership with the hospital to ensure that the students are provided with learning facilities.

**For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine**

- E 5. (ASIIN 2): It is recommended to enhance written exams by content-rich MC and constructed response questions.
- E 6. (ASIIN 5): It is recommended that reporting on curriculum, student satisfaction, workload, and assessment review be improved, including a clear detail of the process and data obtained.

# I Fulfilment of Requirements (27.06.2025)

## Analysis of the experts and the Technical Committee 14 (05.06.2025)

### Requirements

#### For all degree programmes

- A 1. (ASIIN 1.1) Ensure the establishment of strengthened collaboration with alumni for active involvement in achieving and evaluating the programs' intended learning outcomes.

Initial Treatment	
Experts	<p>Fulfilled</p> <p>Vote: per majority</p> <p>Justification: All the programs have expanded the collaboration with alumni, especially within the curriculum evaluation and development.</p> <p>In the case of BSN-PN and MN, these programs have organized mentoring sessions where students can connect with alumni, allowing for valuable experience-sharing.</p> <p>However, it is worth noticing that the evaluation is partially based on self-reported institutional narratives. While alumni involvement is evident and well-documented in various roles (guest lecturers, mentors, advisory input), the degree to which this engagement is systematically representative remains unclear. A crucial future consideration is how alumni are selected for committees and workshops.</p> <p>For OGS, the alumni statements to enhance the learning experience are not clearly stated. A future implementation report should include the latest evidence demonstrating progress in alumni involvement, as evidence is only available up to 2023.</p>
TC 14	<p>Fulfilled</p> <p>Vote: unanimous</p> <p>Justification: The TC follows the experts' assessment and considers this requirement fulfilled.</p>

- A 2. (ASIIN 2) Ensure a more precise definition of the intended learning outcomes relevant to assessments and separation from the recommended readings.

Initial Treatment	
Experts	<p>Fulfilled</p> <p>Vote: per majority</p> <p>Justification: A coherent curricular alignment is demonstrated across all programs. All the study programs have shown the correlation between learning outcomes and evaluation.</p>

	However, it is observed that the OGS program does not present the mapping of students' assessment strategies or recommended readings as described in the narration. Additionally, Figure A2.1, which is referred to, does not display the mapping of the OGS program; instead, it provides evidence from the MN program. Therefore, further explanation is recommended regarding the evidence related to the OGS program.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment and considers this requirement fulfilled.

A 3. (ASIIN 5) Ensure the anonymity of the students in all questionnaire-based evaluations.

Initial Treatment	
Experts	Not fulfilled Vote: per majority Justification: Anonymity is not demonstrated; the provided link [Course Evaluation Survey] hosted on Google Forms rather confirms the absence of anonymity. Google Forms is not suitable to meet the required standards (anonymity while simultaneously preventing multiple submissions by the same individual). The experts emphasize that the requirement is about anonymity in evaluations. While all programs utilise Google Forms for their surveys, there is no explanation provided on how anonymity is maintained when using these forms. Additional clarification from all programs is necessary.
TC 14	Fulfilled Vote: unanimous Justification: There is criticism that anonymity is not guaranteed via the Google Forms tool used for student surveys. The TC, however, believes that Google Forms is a widely used survey tool and also offers the option of anonymity, so it cannot be assumed that anonymity is not guaranteed. Therefore, the TC considers this requirement fulfilled.

#### For the Bachelor Nursing Leading to Professional Nurse

A 4. (ASIIN 1.5): Ensure that credits equivalent to the actual workload of students during the thesis project are given in the curriculum and that there is no over workload for students.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: The BNS-PN program has taken action to ensure that the credit allocation for the thesis course is proportional to students' actual workload and to prevent excessive academic burden.

	Quantitative improvements are plausible and supported by comparative workload data. However, some specific measures – such as the reduction in the number of supervisors (from two to one) and examiners (from four to three) – are likely to have only a minor impact on the actual student workload. A follow-up evaluation should consider the potential effects of these structural changes on the academic quality.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment and considers this requirement fulfilled.

### For the Specialist Obstetrics and Gynaecology and Specialist Cardiology and Vascular Medicine

A 5. (ASIIN 1.3) Ensure that the written periodic review of the curriculum is performed and documented.

Initial Treatment	
Experts	Fulfilled Vote: per majority Justification: Formalised procedures clearly evidenced. The documentation of annual curriculum meetings and stakeholder participation is sufficient. While the documents show clear evidence of annual meetings for evaluation, a future consideration is to provide more description on any revisions or changes suggested or taken based on the evaluation meetings. Some of the evidence is the same as presented for A1.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment and considers this requirement fulfilled.

A 6. (ASIIN 5) Ensure that evaluation reports include clear details on the number of students and respondents.

Initial Treatment	
Experts	Not completely fulfilled Vote: per majority Justification: Both CVMS and OGS present results of a recent study program evaluation survey, including numbers. However, evidence for the implementation of this requirement is not the comprehensive evaluation report from December 2024, but rather two program-specific diagrams with narrative descriptions. Both now include the number of participating students, but still not the response rate. The experts require the current evaluation report, along with a statement detailing how the programs will proceed regarding reporting practices moving forward. As noted, the submitted report includes two diagrams. For

	the OGS program, a sample size (n) of 150 is presented, which is clearly exceeded in the diagram labelled “July to December 2024.” In contrast, CVMS refers to the year 2022 in the narrative, while the diagram itself references 2024. This inconsistency needs to be addressed.
TC 14	Fulfilled Vote: unanimous Justification: Regarding the details required in A6 on the quantitative recording of responses, the TC believes that this is also reflected in individual statistics and that this point, as a suggestion for improvement, should not prevent accreditation. Therefore, the TC votes to consider all requirements fulfilled.

### Decision of the Accreditation Commission (27.06.2025)

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Nursing (leading to Professional Nurse)	All requirements fulfilled	-	30.09.2029
Ma Nursing	All requirements fulfilled	-	30.09.2029
Specialist Obstetrics and Gynaecology	Requirement A2 not fulfilled	-	6 months prolongation
Specialist Cardiology and Vascular Medicine	All requirements fulfilled	-	30.09.2029

Justification: The Accreditation Commission agrees with the experts that further clarification is required concerning the evidence related to the OGS program. A more precise definition of the intended learning outcomes relevant to assessments and separation from the recommended readings must be ensured.

With respect to Requirement A6, although the Accreditation Commission concurs with the Technical Committee and considers it fulfilled, it strongly recommends that the evaluation report be checked.

## Appendix: Program Intended Learning Outcomes and Curricula

According to the self-assessment report and the provided “Curriculum Documents”, the following intended learning outcomes shall be achieved:

### Bachelor of Science in Nursing leading to Professional Nursing

INTENDED LEARNING OUTCOMES (ILOs)		
Attitude	A1	Students are able to Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.
Knowledge/Understanding	K1	Students are able to master the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach.
Skills	S1	Students are able to communicate thoughts/ arguments or innovative works verbally and in writing that are beneficial for the development of the nursing profession at the national and international levels, which can be scientifically and ethically accountable.
	S2	Student are able to Having the competency to perform nursing care and services that can compete nationally and globally
Competence	C1	Students are able to manage comprehensive and continuous nursing care that ensures patient safety based on research outcomes, in accordance with nursing care standards across all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country.
	C2	Students are able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/advisors to obtain the necessary nursing consent that falls within their responsibility.
	C3	Students are able to manage nursing and health service systems within their authority and responsibilities through collaboration with fellow nurses and cooperation with other healthcare teams and community groups to reduce morbidity, enhance quality of life, and promote a healthy environment.
	C4	Students are able to enhance the quality of nursing and health services by applying research skills and integrating theory into nursing practice
	C5	Students are able to enhance professional expertise in the field of nursing through lifelong learning.

The following curriculum map is presented for the **Bachelor of Science in Nursing leading to Professional Nursing**:

Sem.	CP	ECT's	Total Course s	LEARNING PROGRAM WITHIN THE STUDY PROGRAM										COMPETENCE MAPPING
PROFESSIONAL NURSE														
IX	19	33,79	8	Emergency Nursing (3 CP/5.33 ECT's)	Critical Care Nursing (2 CP/3.56 ECT's)	Community Nursing (3 CP/5.33 ECT's)	Family Nursing (2 CP/3.56 ECT's)	Gerontological Nursing (2 CP/3.56 ECT's)	Nursing Management (2 CP/3.56 ECT's)	Final Scientific Project (3 CP/5.33 ECT's)	Clinical Electives (2 CP/3.56 ECT's)	Nursing clinical and professional skills		
				NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	SM S K C4,5	NCS S C1,2,3,4,5			
				A	A	A	A	A	A					
VIII	17	30,21	6	Fundamental Nursing (2 CP/3.56 ECT's)	Medical-Surgical Nursing I (3 CP/5.33 ECT's)	Medical-Surgical Nursing II (3 CP/5.33 ECT's)	Mental Health Nursing (3 CP/5.33 ECT's)	Maternity Nursing (3 CP/5.33 ECT's)	Pediatric Nursing (3 CP/5.33 ECT's)			Nursing clinical and professional skills		
				NCS C1,2,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5	NCS C1,2,3,4,5					
				A	A	A	A	A	A					
Total	36	64	14											
BACHELOR OF SCIENCE OF NURSING														
VII	10	20,55	2	Thesis (6CP/14.51 ECT's)	Community Services (4 CP/6.04 ECT's)							Scientific methode		
				SM A C4,5	SM A S2 C3									
VI	19	28,69	7	Research Methodology (4 CP/6.04 ECT's)	Biostatistics (2 CP/3.02 ECT's)	Critical Care Nursing (3 CP/4.53 ECT's)	Disaster Nursing (2 CP/3.02 ECT's)	Palliative & End of Life Nursing (2 CP/3.02 ECT's)	Leadership & Nursing Management (4 CP/6.04 ECT's)	Nursing Co- curricular (2 CP/3.02 ECT's)		Nursing clinical sciences and skills		
				SM K S1 C5	SM K S1	NCS A K S2 C1,4	NCS K S2 C2,4	NCS A K C1,4	NCS A K S2 C1,3	BSN K				
V	24	36,25	7	Adult Nursing - Musculoskeletal, Integumentary, Sensory Perception & Neurological System (5 CP/7.56 ECT's)	Gerontological Nursing (4 CP/6.04 ECT's)	Pediatric Nursing - Chronic and Terminal Conditions (2 CP/3.02 ECT's)	Psychiatric Nursing (3 CP/4.53 ECT's)	Community Aggregate Nursing (3 CP/4.53 ECT's)	Emergency Nursing (4 CP/6.04 ECT's)	Nursing of Tropical & Infectious Disease (3 CP/4.53 ECT's)		Nursing clinical sciences and skills		
				NCS A K S2 C1,4,5	NCS A K S2 C1,4,5	NCS K C1	NCS K S2 C1,4,5	NCS K S2 C1,4,5	NCS A K S2 C1,4,5	NCS K C1,4,5				
IV	24	36,25	8	Entrepreneurship (2 CP/3.02 ECT's)	Adult Nursing - Endocrine, Digestive, Urinary and Immunology Systems (5 CP/7.56 ECT's)	Mental Health & Psychosocial Nursing (3 CP/4.53 ECT's)	Community Nursing Concepts (2 CP/3.02 ECT's)	Paediatric Nursing - Healthy Child and Acute Conditions (4 CP/6.04 ECT's)	Family Nursing (4 CP/6.04 ECT's)	Reproductive Health Nursing (2 CP/3.02 ECT's)	language courses elective (2 CP/3.02 ECT's)	Nursing clinical sciences and skills		
				BSN K	NCS A K S2 C1,4,5	NCS A K S2 C1,4	NCS A K C1,4	NCS A K S2 C1,4,5	NCS A K S2 C1,4,5	NCS A K C1,4	NCS A K S1			
III	23	34,74	8	Maritime Social and Cultural Insight (2CP/3.02 ECT's)	Nursing Therapeutic Communication (3CP/4.53 ECT's)	Health Education and Promotion (3CP/4.53 ECT's)	Patient Safety and Occupational Health Safety in Nursing (2CP/3.02 ECT's)	Nursing Information Systems (2CP/3.02 ECT's)	Adult Nursing- Cardiovascular, Respiratory and Hematology Systems (5 CP/7.56 ECT's)	Maternity Nursing (4 CP/6.04 ECT's)	English in Nursing III (2 CP/3.02 ECT's)	Basic biomedical and nursing sciences		
				BSN A K	NCS K C2	BSN A K S2	BSN K S2	BBN A K S2	NCS A K S2 C1,4,5	NCS A K S2 C1,4,5	NCS K S1			
II	24	36,25	8	Civics (2 CP/3.02 ECT's)	English in Nursing II (2CP/3.02 ECT's)	Nursing Pharmacology (3 CP/4.53 ECT's)	Basic Nursing Communication (2 CP/3.02 ECT's)	Psychosocial and Culture in Nursing (2 CP/3.02 ECT's)	Basic Human Needs Fulfillment (4CP/6.04 ECT's)	Nursing Basic Skills (4CP/6.04 ECT's)	Basic Science in Nursing (5 CP/7.56 ECT's)	Basic biomedical and nursing sciences		
				BSN A K	BSN K S1	BBN A K S2	BBN A K S2	BSN A K	BBN A K S2	BBN K S2	BBN K S2			
I	22	33,23	8	Religion Education (2 CP/3.02 ECT's)	Pancasila (2 CP/3.02 ECT's)	Bahasa Indonesia (2 CP/3.02 ECT's)	English in Nursing 1 (2 CP/3.02 ECT's)	Philosophy and Nursing Theory (3 CP/4.53 ECT's)	Basic Concept in Nursing (3 CP/4.53 ECT's)	Nursing Process and Critical Thinking (3 CP/4.53 ECT's)	Basic Biomedical Science (5 CP/7.56 ECT's)	Behavioural social sciences and nursing ethics		
				BSN A K	BSN A K	BSN K	BSN K S1	BSN K	BSN A K	BBN K C5	BBN K S2			
Total	146	226	48											
Grand Total	182	290	62											

CORE SCIENCE COURSES

UNIVERSITY COMPULSORY COURSES

ELECTIVE COURSES

NATIONAL PROGRAM (INDEPENDENT LEARNING INDEPENDENT CAMPUS)

A ILO ATTITUDE (A)

K ILO KNOWLEDGE (K)

S ILO SKILLS (S)

C ILO COMPETENCES (C)

NCS Nursing clinical sciences and skills

BBN Basic biomedical and nursing sciences

BSN Behavioural social sciences and nursing ethics

SM Scientific method

Curriculum Book. Source: Appendix Self-assessment report, UNHAS.

## Master of Nursing

INTENDED LEARNING OUTCOMES (ILOs)		
Attitude	A1	Students are able to be fearing God Almighty, upholding human values, and fulfilling our duties based on religious, moral, and ethical principles
Knowledge/Understanding	K1	Students are able to master various nursing concepts and theories as well as nursing research methodologies.
Skills	S1	Students are able to develop logical, critical, systematic, and creative thinking through scientific research, formulate scientific conceptions, scientific arguments, and results of studies, and disseminate ideas through mass media and scientific journals to the academic community and the wider community
	S2	Students are able to manage, develop and maintain networks with colleagues, intra-professional and inter-professional colleagues.
	S3	Students are able to increase professional capacity through lifelong learning, social and environmental sensitivity.
Competence	C1	Students are able to implement ethical, legal and culturally sensitive principles in carrying out roles as researchers, health educators, leaders and managers and health care providers.
	C2	Students are able to develop communication and coordination at the individual, organisational and interprofessional levels in academic and non-academic activities.
	C3	Students are able to develop governance of nursing/health services both in clinical and community settings with a management and leadership approach.
	C4	Students are able to develop creative and innovative clinical and community education/learning programs in nursing/health practice and services.
	C5	Students are able to develop nursing scientific research and nursing technology, apply concepts and principles of evidence-based practice, and develop innovations to solve nursing/health problems both in clinical and community settings.



The following curriculum map is presented for the **Master of Nursing**:

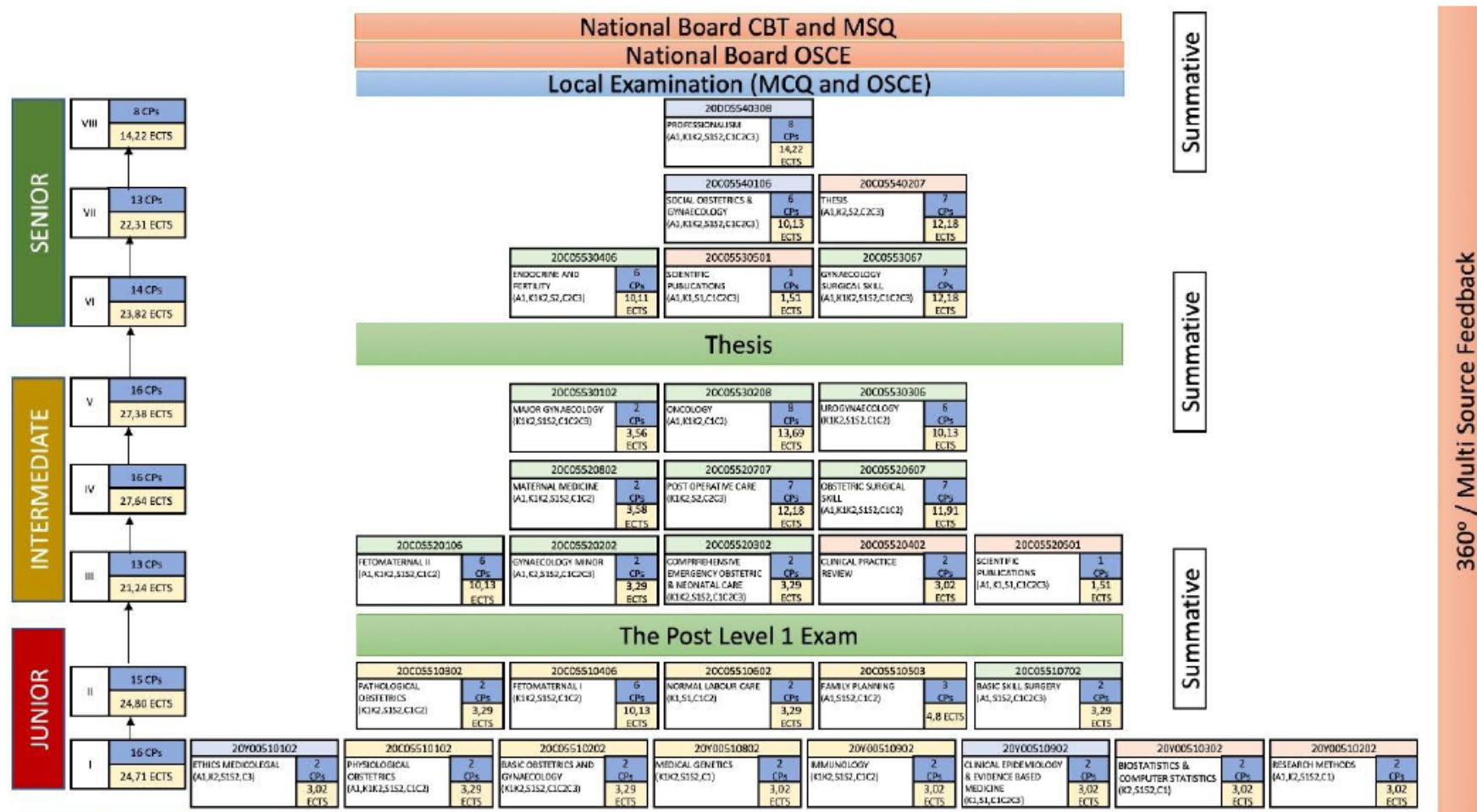
Semester	ECTS	CP	Program Structure and Content, Master of Nursing									
III	36.59	14	Journal Publication (5 CP: 13.07 ECTS)	Thesis and Thesis Examination (9 CP: 23.52 ECTS)								
			A K1 S1,3 C1	A K1 S1,3 C								
			Scientific method	Scientific method								
II	28.66	14	Nursing Informatics (2 CP: 3.95 ECTS)	Education in Nursing and Interprofessional Education (2 CP: 3.95 ECTS)	Nursing Leadership & Management (2 CP: 3.95 ECTS)	Elective 2: Advanced Medical Surgical I OR Quality and safety management (2 CP: 3.95 ECTS)	Elective 3: Advanced Medical Surgical II OR Nursing Leadership & Management Internship (2 CP: 3.79 ECTS)	Seminar on Thesis Result (4 CP: 9.07 ECTS)				
			A K1 S4 C	A K1 S2 C2,4	A K1 S2 C1,3,5	A K1 S C1,5	A K1 S C1,5	A K1 S1,3 C				
			Scientific method	Behavioural & Social Sciences & nursing ethics	Clinical sciences and skills	Clinical sciences and skills	Clinical sciences and skills	Scientific method				
I	27.65	14	Science philosophy (2 CP: 3.95 ECTS)	Science in Nursing (2 CP: 3.95 ECTS)	Ethics and Legal in nursing (2 CP: 3.95 ECTS)	Research Proposal (2 CP: 3.95 ECTS)	Biostatistic (2 CP: 3.95 ECTS)	Evidence Based Practice (2 CP: 3.95 ECTS)	Elective 1: Advanced Medical Surgical Assessment OR Nursing Service Management (2 CP: 3.95 ECTS)			
			A K1 S3 C	A K1 S3 C	A1 K1 S C1	A K1 S1 C1	A K1 S1,2 C	A K1 S C3	A K1 S1 C			
			Scientific method	Basic Bio-nursing Sciences	Behavioural & Social Sciences & nursing ethics	Scientific method	Scientific method	Scientific method	Clinical sciences and skills			

Organizational Matrix of Courses based on the MN Program Curriculum Structure. Source: Self-assessment report

## Obstetrics and Gynaecology Specialist

INTENDED LEARNING OUTCOMES (ILOs)		
Attitude	A1	To contribute with Faithful in God, religious, civilised, upholding human values, ethical, independent, and improving the quality of people's lives in the fields of medicine and health.
Knowledge/Understanding	K1	To demonstrate theoretical concepts and skills individually and in the community, use medicine and surgery with integrity to prevent, diagnose, and treat conditions related to women's reproductive health.
	K2	To think in order to analyse and solve reproductive health problems in ethics, humanities, and basic health laws on a national scale using an inter- or multidisciplinary approach, and master information technology application methods in order to develop knowledge, skills, and technology, particularly in the field of obstetrics and gynaecology.
Skills	S1	To develop by logic, critic, systematic, and creative thinking through scientific research or the creation of designs, formulate scientific conceptions.
	S2	To have the competence of developing ideas, thoughts, and scientific arguments responsibly and in accordance with academic ethics and communicating with the academic community and the larger community through the media.
Competence	C1	To provide their knowledge in handling every obstetrics and gynaecology case with professional skills appropriate to their level of competence using an evidence-based medical approach (evidence-based medicine) with effective communication skills in the practise of interprofessional collaboration required to improve the quality of reproductive health services for women;
	C2	To able identify and managing reproductive health problems in the community using a holistic approach (motivational, preventive, curative, and rehabilitative) in accordance with community conditions and needs.
	C3	To demonstrate professional responsibilities, adhering to ethical principles (autonomy, beneficence, justice, and non-maleficence), and being sensitive of providing information and recommendations to improve reproductive health services to the needs of various societies.

The following curriculum map is presented for the **Obstetrics and Gynaecology Specialist** study program:



OGS Program Curriculum Structure. Source: Self-assessment report, UNHAS.

## Cardiology and Vascular Medicine Specialist

INTENDED LEARNING OUTCOMES (ILOs)		
<b>Attitude</b>	<b>A1</b>	Students are able to be faithful to God Almighty, religious, civilised, upholding human values, ethical, independent, and contribute to improving the quality of life of people in medicine and health, particularly in cardiovascular field.
<b>Knowledge/Understanding</b>	<b>K1</b>	Students are able to analyse technical knowledge including basic science (biomedical sciences) and clinical sciences e.g. diagnostic and therapeutic approach, prevention and rehabilitation in the field of cardiology and vascular medicine.
	<b>K2</b>	Students are able to determine related theoretical concepts covering clinical research, organisation services, and educational aspects in relation with the field of cardiology and vascular medicine.
<b>Skills</b>	<b>S1</b>	Students are able to implement logical, critical, systematic, and analytical thinking through scientific research, compile scientific conceptions and the results of the studies based on scientific principles, procedures, and ethics in the form of a scientific thesis.
	<b>S2</b>	Students are able to compile ideas, thoughts and scientific arguments based on evidence-based clinical practice, as well as to educate healthcare professionals and the wider community.
	<b>S3</b>	Students are able to manage, develop, and maintain networks with national and international colleagues, institutions, as well as peers within a multidisciplinary team in cardiovascular health care.
<b>Competence</b>	<b>C1</b>	Students are able to display intellectual skills, including problem analysis and solving with a scientific approach and provide clinical decision making in the field of cardiology and vascular medicine
	<b>C2</b>	Students are able to implement the concept of interpersonal skills consisting of communication skills, medical interview skills, physical examinations, conducting and interpreting the results of supporting non-invasive examinations (procedures) in the field of cardiology and vascular medicine.
	<b>C3</b>	Students are able to perform cardiovascular invasive procedures at catheterisation lab, emergency and critical care unit, which includes procedural strategy, patient safety and preparation as well as post-procedural care.
	<b>C4</b>	Students are able to implement in- and out-hospital preventive and rehabilitative strategies to individuals, family, and community dealing with cardiovascular health problems in a comprehensive, integrated and sustainable manner.

The following curriculum map is presented for the **Cardiology and Vascular Medicine Specialist** study program:

