



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Public Health

Provided by
Universitas Diponegoro, Semarang

Version: 26 June 2026

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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 ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
S1 Kesehatan Masyarakat	Bachelor of Public Health	ASIIN	/	14
Date of the contract: 26.02.2025 Submission of the final version of the self-assessment report: 11.11.2025 Date of the onsite visit: 28.-29.01.2026 at: Campus UNDIP				
Expert panel: Prof. Dr. Vasiliki Kolovou, Saarland University of Applied Sciences Prof. Dr. Alice Assinger, Medical University of Vienna Dr. Agnes Aslin Mallipu, Global Alliance for Improved Nutrition Sayyaf Abiyyu, student at Universitas Airlangga				
Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 28, 2023				

¹ ASIIN Seal for degree programmes

² TC: TC 14 – Medicine

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 26.06.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Public Health	Accredited with requirements	26.06.2026 - 17.10.2027

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Public Health
1 Degree programme: Concept, Content & Implementation	
<i>1.1 Objectives and learning outcomes (intended qualification profile)</i>	Not fulfilled Requirement A 1
<i>1.2 Title of the degree programme</i>	Fulfilled
<i>1.3 Curriculum</i>	Fulfilled
<i>1.4 Admission requirements</i>	Fulfilled
<i>1.5 Workload and credits</i>	Not fulfilled Requirement A 2
<i>1.6 Didactics and teaching methodology</i>	Fulfilled
2 Exams: System, Concept and Organisation	
<i>2 Exams: System, Concept and Organisation</i>	Fulfilled
3 Resources	
<i>3.1 Staff and staff development</i>	Fulfilled
<i>3.2 Student support and student services</i>	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Public Health
<i>3.3 Funds and equipment</i>	Fulfilled
4 Transparency and Documentation	
<i>4.1 Module descriptions</i>	Fulfilled
<i>4.2 Diploma and Diploma Supplement</i>	Not fulfilled Requirements A 3, A 4, A 5
<i>4.3 Relevant rules</i>	Fulfilled
5 Quality Management: Quality Assessment and Development	
<i>5 Quality Management: Quality Assessment and Development</i>	Fulfilled

Requirements

For all programmes

- A 1. (ASIIN 1.1) Formulate the programme-level learning outcomes briefly and concisely and harmonise them across all official documents.
- A 2. (ASIIN 1.5) Reevaluate and corroborate the student workload for the internship and the Bachelor's thesis and allocate the credits accordingly.
- A 3. (ASIIN 4.2) Outline the title of the Bachelor's thesis on the Transcript of Records.
- A 4. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

Accreditation History

Ba Public Health

The programme has not been previously accredited by ASIIN.

C Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Public Health	Sarjana Kesehatan Masyarakat (S.KM)/ Bachelor of Public Health	/	6	Full time	/	8 semesters	231.4 ECTS/ 144 SKS credits	Annual since 1985

Contextualisation

Universitas Diponegoro (UNDIP) is a public university in the city of Semarang on the island of Java, Indonesia, named after the Javanese prince Diponegoro. It was founded as the Semarang University in 1957. It is regarded as the oldest university in Central Java and enjoys a high reputation for academic excellence among students, alumni, lecturers, and the industry. Nowadays, UNDIP hosts 11 faculties, a postgraduate school, and a vocational school with more than 67,000 enrolled students in total. It is ranked as the 8th university by Uni-Rank. The faculty of Public Health was originally established as part of the Faculty of Medicine and became independent as one of the first Faculties of Public Health in Indonesia in 1993. It offers two Bachelor's programmes, four Master's programmes, and one PhD programme, among others, the Ba Public Health programme, which is the subject of this report. The programme is reviewed for the purpose of international accreditation by ASIIN for the first time.

General assessment

Overall, the experts are highly satisfied with the quality of the programme which produces highly qualified and demanded graduates for the national labour market, as the discipline is currently in the focus of the national government. Positive highlights include the overall programme designs and curricula, the strategic development of the university and the programme, the broad involvement of the industry, the digitalised university and learning process administration, as well as the qualification, motivation, and engagement of the staff at all levels of the university. On the other hand, shortcomings are found with regard to formalities in terms of the Diploma Supplement as well as the formulation of the learning

³ EQF = The European Qualifications Framework for lifelong learning

outcomes, the workload respectively credit allocation for the internship and thesis, as well as potentially discriminatory admission policy. Further room for improvement is, among others, an increased focus on outcome-based assessment methods as well as the improvement of facilities and equipment for research purposes.

Programme profile

According to the programme book, the Bachelor of Public Health programme pursues the following mission:

1. “Providing quality public health education to produce graduates who are professional, competitive, adaptable to technological developments (RI 4.0), and have strong character at the national and international levels;
2. Conducting innovative research in the field of public health supported by technological advances to solve public health problems, whether by lecturers, teaching staff, and/or students;
3. Publishing, primarily in reputable journals, and ownership of Intellectual Property Rights, by lecturers, teaching staff, and/or students;
4. Organizing community service to address public health issues, by lecturers, teaching staff and/or students;
5. Managing and developing human resources and institutions that provide public health higher education based on the principles of good governance and accountability;
6. Establishing cooperation and partnerships at the national and international levels in support of education, research, innovation, publication, community service, and problem solving in the field of public health.”

D Expert Report for the ASIIN Seal⁴

1. The Degree Programme: Concept, Content & Implementation

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

Evidence:

- Self-Assessment Report
- Academic guidelines
- National curriculum guide for Public Health programmes
- Curriculum books 2020 and 2024
- Sample Diploma Supplement
- Tracer study reports
- Curriculum workshop report
- Website of the study programme: <https://s1kesmas.fkm.undip.ac.id/>
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As outlined in the Self-Assessment Report and the university's academic regulations for Bachelor's programmes, study programmes at UNDIP are developed and implemented within a clearly defined framework of a programme's vision, mission, and objectives which is derived from the university level vision and mission, and incorporates the provisions of the Indonesian national curriculum guide for the respective discipline. The resulting graduate profile and graduate learning outcomes (GLOs) are derived from this framework and formulated in accordance with the Indonesian Qualifications Framework and Higher Education Standards. The GLOs are distinguished by the domains of attitude, general skills, specialised skills, and knowledge, as outlined in the appendix of this report. On the level of

⁴ This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

the individual modules, the GLOs are further distinguished and specified as course learning outcomes, and an objective-module matrix links the modules with the respective GLOs.

The graduate profile, which describes the roles and functions of graduates after completing their education, is outlined in the curriculum book as follows:

No.	GRADUATE PROFILE	GRADUATE PROFILE DESCRIPTION
1.	Communicator	Able to communicate verbally and in writing
2.	Professional	Working according to principles, merit-based development, upholding the code of ethics
3.	Leader	Adaptive, responsive to the environment, proactive, motivator, able to work together
4.	Entrepreneur	Strong work ethic, entrepreneurial skills, innovative, independent
5.	Thinker	Critical thinking, lifelong learning, researcher
6.	Educator	Able to be an agent of change
7.	Manager	Able to plan, manage, and implement public health policies and programs
8.	Researcher	Researcher, Enumerator, Data Processor
9.	Consultant	Junior Consultant

While the experts are generally satisfied with the graduate profiles and the content-wise formulation of the learning outcomes and confirm that they adequately represent the international standard of public health, they assess the GLO to be very specialised to represent learning outcomes at the programme level. In addition, as the programme coordinators explain during the on-site visit, the GLOs are further specified and “operationalised” in the form of intended learning outcomes (ILO), also at the programme level. The experts assess this to be unnecessary and confusing, especially as the learning outcomes and professional competencies outlined in the Diploma Supplement provide yet another, more general and shorter formulation. The experts consider this formulation more adequate in terms of the concept of learning outcomes at the overall level of a study programme. The specialised formulations should be reserved for the learning outcomes at the module level. Therefore, the experts require UNIP to revise the programme learning outcomes accordingly and harmonise them across all official documents and websites.

The programme has eight specialisations that students must choose from, which dominate the curriculum from the fifth semester on and therefore significantly influence the job opportunities of the graduates. On the programme’s website, the specialisations are characterised as follows:

“1. Health Policy Administration (AKK)

Students are able to explain (C2) the history of the development of hospitals, the roles of owners and managers, factors that influence the development of internal systems and the influence of external systems. Students are able to explain (C2) the organizational structure, roles, functions, duties and responsibilities of the Board of Owners, CEO, Medical Committee, Nursing Committee, and other administrators. Students are able to explain (C2) the main points of hospital accounting management, its uses and management.

2. Biostatistics and Population

Able to analyze (C4) and evaluate (C5) the concept of reproductive health, reproductive health care in decision making, changes that occur at each stage, monitoring women's growth and development and problems in the women's life cycle, monitoring women's growth and development and problems, explaining social dimensions and problems, describing reproductive health from a gender perspective, explaining premarital requirements, and identifying indicators of women's health status. B3.

3. Epidemiology and Tropical Diseases

Able to explain (C2) and describe (C2) epidemiological methods, including the concepts of population and sampling, epidemiological research design, epidemiological size calculations as well as bias and error in epidemiological studies.

4. Health Entomology

Able to identify (C1) disease vectors and reservoirs. Able to conduct (C3) entomological surveys and use (C3) survey results for the utilization of vector control programs. And also expected to be able to explain and describe (C2) the development and metamorphosis of insects.

5. Public Health Nutrition

Students are expected to be able to explain and describe (C2) the methods for determining the nutritional status of individuals/communities. They are expected to be able to **explain** (C2) and **describe** (C2) the concepts of food safety, regulations, and factors that can influence food quality and safety. They are expected to be able to explain and describe (C2) the meaning and scope of food security and food safety.

6. Environmental Health

This course is designed for students to develop environmental health design skills in their respective villages/sub-districts. This course is a selective, capital-based course and teaches students how to design environmental health technology, focusing on the students' home

villages/sub-districts. This skill is essential during their Community Service Program (PKL) or upon graduation, to become experts in the NUSANTARA SEHAT PROGRAM.

7. Maternal and Child Health

Students are able to explain (C2) the maternal and child health situation in Indonesia and the relationship between maternal health and child survival. Students are able to explain (C2) various determinants of maternal morbidity and mortality, as well as perinatal-neonatal morbidity and mortality.

8. Health Promotion and Behavioral Sciences

Graduates of the Bachelor of Public Health with this specialization have skills in the fields of Health Promotion, Behavioral Science, Community Empowerment, Health Media Technology, Health Communication and Health Socio-Culture so that they have the opportunity to become Health Promoters, Public Relations, Marketing in Government and Private institutions.”

In addition to these eight specialisations of the curriculum which was redesigned in 2024, the 2020 curriculum which is followed by all cohorts up to 2024 includes a ninth specialisation in occupational safety and health. As the programme coordinators explain, this specialisation has been reinstalled as independent new Bachelor’s programme of the faculty in response to the high demand of the industry. The experts consider this a valuable improvement which reflects the increasing importance of occupational health aspects in Indonesian business. However, they notice in that regard, that the implementation of this discipline of health currently focuses mainly on occupational safety, e.g. protective measures and gears to reduce the chance of accidents. As the industry representatives affirm, this is fully in line with the current needs of the companies. Nevertheless, the experts suggest to gradually shift the focus of this discipline towards a profile of a health manager that develops and manages corporate health strategies, align health initiatives with organizational goals (e.g., productivity, retention), integrates health into HR and organizational development policies, manages budgets for health programs, designs and implements health promotion programs (such as stress management workshops, physical activity initiatives, nutrition programmes), coordinates company-wide health campaigns, and promotes healthy lifestyle behaviour among employees.

The tracer study reports of the past years show that between 70 and 85% of the programme’s graduates find a job within six months from graduation, while each about 5 to 10% become entrepreneurs or continue their higher education. The study also shows that the majority of graduates works in private companies in Indonesia, followed by government agencies on the second rank. Common workplaces include hospitals, health centre and of-

fices, health insurance companies, environmental health laboratory centres, population control and family planning offices, health quarantine centres, laboratories, industrial companies, national research and innovation agencies, pharmacies, and banks. During the on-site interviews, representatives of both public and private sector institutions that employ graduates of the programme confirm their well-regarded qualification both in terms of hard and soft skills. Moreover, it becomes clear that Indonesia sees an increased demand for public health professionals, which is also reflected in the establishment of new public health faculties across the country, the implementation of new, discipline-specific public health programmes, and the high number of applicants (see chapter 1.4).

In line with national regulations, the programme is regularly reviewed every five years to update the programme with respect to scientific developments as well as national policies. The latest review was conducted in 2024 through a curriculum workshop which addressed both the programme objectives and GLOs as a whole, as well as the curricular structure and specific modules. As the list of participants contained in the curriculum workshop report shows, students, alumni and external stakeholders were also involved besides the faculty leadership, academic staff, and members of the academic community, which is also confirmed during the audit by the respective stakeholder groups.

In summary, the experts confirm that the programme offers a highly demanded graduate profile that is in accordance with the desired competence level of EQF 6 for Bachelor's programmes and enables the graduates to successfully take up adequate employment in their respective fields. However, while being transparently published on the programme's websites and in the official study documents, the definition of two concepts of learning outcomes at the programme level (GLOs and ILOs) is insufficiently concise and lacks clarity for external parties. Also, these learning outcomes are formulated in too much detail to represent the programme level. Thus, it is required to review the programme-level learning outcomes, formulate them briefly and concisely, and harmonise them across all official documents and websites. Besides that, the experts further confirm that a process for the regular review is in place, which incorporates all relevant stakeholders.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Website of the study programme
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As the experts confirm, the programme adequately reflects its respective profile and curricular contents in line with both national and international denomination standards and definitions. The name in both its original Indonesian version as well as the corresponding English translation is consistently used in all official documents and on all websites. Graduates are awarded the degree title of Bachelor of Science in Public Health. The experts confirm that the degree title also correspond to the programme.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curriculum book
- Academic guidelines
- Exemplary course contract
- SOP specialisation selection
- Technical Guideline MBKM
- Curriculum workshop report
- Website of the study programme
- Discussions during the audit

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

The programme under review is designed for a regular full-time study duration of 4 years (8 semesters) and comprises a regular minimum of 144 Indonesian/ 231 ECTS credit points. The curricula follow a modular structure which is classified into national compulsory, university compulsory, and programme compulsory modules, as well as electives. National compulsory modules are by law contained in every Bachelor's programme in Indonesia and include e.g. Religion (one to be chosen out of seven options, Pancasila (Indonesian state philosophy), and Indonesian language, while compulsory modules at the university level are English, Sports, Entrepreneurship, Internet of Things, Community Service, and the Final Project. Meanwhile, the compulsory study programme courses are the distinguishing subject-specific core of the programme. As explained in chapter 1.1, the programme includes eight specialisation tracks which allow the students to specialise in depth in their field of interest. Part of the specialisation track is also the compulsory 30-day internship in the sev-

enth semester, and the final project respectively thesis in the eighth semester. The curricular overview of the programme, including the specialisation tracks, is displayed in the appendix.

The first semester of the curriculum is dominated by the national compulsory modules, while the university compulsory modules, except the community service and final project, are spread over semesters 1-4, together with the common programme compulsory modules which provide the analytical, methodological, and conceptual basis for the specialisation. This common set of subject-specific modules establishes core public health competencies, including basic epidemiology, biostatistics, demography, environmental health, health promotion, health law and policy, nutrition, and occupational health. From the fifth semester onward, students enter one of the eight specialisation tracks, where the curriculum shifts to advanced and applied modules that deepen knowledge within a specific field. While these track-specific modules build on the same public health domains introduced earlier, they focus on specialised methods, applications, and professional contexts, such as disease surveillance and control, advanced statistical and spatial analysis, health advocacy and communication strategies, environmental risk assessment, occupational safety management systems, nutritional assessment and intervention, health systems financing and policy implementation, or reproductive and maternal-child health across the life course. The experts consider the curriculum and the different specialisations to be well-designed.

During the on-site visit, the experts inquire about the application and selection process for the specialisation tracks. According to the respective standard operating procedure, there are different capacity quotas for the specialisations. The largest and most demanded specialisation is environmental health with 90 available places. As a basic requirement, students need to have achieved a cut-off grade in the basic subject which corresponds to the specialisation. The programme coordinators explain that the students have to hand in their two preferred specialisation choices in the fourth semester together with an application portfolio which, among others, also contains an essay to explain and advocate for their choices. The experts are satisfied to hear also from the students that almost all students can access one of their preferred choices. In case of problems or doubts, students are well supported by their academic advisors (see chapter 3.2).

With respect to the curriculum, the experts discuss how the comprehensiveness of the many aspects and disciplines is covered, as, in many European universities, public health is taught in the form of integrative Master's programmes that build on a specialised Bachelor's programme and set this in a different perspective and understanding. However, the outcomes of UNDIP's approach to give students a basic insight into all disciplines in the first semesters and then allow them to specialise leads to good results and qualifications, as the industry representatives affirm. Therefore, the experts are convinced that the curriculum

enables the students to achieve the learning outcomes and adequately represents the aspired qualification level of EQF 6. It is well-structured, allows for individual focus points via elective modules, and includes practical education in the form of one mandatory internship as well as laboratory practice to a reasonable extent. The students also explain that many of them try to do additional internships already in the semester breaks after the first semesters to gain practical insights and decide upon their aspired specialisations accordingly. Module-level learning outcomes are clearly defined and clearly linked to the programme-level learning outcomes.

Internationalisation and student mobility

Student mobility at UNDIP is organised within the Kampus Merdeka (MBKM, Independent learning campus) framework that provides its students with different opportunities for student exchanges, internships, and other types of learning activities outside the home campus of the students. This includes, e.g., the possibility to complete modules at partner universities, participate in research projects, or do additional internships. UNDIP itself has limited resources to fund student exchanges which are distributed competitively through the “Student Go International” programme that promotes different short-term internationalisation activities both online and in person. As the students explain, this includes among others conference participations, e.g. in Thailand, Japan, and Malaysia. Additionally, the university supports students in applying for third-party funding like the Indonesian International Student Mobility Awards, Indonesia’s main state student mobility funding scheme. This has enabled three Ba Public Health students to go abroad for one semester over the past years, among others to universities in Hungary and Spain. Other partnerships for student exchanges are in place, among others, with Yonsei University and Kangwon National University in South Korea. The technical guidelines for the MBKM implementation contain detailed regulations for different forms of activities as well as the recognition of credits for them. The experts are satisfied that these guidelines prescribe the formalisation of a study plan before the activity which, in the style of a learning agreement, determines the conditions for successfully completing the outside-of-university learning period and the criteria for credit recognition. The students confirm this practice of credit recognition and express their overall satisfaction with the administrative support offered by the university for the organisation of student mobility activities. Nevertheless, given the limited number of places and funds, the students would deem more scholarships for exchange programmes one of the most important aspects to further improve the programme.

To foster incoming student mobility, UNDIP has established the Diponegoro Exchange Experience Program (DEEP), which is administered by the university’s international office. This programme is intended for international undergraduate students from both partner and non-partner institutions worldwide for one semester at UNDIP. Currently, there are no

international students in the Ba Public Health programme, but multiple international students are regular students in the faculty's Master's programmes. As the experts recognise, short-term incoming mobility for one semester is not feasible as the primary teaching language is Bahasa Indonesia in almost all modules. In that regard, the students voice their wish to establish an international class in the programme to facilitate incoming mobility and student exchange. The experts generally support this as a long-term goal for the programme development. For Bachelor's students, the faculty holds an annual summer course in English language, which is well-attended by both internationals as well as the UNDIP students who appreciate the opportunity to network and improve their language skills.

In summary, the experts conclude that UNDIP promotes student mobility through an appropriate framework and encourages the university to further pursue this path of internationalisation, which provides essential experience for students.

Periodic review

As explained in section 1.1, the curriculum is periodically revised to reflect regulatory changes, stakeholder input, and developments in the field of public health. As documented in the curriculum review report, during the most recent review workshop in 2024, the modular structure was aligned with outcome-based education (OBE), including updated graduate learning outcomes, and revised credit regulations. The new or substantially expanded modules and content areas introduced in the 2024 curriculum relate mainly to digital public health, data management, and contemporary health system challenges. These include strengthened coverage of digital health applications, health information systems, data analysis for decision-making, and the use of technology in public health services. In addition, several courses were adjusted to better address emerging issues such as epidemiological and demographic transition, health resilience, and community-based integrated primary care. These changes, as confirmed during the on-site visit, reflect stakeholder and alumni input gathered during the 2024 curriculum workshop. The students particularly express their satisfaction with the new curriculum and highlight more specialised modules in the domain of reproductive health, as well as the increase of credits for English language modules and the splitting of the module over three semesters instead of one compact module as positive adaptations. The experts are satisfied with the addition of these contents and the integrative development process.

The experts recognise that UNDIP regularly and transparently reviews the curricula to adjust them to recent changes in the disciplines, incorporate stakeholder feedback, and improve the academic learning experience of the students. Whether the implemented changes successfully support the achievement of the goal to reduce the excess of the standard study period remains to be observed.

In summary, the experts confirm that UNDIP has regular review procedures in place that involve all relevant stakeholders of the programme. Changes are transparently documented.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Rectors regulation “On New Student Admissions To Diponegoro University”
- Academic guidelines
- Admission rate statistics
- UNDIP admission website: <https://pmb.undip.ac.id/>
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As regulated in the Rector’s regulation on student admission, there are three main pathways for national students to apply and enter undergraduate study programmes at UNDIP, which are briefly described in the Self-Assessment Report as follows:

1. “SNBP (National Selection Based on Achievement) – a selection pathway for admission to Indonesian state universities (PTN) that uses student report cards as well as academic and non-academic achievements as the basis for assessment.
2. SNBT (National Selection Based on Test) – a national university entrance pathway that uses the results of the Computer-Based Written Examination (UTBK) as the basis for assessment.
3. UNDIP Independent Exam – an independent selection pathway organized by Diponegoro University, which uses a computer-based written test as the method of assessment.”

The baseline requirement for Bachelor applicants is the graduation from a high school or an equivalent secondary education institution, dating back no longer than three years.

International applicants can apply to UNDIP within the independent selection pathway and have to additionally pass an entry interview.

Furthermore, the academic guidelines outline the options and respective conditions for a transfer from another programme at UNDIP (change of study programme), a transfer from another Indonesian university (change of university), and a transfer from an international

university. Generally, achievements obtained during the study at other universities can be recognised if they “have material content that is equivalent to the courses contained in the Study Program Curriculum that has been followed” or “are considered to support the achievement of competencies”, meaning that they can be recognized as elective modules.

The experts are generally satisfied with the admission regulations and appreciate the commitment to non-discrimination, which is contained in the regulations and affirmed by the university representatives during the audit. However, they are concerned about the regulation of a maximum age cap of 25 years for Bachelor’s applicants as well as the requirement that the high school diploma must not date more than three years back. For international students, the age cap is even at only 20 years. The university representatives explain that this is a national regulation. While the experts recognise that this cannot be independently changed by UNDIP, they nevertheless point out that the age caps are age discrimination which goes against the self-declared policy of the university, and that the diploma requirement effectively excludes any potential student who does complete vocational training or work experience before going to study. Especially, potential students from lower-income households may be affected by this. Besides the discriminatory nature of this regulation, the experts also stress the positive effects of having heterogeneous cohorts with students of diverse age, background, and work experience which certainly fosters in-class critical debates, broadening of the perspectives, and social skills. Therefore, the experts require UNDIP to abandon this regulation as the university must not exclude students and applicants based on their age and date of their diploma.

Overall, UNDIP’s Ba Public Health programme is in high demand and has therefore expanded the number of available places per cohort from 360 to 410 over the past five years. On average, around 6500 students apply for the programme every year. The experts note that usually more students are admitted than places are available which is a conscious decision to accommodate the fact that not all admitted students decide to study at UNDIP. The admission rate statistics show that the number of enrolled students usually corresponds almost with the number of seats, meaning that the capacity of the programme is well used.

The programme management collaborates closely with the university’s New Student Admission Committee to ensure that the selection pathways ensure sufficient pre-qualification of the students. Information gathered and monitored in that regard stems from questionnaires among students, the academic performance in early semesters, as well as feedback by lecturers and the academic supervisors (see chapter 3.2).

In summary, the experts confirm that UNDIP’s admission requirements and procedures are binding, transparent, and generally ensure sufficient prior qualification of the students.

The experts further confirm that rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions without jeopardising the achievement of learning outcomes at the desired level. However, the experts consider the maximum age cap and the diploma date requirement for Bachelor's applicants to be discriminatory and therefore require abandoning these regulations.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curriculum book
- Module handbook
- Statistical data about the progress of studies
- National regulation concerning quality assurance in higher education
- UNDIP Rector's decree about credit conversion
- Student survey results
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

To monitor and quantify the study progress and achievement, UNDIP employs the Indonesian SKS credit system which is defined by ministerial regulation. The programme under review has a regular full-time study duration of 4 years (8 semesters) during which 144 SKS credits, equivalent to 231 ECTS credit points, need to be accomplished. The number of credits students are supposed and allowed to take depends on their performance in terms of the GPA of the previous semesters. Each semester consists of 16 weeks of structured learning activities, including one week for mid-term and one week for final examinations each. As the experts confirm, the programme-specific content meets the minimum requirement of an equivalent of 180 ECTS credits for a Bachelor's degree.

The SKS credit system accounts for all types of learning activities, including the independent study load, and all compulsory parts of the curriculum are credited. As explained in the UNDIP's credit transfer regulation and the academic regulation, study regulations, one credit is defined as follows:

- (1) "Learning load of 1 (one) credit in the learning process in the form of lectures, face-to-face or online activities for 50 (fifty) minutes per week per Semester; structured

assignment activities of 60 (sixty) minutes per week per Semester; and independent activities of 60 (sixty) minutes per week per Semester.

- (2) Learning load of 1 (one) credit in the learning process in the form of seminars or other similar forms, consists of: face-to-face activities directly or through online for 100 (one hundred) minutes per week per Semester; and independent activities of 70 (seventy) minutes per week per Semester.
- (3) In the event that learning is carried out other than as referred to in paragraph (1) and paragraph (2), the learning load of 1 (one) SKS is equivalent to 45 (forty-five) hours per Semester.”

Thus, the total number of working hours per SKS credit is 45 hours. To convert this number into ECTS credits, UNDIP sets the workload of one ECTS point equivalent to 28 hours, which results in a fixed conversion rate of 1.6 ECTS credits per SKS credit. Both credit numbers are transparently outlined in the module handbook for each module.

While the experts consider the credit system well defined in principle, they wonder about the varying designated credit loads per semester, which has even been increased during the last curriculum review. According to the 2024 curriculum book, up to 24 SKS credits are to be taken in the first three years of study, while the seventh semester only contains a 30-day internship worth 3 SKS credits, and the final semester only contains the Bachelor’s thesis worth 4 SKS credits. For both these modules, the experts question whether the actual workload corresponds to the allocated credits. This becomes very apparent in the Bachelor’s thesis module which, according to the module handbook, encompasses the following learning activities: “Research Proposal (30 days); Field Research (45 days); Data Analysis (14 days); Research Report (14 days); Result Presentation (1 day)”. Thus, there is a total of 104 working days, but the workload is supposed to encompass only 180 hours which does not fit. Also, 3 SKS, a total of 135 working hours distributed over 30 internship days, plus the preparation, reporting, and exam, would yield a daily working time of a maximum of four hours, while both the students and industry representatives affirm that the internship requires full-time work. The experts therefore require UNDIP to reevaluate the workload for the internship and the Bachelor’s thesis and allocate the credits accordingly.

This apparent underrepresentation of credits in relation to the actual student workload also corresponds with the student feedback that the workload is high. As the statistical data about the progress of studies shows, between one and two-thirds of the students were not able to complete the programme within the designated study time over the cohorts that graduated until 2024. Instead, the mean study duration was nine semesters. The experts therefore question the workload verification and evaluation scheme. The provided survey results show that the students are asked about their workload only on a very broad level. However, during the on-site visit, the experts are shown how the regular module surveys

are conducted via UNDIP's integrated information system and also collect information on the workload of each module.

Concerning the graduation times, the programme coordinators explain that an aspired effect of the past two curriculum redesigns was also the reduction of the mean graduation time. As additional statistical data provided after the audit shows, already the students of the 2021 cohort that studied in the framework of the 2020 curriculum were, by majority able to conclude their studies within 8 semesters. To further support this development, the new study plan allows for more flexibility as it moved all structured modules into the first three study years, while the 2020 curriculum included five modules that could only be taken in the seventh semester, in addition to the internship. Moreover, the thesis supervisors are now assigned already in the fifth or sixth semester which allows to directly connect the internship with the thesis work. This increases the workload of the first semesters but also allows for more flexibility to retake modules without exceeding the standard period of study. Even more, by means of this change of system, high-achieving students can already do their thesis work directly after the internship and are thus able to graduate within seven semesters. While the experts are initially concerned about the seemingly unbalanced workload distribution, they rely on the information given by the students during the audit, who appear to be highly satisfied with this new structure and assess the workload to be high but manageable. Nevertheless, the feasibility of the workload distribution of the new curriculum and the effects on the graduation times need to be closely monitored over the first cohorts who study the new curriculum.

In summary, the experts confirm that UNDIP employs a workload-based credit system that incorporates both the structured and independent study load. All compulsory components of the programme are credited. Except for the internship and the Bachelor's thesis, the workload generally appears to be realistic. The workload distribution has been changed multiple times over the past years which has resulted in improvements regarding the graduation times of the students. The effects of the latest review are yet to be determined and need to be closely monitored, for which the workload component of the module surveys among students is crucial.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-Assessment Report
- Module handbook
- Exemplary course contract

- Student survey results
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The specific teaching methods of each module are transparently listed in the module hand-book. Additionally, as the students confirm, the teaching methods are also discussed at the beginning of each module as part of the so-called semester learning plan that serves as the specific framework for the delivery of a module and the respective assessment. According to the Self-Assessment Report, theoretical teaching is delivered primarily through lectures, small group discussion, and discovery learning that introduce students to the scientific and methodological principles of public health. Most lectures are given on-site in person which, as the student survey results show, is preferred by around 95% of the students. However, virtual and blended learning approaches are also partly used. In that regard, the university's integrated learning management system (SSO-KULON) supports access to digital lecture materials, interactive discussion forums, and online assessments. Practical teaching components include laboratory sessions, fieldwork, and the internship. Students gain hands-on experience in data collection and analysis, community health assessment, and programme evaluation. During the on-site visit, the experts get a positive impression of the student-centred teaching approach and the variety of methods employed. They positively acknowledge the openness towards AI and the incorporation of it both as part of the teaching methodology and teaching content.

During the on-site visit, the experts further discuss the internship and learn that UNDIP has a network of partner institutions, among others, based on alumni, from which students can choose their preferred internship place. The institutions are listed in the university's digital information system, and students can apply directly. Students can also propose new companies, which will be checked by a team of the faculty, whether the required competences can be achieved at this institution. As the programme coordinators explain, the students have a supervisor from both the company and the university, who ensures the quality of the learning activities. Besides the compulsory internship, multiple students explain that they take additional internships during the semester breaks.

In terms of research, a research methodology module is in the specialisation stage which prepares students for the Bachelor's thesis. Moreover, besides the practical research skills transmitted through laboratory work, there are two more methodology-oriented modules include earlier in the programme: Basic Data Management and Analysis, Environmental Quality Analysis.

The quality of the teaching methods is assured by means of lecturer certification, regular didactical workshops for the lecturers (see chapter 3.1), and the module evaluations which

take place every semester. As the teaching staff explain during the on-site interview, the student feedback is discussed in the preparatory session for each new semester.

In summary, the experts confirm that the programme employs a variety of teaching methods and didactic means to promote achieving the learning outcomes. The focus is on onsite, face-to-face teaching, but digital and asynchronous teaching instruments are used to a reasonable extent. Students are adequately introduced to the methodologies and applications of scientific research and, through internships, also gain insights into the practical application outside of the university. The teaching methodology is evaluated every semester as part of the regular module surveys.

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

Criterion 1.1

Regarding the formulation of the programme learning outcomes, the university explains that they will be reviewed during the next curriculum review. The experts generally support this plan but stress that their concern does not regard the content of the learning outcomes but their technical formulation. Important is an outcome-based formulation as well as a summary of the multitude of learning outcomes on core competencies at the programme level, while the very detailed specification of these learning outcomes should be addressed at the level of the modules. The experts therefore formalise their initial requirement in that regard.

Criterion 1.2

UNDIP does not comment on this criterion.

Criterion 1.3

In its statement, the university explains recent or planned measures to further boost international student mobility which is positively acknowledged by the experts.

Criterion 1.4

Regarding the admission regulations which exclude students above the age of 25 (national) respectively 20 (international), as well as students who obtained their high school diploma more than three years ago, it is explained that UNDIP has to follow national regulations for student admission processes. There would be more flexibility in case of the establishment of an international class which is aspired in the future. The experts recognise that UNDIP cannot change these currently existing discriminatory rules on its own. Still, they see it crucially important that the university, also in cooperation with different faculties and univer-

sities in Indonesia, seeks to change these regulations as they are socially discriminatory, hinder potentially high-achieving students from entering the university, limit student exchange opportunities, and diminish the learning experience of students as they are limited to their “bubble” of same-aged and similarly experienced colleagues. Diversity of age, backgrounds, and life/ work experience would be highly beneficial in any Bachelor’s programme. Under these considerations the experts decide to formulate a recommendation instead of a requirement to open the Bachelor’s admission to applicants of all ages and independently from the date of the high school degree.

Criterion 1.5

Regarding the workload of Bachelor’s thesis, UNDIP presents a detailed calculation of the workload which is based on an assumed daily study activity of only 2 to 3 hours. While the calculation is now technically sensible, the experts wonder and doubt that the daily student workload for the research activities is limited to 3 hours per day on average which does not coincide with the explanations regarding the student workload given by the participants of the on-site meetings. Therefore, the experts still see the need to corroborate whether this assumption holds in practice which must be done via a respective workload survey specifically for the thesis.

For the internship, the credit number was reconsidered to be 5 instead of 3 SKS credits which accurately represents a workload of 30 days fulltime work. This needs to be officially incorporated in the curriculum accordingly. The experts appreciate the action taken already but nevertheless formalise the initial requirement until the changes are incorporated in the curriculum.

Criterion 1.6

UNDIP does not comment on this criterion.

Final assessment

In summary, the experts are highly satisfied with the programme’s concept and its implementation in form the curriculum and teaching methods. The programme learning outcomes still need to be reworked on a formal level while the calculated credit points/ workload for the thesis need to be corroborated and verified. The experts also stress the importance of working towards abandoning the age discrimination of the national admission policy although this cannot be done by UNDIP alone.

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

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Self-Assessment Report
- Academic guidelines
- Module handbook
- Exemplary course contract
- SOP student grade complaints
- Statistics on the progress of studies
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The standard procedures for assessment of the students' learning progress are outlined in UNDIP's academic guidelines. A variety of examination methods is supposed to be applied, including written exams, oral exams, and/or practical/skill exams, as well as portfolios. Each structured module is assessed by multiple examination components to cover all aspects of the PLOs. The regular exam components are a mid-term and a final exam, for which the dates are centrally scheduled by the university, usually in the eighth and 16th semester week, and published in the academic calendar for each semester. Besides these, every lecturer is responsible for the selection of complementary examination forms such as quizzes, projects, presentations, and homework assignments. The examination forms and their weight for the final overall grade are specified and transparently outlined in the module descriptions for most modules, but not all. This needs to be done for all modules (see chapter 4.1). Moreover, as the students explain during the on-site visit, the examination forms and dates are explained and discussed in the first class of each module, and subsequently formally agreed upon in a "course contract". Overall, the students express their satisfaction with the high but manageable exam load and positively mention the transparent channels for information on grades and feedback on the exams via the university's digital information system. Feedback on the exams and associated processes can be given via the regular module surveys, and there is also the option to issue a direct appeal or complain against grades, as outlined in a respective standard operating procedure.

During the on-site visit, the experts review exemplary written examinations of the students and confirm that they are suitable to determine the competence attainment of the students and adequately cover the relevant topics of the competence level of EQF 6 for Bachelor's degrees.

While the experts are generally satisfied with the selection of exam formats, they wonder about the weighting of the components, as, in many modules, the weight of the midterm and final exams is very low (10-25%), while “Class participation, discussions, and individual assignments” are given a high weight. The programme coordinators explain that this is part of the strategy for offering students more flexibility, reducing the dependence on certain dates, and thus lowering the risk for students to get delays in their study progress. Furthermore, the high weighting of participation should motivate and encourage students to actively participate in the in-class learning activities, which is also appreciated by the students. While the experts appreciate the objective but voice their major concern that outcome-based education requires outcome-based assessments. While there are still exam components that are based on the outcome of a certain performance and, thus, assess the extent to which a learning outcome has been achieved, the high weighting of participation shifts the focus towards the assessment of the learning process. This, in the first place, does not capture what is supposed to be captured by the exam and, secondly, opens high potential for misuse and intransparency of the assessment. The experts explain that the participation evaluation can be very subjective, is difficult to realise for one teacher compared to classes of more than 30 students and is difficult to document and trace. The experts specifically point towards the risk that extroverted students are favoured by this system which does not necessarily represent their level of knowledge and skill in terms of the learning outcome. In terms of the latter aspect, the teachers and students see no problem given the diversity of this assessment component, which, among others, also includes peer-to-peer assessment by the students that reduces the dependency on the lecturer. The experts consider this a modern feature of assessment but still consider the weighting of this exam component significantly too high. They therefore highly recommend strengthening outcome-based assessment methods, which should contribute at least 50% of the grade.

The following scale is applied for the grading of exams:

Numerical Score Range	Letter Grade	Numerical Grade Weight
≥ 85	A	4.00
80 – 84.99	AB	3.50
75 – 79.99	B	3.00
70 – 74.99	BC	2.50
60–69.99	C	2.00
40–59.99	D	1.00
≤ 40	E	0

The minimum passing grade for regular modules is D, while the final thesis requires a B as the minimum grade.

In order to be admitted to the final exam of a module, UNDIP requires a minimum attendance of 75% in theoretical classes and 100% in practicums. As there are usually multiple sessions of each practicum, students who miss one can attend another one and there appears to be no problem with this regulation. If students fail or miss the final exam for valid reasons, they are allowed to submit a follow-up exam. According to the Self-Assessment Report, valid reasons are if the student is sick and proven by a doctor's note, participation in student activities that are permitted by the Director of Student Affairs of Universitas Airlangga or the Dean, and other reasons permitted by the Dean. As the students explain during the audit, these follow-up exams are usually organised within only a few days of the original exam date. However, as the final exam has only little impact on the final grade which is cumulatively calculated out of all exam components (see above), students can also pass a module even if they fail the final exam. Only if a module is failed based on this cumulative assessment, students have to re-sit the entire module which only happens in very rare cases.

Practical modules like the internship are assessed based on scores awarded by the internship supervisor at the partner institution, an internship report submitted to the academic supervisor, and a consecutive oral internship examination. Moreover, all Bachelor's students have to write a final thesis under the supervision of a maximum of two thesis advisors as the final module of the programme. Students can choose their own topic or can be advised by the lecturers. The experts positively acknowledge the explanations that industrial partners are also involved in the development and realisation of internship projects which is welcomed by the university to strengthen the community impact of the research work and vice versa. Before starting their research work, students have to develop and publicly present their research proposal, which is already part of the assessment. After completing the manuscript, the thesis needs to be orally defended in front of a defence committee. The experts are surprised to learn during the audit that, while the proposal presentation is open to audience, the thesis defence is held behind closed doors and audience is explicitly excluded by the regulations. The experts discuss that, as a matter of transparency, interested third parties should not be generally excluded from attending thesis defences. They stress that this does not mean that a minimum-sized audience must be present but there should be the option to attend. The experts therefore recommend opening the thesis defence to the interested public. On site, the experts examine examples of final theses and confirm that their overall quality in terms of topics, methodology, and formalities corresponds to the minimum requirement of a Bachelor's level graduation work. Nevertheless, they still see potential for improvement regarding the scientific level of the thesis.

In summary, the experts confirm that the programme employs module-specific exams. However, while the high weight of current assessment helps to motivate student participation, the assessment of the extent to which the defined learning objectives have been achieved, is diluted. Therefore, the experts strongly recommend focusing on outcome-based assessment methods. This could still involve the assessment of student discussions and other interactive exam forms; however, the assessment should not be predominantly based on in-class activities. The Bachelor's programme also includes a final thesis with a corresponding oral thesis defence presentation which demonstrates that the students are able to work independently. In that regard, the experts recommend to not exclude the interested public from attending the defences. The examination processes are organised well and transparently regulated by the educational guidelines, including rules for re-sit exams. The suitability of the exams and the related processes, as evidenced by the student feedback report, is regularly reviewed based on student feedback and the exam results.

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

Regarding the assessment methods, UNDIP explains the outcome-based focus of the variety of employed examination forms. The experts acknowledge this concept and notice that the revised module handbook now employs the title "participatory activity" instead of "Class participation, discussions, and individual assignments". They wonder whether the concept of this assessment component has been changed. It is important that the assessment of the students is done according to clear, objective, and transparent criteria, based on which the degree of fulfilment of the targeted learning outcomes can be checked. The experts therefore amend their initial recommendation and recommend establishing transparent criteria for the assessment of the "participatory activities".

Besides this, the experts positively acknowledge that the new thesis guidelines open the possibility for an audience of up to 10 people to attend the thesis examination. Therefore, they consider their initial recommendation to be fulfilled.

Final assessment

In summary, the experts confirm the adequacy of the programme's exam concept and its implementation. However, clear criteria for the assessment of the participatory examination component should be established to transparently demonstrate the outcome-based assessment

Overall, the experts consider this criterion to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff handbook
- Dean's decree on "The Appointment Of Permanent Lecturers To Teach In The Bachelor's Program Of The Public Health Faculty Of Public Health, Diponegoro University, Even Semester Of The 2024/2025 Academic Year"
- Faculty of Public Health HR development plan
- Faculty student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

UNDIP's academic staff is classified by four different academic ranks: professor, associate professor, assistant professor, and lecturer, all of which come along with different responsibilities and workload distributions. The regular lecturer workload is 12 to 15 credits per semester, distributed over the tridharma objectives and duties of education, research, and community service. Furthermore, the staff have to engage in university committee work as well as administrative and support tasks. The lecturers and their assignments to the teaching activities of the different modules in the Bachelor of Public Health programme are listed in a respective Dean's decree. Detailed profiles of all staff members, among others, including module responsibilities, academic career, employment history, research interests, and publications, are outlined in the staff handbook.

The Faculty of Public Health has 68 permanent academic staff which, related to the total number of currently 1,310 students, results in a favourable staff-student ratio of 1:19, which is compliant with national standards. The minimum qualification requirement for staff members is a Master's degree in a relevant academic field. About 50% of the staff members also hold PhD degrees and, as outlined in the HR development plan, multiple staff members are currently pursuing PhD programmes. Looking at the student intake capacity which was increased by 60 places per cohort over the past five years, the experts inquire about the management of the additional teaching and supervision burden by the university and teaching staff. They are satisfied to hear that the overall workload per lecturer, despite being high, has not changed due to the increase in students, as additional academic staff were recruited correspondingly. The experts also positively acknowledge the staff's feedback that the administrative workload component has been notably reduced through the

improvement of facilities and the efficiency of processes. As the students also report of good supervision, contact with, and support by the staff, the experts confirm that the staff numbers are adequate to ensure qualitative teaching in the programme.

The HR development plan also transparently outlines the faculty's objectives for staff development, including the recruiting needs for staff with expertise in certain fields, career development of the academic ranks of the existing staff, and staff training. The latter refers to the offer of different courses and workshops, among others, regarding pedagogy with the Indonesian national lecturer certification and three levels of teaching skill qualification as examples, guardian lectureship (positions as academic advisors), entrepreneurship, and research proposal-making. As the lecturers explain during the on-site visit, other certifications are also incentivised by the university, such as training as a journal reviewer, food inspector, and manager, which also helps the staff to bridge the gap between university and industry and connect to the industrial stakeholders. In that regard, also industry collaborations for research and respective funding are established. In that way, despite the limited research funding of the university, the faculty is able to attract additional sources of income. Moreover, the staff reports about good research cooperations both nationally and internationally, which also involves opportunities for going abroad. Overall, according to the lecturers, they spend 6 to 8 hours per week on research on average, which is considered beneficial by the experts. The good research environment has resulted in a recent award for the Faculty of Public Health for the most Scopus publications of UNDIP.

To ensure that the lecturers' qualifications align with the programme objectives, the lecturers' performance is evaluated every semester based on defined key performance indicators in terms of the tridharma objectives. Part of the through the assessment is the feedback on the lecturer's performance given by the students as part of their regular module surveys conducted every semester. The evaluation results show the overall high satisfaction of the students who also, during the audit, confirm their satisfaction with the quality of teaching and supervision, as well as their openness to criticism. The lecturers are newly assigned to the modules every semester, which gives the faculty good options to flexibly react to student complaints or staffing problems.

In addition to the academic staff, the faculty has 56 educational support and administrative staff members. Also, for them, the HR development plan outlines the strategy for training and expansion.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the programme. The staff development offer is positively highlighted as a strength of the programme. Lecturers are also supported in their research activities, which contribute to the teaching in the pro-

gramme. The experts further confirm that the staff qualification and performance is regularly reviewed.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Rector's regulation on "Services For Students With Disabilities At Universitas Diponegoro"
- UNDIP student services website: <https://undip.ac.id/language/en/student-services>
- Halo UNDIP website: <https://ult.undip.ac.id/en/home-2/>
- Faculty student survey report
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UNDIP has a comprehensive, integrated student support system. The main point of reference in terms of academic support is the system of guardian lecturers, who are members of the academic staff assigned to each student at the beginning of their study career at the university. The guardian lecturer is the first person of reference, mainly for academic matters but also in case of non-academic issues, and supports the students, among others, with their academic planning, course registration, specialisation selection, or the determination of research topics.

For non-academic matters, there are different specialised service facilities for different matters, as outlined on UNDIP's student support website:

- Student counselling for students with personal, academic, and self-development challenges
- Scholarship centre to assist students in financial need and mediate scholarships and discounts
- Partnerships office, which provides information on partnering institutions for research, academics, exchange programmes, and sustainable development
- International students office to support incoming students

Furthermore, there is the Unit Career Center service that facilitates employment of graduates, offers career guidance, alumni teaching, and organises job fairs. The primary clinic of the university offers basic medical services, including mental health consultation. Also, there is a Disability Consultation Service at the university level, and a Rector's regulation

transparently outlines the measures to accommodate students with disabilities at the university. All services are facilitated by the integrated service unit “Halo UNDIP”.

UNDIP hosts multiple student associations and clubs. This includes the Student Executive Board and the Student Senate as two committees of student representation at the university, different academic and research-oriented student associations, as well as clubs in the domains of sports, arts, culture, and music. During the on-site interview, the students also highlight the newly implemented orientation days as a helpful component of the university’s support system.

All support offers can be contacted on campus or digitally through online platforms. As the students explain, UNDIP has developed its own mobile application that unites access to all academic and non-academic services and facilities of the university, which positively impresses the experts.

In summary, the experts confirm that there are sufficient human resources and organisational structures for both academic and non-academic counselling, which support the students in successfully completing the programme. These services are regularly evaluated through the student surveys.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Strategic plan of the Faculty of Public Health
- Faculty student survey report
- Faculty of Public Health facilities website: <https://fkm.undip.ac.id/en/facilities-2/>
- UNDIP library portal: <https://digilib.undip.ac.id/v1/>
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

As outlined in the strategic plan of the faculty, the programme is operated based on various funding sources, including the state budget which is mainly allocated to the salaries of the staff members, tuition fees, and income generated through the PTNBH fund management. PTNBH refers to the legal status of an independent university which gives the administration a high degree of autonomy in managing the university's income and expenditures with less governmental supervision. Income sources in that regard include, among others, research funding, cooperations, contracted research, and business units of the university. The

financial statements contained in the strategic plan of the programme show that the faculty's income and expenditure structure has remained stable over the past four years. Furthermore, the plan outlines strategies and policies for future funding. The university representatives additionally explain that the university's financial planning and the allocation to the faculties is done through a split budget: A fixed budget which covers all the fixed operational cost and a variable budget which the faculties need to apply for, e.g. for the realisation of investment projects. During the on-site visit, the experts get a very positive impression of the university's resource management and the cooperation between the actors at different institutional levels. Participants of all internship sessions during the audit explain that the financial situation has significantly improved since UNDIP achieved the status as independent university in 2017.

In terms of infrastructure, UNDIP has multiple campuses in Semarang as well as additional facilities spread over the region. The faculty of public health is located on the main campus. General facilities include the faculty buildings with classrooms, laboratories, PC pools, reading rooms, co-working spaces, offices, and support facilities. According to the Self-Assessment Report, the following laboratories are available: biomedical laboratory, entomology laboratory, epidemiology laboratory, environmental health laboratory, occupational safety and health laboratory, audio-visual aids and microteaching laboratory, nutrition laboratory, biomolecular laboratory, and an integrated laboratory. During the on-site visit, the experts exemplarily visit different laboratories and confirm their adequacy for the delivery of the teaching activities and for students to get the necessary hands-on experience. They positively acknowledge the recently renewed equipment on air quality, food contamination/toxicology, and other chemical hazards. However, while the equipment is suitable for teaching, the opportunities to conduct advanced research are still reasonably limited, as, e.g., no safety level 2 facility is available. The university representatives and programme coordinators are aware of this limitation and affirm that equipment for research is in the focus of future investments. For further hands-on experience, the university closely collaborates with partner institutions such as nearby community health centres.

UNDIP has a central library, which is complemented by faculty-bound sub-libraries that are equipped with the main body of subject-specific literature. The library provides a broad selection of recent journals and academic literature, both online and offline, which includes access to scientific databases like ScienceDirect, Scopus, ClinicalKey, Wiley, and JSTOR. Via a recently developed single-sign-on system, the library resources can be accessed both at the university and from home. In general, as the lecturers explain, UNDIP has made significant investments in IT resources and digital systems for both administrative and academic purposes. This includes the KULON platform which provides functions for the management of lectures, provision of materials, e-learning, as well as quizzes and digital tests, as well as

the previously mentioned app, which integrates access to all university services, including, e.g., the library, and the registration and study progress documentation of the students. The experts positively highlight UNDIP's modern and efficient digital structures as a strength of the university.

In summary, the experts confirm that the financial resources and physical as well as digital equipment of the university and the faculty constitute a sustainable basis for the successful delivery of the study programme. As evidenced by the student survey report, the facilities are also subject to the evaluation of the students. The improvement and further development of the available equipment is part of the faculty's strategy, which is positively acknowledged by the experts.

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

Criterion 3.1 & 3.2

UNDIP does not comment on these criteria.

Criterion 3.3

Regarding the advanced equipment for research purposes, UNDIP argues that this is covered by the equipment made available through the university's integrated central lab. Nevertheless, the experts strongly recommend expanding dedicated laboratory space at the institute, especially at a higher biosafety level, to provide better access for better and more effective training and education in that regard.

Final assessment

In summary, the experts are satisfied with the university's human resources, support system, and physical infrastructure as well as the funding system, all of which ensure a secure long-term operation of the programme.

Overall, the experts consider this criterion to be **fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module handbook
- Website of the study programme

Preliminary assessment and analysis of the experts:

In the documentation of the Self-Assessment Report, UNDIP has presented comprehensive module descriptions for all modules, which contain the complete required information, including module title, module coordinator, teaching and exam methods, learning outcomes, and module contents, as well as a reading list. However, for some modules, the weighting of the multiple exam components (see chapter 2) is not outlined, which needs to be corrected. Besides this shortcoming, the experts confirm that the module descriptions are up-to-date and cover all the necessary details of the programme. While, as the students and staff members confirm, the module descriptions are internally available via the university's information system, the experts notice that the module handbook is not publicly accessible. To strengthen transparency, the experts recommend publishing the module handbook on the programme's website so that all stakeholders and interested third parties can access it.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Ministerial regulation on "Degrees, Certificates Of Competency, And Professional Certificates In Higher Education"
- Exemplary Diploma Certificate, Transcript of Records, and Diploma Supplement of each study programme

Preliminary assessment and analysis of the experts:

In line with the corresponding ministerial regulation, the students receive comprehensive documentation of their study achievements upon graduation. This includes a Diploma Certificate, a Transcript of Records which outlines the list of completed modules and the respective grades, as well as a Diploma Supplement which provides contextual information about the Indonesian education system and the specific study programme concerned. All documents are provided bilingually in Bahasa Indonesia and English. The experts are generally satisfied with the provision and outline of the documentation, but point towards multiple faults that need to be corrected: In the Transcript of Records, the title of the thesis, which provides crucial information about the students' specialisation, needs to be mentioned. Moreover, statistical data that allows for an assessment of the relative individual student performance (e.g., in comparison to the cohort) is missing and is required to be added. The Diploma Supplement must include a grade distribution table (ECTS grading table) for the cohort/programme, in line with the ECTS Users' Guide. Also, while the SKS

credit numbers are transparently displayed in the Transcript of Records, the number of ECTS points is not presented, which may hinder the recognition and transfer of credits overseas. It is therefore required to, at least, display the total number of completed ECTS credits in the Transcript of Records and provide information about the credit conversion in the Diploma Supplement. To further increase transparency, the experts additionally recommend displaying the ECTS numbers of the individual modules on the Transcript of Records.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- All regulations provided on the university's, faculty's, and programme's websites
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

The baseline regulation for programmes at UNDIP is the university's statute, which is distinguished for the faculties and individual programmes in the form of faculty- and programme-specific academic guidelines. All relevant documents are published on the university's websites. During the on-site visit, all interview partners confirm that the rights and duties of both the university as well as the students are well-defined and that all regulations are transparently accessible to all involved parties.

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

Criterion 4.1

As part of the statement, UNDIP has presented a revised module handbook which now outlines the exam weighting for all modules. Moreover, the module handbook has been published on the programme's website. The experts see their initial points of critique in that regard to be solved.

Criterion 4.2

UNDIP has provided drafts of a revised Transcript of Records and Diploma Supplement which, however, still need to be harmonised at the university level. While the experts acknowledge that the thesis title is now outlined in both documents, they point out that other required pieces of information are still missing, including information on the credit system(s), the ECTS equivalents of the individual modules, and statistical data that allows

for an assessment of the individual student performance. In this regard, further improvements are necessary.

Final assessment

In summary, the experts appreciate UNDIP's openness to their comments and note the progress made already. However, as still not all relevant pieces of information are provided in the documentation, requirements are issued in that regard.

Overall, the experts consider this criterion to be **partly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Rector's regulation on the "Universitas Diponegoro Quality Assurance System"
- UNDIP quality management handbook
- Faculty student survey report
- Stylised results of the teaching and learning process evaluation
- Discussions during the on-site visit

Preliminary assessment and analysis of the experts:

UNDIP's quality assurance system is founded on a Rector's regulation which outlines the scope, objectives, and institutions, respectively actors of the system. This comprehensive system includes elements of both internal and external quality assurance.

The implementation of the internal quality assurance system is described in the university's quality assurance policy, which, together with a detailed description of standards for education, research, community service, evaluation, and documentation, forms part of an extensive quality management handbook. As outlined in the Self-Assessment Report referring to the UNDIP standard, the implementation of quality assurance mechanisms is structured through the three organisational levels of university, faculties, and study programmes. At the university level, there is the Institute for Education Development and Quality Assurance that covers all aspects of quality assurance across all study programmes and conducts annual internal audits. At the faculty level, quality assurance is managed by the Quality As-

surance Team, and the Quality Assurance Groups operate at the study programme level. The quality assurance mechanisms are based on a continuous cycle of “Determination, Implementation, Evaluation, Control, and Improvement”. All processes are transparently outlined in the form of guidelines and standard operating procedures, examples of which are provided as part of the documentation. Multiple elements of the quality assurance system have already been mentioned in previous chapters of this report.

The most important instruments of quality monitoring are different, annually or semester-wise conducted review meetings and surveys, which are directed at different stakeholders, including the students, graduates, and external stakeholders. Different surveys collect their feedback on different aspects of the programmes, including the overall programme design and performance, lecturers and university administration, as well as internships. The regular implementation of these surveys is confirmed by the students and external stakeholders during the audit, and the students further explain that they are also informed about the results of the feedback and the actions taken in response. This data, together with additional key figures of the programmes like learning outcome attainment, GPAs, graduation times, etc., is used as a basis for the internal quality audit. During the audit, the representatives of the Rector’s office stress their focus on a close contact between the students and university staff, facilitated through direct social media-based feedback channels at the faculty and university level, the student councils, an annual student forum with the rectorate, and the facilitation of the Halo UNDIP office.

In terms of external quality assurance, UNDIP programmes are subject to regular national programme accreditation and are also highly engaged in international programme accreditation by renowned agencies. The Ba Public Health programme has achieved an “excellent” status by the Indonesian Accreditation Agency for Higher Education in Health and is subject to international accreditation by ASIIN for the first time.

In summary, the experts confirm that the study programme is subject to periodical internal quality assurance and that the results of these processes are incorporated in the further programme development. The quality assurance processes and responsibilities are defined and transparently regulated in respective guidelines and standard operating procedures. Students are actively involved in the processes, and the feedback loop back to the students is closed.

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

UNDIP does not comment on this criterion.

Final assessment

Overall, the experts consider this criterion to be **fulfilled**.

E Additional Documents

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

/

F Comment of the Higher Education Institution (17.04.2026)

The institution provided the following statement in response to the expert report:

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of the Degree Programme

The formulation of learning outcomes for the curriculum 2020 at the faculty level will be adjusted to the results of the national curriculum agreement contained in the diploma supplement ([Appendix 8.1.1 Curriculum 2020 Book Reviewed](#)).

The learning outcomes of the curriculum 2024 will be reviewed again in the next period of curriculum review and will be harmonized for all documents including a supplementary diploma for the first graduates around 2027.

For the focus of Occupational Safety and Health discipline has been accommodated in the Study Program of Bachelor of Occupational Safety and Health curriculum through the course Occupational Health Services, Occupational Nutrition, Communication and Health Advocacy, Leadership in Occupational Safety and Health.

Criterion 1.3 Curriculum

Internationalisation and student mobility

Indeed, funding assistance from government programs such as IISMA is limited. However, at the university and/or faculty level, there are also outbound student programs funded through WCU initiatives, such as the SGI program. Although still limited and not yet able to accommodate all students, this program tends to increase its budget allocation alongside the growing number of participants (60 students in 2025 and 75 students in 2026).

In addition, starting in 2025, a new outbound student initiative called the equity program was introduced, with a total of 13 participating students.

Criterion 1.4 Admission Requirements

Diponegoro University (Undip), in terms of new student admissions, adheres to national regulations for all types of admission pathways. Meanwhile, for the admission of prospective international students, the Faculty of Public Health (FKM) does not yet have an international program such as an International Undergraduate Program (IUP). Therefore, age requirements may be further regulated once FKM establishes an international class (IUP). This program can later be governed at the university level through a rector's regulation.

Criterion 1.5 Workload and Credits

We really apologize, that there was an error in writing the number of credits in the module description for thesis courses, where what should have been listed is 6 SKS according to the 2024 curriculum book ([Appendix 8.2 Curriculum 2024 Book](#)). Our revised results are attached [Appendix 9.2 Module Description 2024](#).

The number of days in the learning activities in thesis module is not used as the basis for calculating workload; rather, it is the average time required to complete each activity. For the purpose of determining credits, the calculation is based on a maximum of 3 hours per day in accordance with the applicable Government Regulation. (Appendix 14.1 Workload Verification) with details provided in [Appendix 23.12 Breakdown of Thesis Workload](#).

We appreciate the very constructive feedback regarding the internship workload. We will evaluate and review the curriculum again in the next period, where we have recalculated the internship duration to an average of 30 days with full-day hours (8 hours), equivalent to 5 credits, based on a total of 240 hours.

The 2024 curriculum is implemented for students who enrolled in 2024. Since the study period is 8 semesters, by 2026 there have not yet been any graduates from the 2024 curriculum, and therefore the average study duration cannot yet be determined. However, survey results from the EPBM conducted with the 2024 cohort can still be obtained through the SIAP information system for each course, carried out every semester.

2. Exams: System, Concept & Organisation

For transparency in course assessment weightings, these are available in the SIAP information system, which can be accessed by all students, and we have made adjustments in the module description document according to SIAP information system (see [Appendix 9.2 Module Description 2024](#)).

We also thank you for the recommendation to strengthen outcome-based assessment methods, we will review it accordingly. For the assessment methods applied beyond the Midterm Exam (UTS) and Final Exam (UAS), other components such as assignments and projects are also included, with default weightings of 10% for assignments and 25% for projects. Although these components are not categorized as UTS or UAS, they are designed as outcome-based assessments that measure the achievement of learning outcomes.

Meanwhile, the thesis examination, which will be made open to the public, will be implemented in the next period with a maximum of 10 participants, who may also

come from other faculties. This is stated in [Appendix 23.13 Thesis Preparation Guidelines](#) Chapter III Procedures for Submitting Proposal Seminars and Thesis Exams.

3. Resources

Criterion 3.3 Funds and Equipment

To conduct advanced research at university level we have integrated lab and can do collaboration with other faculties to conduct research.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

The revised document can be seen in Appendix 9.2 Module Description 2024, and we have published it on the study program's website page <https://s1kesmas.fkm.undip.ac.id/module-description-2024/>.

Criterion 4.2 Diploma and Diploma Supplement

We have prepared a draft to accommodate improvements to the academic transcript and diploma supplement that will be provided to graduates in the next graduation period, But we still need to discuss proposing the changes with the university in order to ensure consistency at the university level, see [Appendix 21.2.1 Draft Transcript](#) and [Appendix 21.3.1 Draft Diploma Supplement](#).

ALL FEEDBACK DOCUMENT CAN BE ACCESED LINK:

[https://drive.google.com/drive/folders/1Oe_3eVdZlklUaoF-ZoSISW20xaZ1Go4O?usp=drive link](https://drive.google.com/drive/folders/1Oe_3eVdZlklUaoF-ZoSISW20xaZ1Go4O?usp=drive_link)

G Summary: Expert recommendations (28.04.2026)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2031

Requirements

- A 1. (ASIIN 1.1) Formulate the programme-level learning outcomes briefly and concisely and harmonise them across all official documents.
- A 2. (ASIIN 1.5) Reevaluate and corroborate the student workload for the internship and the Bachelor's thesis and allocate the credits accordingly.
- A 3. (ASIIN 4.2) Outline the title of the Bachelor's thesis on the Transcript of Records.
- A 4. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

Recommendations

- E 1. (ASIIN 1.4) It is recommended to open the admission process to applicants of all ages.
- E 2. (ASIIN 2) It is recommended to strengthen outcome-based assessment methods and establish transparent criteria for the assessment of the "participatory activities".
- E 3. (ASIIN 3.3) It is recommended to improve the facilities and equipment for research purposes and establish a safety level 2 laboratory.
- E 4. (ASIIN 4.2) It is recommended to outline the ECTS credits of the individual modules on the Transcript of Records.

H Comment of the Technical Committee 14 - Medicine (22.06.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and notes that, in terms of content, the experts raised only few points of criticism; however, numerous formal requirements were proposed regarding the final documentation. Specifically, the Technical Committee discusses the recommendation concerning the high proportion of 'participatory assessment', as e.g. attendance is also stipulated as an essential criterion in the German medical licensing regulations (Approbationsordnung). However, the recommendation of the experts does not call this into question; rather, attendance alone should not be factored into the overall mark to the extent currently specified; a 75% attendance rate is, in any case, enshrined in the examination regulations as a prerequisite for sitting the examination. Furthermore, the issue of age discrimination is raised; however, this is now only expressed as a recommendation so as not to force the university to contravene national law. Nevertheless, it is strongly emphasised that efforts should be made to amend this discriminatory provision. In summary, the Technical Committee therefore endorses the experts' opinion without changes.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2031

I Decision of the Accreditation Commission (26.06.2026)

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

The Accreditation Commission discusses the procedure and generally confirms the assessment of the experts and the Technical Committee. As a minor change, it adapts the wording of the standard formulation for recommendation E1.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2031

Requirements

- A 1. (ASIIN 1.1) Formulate the programme-level learning outcomes briefly and concisely and harmonise them across all official documents.
- A 2. (ASIIN 1.5) Reevaluate and corroborate the student workload for the internship and the Bachelor's thesis and allocate the credits accordingly.
- A 3. (ASIIN 4.2) Outline the title of the Bachelor's thesis on the Transcript of Records.
- A 4. (ASIIN 4.2) Display the total number of ECTS credits on the Transcript of Records and provide information about the credit systems, respectively, conversion in the Diploma Supplement.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

Recommendations

- E 1. (ASIIN 1.4) It is recommended to open the admission process to applicants of all ages, regardless of the date of their high school diploma.
- E 2. (ASIIN 2) It is recommended to strengthen outcome-based assessment methods and establish transparent criteria for the assessment of the "participatory activities".

- E 3. (ASIIN 3.3) It is recommended to improve the facilities and equipment for research purposes and establish a safety level 2 laboratory.
- E 4. (ASIIN 4.2) It is recommended to outline the ECTS credits of the individual modules on the Transcript of Records.

Appendix: Programme Learning Outcomes and Curricula

As outlined in the educational guidelines of the programme, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor of Public Health:

Objectives:

1. Producing quality graduates who are able to develop science and technology in the field of aquaculture and have competitiveness based on religious morals.
2. Producing innovative research that encourages the development of science and technology in the field of aquaculture on a national and international scale.
3. Producing quality graduates who are able to develop science and technology in the field of aquaculture and have competitiveness based on religious morals.
4. Producing innovative research that encourages the development of science and technology in the field of aquaculture on a national and international scale.

Graduate Learning Outcomes:

STUDY PROGRAM: PUBLIC HEALTH Type: ACADEMIC, Level: UNDERGRADUATE	
GRADUATE LEARNING OUTCOMES	
CPL1	Be devoted to God Almighty and uphold human values based on Pancasila, patriotism, social awareness, and respect for values, norms, and ethics.
CPL2	Possess a basic understanding/principles of public health science (instruments and substance) at an analytical level in improving public health to the highest level possible, including knowledge related to epidemiology, biostatistics and demography, health administration/management and policy, as well as social and behavioral sciences, environmental health, occupational safety and health, nutrition, and reproductive health taking into account the essential functions of public health.
CPL3	Able to apply situation assessment and analysis skills supported by the implementation of digital public health in health services, especially in coastal areas, in a responsible, independent, and interdisciplinary manner.
CPL4	Able to implement health policies and planning (policy development and program planning skills) and resource management (resources/financial planning and management skills) in the field of public health to improve sustainable quality assurance.
CPL5	Able to empower communities (community dimensions of practice), communicate effectively (communication skills), and adapt to local cultures (cultural competency skills) in promotional and preventive activities through cooperation and partnerships in public health, especially in coastal areas.
CPL6	Able to apply leadership and systems thinking (leadership and systems thinking/total system skills) and entrepreneurial management principles (entrepreneurial skills) in healthcare.
CPL7	Expressing ideas, designs, and scientific research results in the form of reports, final projects/theses, or other scientific works based on scientific integrity and ethics.

STUDY PROGRAM: PUBLIC HEALTH	
Type: ACADEMIC, Level: UNDERGRADUATE	
GRADUATE LEARNING OUTCOMES ATTITUDE	
CPLS1	Be devoted to God Almighty and demonstrate religious attitudes;
CPLS2	Upholding human values in carrying out duties based on religion, morals, and ethics;
CPLS3	Contributing to the improvement of the quality of life in society, nation, state, and the advancement of civilization based on Pancasila;
CPLS4	Acting as a proud citizen who loves the country, possessing nationalism and a sense of responsibility towards the country and nation;
CPLS5	Respecting cultural diversity, perspectives, religions, and beliefs, as well as the original opinions or findings of others;
CPLS6	Working together and having social sensitivity and concern for the community and the environment;
CPLS7	Obedience to the law and discipline in social and civic life;
CPLS8	Internalizing academic values, norms, and ethics;
CPLS9	Demonstrating a responsible attitude toward work in their field of expertise independently; and
CPLS10	Internalizing the spirit of independence, struggle, and entrepreneurship.

STUDY PROGRAM: PUBLIC HEALTH	
Type: ACADEMIC, Level: UNDERGRADUATE	
GRADUATE LEARNING OUTCOMES GENERAL SKILLS	
CPLKU1	Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that considers and applies humanities values appropriate to their field of expertise;
CPLKU2	Able to demonstrate independent, high-quality, and measurable performance;
CPLKU3	Able to assess the implications of developing or implementing science and technology that considers and applies humanities values in accordance with their expertise based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs, or artistic critiques; compile scientific descriptions of their research findings in the form of a thesis or final project report; and upload them to the university website;
CPLKU4	Compiling a scientific description of the above study results in the form of a thesis or final project report, and uploading it to the university website;
CPLKU5	Able to make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis;
CPLKU6	Able to maintain and develop a network with mentors, colleagues, and peers both within and outside the institution;

CPLKU7	Able to take responsibility for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility;
CPLKU8	Able to conduct self-evaluation of the work group under their responsibility, and able to manage learning independently; and
CPLKU9	Able to document, store, secure, and retrieve data to ensure authenticity and prevent plagiarism.

STUDY PROGRAM: PUBLIC HEALTH Type: ACADEMIC, Level: UNDERGRADUATE	
GRADUATE LEARNING OUTCOMES SPECIALIZED SKILLS	
CPLKK1	Able to apply assessment and analysis of situations in the field of public health at the primary level using an interdisciplinary approach (analysis and assessment skills), especially in coastal areas.
CPLKK2	Able to implement public health policies and planning in primary-level activities using an interdisciplinary health approach (Policy development and program planning skill)
CPLKK3	Able to practice effective communication appropriate for promotional and preventive activities in the field of public health (Communication skills)
CPLKK4	Able to adapt to local culture in promotional and preventive activities in the field of public health (cultural competency/local wisdom skills)
CPLKK5	Able to empower communities in promotional and preventive activities in the field of public health (community dimensions of practice), especially in coastal areas
CPLKK6	Able to apply the principles of resource/financial planning and management in the field of public health in primary health care activities using an interdisciplinary approach (resources/financial planning and management skills)
CPLKK7	Able to apply leadership and systems thinking in public health at the primary health care level using an interdisciplinary approach (leadership and systems thinking/total system skill)
CPLKK8	Able to apply entrepreneurial management principles in the field of public health (entrepreneurial skills)

STUDY PROGRAM: PUBLIC HEALTH Type: ACADEMIC, Level: UNDERGRADUATE	
GRADUATE LEARNING OUTCOMES KNOWLEDGE	
CPLP1	Possess a basic understanding/principles of public health science at an analytical level that serves as a tool for maximizing public health, including knowledge related to epidemiology, biostatistics and demography, health administration/management and policy, as well as social and behavioral sciences, taking into account the essential functions of public health.
CPLP2	Possess a basic understanding/principles of public health science at an analytical level that is essential in improving public health to the highest degree, covering sciences related to environmental health, occupational safety and health, nutrition, and reproductive health, taking into account the essential functions of public health.

The following **curriculum** is presented:

Semester 1				
No	Course Code	Course	Credit Weight	Description
1	UUW1624002	Pancasila	2	
2	UUW1624003	Citizenship	2	
3	UUW1624004	Indonesian language	2	
4	UUW1624011	Islamic Religious Education	2	
	UUW1624021	Christian Religious Education		
	UUW1624031	Catholic Religious Education		
	UUW1624041	Hindu Religious Education		
	UUW1624051	Buddhist Religious Education		
	UUW1624061	Kong Hu Chu Religious Education		
	UUW1624071	Belief in God Almighty		
5	UUW1624107	English Language 1	1	
6	LKM1624101	Public Health and Global Health Sciences	4	
7	LKM1624102	Basic Occupational Safety and Health	2	
8	LKM1624103	Biomedical I	3	
9	LKM1624104	Basic Health Policy	2	
Number of Credits in Semester 1			20	

Semester 2				
No	Course Code	Course	Credit Weight	Description
1.	UUW1624207	English Language 2	1	
2.	LKM1624201	Biomedical II	3	
3.	LKM1624202	Health Laws and Regulations	2	
4.	LKM1624203	Demography	2	
5.	LKM1624204	Basic Nutrition Science	2	
6.	LKM1624205	Basic Health Promotion	2	
7.	LKM1624206	Gender, Reproductive and Sexual Health Services	3	
8.	LKM1624207	Basic Reproductive and Family Health	3	
9.	LKM1624208	Health System Information	2	
Number of Credits in Semester 2			20	

Semester 3				
No	Course Code	Course	Credit Weight	Description
1.	UUW1624005	Physical Exercise	1	
2.	UUW1624307	English Language 3	1	
3.	UUW1624006	Internet of Things (IOT)	2	
4.	LKM1624301	Basic Biostatistic	3	
5.	LKM1624302	Basic Epidemiology	3	

6.	LKM1624303	Basic Environmental Health	2	
7.	LKM1624304	Community Organization and Empowerment	2	
8.	LKM1624305	Digital Health Technology	2	
9.	LKM1624306	Health Sociology and Anthropology	2	
10.	LKM1624307	Health Organization and Management	2	
11.	LKM1624308	Coastal Food Ecology and Nutrition	2	
12.	LKM1624309	Health Communication	2	
Number of Credits in Semester 3			24	

Semester 4				
No	Course Code	Course	Credit Weight	Description
1.	UUW1624008	Entrepreneurship	2	
2.	LKM1624401	Ergonomics	2	
3.	LKM1624402	Nutritional Status Assessment	2	
4.	LKM1624403	Group Dynamics	2	
5.	LKM1624404	Occupational Safety and Health Management System	2	
6.	LKM1624405	Advocacy and Partnerships	2	
7.	LKM1624406	Disaster Management and Outbreaks	4	
8.	LKM1624407	Health Leadership and Administration	2	
9.	LKM1624408	Health Economics and Financing	2	
10.	LKM1624409	Environmental Quality Analysis	2	
11.	LKM1624410	Basic Data Management and Analysis	2	
Number of Credits in Semester 4			24	

Specialization Course in Health Administration and Policy

No	Course Code	Course	Credit Weight	Description
1	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2	LKM1624502	Nutrition and Coastal Community Health	2	
3	LKM1624503	Health Planning and Evaluation	3	
4	LKM1624504	Coastal Community Health Surveillance	3	
5	LKM1624505	Environmental Health Technology	2	
6	LKM1624506	Strategic Health Management	2	
7	LKM1624507	Health Human Resources and Logistics Management	3	
8	LKM1624508	Health Financial Management	2	
9	LKM1624509	Health Service Quality Management	2	
10.	LKM1624510	Health Insurance	2	
11	UUW1624008	Community Service Program (KKN)	3	Semester 6
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624604	Advanced Health Policy	3	
16.	LKM1624605	Health Service Management	3	
17.	LKM1624606	Health Management Seminar	3	
18.	LKM1624607	Public Health Administration Practice	3	
19.	LKM1624701	Internship	3	Semester 7
20.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Biostatistics and Demography

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624511	Medical Records Management	2	
7.	LKM1624512	Reproductive Health and Sexuality	2	
8.	LKM1624513	Advanced Population Analysis	3	
9.	LKM1624514	Geographic Information Systems	2	
10.	LKM1624515	Health Information Statistics	2	
11.	UUV1624008	Community Service Program (KKN)	3	Semester 6
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624608	Information Systems and Population Seminar	1	
16.	LKM1624609	Advanced Data Management	2	
17.	LKM1624610	Sample Design and Experimentation	2	
18.	LKM1624611	Rapid Surveys	2	
19.	LKM1624612	Advanced Health Information Systems	3	
20.	LKM1624613	Multivariate Statistical Analysis	2	
21.	LKM1624701	Internship	3	Semester 7
22.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Epidemiology and Tropical Diseases

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624516	Epidemiological Methods	3	
7.	LKM1624517	Epidemiology of Tropical Diseases	2	
8.	LKM1624518	Epidemiological Data Management and Analysis	3	
9.	LKM1624519	Screening Applications	3	Semester 6
11.	UUV1624008	Community Service Program (KKN)	3	
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624614	Epidemiological Surveillance	3	
16.	LKM1624615	Outbreak Investigation	3	
17.	LKM1624616	Rapid Epidemiological Survey	3	
18.	LKM1624617	Scientific Review of Epidemiology	3	
19.	LKM1624701	Internship	3	Semester 7
20.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Public Health Nutrition

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624520	Institutional Nutrition Management	2	
7.	LKM1624521	Nutrition Program Management	2	
8.	LKM1624522	Life Cycle Nutrition Management	2	
9.	LKM1624523	Food Technology and Development	3	
10.	LKM1624524	Food Safety Management	2	
11.	UUW1624008	Community Service Program (KKN)	3	Semester 6
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624618	Nutrition Information and Education Communication Management	2	
16.	LKM1624619	Nutrition Surveillance Management	2	
17.	LKM1624620	Food and Nutrition Economics	2	
18.	LKM1624621	Nutrition Social Culture	2	
19.	LKM1624622	Community Dietetics Management	2	
20.	LKM1624623	Sports/Fitness Nutrition Management	2	
21.	LKM1624701	Internship	3	Semester 7
22.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Environmental Health

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	Semester 6
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624525	Environmental Health Practicum	3	
7.	LKM1624526	Environmental Impact Analysis	2	
8.	LKM1624527	Environmental Toxicology	2	
9.	LKM1624528	Environmental Health Risk Analysis	2	
10.	LKM1624529	Drinking Water Safety	2	
11.	UUW1624008	Community Service Program (KKN)	3	
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624624	Vector-Borne Disease and Zoonosis Control	2	
16.	LKM1624625	Public Sanitation	2	
17.	LKM1624626	Food and Beverage Sanitation	2	
18.	LKM1624627	Environmental Pollution	2	
19.	LKM1624628	Waste Management	2	
20.	LKM1624629	Environmental Health in Residential, Urban, and Coastal Areas	2	
21.	LKM1624701	Internship	3	Semester 7
22.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Health Promotion and Behavioral Science

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624530	Health Psychology	3	
7.	LKM1624531	Public Communication	3	
8.	LKM1624532	Institutional Public Health Promotion	3	
9.	LKM1624533	HIV/AIDS Prevention	2	
10.	UUW1624008	Community Service Program (KKN)	3	Semester 6
11.	LKM1624601	Community Health Field Practice	5	
12.	LKM1624602	Research Methodology	2	
13.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
14.	LKM1624630	Community Health Promotion Technology	3	
15.	LKM1624631	Health Promotions Interventions	3	
16.	LKM1624632	Individual Education	3	
17.	LKM1624633	Behavior and Health Indicator Measurement	3	
18.	LKM1624701	Internship	3	Semester 7
19.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Maternal and Child Health

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624534	Child Survival and Development	2	
7.	LKM1624535	Maternal and Child Health & Reproductive Health Program Management	3	
8.	LKM1624536	Life Cycle Nutrition Management	2	
9.	LKM1624537	Addiction Prevention and Treatment	2	
10.	LKM1624538	Maternal and Child Health Ecology	2	
11.	UUW1624008	Community Service Program (KKN)	3	Semester 6
12.	LKM1624601	Community Health Field Practice	5	
13.	LKM1624602	Research Methodology	2	
14.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
15.	LKM1624634	Nutrition Information and Education Communication Management	2	
16.	LKM1624635	Nutrition Surveillance Management	2	
17.	LKM1624636	Reproductive and Family Health Counseling Techniques	2	
18.	LKM1624637	Reproductive Health Protection in the Workplace	2	
19.	LKM1624638	Reproductive Health in Disaster Situations	2	
20.	LKM1624639	Reproductive Health in Disabilities	2	
21.	LKM1624701	Internship	3	Semester 7
22.	LKM1624702	Thesis	6	Semester 8

Specialization Course in Health Entomology

No	Course Code	Course	Credit Weight	Description
1.	LKM1624501	Epidemiology of Infectious Diseases	2	Semester 5
2.	LKM1624502	Nutrition and Coastal Community Health	2	
3.	LKM1624503	Health Planning and Evaluation	3	
4.	LKM1624504	Coastal Community Health Surveillance	3	
5.	LKM1624505	Environmental Health Technology	2	
6.	LKM1624539	Entomology Techniques	3	
7.	LKM1624540	Settlement Insects and Warehouse Pests	3	
8.	LKM1624541	Insect Ecology	2	
9.	LKM1624542	Zoonosis-Based Disease Control	3	
10.	UUW1624008	Community Service Program (KKN)	3	Semester 6
11.	LKM1624601	Community Health Field Practice	5	
12.	LKM1624602	Research Methodology	2	
13.	LKM1624603	Epidemiology of Non-Communicable Diseases	2	
14.	LKM1624640	Vector and Animal Disease Surveillance	3	
15.	LKM1624641	Vector and Animal-Borne Disease Data Management	3	
16.	LKM1624642	Vector Control	3	
17.	LKM1624643	Health Entomology Laboratory	3	
18.	LKM1624701	Internship	3	Semester 7
19.	LKM1624702	Thesis	6	Semester 8