



ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes

Medicine

Nursing

Veterinary Medicine

Professional Programmes

Medical Doctor

Nursing

Veterinary Medicine

Provided by:

Universitas Syiah Kuala, Banda Aceh

Version: 28 June 2024

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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
Pendidikan Dokter	Bachelor of Medicine	ASIIN	LAM-PTKes ³ 2021-2026 “excellent”	14
Profesi Dokter	Medical Doctor	ASIIN	LAM-PTKes 2021-2026 “excellent”	14
Sarjana Keperawatan	Bachelor of Nursing	ASIIN	LAM-PTKes 2020-2025 “A”	14
Pendidikan Profesi Ners	Nursing Profession Educational	ASIIN	LAM-PTKes 2020-2025 “A”	14
Pendidikan Dokter Hewan	Bachelor of Veterinary Medicine	ASIIN	LAM-PTKes 2021-2026 “excellent”	14
Pendidikan Profesi Dokter Hewan	Professional Program of Veterinary Medicine	ASIIN	LAM-PTKes 2021-2026 “excellent”	14
Date of the contract: 24.08.2021 Submission of the final version of the self-assessment report: 15.02.2023 Date of the onsite visit: 27.03. – 29.03.2023 at: Banda Aceh, Indonesia				
Peer panel:				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 14 – Medicine

³ LAM-PTKes: Indonesian Accreditation Agency for Higher Education in Health (Lembaga Akreditasi Mandiri Pendidikan Tinggi Kesehatan)

<p>Prof. Dr. Bernhard Hiebl, University of Veterinary Medicine Hannover</p> <p>Prof. Dr. Steve Strupeit, University Greifswald</p> <p>Prof. Dr. Ivo Volf, Medical University Vienna</p> <p>Prof. Dr. Hans- Joachim Wagner, University Tuebingen</p> <p>Mochamad Iskandarsyah Agung Ramadhan, MD</p> <p>Kusnul Chotimah, Universitas Airlangga, student</p>	
<p>Representative of the ASIIN headquarter:</p> <p>Rainer Arnold</p>	
<p>Responsible decision-making committee:</p> <p>ASIIN Accreditation Commission</p>	
<p>Criteria used:</p> <p>European Standards and Guidelines as of 15.05.2015</p> <p>ASIIN General Criteria as of 28.03.2014</p> <p>Subject-Specific Criteria of Technical Committee 14 – Medicine as of 20.09.2019</p>	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ⁴	d) Mode of Study	e) Double / Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor's Programme Medicine	Sarjana Kedokteran / Bachelor of Medicine	-	6	Full time	no	7 Semester	203,99 ECTS / 150 CP	Once a Year / August
Medical Doctor Programme	Pendidikan Profesi Dokter / Medical Doctor	-	6	Full time	no	4 Semester	111,37 ECTS / 43 CP	Four times a Year/ January, April, July, and November
Bachelor's Programme Nursing	Sarjana Keperawatan / Bachelor of Nursing	-	6	Full time	no	7 Semester	208,10 ECTS / 146 CP	Once a Year / August
Professional Programme Nursing	Pendidikan Profesi Ners / Professional Nurse	-	6	Full time	no	2 Semester	57,93 ECTS / 36 CP	Twice a year/ August and February
Bachelor's Programme Veterinary Medicine	Pendidikan Dokter Hewan / Bachelor of Veterinary Medicine	-	6	Full time	no	8 Semester	226,2 ECTS / 158 CP	Once a Year / August
Professional Programme Veterinary Medicine	Pendidikan Profesi Dokter Hewan / Bachelor of Veterinary Medicine	-	6	Full time	no	3 Semester	85,12 ECTS / 40 CP	Twice a Year July and January

For the Bachelor's degree programme Medicine (BM), Universitas Syiah Kuala (USK) has presented the following profile on its homepage:

Mission

⁴ EQF = The European Qualifications Framework for lifelong learning

To produce competitive and innovative bachelor of medicine to deliver excellence in the field of disaster management and family medicine at national and global level by 2025.

For the Medical Doctor programme (MD), Universitas Syiah Kuala (USK) has presented the following profile on its homepage:

Mission

To produce competitive and innovative medical doctor to deliver excellence in the field of disaster management and family medicine at national and global level by 2025.

For the Bachelor's degree programme Nursing (BN), Universitas Syiah Kuala (USK) has presented the following profile on its homepage:

Vision

The vision of the Nursing Study Program is to make the Islamic Nursing Study Program a community-based, innovative and leading community in Southeast Asia in 2024.

Mission

1. Organizing Islamic, quality, innovative and evidence-based education and learning.
2. Organizing reliable research and publications in responding to various global issues and becoming a reference center in the development of community-based science.
3. Carrying out community service in the field of superior, innovative and community-based nursing.
4. Increasing productive collaboration with various parties in the implementation of higher education tridharma activities.
5. Carry out the governance of the Nursing Study Program that is synergistic, accountable and integrated.
6. Improving effective facilities and infrastructure based on industrial revolution technology 4.0

For the Professional programme Nursing (NPE), Universitas Syiah Kuala (USK) has presented the following profile on its homepage:

Vision

The vision of the Nurse Professional Education Study Program is to make the Nurse Professional Education Study Program Islamic, Innovative and Leading Community-Based in Southeast Asia in 2024

Mission

1. Organizing Islamic, quality, innovative and evidence-based education and learning.
2. Organizing reliable research and publications in responding to various global issues and becoming a reference center in the development of community-based science.
3. Carrying out community service in the field of superior, innovative and community-based nursing.
4. Increasing productive collaboration with various parties in the implementation of higher education tridharma activities.
5. Carry out the governance of the Professional Nurse Education Study Program in a synergistic, accountable and integrated manner.
6. Improving effective facilities and infrastructure based on industrial revolution technology 4.0

For the Bachelor's degree programme Veterinary Medicine (BVM), Universitas Syiah Kuala (USK) has presented the following profile on its homepage:

Vision

The Bachelor of Veterinary Medicine Study Program's vision is to become a study program that excels in implementing the three pillars of higher education (Tri Dharma Perguruan Tinggi) in veterinary science based on technology innovation to produce competitive human resources internationally by 2030.

Mission

1. Organizing higher education and quality services in veterinary medical education that is recognized nationally and internationally;
2. Conducting innovative and applicable research and supporting the development of science in veterinary technology;
3. Perform community service based on research results application in veterinary technology.
4. Implementing the three pillars of higher education at the international level in veterinary technology in a sustainable manner.

For the Professional programme Veterinary Medicine (PPVM), Universitas Syiah Kuala (USK) has presented the following profile in the Self-Assessment Report:

Vision

“Professional Program of Veterinary Medicine (PPVM) vision to become an independent and excellent Veterinary Professional Education Program to produce professional veterinarians with a technopreneurship perspective in the field of veterinary medicine and international competitiveness by 2030.”

Mission

1. Organizing Professional Program of Veterinary Medicine education with the support of quality and complete facilities to produce human resources with veterinary medical expertise by national and international competitiveness;
2. Organizing veterinary medical professional learning that develops itself according to science and technology effectively through life skills and up-to-date science;
3. Perform research to support skill improvement and develop veterinary medical technology to solve various challenges in animal and reproduction health, zoonotic diseases, wildlife diseases and conservation medicine, animal products, and veterinary medicine;
4. Perform community service to apply veterinary medical knowledge and expertise and support local and national development;
5. Build and develop collaboration with various domestic and foreign institutions to improve the competence of graduates that can compete at national and international levels.

C Analysis and Findings of Peers

1. Mission and Outcomes

Criterion 1.1 Statements of purpose and outcome
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Evidence:

- Self-Assessment Report
- Webpage USK: <https://unsyiah.ac.id/en/>
- Webpage Faculty of Medicine: <https://fk.usk.ac.id/>
- Webpage Bachelor of Medicine: <https://fk.usk.ac.id/pendidikan-dokter>
- Webpage Medical Doctor programme: <https://fk.usk.ac.id/pendidikan-profesi-dokter>
- Webpage Faculty of Nursing: <https://fkep.usk.ac.id/>
- Webpage Bachelor Nursing: <https://fkep.usk.ac.id/skep/>
- Webpage Professional programme Nursing: <https://fkep.usk.ac.id/ners/>
- Webpage Faculty of Veterinary Medicine: <https://fkh.usk.ac.id/>
- Webpage Bachelor Veterinary Medicine: <https://fkh.usk.ac.id/pdh/>
- Webpage Professional programme Veterinary Medicine: <https://fkh.usk.ac.id/ppdh/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Intended Learning Outcomes (ILO) and the vision and mission of all degree programmes under review are mentioned in the Self-Assessment Report. While the vision and mission are rather general and refer to the objectives of the Faculty of Medicine (FoM), the Faculty of Nursing (FoN), and the Faculty of Veterinary Medicine (FVM), the ILO cover several specific competences students should acquire in their respective degree programme. Both vision and mission and ILO of each degree programme are published on the programme's website.

The ILOs of the programmes are prepared with reference to the Indonesian National Qualifications Framework (KKNI) and the 2019 National Standards for Professional Medical Education (SNPPDI), and are usually divided into four main components, namely:

- 1). Attitude (A),
- 2). Knowledge (K),
- 3). Skills (S),
- 4). Competences (C).

The goal of the Bachelor's degree programme Medicine is to prepare the students for participating in medical care of patients. This includes implementing disease prevention measures, diagnosing and treating common diseases, providing emergency medical care, and following medical ethics and national laws. The programme wants to lay a solid foundation consisting of medical professionalism, medical science, self-awareness and self-development, and effective communication in order to enable the graduates for working effectively in a clinical environment and for managing health problems. Usually, all graduates of the Bachelor's degree programme Medicine enrol in a subsequent Medical Doctor programme, in order to be able to work as a Medical Doctor.

The peers point out that from their perspective, the intended learning outcomes in the module descriptions (course learning outcomes, CLO) of the Bachelor's degree programme Medicine are worded very generically. The programme coordinators explain that this is sometimes the case because the general ILO are adopted as CLO. The peers recommend to adjust this working practise and to reword the CLO so that they specifically describe the goals of the respective course and do not only repeat the general intended learning outcomes of the degree programme.

The Medical Doctor programme has the goal to familiarise medical doctors with biomedical and clinical skills, who are able to provide medical services to patients in health care facilities. Medical Doctors should be able to recognize problems and to conduct research activities in the field of medicine and health in a systematic manner using the principles of scientific research methodologies in order to solve health problems in the community. Moreover, Medical Doctors should master the basics of health professional education so that they can participate in improving the quality of human health care. Most graduates work as practitioners in public and private hospitals, public health centres, and other health care services. In addition, they can also find jobs as managers in insurances and public health institutions

Graduates of the Bachelor's degree programme Nursing should demonstrate a comprehensive understanding of nursing concepts, theory and management principles in the care of patients, be able to communicate about the therapeutic treatments, and give accurate information about them. Furthermore, they should acquire the necessary skills for delivering nursing care and services according to national and international standards. Graduates

should also be able to manage health care systems by working with other nurses and health professionals with the goal of reducing morbidity, fostering a healthy lifestyle, and promoting a healthy environment. Usually, all graduates of the Bachelor's degree programme Nursing enrol in a subsequent professional programme, in order to be able to work as a nurse.

The Professional programme Nursing is designed to provide the graduates with the knowledge and skills to be able to work professionally to achieve the patients' treatment goals, especially in the area of tropical diseases. In addition, graduates should demonstrate an attitude of cultural sensitivity based on ethical principles and nursing legal aspects.

The job perspectives of professional nurses in Indonesia are very promising; the graduates are in high demand. Most of them work as nurse practitioners and nurse managers in public and private hospitals, public health centres, and other health care services. In addition, they can also find jobs as managers in insurances and public health institutions. Other work opportunities are becoming teaching assistants in public or private nursing schools. Besides working in Indonesia, graduates are also qualified for working abroad.

As described in the Self-Assessment Report, the goal of the Bachelor's degree programme Veterinary Medicine is to effectively respond to the demands in the field of animal health and welfare, public health, food safety, and infectious diseases transmission. Graduates are expected to be able to continue their professional and scientific specialisation in Indonesia or abroad. To this end, the graduates should understand the biological, chemical, and physiologic processes of animals, reproduction and function of animals, including common diseases and disorders as well as nutritional problems. In addition, they should be familiar with the contributions of basic and applied research to veterinary science and issues related to veterinary public health, including epizootiology, cross-border infectious diseases, and zoonosis. Usually, all graduates of the Bachelor's degree programme Veterinary Medicine enrol in a subsequent professional programme, in order to be able to work as a veterinarian.

Graduates of the Professional programme Veterinary Medicine are expected to be creative, reliable, and independent veterinarians. Additionally, they should have high creativity, be able to develop tasks related to veterinary medicine, animal and environmental health systems, zoonosis, biomedicine, product quality safety, and animal welfare, as well as having managerial skills, professional entrepreneurship, and upholding the veterinarian's oath and professional ethics.

Veterinary graduates are generally able to work as veterinary medical practitioners, educators, researchers, animal and livestock health consultants, policy makers in the field of

veterinary medicine and infectious diseases. In addition, various public and private institutions and agencies employ veterinarians.

The employers point out during the discussion with the peers, that there is a high demand for graduates from all three areas (Medicine, Nursing, and Veterinary Medicine) not only in Aceh province, but also in all of Indonesia. To this end, the employers would appreciate if USK would be able to educate more students and provide more graduates for the job market.

In general, the peers consider the ILO of all six programmes under review to be well founded and reasonable.

Criterion 1.2 Participation in the formulation of mission and outcomes

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the Self-Assessment Report, internal (programmes coordinators, lecturers, and students) as well as external stakeholders are involved in formulating and further developing the objectives and intended learning outcomes of the programmes under review. Input from the stakeholders is important for taking different aspects such as the labour market needs, recent healthcare regulation in Indonesia, and current developments in healthcare into account.

The feedback was given through formal meetings including surveys, as well as informal meetings intended to improve the quality of education and overcome national and regional challenges. The ILO of the programmes were prepared by a curriculum team appointed by the Deans based on the Decree of the Rector of USK. The ILO were then submitted to the Deans and the Faculty Senates for approval through the University Senate and ratification by the Rector.

The ILO are aligned with the requirements of the medical sector and the required competencies are based on national educational standards such as the National Qualification Framework for Higher Education (KKNI), the Indonesian Dental Profession Educational Standards (IDPES), and the Competency Standard of Indonesian Medical Doctors (SKDI).

The assessment of the objectives and learning outcomes is performed periodically by the Quality Assurance Teams (QAT) on programme level and is supervised by the Quality Assurance Unit at faculty and university level.

The peers confirm that there is a well described and established process for designing and validating the objectives and learning outcomes. All relevant stakeholders are involved in the process.

Criterion 1.3 Institutional autonomy and academic freedom

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

As described in the Self-Assessment Report, the academic freedom is anchored in the statutes of USK (The Decree of Ministry of Ministry of Education, Culture, Research, and Technology No. 99/2016) Article 96, which includes the right for education, learning, and academic services in accordance with interests, talents, hobbies, and abilities based on norms and legislation applied. This freedom ensures a safe environment for teachers to express their opinions and disseminate their publications and related research results.

The academic freedom of students is regulated in the Student Code of Ethics, which can be accessed via USK's webpage. Students may take part in curricular, co-curricular, and extra-curricular activities held both inside and outside of the programmes at local, regional, national and international levels. Students are also actively involved in research activities and community service, including those carried out by lecturers.

The peers confirm that academic freedom at USK is given.

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

The peers see a need for rephrasing the course learning outcomes (CLO) for the working practise so that it is clear what the students are expected to be able to do at the end of the course and the cognitive level they are expected to operate at when assessed. The wording can, for example, be based on Bloom's Taxonomy of Learning Objectives.

The peers consider criterion 1 to be fulfilled.

2. Educational Programme

Criterion 2.1 Curriculum model and instructional methods

Evidence:

- Self-Assessment Report
- Study Plans
- Module descriptions
- Webpage Bachelor of Medicine: <https://fk.usk.ac.id/pendidikan-dokter>
- Webpage Medical Doctor programme: <https://fk.usk.ac.id/pendidikan-profesi-dokter>
- Webpage Bachelor Nursing: <https://fkep.usk.ac.id/skep/>
- Webpage Professional programme Nursing: <https://fkep.usk.ac.id/ners/>
- Webpage Bachelor Veterinary Medicine: <https://fkh.usk.ac.id/pdh/>
- Webpage Professional programme Veterinary Medicine: <https://fkh.usk.ac.id/ppdh/>
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Bachelor' degree programme Medicine is carried out for 7 semesters, with a study load of 150 Indonesian credits (SKS) and is divided into preclinical modules, clinical block modules and medical skills (lab skills). The preclinical module consists of expert lectures and practicum learning activities. The clinical block module consists of tutorial activities, expert lectures, practicum, field visits (patient encounters). Medical skills (skill lab) are carried out in the medical skills laboratory. Preclinical module evaluations/exams are in the form of midterm exams, end-semester exams and progress test. Clinical block evaluation is held at the end of each block, medical skills evaluation/test is carried out at the end of the semester.

The general structure of the BM programme is depicted in the following table:

No	Learning subjects	Credit points	ECTS
1	Biomedical Sciences	71	96.00
2	Behavioral Sciences, Ethics, & Medical Humanity	6	8.12
3	Clinical Sciences	53	71.72
4	Leadership, Family Medicine, Disaster Management, Health Service Management	11	14.88
5	Electives	9	12.18
Total		150	203.52

Table 1: Structure BM, source: SAR USK

The Medical Doctor programme is designed for four semesters, with a study load of 43 SKS divided into 41 credits of compulsory courses and two credits of electives. The learning methods during the clinical rotations at the different medical departments consist of bed side teaching, clinical skills guidance, case reflection guidance, clinical tutorials, patient management guidance (outpatient/in- patient wards, operating theatres), field activities and journal article discussion.

The general structure of the MD programme is depicted in the following table:

	Competence	Credit points	ECTS
1	Clinical and behavioural sciences	38	98.09
2	Preventive and promotive medicine	4	10.3
3	Leadership management	1	2.58
Total credits		43	111

Table 2: Structure MD, source: SAR USK

The Nursing programme is offered by the Faculty of Nursing of USK. It is a full-time programme and is divided into two stages: Bachelor stage (BN) and Professional programme (NPE). It is compulsory for all students to continue with the Professional programme after completing the Bachelor's programme, otherwise they could not work as nurses. In the first year of studies, a foundation of skills and knowledge of nursing theory and practice is laid, while in the second and third year the focus is on the essentials of theoretical and practical nursing care. The final year of the BN programme includes comprehensive clinical practice in laboratories, the community services, and the thesis.

Teaching and learning activities at the Faculty of Nursing are carried out in a block system, which includes:

- a. Tutorials: scheduled group discussions facilitated by a tutor;
- b. Independent learning activities: carried out inside and outside the scheduled activities which remain under the supervision of the tutor;
- c. Lectures: given by an expert in a related scientific field;
- d. Practicum: clinical skill exercises carried out on a scheduled basis in the laboratory;
- e. Field activities and community service: to give students an overview of the world or the scope of work of nursing and health in the community.

The NPE programme is pursued in two semesters during which students will practice nursing care in both hospitals and community institutions.

The Veterinary programme in the Faculty of Veterinary Medicine, Universitas Syiah Kuala, comprises two educational stages: the Bachelor's stage and the Professional stage. After completing the professional stage, the graduates receive a Doctor of Veterinary Medicine (Dokter Hewan).

The curriculum of the Bachelor's stage was designed after discussions involving lecturers, study program managers, alumni, students, professional associations or non-territorial organization under the Indonesian Veterinary Association (PDHI), graduate users and stakeholders, and experts in the field of animal health to obtain information on the competence of graduates expected by the job market in present and future. The curriculum is based on the competencies set by the Association of Indonesian Veterinary Medicine Faculties (AF-KHI) and the Indonesian Veterinary Medical Association (PDHI).

The peers point out that credits need to be awarded for all compulsory courses, this includes the courses MKS 107 and MKS 202 "Character Building I + II" in BVM. USK explains during the audit that these courses are "mainly aimed to introduce students with the value and core principles of USK... It is expected the students have an attitude and interaction with global community based on moral knowing, moral feeling and moral acting." Nevertheless, the peers emphasise that all mandatory parts of the degree programme have to be awarded with credits.

The Bachelor's programme structure is depicted in the following table:

COMPOSITION TABLE OF MANDATORY AND ELECTIVE COURSES

COURSE COMPOSITION		SKS	PERCENTAGE		ECTS
NASIONAL MANDATORY COURSE		6	3,80	%	17,4
UNIVERSITY MANDATORY COURSE		8	5,06	%	23,2
STUDY PROGRAM MANDATORY COURSE		128	81,01	%	138,0
ELECTIVE COURSE		16	10,13	%	46,4
TOTAL		158	100,00	%	225,0

Table 3: Structure BVM, source: SAR USK

The Professional programme Veterinary Medicine awards a Doctor of Veterinary Medicine (DVM). The current curriculum consists of 40 SKS for three semesters and refers to Outcome Based Education (OBE) and preparation for competency exams in the form of Computer-Based Testing (CBT) and Objective Structured Clinical Examination (OSCE).

Usually during the last year of studies, Bachelor's students must complete community service/field work (Kuliah Kerja Nyata-Belajar Bersama Masyarakat/KKN-BBM). The peers discuss with the programme coordinators the content and goal of this course. The programme coordinators explain that community service is compulsory for all Indonesian students. It has a minimum length of eight weeks and often takes place in villages or rural areas where students stay and live together with the local people. The course is designed "to allow students to apply their knowledge based on own field in order to empower society." Since the community service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the community service in order to advance society and bring further development about. This course was introduced at all Indonesian Universities in 1971. The assessment of the community service consists of a work plan, programme implementation, and activity report. The peers understand that students should work for the benefit of the community and the Indonesian society during the community service and support this concept.

All three Bachelor's programmes have the following modes of teaching: lectures, small group teachings, clinical skills sessions, practical work, simulation sessions, tutorials, and seminars. Audio-visual aids and e-learning supplement the attendance-based classes. Tutorials with problem-based learning and a student-centred teaching approach are the learning methods used in most of the advanced courses. This method comprises several steps, which requires students to gather information, solve problems, make reports, and discuss and present the results. In addition, thesis proposal and research activities, followed by a written thesis, are compulsory tasks for all students in the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine.

According to the academic regulations, attendance for lectures, tutorials, seminars, practical, laboratory and clinical placements, and any other teaching session in whatever mode is obligatory for students. At least 75 % of the classes have to be attended; the teachers keep attendance lists for each class. Students, who fail to attend the classes, may be excluded from the final exam and thus may fail the class.

The BVM programme offers an international class in addition to the regular class. Teaching and learning in this class are conducted bilingual, which involves teaching academic content

mostly in English. Otherwise, there are no differences in the curriculum and in the content of courses.

Since USK has the goal to become internationally more visible and wants to further internationalising its degree programmes, the peers discuss with the programme coordinators and students if any classes in BM or BN are taught in English. The programme coordinators explain that there are no international classes in BM and BN, but English textbooks are used and some presentations are done in English. In addition, international guest lecturers are invited to give lectures in English. The peers appreciate the existence of an English taught class in BVM; however, they are convinced that it would be very useful to offer an international class also in BM and BN. This would further improve the students' English proficiency and better prepare them for the job market.

The auditors confirm that all degree programmes have a defined study plan and the curriculum ensures that students are prepared for lifelong learning. In addition, the individual forms of teaching and learning (lectures, tutorials, seminars, electives, project work, and thesis) are defined in a way that students know what to expect.

Criterion 2.2 Scientific method

Evidence:

- Self-Assessment Report
- Study Plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

From the first semester of the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine, students are introduced to critical thinking and scientific methods. Especially in the evidence-based learning courses, students need to solve clinical cases by using a scientific approach.

The curricula of all programmes under review include principles of scientific methods, promote analytical and critical thinking, introduce medical research methods, and encompass evidence-based medicine. Research projects are an essential part of the curricula. They are started by identifying health-related problems, formulating research questions, developing suitable research methodology, conducting the research, and presenting the results.

In all three Bachelor's programmes, students have to design a research proposal with a time schedule for the project, which is discussed with the academic advisor. If they agree, the students apply formally for being allowed to work on the suggested topic. Students in the Bachelor's degree programmes Medicine are introduced to research and scientific methods in the course "Basic Concepts in Research Methodology" in the fourth semester. Similar courses are offered in the BVM programme "Research Method and Experimental Design" in the fifth semester and the course "Research Methodology" in the sixth semester of the BN programme.

The peers confirm that students learn the principles of scientific methods and are introduced to medical research methods and evidence-based medicine.

Criterion 2.3 Basic Biomedical Sciences
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Classes in basic biomedical sciences such as "Medical Biology", "Biochemistry", "Microbiology", "Physiology", "Pharmacology", "Anatomical Pathology" and "Anatomy" are offered in the first semesters of the Bachelor's degree programme Medicine. In a similar way, courses such as "Biochemistry", "Physiology", "Cytology", "Embryology", "Anatomy", "Veterinary Microbiology", "Veterinary Histology", "Veterinary Pathology", and "Veterinary Pharmacology" are compulsory courses in the Bachelor's degree programme Veterinary Medicine. The Bachelor's degree programme Nursing also introduces students to basic biomedical sciences, in courses such as "Basic Biomedical Science", "Basic Human Need Science", and "Nursing Pharmacology". However, the scope of biomedical education in the Nursing programme is lower than in the medical and the veterinary programmes.

It is expected that students acquire the necessary knowledge in basic biomedical sciences in order to be able to understand the underlying scientific principles and fundamental concepts, which enables them to follow and apply the methods of clinical sciences in the next level of studies. The basic biomedical sciences are taught in courses based on human body systems using the problem-based approach, including soft skills and social reflection. These courses aim to assist students to be able to explain the structure, tissue, and function of

the human body as well as the biochemical changes that occur in physiological conditions related to the organ systems of the human body. The integration of new developments in the field of biomedical sciences into the core content of the programmes is ensured through active participation of researchers in the design of the programme and its content.

In the Professional programmes, biomedical sciences are applied in clinical settings.

Criterion 2.4 Behavioural and social sciences and medical ethics

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Courses related to behavioural and social sciences and medical ethics are offered in all programmes under review. These courses are designed to help students to acquire knowledge, attitude, and skills in interpersonal communication, history taking, ethics, doctor professionalism, medical jurisprudence, as well as sociology and anthropology. This topic is important because it will help students learn to understand education to be competent and skilled practitioners with a strong understanding of cultural competence.

Courses such as “Pancasila and Citizenship Education,” “Religion”, “Introduction to Ethics”, “Nursing Philosophy and Theory”, and “Basic Concepts in Sociology and Culture” are extensively taught in the first semesters of the Bachelor’s degree programmes Medicine, Nursing, and Veterinary Medicine.

The acquired social competences can directly be applied during the Community Service. The goal is to familiarise students with the changing scientific, technological, demographic, cultural contexts, and the anticipated needs of the society and the health care system.

The auditors confirm that students of the Bachelor’s degree programmes Medicine, Nursing, and Veterinary Medicine are well educated in social sciences and ethics and are introduced to evidence-based medicine, health promotion, and preventive medicine.

As described before, the focus of the Professional programmes is on clinical practise and all students have already completed a Bachelor’s programme. Therefore, only few classes are offered in the area of behavioural and social sciences. The peers consider this sufficient.

Criterion 2.5 Clinical sciences and skills

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Clinical sciences and skills are introduced during the Bachelor's degree programmes Medicine, Nursing, and Veterinary Medicine through students' exposure to the clinical setting and through the provision of a clinical environment. Bedside teaching in small groups as well as simulation equipment (mannequins etc.) are used to expose students to the application of clinical science. Students receive a clinical skills guide to prepare their practical training for administering clinical procedures. This includes anamnesis/history taking, physical examination, diagnosis (including indication and contraindication as well as interpretations), therapeutical procedures, clinical reasoning, medical data recording, and communication and information for the patients and the community (family, relatives, etc.).

Supplementing the lectures, small group teaching (clinical skills sessions, simulation sessions and case-based scenarios) are conducted during the Professional stages of the programmes. Students are required to attend clinical placements on rotation basis in the different medical areas.

During the audit, the peers observe that nursing students get in contact with patients as late as the contact with patient in the 3rd, 4th, and 5th semester of the Bachelor's programme. Moreover, students do not visit the clinics but patients are brought to the laboratories in the university. As the peers consider direct contact with patients in a real clinical setting to be very important for students' education, they recommended bringing nursing students already at the beginning of the studies in direct contact with patients in a clinical setting.

Students of all degree programmes under review are trained to use systematic mechanisms in dealing with health problems in daily practices, starting from finding and identifying the health issues and analysing the cause-effect of the medical problems. Students should acquire methodological competences and practical experiences in clinical sciences by field visits, not only in the context of individual health care in hospitals but also in community

health centres. Students are introduced to clinical problems through reflective and interactive learning, constructive feedback given by lecturers/doctors, and simulated patients.

Most of the academic staff members have a number of years of clinical experience and are actively involved in research activities and supervise Bachelor' students. USK cooperates with several medical institutions such as Dr. Zainoel Abidin Regional General Hospital, Aceh Mental Hospital, Meuraxa General Hospital, Mother and Child Hospital, Banda Aceh Public Health Department, and regional health offices. These cooperations ensure a close student-patient interaction.

Criterion 2.6 Curriculum structure composition and duration

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Medical programme in the Faculty of Medicine, Universitas Syiah Kuala, comprises two educational stages: the Bachelor's stage and the Professional stage. After completing the professional stage, the graduates receive a Doctor of Medicine (Dokter). The curriculum of the Bachelor's degree programme Medicine encompasses 150 Indonesian credits (SKS) which is equivalent to 203.99 ECTS points. The programme is designed for a minimum study period of 7 semesters (3.5 years) and a maximum of 14 semesters (7 years). The Professional programme is conducted for 4 semesters with 43 credits (=ECTS 111.37).

The Bachelor's phase is carried out in the form of courses, which includes the study of behavioural, social, and basic biomedical sciences. This is followed by medical courses based on the human body system. The last two semesters are designed to prepare students for clinical practice in the professional phase and include electives and the final projects to accommodate the special interests of the students. Basic clinical courses are offered from third to seventh semester. In these courses, students will learn basic concepts of clinical sciences, which are organized into several themes by integrating various organ systems in each semester. Cognitive and theoretical knowledge regarding biomedical sciences have a larger share in the basic biomedical courses, while applicative knowledge regarding clinical sciences and practical skills are given more room in the basic clinical courses. After passing

the Bachelor's stage, students are registered to the Medical Doctor programme (4 semesters). The learning process during the Professional stage focuses on clinical education, which is conducted in rotations in the different medical departments.

The length of the Bachelor's degree programme Nursing is seven semesters, with 146 SKS, which is equivalent to 208.10 ECTS points. The Professional programme is designed for two semesters with 36 SKS (=57.93 ECTS points); it is conducted after students graduate from a Bachelor's programme of Nursing. Students in the Nursing programme do not finish their academic education with the Bachelor's degree but continue to complete the Professional degree.

In the course of the BN programme, the concepts of nursing and basic nursing skills are taught in the first year. Through these courses, students should learn how to become a caring nurse, and how to follow nursing ethical principles. From the second-year, students have advanced nursing courses in paediatric, maternity, mental health, community, family, emergency and critical nursing and nursing research methodology. In the third year, students receive nursing courses about nursing palliative, disaster, nursing management and critical and emergency nursing. In the fourth year, students receive the comprehensive nursing practice, an elective course and thesis. In the third year, students receive nursing courses about nursing palliative, disaster, nursing management and critical and emergency nursing. In the fourth year, students receive the comprehensive nursing practice, an elective course and thesis.

After the seventh semester, students enrol in the NPE programme. This includes clinical placements in the different areas of nursing (medical-surgical nursing, paediatric nursing, maternity nursing, psychiatric and mental health nursing, nursing management, community health nursing, family, and gerontological nursing). These stages are designed to give students the necessary practical experience in nursing in both hospital and community settings. At the end of all nursing practice stages, students will choose their interest of specialization (clinical electives).

The curriculum of the Bachelor's degree programme Veterinary Medicine encompasses 158 Indonesian credits (SKS) which is equivalent to 226.2 ECTS points. The programme is designed for a minimum study period of 8 semesters (4 years) and a maximum of 14 semesters (7 years). The Professional programme is conducted for 3 semesters with 40 SKS (=ECTS 85.12). The generic competencies that comprise the general education in basic medical and veterinary sciences are delivered in the first two years. Theoretical knowledge regarding medical and basic veterinary sciences have a larger share in the first semesters, while applicative knowledge regarding clinical veterinary sciences and professionalism are taught in the clinical courses.

A short summer semester (intermediate semester) is offered with a maximum workload of nine credits with. The summer semester is conducted for eight weeks and is designed to assist students to repeat failed classes or to make up for missing credits in order to be able to complete the programme within the allowed time period.

The six degree programmes describe their curricula very clearly and in detail. It would be useful, if the students' handbooks would include information on how to calculate their credits in ECTS points and a short summary of the goals of the respective programme.

Criterion 2.7 Programme management

Evidence:

- Self-Assessment Report
- Academic Handbooks
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Faculty of Medicine (FoM) manages the Medical programmes (Bachelor's and Professional stage), while the Nursing programmes (Bachelor's and Professional stage) are managed by the Faculty of Nursing (FoN), and the Veterinary programmes (Bachelor's and Professional stage) are managed by the Faculty of Veterinary Medicine (FVM).

For further developing the programmes according to national and international standards, the needs and the feedback from stakeholders, including students, alumni, lecturers, administration staff, and employers are taken into consideration. Additionally, recommendations from professional associations, such as the Indonesian Veterinary Medical Association, Indonesian Medical Council, and the Association of Indonesian Nurse Education Centre are considered.

The curriculum design, as proposed by the respective Curriculum Committee, is then reviewed by the Dean's Office and the Quality Assurance Units at programme and at faculty level. The main task of this unit is to review and provide suggestions to the proposed curriculum. Curriculum evaluation is conducted every year, while major changes are usually implemented in a five years cycle.

The curriculum committee consists of representatives of programme coordinators, external stakeholders, and staff members. Although there are no student representatives in the Curriculum Committee, students are involved in curriculum evaluation by attending the "semester evaluation meeting" where they can share their opinions.

Criterion 2.8 Linkage with medical practise and the health sector
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Students at the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine learn from the beginning of their studies how to interact with patients and doctors in hospitals or health centres. The peers confirm that there is a strong cooperation with hospitals, public health centres, and the regional health offices.

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

The peers appreciate that USK agrees that all mandatory parts of the degree programmes have to be awarded with credits. Therefore, USK will conduct a review process, so that the two courses (MKS 107 and MKS 202) will either have their own credits, or the content will be included into the religion or other related courses. The peers expect USK to submit verification of the adjusted courses in the further course of the procedure. The peers support the plans of the involved faculties to establish international classes in BM and BN. Conducting a workshop and establishing a task force are first important steps towards achieving this goal.

The peers are satisfied to hear, that the Faculty of Nursing will conduct a curriculum review for the nursing programmes in 2025 and discuss this issue to adjust the courses for basic biomedical science. However, the peers recommend having the workshop as soon as possible and not as late as 2025. The peers understand that the academic stage of the Bachelor's degree programme Nursing is focused on theoretical education, which will then be applied in the professional education stage. Nevertheless, the peers are convinced that it would be very useful to bring nursing students in direct contact with patients as soon as possible.

The peers confirm that USK has updated the students' handbooks, which now include information on the awarded ECTS points and the goals of the respective degree programme.

The peers consider criterion 2 to be mostly fulfilled.

3. Assessment of Students

Criterion 3.1 Assessment methods

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Academic Guidebooks
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The assessment methods of all six programmes under review are based on the USK Academic Guidebook. The different methods of assessment and the weighting, if there is more than one component for each study-unit, are indicated in the respective module description and are announced to the students at the beginning of each semester. They are aligned with the respective intended learning outcomes of the course and cover the areas “Attitude”, “Skills”, “Knowledge”, and “Competence”. The general structure is depicted in the following diagram:

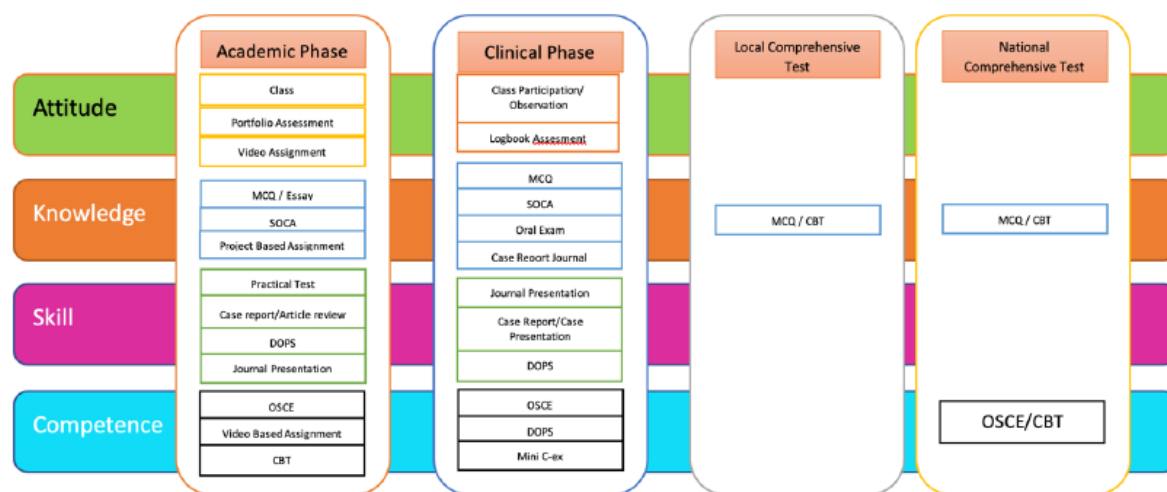


Diagram 1: Assessment Methods, Source: SAR USK

Assessment methods in the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine depend on the intended learning outcome of each course. They include written exams, essays, practical examinations, e-exams, IT-based simulation, oral examinations, practical skills examination, thesis, and objective structured clinical examination (OSCE). In addition, students have to complete the Community Service, which is assessed by a field supervisor (lecturer), who serves as a student's field mentor and assessor. The

evaluation is based on a work plan, discipline, teamwork, programme implementation, and activity report.

In the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine the final exams are usually Multiple Choice Questions (MCQ), which are carried out in the last week of the lecture period. The final assessment usually includes a cognitive component and a process component. The final grade is obtained from a cognitive test conducted at the end of the block and has usually a weight of 60 %. The block process exam, which consists of tutorial, practicum, home visit, community encounter has usually a weight of 40 %. Practical exams are carried out entirely by the relevant laboratories.

OSCE (Objective Structured Clinical Evaluation) is a system used to assess the components of skills/skills carried out in the medical skills laboratory, which is carried out at the end of the semester. It is carried out by means of students moving from one station to the next, within a predetermined time for each station (each station 5 – 15 minutes). Prior to the implementation of the OSCE, there will be a socialisation of the schedule, station plan, checklist, and requirements that must be met to be able to participate in the OSCE.

Students are allowed to take part at the final exam at the end of the semester, if they have attended at least 75 % (FVM), 80% (FoM), and 85% (FoN) of lecture sessions and 100 % of practical activities unless they have important reasons for their absence. Accepted reasons are (a) medical condition (proven by a medical letter), (b) assigned in curricular and extra-curricular events out of campus, and (c) have other reasons that are approved by the Dean/Rector.

In the Professional programmes, the following forms of assessment are applied:

- a. Bed side teaching (BST): Learning with patient participation with guidance from lecturers in accordance with the CPMK of each course
- b. Expert lectures/clinical tutorials: Conducted by experts with teaching materials according to the achievement of course competencies (CPMK) in each course
- c. Seminars/scientific papers/case reports/morning reports: Scheduled group discussion facilitated by lecturers (schedule depends on department).
- d. Patient management guidance (polyclinics, wards, operating rooms) / field activities: Activities carried out in health service facilities (primary and secondary) as well as in the community to strengthen students' understanding of the application of theories that have been learned during expert lectures, clinical tutorials, and BST.
- e. Mini- Clinical Evaluation Exercise (Mini- CEX): An assessment method based on the results of direct lecturers' observations of student performance when they interact with

patients in a real clinical setting. Student demonstrates clinical skills such as anamnesis, clinical examination relevant to patient complaints, establishing diagnosis, making patient management plans, in the presence of several observers. The time required for assessment with this method is relatively short, namely observation when interacting with patients is about 15 minutes, followed by giving feedback of about 5- 10 minutes.

f. Direct Observation of Procedural Skills (DOPS): Aims to assess the procedural skill performed by students based on direct observation by the clinic's preceptors in a real setting (a place where the procedure is possible with real patients). The time required to conduct an assessment with this method is 15 minutes for observation and 5 minutes for giving feedback.

g. Case- Based Discussion (CBD): A method of assessment based on case discussions. A student selects two existing patient cases and makes a report of the case. These aspects are clinical examinations, supporting and referral examinations, therapy, follow- up, management plans and professionalism.

h. Objective Structural Clinical Examination (OSCE): Each examinee (student) will go through all the stations by moving from one station to the next according to the predetermined schedule. Clinical competencies that can be tested through the OSCE include anamnesis, physical examination, diagnosis, and interpretation of supporting examination results.

i. Morning Report: An activity carried out in the form of a report of a new incoming patient, made in the form of a logbook of every student in charge of guarding at that time. After that, a brief presentation of anamnesis, physical examination, and subsequent management in front of the lecturer is scheduled. Students are guided by teachers on duty at the teaching hospital, residents, and other medical personnel.

j. CBT/PBT (computer/paper- based test): A form of a written test aimed at assessing the clinical reasoning skills. The recommended question types are MCQ (multiple choice) with case scenarios, MEQ (Modified Essay Questions), and PMPs (Patient Management Problems).

Evaluations/examinations in departments consist of pre-tests, patient management exams and post-tests. The pre-test exam is in the form of a written exam, which is carried out before entering the clinical clerkship activities in the department in the first week. Patient management exams can be Mini- CEX, DOPS, CBD, or other methods. There is also a post-test, i.e. the final exam of the department, conducted in the final week. This can be in a combination of CBT and OSCE. Students are allowed to take the final examination of the department if they have met the process assessment (formative assessment and awarding

and the percentage of attendance determined by the department) by submitting a diary (logbook) to the education coordinator of their respective department.

At the end of each course, the course coordinator is responsible for compiling and computing the grades and submitting the final grade to the Academic Affairs Staff. The Academic Affairs Staff then enters the final grades of each course into the Academic Information System (SIAKAD). If there is any complaint, students can appeal their grades to the course coordinator within seven days after the result is officially released. The students' appeal procedure is detailed in the respective Academic Guidebook.

According to USK regulations, students with a score below 51 % (grade D) in a written exam or below 65 % (grade BC) in practical examination have to take a remedial. This means, they have to re-sit the exam. If students fail the course, they have to repeat it in the following semester. USK provides a way to give students the opportunity to appeal their grade right after it is announced. The time for appeal is seven days afterwards, according to academic calendar. Students may contact their lecturers and the lecturers may revise the grade and submit it to the Assessment Committee.

The peers also inspect a sample of examinations and theses and are overall satisfied with the general quality of the samples. They conclude that the examinations are suitable to verify whether the intended learning outcomes are achieved or not.

Criterion 3.2 Relation between assessment and learning

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Forms of assessment include written examinations (multiple choice questions, essays), oral examinations, clinical and practical examinations, and the Objective Structured Clinical Examination (OSCE).

In all six programmes under review, assessments are conducted in accordance with the intended learning outcomes. For example, for several basic biomedical courses in which the level of competency focuses on understanding, the assessment methods are multiple

choice tests and laboratory examinations. Moreover, for courses with a focus on clinical skills, the chosen assessment method is usually a practical skills examination or OSCE.

The methods of assessment are indicated in the module descriptions. In addition, the examination form is communicated to the students at the beginning of the course.

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

USK does not comment on this criterion in its statement.

The peers consider criterion 3 to be fulfilled.

4. Students

Criterion 4.1 Admission policy and selection

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

New students in the Bachelor's degree programmes Medicine, Nursing, and Veterinary Medicine are admitted via either a national, a regional, or a university selection process. The admission pathways are:

1. National Entrance Selection of State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN), a national admission system, which is based on the academic performance during the high school.
2. Joint Entrance Selection of State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN). This national selection test is held every year for university candidates. It is a nationwide computer-based test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).
3. Regional selection (Seleksi Mandiri Masuk Perguruan Tinggi Negeri Wilayah Barat, SMM-PTN Barat). USK is one of the state universities that are members of the national independent entrance test jointly organised by state universities in the western region of Indonesia.

4. Regional Development Pathway (JPD). This is an admission process funded by the central government, namely the Ministry of Education, Culture, Research, and Technology.

5. Achievement Category. Students' admission is based on excellent achievements at both national and international levels in the fields of sports and arts.

6. International Student Entrance Selection

Students who want to join the Professional programmes at USK need a Bachelor's degree in the respective area (medicine, nursing, or veterinary medicine) from USK or another Faculty with a national accreditation. In addition, graduates from other countries whose qualification is equivalent can be admitted. The Professional programme Nursing also requires an "admission interview". Upon request, the programme coordinators explain that this short interview is conducted since last year and has the goal to verify the students' motivation. This interview was introduced, because some students dropped out of the programme, because they missed some of the clinical classes and did not have the dedication to take part at all clinical rotations. The peers see that it is a big effort to interview all of the students and suggest to FoN to verify if this interview is really necessary or if it would also be feasible if the academic advisors discuss with their students at the end of the Bachelor's programme if they are motivated enough for joining the professional programme.

All students at USK have to pay tuition fees. There are six different levels of tuitions fees for the Bachelor's programmes, depending on the financial ability of the parents. Currently, the fees range from IDR 500 000 (EUR 35) to IDR 26 350 000 (EUR 1609) per semester.

The tuition fees for the Professional programmes are fixed and do not depend on the parents' economic situation. Currently, students in the Professional programmes have to pay a tuition fee between IDR 7 500 000 (EUR 458) and IDR 6 000 000 (EUR 366), depending on the specific programme.

Scholarships and grants for students are available from the central or local government and private institutions. This includes the Ministry of Education, Culture, Research, and Technology, Ministry of Research and Technology, Ministry of Finance, and Ministry of Marine Affairs and Fisheries. Private scholarships are provided by companies and non-governmental organizations (NGOs).

In summary, the auditors find the terms of admission to be binding and transparent.

Criterion 4.2 Student intake

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The annual intake quota of the Bachelor's programme is between 150 to 220 students, with a small positive deviation to outbalance possible withdrawals. The number of applications regularly exceeds the number of available places. For example, in 2018, there were 4653 students applying for admission to the Bachelor's degree programme Medicine and only 160 new students were accepted, this results in an acceptance quota of only 3.4 %. The number of applications for the Bachelor's degree programme Nursing and Veterinary Medicine are lower, but still exceed the number of available study places. Since almost all Bachelor' graduates continue with the Professional stage, no separate numbers are provided for the Professional stage.

The numbers for applications, accepted, and enrolled students for the three bachelor's programmes are depicted in the following tables:

Programme, Year	Data		
	Applica- tion	Accepted	Regis- tered
BM 2018	4653	160	155
BM 2019	2526	177	164
BM 2020	3029	202	188
BM 2021	3264	218	208

Table 4: Admission BM, Source: SAR USK

Programme, Year	Data		
	Applica- tion	Accepted	Regis- tered
BN 2018	2606	167	155
BN 2019	1695	167	148
BN 2020	1488	186	160

BN 2021	1927	184	141
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Table 5: Admission BN, Source: SAR USK

Programme, Year	Data		
	Applica- tion	Accepted	Regis- tered
BVM 2018	1791	243	210
BVM 2019	1287	235	211
BVM 2020	1013	256	225
BVM 2021	1213	226	190

Table 6: Admission BVM, Source: SAR USK

The peers inquire why there are so many students applying for studying at USK. They learn that medicine, nursing, and veterinary medicine are very popular subjects because the employment prospects are very good and nurse, medical or veterinary doctor are very prestigious occupations. In addition, there are many high school graduates in Indonesia and USK is a prestigious university. Consequently, USK is able to accept only the very best candidates. From their discussion with the students, the peers gain the impression that the admission system is very effective and only very motivated and high-performing candidates are admitted. The peers consider the highly selected and motivated students to be one of the strong assets of the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine.

The schedule of admission, the requirements, and the procedures are published and can be accessed via USK's homepage.

Criterion 4.3 Student counselling and support

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Academic Guidebooks
- Discussions during the audit

Preliminary assessment and analysis of the peers:

USK offers a comprehensive advisory system for all students. At the start of the first semester, every Bachelor's student is assigned to an academic advisor. Each academic advisor is a member of the academic staff and is responsible for a group of students from her/his classes. The advisor is a student's first port of call for advice or support on academic or personal matters and is obliged to regularly meet with her/his students during the semester.

In one semester, students should meet with their academic advisor at least three times. The first meeting should take place for filling out the study plan card (KRS) at the beginning of the semester. The second meeting is in the middle of the semester to discuss the courses, and the third meeting is at the end of the semester to report the results of the final exams.

The role of the academic advisor is to help the students with the process of orientation during the first semesters, the introduction to academic life and the university's community, and to respond promptly to any questions. They also offer general academic advice, make suggestions regarding relevant careers and skills development and help if there are problems with other teachers. The students confirm during the discussion with the peers that they all have an academic advisor, that they meet regularly, and that they can always contact their advisor personally and ask for help or advice.

For specific courses, such as the final projects and community service, students are assigned special advisors according to their field of expertise. These project advisors will guide the students throughout the process, from planning and project implementation to writing the final report and presenting the results. The role of the thesis supervisors is to help students to complete their thesis research; they also monitor the progress of thesis in order to ensure the completion of the thesis in the intended amount of time. Each student will have two thesis supervisors, who are experts from related departments, who provide full guidance in carrying out the thesis, starting from finding research idea, writing proposal, conducting research activities, writing the report, and preparing an article for publication.

At the beginning of each semester academic activity, students fill out the study plan card with the guidance of an academic supervisor. This data is processed by the information and communication technology (ICT) unit, so that a study plan is derived for each student. Furthermore, the final grades are registered in the KRS. At the end of the study period, the Dean will issue academic transcripts for each student with assistance of ICT.

Beside academic support, students at USK receive health services from Prince Nayev-USK Hospital, including emergency services, general practitioner clinic, specialist services, dental and oral clinic, and a pharmacy. Moreover, there is the Psychology Service Unit (UPKPT), which is managed by the Psychology study programme.

Student services in the field of career counselling and entrepreneurial guidance are conducted through the Career Development Center (CDC), which provides information to students and fresh graduates about job opportunities as well as seminars and training aimed at helping career development.

The peers notice the good and trustful relationship between the students and the teaching staff; there are enough resources available to provide individual assistance, advice and support for all students. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully and without delay. The students are well informed about the services available to them.

Criterion 4.4 Student representation

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Curriculum design, monitoring, and evaluation is carried out by the Curriculum Committee, whose members are appointed by the Dean. Every study programme has a Curriculum Committee, which is responsible for planning and implementing the curriculum to assure that the programme achieves its intended educational outcomes. However, the Dean is responsible for evaluating and revising the curriculum based on the members' feedback.

The Curriculum Committee consists of representatives of course coordinators, external stakeholders, and staff members. This committee meets regularly every semester/year.

Students in each degree programme are welcome to establish their student council. The councils, which consist of executive and legislative sections, are also involved in the degree programme and faculty meetings to discuss about the quality assurance policies and activities. As the peers learn during the audit, there are no student representatives in the Curriculum Committee. However, students' experiences and opinions are considered crucial

to any discussion of the curriculum. To this end, students are involved indirectly in the curriculum evaluation and revisions process through their contribution by filling out the questionnaires distributed at the end of every semester. Students are allowed to give advice on students' resources and facilities and are asked to judge other aspects of curricula, such as the balance and relevance of course content and assessment. Additionally, there is a student representative in the Board of Trustees on university level (one of the 17 members is a student). Moreover, there are students' councils on programme, faculty, and university level. Their representatives are in contact with the Vice Rector and the Vice Deans for Student Affairs to offer their input and experiences. Nevertheless, the peers are convinced that it would be very useful to have students' representatives as official members of the Curriculum Committee in each programme. This way, students will be actively involved in the decision-making processes for further developing the degree programmes.

In addition, USK provides support, funding, and facilities for non-academic students' activities. Non-academic activities include student activities and student organisations at local, national and international levels. These activities aim to develop students' interests and talents to improve their skills. For example, there are students' clubs for music, theatre, dancing, and sports. According to the Self-Assessment Report, 3.5 % budget from the faculty's total budget are provided for students' activities.

In summary, the peers appreciate the comprehensive advisory system, the high availability of staff members, the good relation between students and staff members, and the involvement of the students in further developing the degree programmes.

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

USK does not comment on this criterion in its statement.

The peers consider criterion 4 to be mostly fulfilled.

5. Academic Staff/Faculty

Criterion 5.1 Recruitment and selection policy

Evidence:

- Self-Assessment Report
- Staff handbooks

- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

At USK, staff members have different academic positions. There are professors, associate professors, assistant professors and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. For example, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research, and supervision depend on the academic position.

The total number of academic staff members, which are involved in teaching in the six degree programmes under review and their academic position is presented in the following table:

Academic Position	FoM	FoN	FVM
Full Professor	10	-	8
Associate Professor	23	6	32
Assistant Professor	71	19	28
Lecturer	71	47	14
Total	175	72	82

Table 7: Academic Staff, Source: SAR USK

In FoM, of the 175 academic staff members, 71 have PhD degree and 104 have a Master's degree. The 72 teachers in FoN include 12 with PhD degree and 60 with a Master's degree. Of the 82 lecturers in FVM, 28 have a Doctoral degree and 54 a Masters' degree. The peers see that the share of teachers in the Nursing programme with a PhD degree is rather low with only 16.7 %, while the share is 40.6 % in FoM and 34.1 % in FVM.

The ratio of academic staff members to active students is 1:5 (255 lecturers: 1.996 students) in FoM, 1:10 (72 lecturers: 755 students) in FoN, and 1:14 (82 lecturers: 1.159 students) in FVM.

In addition to the permanent staff, there are also practitioners (e.g. medical doctors) involved in the teaching processes. Practitioners are experts in their medical field and are usually working in affiliated hospitals or other health care facilities.

The academic staff activity in Indonesia is called *Tridharma Perguruan Tinggi*, it means that lecturers have the tasks of carrying out teaching, research, and community services in accordance with their fields of expertise and provide guidance to students in order to meet their needs and interests in the education process. Non-permanent lecturers only have to teach.

As the peers learn during the audit, all teachers have a workload between 12 and 16 credits per semester (one credit equals 170 minutes of activities per week). However, the workload can be distributed differently between the three areas from teacher to teacher.

During the audit, the peers discuss with USK's management and the Dean of the Faculty of Nursing, why there is no full professor in the Faculty of Nursing and why the share of teachers with a PhD degree is significantly lower than in the other faculties. The peers learn that the requirements for becoming a full professor in Indonesia are based on the National Regulation No. 46 of 2013. Accordingly, a teacher must have a Doctoral Degree, have scientific papers published in reputable international journals, and have work experience as a lecturer for at least 10 years. This last requirement has the consequence that for "young" faculties, as the Faculty of Nursing at USK, which was established in 2013, it is almost impossible to have already produced a full professor. This situation is similar at other nursing faculties in Indonesia and currently there are only six full professors in Nursing in all Indonesian universities. The peers understand that the teachers still need some time before they are able to apply to the position of a full professor. However, one of the associate professors is currently in the process of preparing an application.

With respect to the low share of teachers with a PhD degree (16.7 %), FoN explains that this observation is true and that there are nine teachers in the process of obtaining a PhD degree in the near future and that even more teachers are preparing for entering a PhD programme. Therefore, the share of teachers in the Faculty of Nursing with a PhD will almost be doubled within the next few years. The peers support these efforts but point out that USK and especially FoN should further increase the number of teachers with a PhD degree, especially if they have the strategic goal of becoming one of the leading universities in South East Asia.

Non-academic staff members such as IT staff, librarians, technicians, and laboratory staff support the teachers. The number of supportive staff members in each faculty is as follows:

Non-Academic Staff	FVM	FoM	FoN
Laboratory technician	18	15	6
Academic administration	6	31	10
Student and alumni administration	1	3	2
Personnel administration	4	6	1
Financial administration	2	7	5
Mail administration	2	6	5
General administration	5	18	5
Salary manager	1	1	1
Academic information manager	1	67	5
Financial manager	1	1	1
Security officer	6	6	5
Cleaning staff (janitor)	13	14	8
Service officer	1	4	-
Parking officer		2	1
Driver		1	2
Librarian		3	1
Information & technology officer		3	1
Total	61	157	59

Table 8: Non-Academic Staff, Source: SAR USK

The peers discuss with USK's management, how new staff members are recruited. They learn that every year the faculties and departments announce their vacancies to USK's management. After approval, the open positions are publicly announced. One way to recruit new teachers is to send promising Master's students from USK abroad to complete their PhD and then to hire them as teachers when they complete their own studies. USK also hires graduates from other universities, but it is hard to attract them, because if they are promising at early career stages, their own university will probably already have hired them. The permanent academic staff of USK consists of civil servants and non-civil servants as well as extraordinary staff. The recruitment of civil servants is regulated by the Indonesian Ministry of Education, Culture, Research, and Technology, while the recruitment of non-civil servants and extraordinary staff is directly regulated by USK.

In summary, the peers confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining the degree programmes. The peers observe that the teachers are professionally qualified and their

qualification profiles fit well with the focus of the degree programmes. Clinical expertise and activities are well integrated into the curriculum, which leads to a good interaction between teaching and patient care.

Criterion 5.2 Staff activity and development policy

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

USK encourages training of its academic and technical staff for improving the didactic abilities and teaching methods. As described in the Self-Assessment Report, faculty members and non-academic staff regularly participate in training or workshops. Every year, the teachers together with the Heads of Departments and degree programmes map the competencies of their staff, analyse organisational needs for continuous improvement, and make plans for annual work programmes in line with the faculty's and university's strategic plans.

To this end, USK has established several programmes to support staff development. New staff members are required to undertake an intensive basic training programme called Pre-Service or Pra-Jabatan. Following Pra-Jabatan, lecturers are required to undertake Training for the Development of Basic Skills in Instructional Techniques (PEKERTI) and Applied Approach (AA) to develop teaching and management skills. In addition, lecturers are required to take a lecturer certification and obtain an educator certificate (SERDOS) that shows their recognition as a professional staff. Finally, USK provides awards and incentives for high performing and high achieving staff members.

Faculty members can also further develop their competencies through several activities such as post-doctoral programmes, training, workshops, joint research, etc. Moreover, they are encouraged to present their research papers in national and international conferences, and to collaborate with colleagues from international universities. The departments and faculties facilitate the staff development by enabling them to participate in national and international seminars and conferences. The staff exchange programme is supported by each faculty and funded by USK and the Indonesian Ministry of Education, Culture, Research, and Technology.

The peers discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers are satisfied with the internal qualification programme at USK, their opportunities to further improving their didactic abilities and to spending some time abroad to attend conferences, workshops, or seminars.

In summary, the auditors confirm that USK offers sufficient support mechanisms and opportunities for members of the teaching staff who wish for further developing their professional and teaching skills.

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

The peers thank USK for explaining that in the Faculty of Nursing there are currently 12 teachers (16.67%) with a PhD degree, while nine others (13.04%) remain in their way of completing a PhD programme, and two of the PhD candidates are expected to complete their studies by 2023. The number of candidates for full professors has now become two teachers (before = one teacher), and associate professors have now increased to nine teachers (before = six teachers).

The peers are glad to see that the share of teachers with a PhD degree is rising and encourage the Faculty of Nursing to further pursuing this path.

The peers consider criterion 5 to be mostly fulfilled.

6. Educational Resources

Criterion 6.1 Physical facilities

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Visitation of the facilities during the audit
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Faculty of Medicine (FoM), the Faculty of Nursing (FoN), and the Faculty of Veterinary Medicine (FVM) provide various facilities to support the implementation of the six degree programmes under review. Available facilities include lecture rooms/auditoriums, classes,

tutorial or group discussions rooms, laboratories for student practical works and research activities, laboratories for clinical skills (clinical skills' lab), office rooms, library/reading rooms, information, and technology facilities (internet network, computers for the Computer Based Test room).

The BM and MD programme are supported by the following departments and their facilities: Anatomy/Histology, Medical Biology, Physiology, Microbiology, Biochemistry, Parasitology, Clinical Pathology, Pharmacology, Pathology, Neurology, Paediatrics, ENT and Head-Neck Surgery, Ophthalmology, Dermatovenereology, Cardiovascular, Forensic Medicine and Medicolegal, Radiology, Anaesthesiology, Obstetrics and Gynaecology, Surgery, Internal Medicine, Psychiatry, Pulmonology, Public Health, Family Medicine, and Clinical Nutrition. To this end, the laboratories at the Faculty of Medicine are:

1. Clinical Skills Lab and OSCE centre
2. Anatomy and Histology Laboratory
3. Biomedical Laboratory
4. Computer Laboratory
5. Infection Laboratory

During the audit, the peers visit the Zainoel Abidin Teaching Hospital, Anatomy and Histology Laboratory, Clinical Skills Lab, Biomedical Laboratory, and Tutorial Discussion Building and gain the following impression of the facilities at the Faculty of Medicine. The Zainoel Abidin Teaching Hospital educates a high number of students that are obviously well integrated into the clinical processes and related teaching activities. The peers welcomed the small group size (6 – 8 students per teacher) and observe that in all wards students are in direct contact with patients.

In the gross anatomy lab the peers see two groups of students, one dissecting or studying epifascial structures of a corpse, and the other studying a fixed, isolated brain. Practical work at this level is considered very positive. However, the lab facilities are in strong need of renovation. The fixation procedure uses high concentrations of formalin (as well as other substances that, surprisingly, turn the body black like an Egyptian mummy), yet there was no sign of ventilation or systems to reduce the toxic vapours. This does not comply with European safety standards. Similarly, the peers see that the histology lab is outdated and not up to modern standards. It is necessary to improve this situation.

The Clinical Skills Lab provides a sufficient number of rooms that are flexibly adjustable in size to fit the requirements of OSCE and small group teaching. The same positive impres-

sion was obtained for the Tutorial Discussion Building. The clinical skills labs have a complete equipment and mannequins, but their maintenance is uncertain (i.e. the mannequin turnover, after how many uses the mannequin will be changed). The biomedical labs, however, are outdated in terms of instruments and preparation procedures. For example, the anatomy lab still uses the traditional cadaver preservation process with formalin. There is also a shortage of cadavers, even though the cadaver to students ratio is still proper (1:20). The laboratories of physiology, biochemistry, and pharmacology use outdated instruments that makes it seem almost impossible to conduct biomolecular research there. On the other hand, there are no significant issues at the teaching hospital.

During the visit the peers did not see, (and were not shown) any kind of modern instruments either optical, biochemical, or molecular, suggesting that this kind of technology, which is an essential prerequisite for contemporary modern basic and clinical science, is not in use at FoM. This observation supports the recommendation to put a stronger focus on basic sciences, including molecular biology.

Learning facilities in Faculty of Nursing consist of two main lecture halls, several tutorial and seminar room, an audio-visual room on the second floor, a computer laboratory, mini hospital laboratories, which include emergency nursing, medical surgical nursing, and basic nursing. In addition, there is a biomedical laboratory, a maternity and paediatric nursing laboratory, a psychiatric and community nursing laboratory, a family nursing laboratory, a gerontic nursing laboratory, and mental nursing laboratory.

During the audit, the peers visit the facilities at the Faculty of Nursing. This includes nine skills labs according to the nine departments in the university hospital. Students can choose one of these departments for conducting the Bachelors' thesis. These departments are Nursing Management, Medical-Surgical Nursing, Maternity Nursing, Paediatric Nursing, Mental Health Nursing, Emergency and Critical Care Nursing, Family Health Nursing, Gerontological Nursing, and Community Health Nursing.

The peers confirm that the skills labs are sufficiently equipped with materials like mannequins designed for scenario-based training for the care and management of basic patient handling skills to advanced nursing skills. Each laboratory has its own coordinator and teaching staff, who explain and demonstrate the appropriate methods to the students in small groups. Students can also use the laboratories independently for self-learning. In addition, FoN has sufficient teaching rooms (up to 300 people), offices, computer laboratories and seminar rooms for self-studies and students' activities. In summary, the peers are satisfied with the facilities and technical equipment in the Faculty of Nursing.

In FVM, the facilities for conducting practical and research activities include:

1. Veterinary Teaching Hospital (RSHP)
2. The Technical Implementation Unit (UPT)
3. The Research Laboratory
4. Pathology Laboratory
5. Microbiology Laboratory
6. Parasitology Laboratory
7. Clinical Laboratory including internal and surgical rooms.
8. Reproduction Laboratory
9. Veterinary Public Health Laboratory
10. Pharmacology Laboratory
12. Physiology Laboratory (
13. Histology/Embryology Laboratory
14. Physiology Laboratory

The peers visit the Veterinary Clinic and the Faculty of Nursing during the audit. They see that the spatial and technical possibilities are adequate to comprehensively achieve the intended learning objectives of the curriculum in the Bachelor's as well as in the Professional programme for all relevant target animal species (in particular cats, dogs, goats, sheep, horses, cattle, farmed fish, farmed poultry, and exotic animals). For this purpose, the peers visit the laboratories, which are used for teaching anatomy, histology, parasitology, pathohistology as well as the laboratories used for microbiological and clinical-chemistry based diagnosis. The peers confirm that very good technical equipment is available, especially for genome-based diagnostics (e.g. deep sequencing, blotting, PCR cyclers). For teaching histology, the equipment with microscopes is at a current technical level. However, in the parasitology course, five students have to share one microscope. It would therefore be advisable to increase the number of microscopes so that one microscope is available for every two students. In general, the peers are impressed by the modern instruments in the Faculty of Veterinary Medicine and the comprehensive involvement of students (mostly in the Professional programme) in treating animals. In addition, FVM has very good relations with their alumni who donated some expensive and sophisticated instruments to the faculty.

USK provides educational hospitals that facilitate the learning processes and the research activities. The main partner is the Prince Nayef bin Abdul Aziz Hospital, where students get

in close contact with different kinds of cases. Other hospitals as well as public health centres are also involved in teaching. The collaboration with provincial and city health offices and professional associations also support the educational process. In addition, there are also supporting facilities for students' activities, including the USK library where discussion rooms or learning areas are available.

Students and teachers have access to e-books and e-journals via remote VPN, which is offered by the USK library. USK library also subscribes to several scientific databases such as SpringerLink and ScienceDirect.

In summary, the peers confirm that facilities at USK are sufficient for guaranteeing the sustenance of all programmes under review. The peers especially laud the good skills labs and the new buildings for the Faculty of Nursing and the Faculty of Veterinary Medicine. In general, there are no bottlenecks at the Faculty of Medicine, the Faculty of Nursing, or the Faculty of Dentistry with respect to resources.

Criterion 6.2 Clinical training resources
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Students receive practical training from the second semester of the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine. Among the imparted competencies are anamnesis skills on different cases (such as dyspnoea, infection, pregnancy, etc.), basic physical examination (such as vital sign, spine, thorax, abdomen, ENT, etc.) and invasive procedures (such as injection, intra venous-line, urethral catheter, nasogastric tube, circumcision, etc.). In clinical skills courses, students are given lectures and demonstrations by experts, followed by practical sessions, where students are divided into small groups, each supervised by an instructor. Students take turns on taking the role as a doctor or as a patient. Each group is provided with a mannequin and medical equipment according to each topic. There are hospital visit sessions to observe clinical practice at the hospital with real patients.

In the Professional programmes, there is a strong focus on students' practical skills, which are carried out in the different departments of the respective faculty.

Outside the campus, USK has cooperation agreements with several clinical practice sites, such as the Aceh Mental Hospital, eight middle health centres, and three main health centres, particularly for FoM and FoN. In addition, FVM cooperates with several veterinary institutions such as poultry farms, ruminant farms, laboratory, zoos, and veterinary health services.

In general, there are sufficient clinical training resources available for adequately teaching the students.

Criterion 6.3 Information technology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

All students at USK have access to the USK e-learning platform and the Student Academic Information (SIKAD), which is an online information system for managing academic and financial data. In SIKAD, students can access various academic services such as class schedules and registration, exam schedules and results, and financial services.

Students can engage in the following learning activities through this e-learning system: reading teaching materials (slides and tutorials); conducting discussions and working on tasks in groups; watching videos related to the topic, and taking online quizzes.

Internet access at USK is available via cable and wireless networks (Wi-Fi). Internet access is used for educational staff computers and for public PCs used by teaching staff, supportive staff, students, and guests. Wi-Fi access is available for the entire academic community in all buildings.

To help teachers and students using the digital services, USK provides technical help and support. For example, during the new student orientation, each new student will be introduced to the e-learning system, and first semester courses include practical session on how to use the e-learning system.

Criterion 6.4 Medical research and scholarship

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Research and promoting students' independent scientific work is part of the learning process and is incorporated into the curriculum of all six programmes under review. For each Bachelor's student, performing research in form of a final project is a prerequisite for graduation. This task covers several academic activities including literature research, discussions with the supervisors, preparation of a research proposal, thesis writing, and thesis defence. Research carried out by a student might be a part of a research project of an academic staff member or an independent project.

In the Bachelor's degree programmes Medicine, Nursing and Veterinary Medicine, students' research starts in the forth to sixth semester (depending on the specific programme), when they prepare their research proposal. The research methodology courses are designed to help students in understanding and applying the basics of research design, methods, and analysis and drafting a research proposal according to their fields of interest. There is also a research guidebook and procedures for writing proposals and theses in each study programme. The results of the research activities need to be published in a recognised journal.

Lecturers and students are encouraged to conduct research activities that have a positive impact on the community and advance the knowledge in the field of medical education. Lecturers conduct their research activities usually by involving students. Research funding is available from USK, the Indonesian government, and private, national, and international institutions such as the Research and Community Service Agency (BPPM) and the Institute for Research and Community Service (LPPM) for international funding. Lecturers also work in international research groups and some have cooperations with private companies or research institutions in health-related projects. The research results are presented in seminars, published in books, and national and international journals. Students have the opportunity to publish their research findings in the JIM (Student Scientific Journal) of USK.

Criterion 6.5 Educational expertise
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Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The auditors confirm that students are generally satisfied with the teachers' expertise, delivery and support. Students' satisfaction of the educational process is monitored regularly by USK's Educational Development and Quality Assurance Department (Lembaga Pengembangan Pendidikan dan Penjaminan Mutu, LP3M) and by the Faculty Quality Assurance Unit (QAU) each semester using questionnaires. According to the surveys, the majority of students is satisfied or very satisfied with their lecturers and the educational processes. The results of this satisfaction surveys are submitted as a written report to the respective Dean every year.

USK recognises that not only academic performance is important for becoming a successful medical practitioner but also soft skills and behaviour skills (communication skills, teamwork, etc.) need to be imparted. USK tries to cover these areas by addressing them in courses like "Introduction to Ethics", "Nursing Philosophy and Theory", and "Basic Concepts in Sociology and Culture; and especially during the Community Service. In addition, FoM, FoN, and FVM encourage their students to pursue extracurricular activities and develop critical thinking. Moreover, all the faculties provide opportunities for supporting the teachers' academic and professional development, including the obligation of all teachers to participate in character training, pedagogical skills training (Pekerti and Applied Approach). The peers are satisfied with the existing opportunities and the teachers' educational expertise.

Criterion 6.6 Educational exchanges
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Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Office of International Affairs of USK is responsible for managing and coordinating the international activities such as coordinating and managing student mobility programmes, developing and maintaining relationships with partner institutions and organisations around the world, recruiting and admitting international students, providing support and

assistance to international students during their time at USK, such as helping with housing, visa issues, and other practical matters.

Students' international academic mobility is supported by USK. For example, through scholarships from USK and International Students Mobility Awards (IISMA), a scholarship programme from the Ministry of Education and Culture starting from 2021. In addition, lecturers are encouraged to carry out joint research activities with international partners and to involve students in their projects.

The new policy of the Indonesian government actively supports any activities outside of the university by releasing a regulation on the Merdeka Belajar-Kampus Merdeka (MBKM), which requires the university to promote students who want to spend part of their Bachelor's programme outside USK. USK recognizes the courses taken by the students outside USK, based on the comparability of the intended learning outcomes. The peers consider this regulation sufficient. However, according to the opinion of the peer group, the academic mobility of the students should be further promoted.

USK encourages students to participate in international exchange programmes and to spend some time during their studies abroad. In addition, USK facilitates international student admission through the Office of International Affairs. A problem faced by students is the possible loss of study time as a consequence of spending time at other institutions and a lack of financial resources. Classes in the Bachelor's programmes are usually taught in Bahasa, only the Bachelor's degree programme Veterinary Medicine offers an international class (IC-BVM), which is taught in English.

The Faculty of Medicine has currently six international cooperations, in area of medical education, research, and community service. FoM cooperates with McMaster University Hamilton, Canada in the area of curriculum development and family medicine. Other cooperations are established with the University of Western Australia, Danish Institute against Torture (DIGNITY), Taipei Medical University (TMU), Hubei University of Science and Technology, China, and the Center for Global Health Equity, University of Michigan, USA.

Additionally, the Faculty of Nursing has established several cooperations with international Universities and institutions. For example, FoN has a long-term research collaboration with University of Goettingen, Germany and Baekseok University, South Korea. Recently the FoN joined a three years project of Capacity Building in Nursing Education in Indonesia (CAB-NEI), which is funded by the European Union via the ERASMUS programme. This project includes four universities from Scandinavian countries (Inland University Norway, Ostfold University College Norway, University College South Denmark, and Karlstad University Sweden) and four health institution in Aceh, Indonesia. In addition, FoN collaborates with Prince of Songkla University, Thailand and has a long-term partnership with KPJ Health Care

University, Malaysia for organising the Aceh International Nursing Conference (AINC), which is hosted by FoN USK each year.

The Faculty of Veterinary Medicine tries to establish collaborations and partnerships with international institutions to foster academic staff exchange, students' academic mobility, and research activities. FVM cooperates with other universities and institutions in a variety of veterinary field such as livestock and wildlife, biomolecular research, and development of veterinary technologies, as well as conservation medicine.

This includes for example, Japfa Foundation, Leuser International Foundation, Aceh Animal Husbandry Service, Aceh Besar District Agriculture Office, Indonesian Animal Patron Foundation, Indonesian Veterinary Association, Rahmat International Wildlife Museum & Gallery, Pamatang Siantar Animal Park, Medan Veterinary Center, North Sumatra Laying Breeders Association, Center for Superior Livestock Breeding and Forage Animal Feed, Nutricell Petcare Indonesia, and Community Foundation for Sumatran Forests. With respect to universities, FVM has cooperation agreements with NUS Singapore, University of Ostrava, University of Zurich, 2021, and Universiti Malaysia Kelantan.

Since 2015, there were between 13 and 6 incoming international students at the Faculty of Medicine per year. They were mostly coming from various European countries such as Czech Republic, Germany, Island, France, Greece, Italy, Finland and Poland and also from other areas like Chile and Egypt.

However, the peers point out that students' academic mobility is still very low. This observation is valid for outbound as well as inbound activities. For example, only two students from FoM were successful in the IISMA programme last year, none from FoN and FVM

In addition, most stays abroad are short-term visits (maximum four weeks) in other countries such as Thailand, South Korea, and Malaysia.

During the discussion with the peers, the students point out that they wish for more places and better endowed scholarships for long- and short-term stays abroad. There is a high interest from students to spend some time during their studies abroad. But only few students are able to put this plan into practise. The number of available places in the exchange programmes is limited and there are restrictions due to a lack of sufficient financial support. National scholarships are available, but they are highly competitive, so only a few students receive them. At the same time, there are only few incoming international students.

The peers emphasise that it is very useful for students to spend some time abroad already during their Bachelor's studies to improve their English proficiency, to get to know other educational systems, and to enhance their job opportunities. To this end, USK should offer

more places in international exchange programmes and provide more scholarships for students.

In summary, the peers confirm that opportunities for international educational exchange for students exist. Nevertheless, the students' academic mobility is low and the peers recommend encouraging and better supporting students to spend some part of their academic education abroad.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

The peers appreciate that USK agrees that there is a need to put stronger focus on basic sciences, including molecular biology in the medical programmes and that, there is a need to update the technical equipment and to renovate the facilities. They understand that due to the limited time, they could not visit all laboratories and that some facilities, for example the Infectious Diseases Laboratory are well equipped. Nevertheless, the Faculty of Medicine should submit a concept and a timetable on how to update the instruments and the technical equipment in the laboratories and how to renovate the facilities within the next five years.

The peers are glad to hear that it is true that the number of microscopes in the Laboratory of Parasitology of the Faculty of Veterinary Medicine is not sufficient to provide one microscope for every two students. FVM has already submitted the proposal to USK for providing 10 more microscopes and this proposal has been approved by the Rector.

With respect to educational exchanges, the peers support USK's plan to include students' international academic mobility as the annual target for the three faculties. They appreciate the efforts to increase internationalisation and encourage USK to further pursuing this path.

The peers consider criterion 6 to be mostly fulfilled.

7. Programme Evaluation

Criterion 7.1 Mechanisms for programme monitoring and evaluation

Evidence:

- Self-Assessment Report
- Study plans

- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The auditors discuss the quality management system at USK with the programme coordinators and the students. They learn that there is a continuous process in order to improve the quality of the degree programmes and its improvement is assessed through Internal Quality Assurance System (Sistem Penjaminan Mutu Internal, SPMI) and External Quality Assurance System (Sistem Penjaminan Mutu Eksternal, SPME).

There are three levels of quality assurance implementation. At the university level, it is conducted by the Educational Development and Quality Assurance Agency (LP3M), at the faculty level, it is conducted by the Quality Assurance Unit Faculty (Satuan Penjaminan Mutu Fakultas, SJMF) and the Academic Quality Assurance Team (Tim Penjaminan Mutu Akademik, TPMA) at programme level. These teams and units are responsible for assessing and improving the learning processes and methods, the assessment methods, semester plans, and supporting learning tools.

At the end of every year, SJMF conducts internal audits for all Bachelor's degree programme. During this process, the programme coordinators assess the quality of all learning and teaching procedures based on the KPIs. From these evaluations, room for improvement is identified.

External quality assessment of the degree programmes is provided every five years by the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH/LAM-PTKes). This national standard of higher education was designed to encourage educational institutions to improve their performance in providing quality education services. The medical programmes and the veterinary programmes have achieved the highest level “excellent” from IAAHEH, while the nursing programmes have received the second highest level “A”.

Criterion 7.2 Teacher and student feedback

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Internal evaluation of the quality of the degree programmes is mainly provided through students' and teachers' surveys.

The surveys are conducted through online user satisfaction questionnaires (Survey Kepuasan Pengguna, SKP) and are organised centrally by LP3M. The survey for lecturers focuses on recruitment and development, opportunities for further development, financial support for research activities and community service, rewards, and facilities. In general, lecturers are satisfied, but they also express the need for improving the facilities.

The survey for students addresses lecturer's expertise and performance, academic information access, learning media, methods and forms of evaluation, academic and non-academic atmosphere, students' services, rewards, and scholarships. The students give their feedback on the courses by filling out the questionnaire online on SIAKAD. Giving feedback on the classes is compulsory for the students; otherwise, they cannot access their account on USK's digital platform. The questionnaires are used to monitor and evaluate the learning and teaching processes and are distributed every semester to the students via an online-link before the final exam is done. The answers are analysed by the respective Quality Assurance Unit (QAU) and a summary of the students' feedback is sent to the respective lecturers. Based on the results, the programme coordinator and the teachers re-assess every course and possibly some changes are made. If there are negative results, the Department Head invites the concerned teacher to discuss about his or her teaching methods and thus, they are expected to enhance their performance in the future.

The peers discuss with the programme coordinators, the teaching staff, and the students, who is informed about the results of the course questionnaires and what is done if there are critical points. They learn that in FVM the students are not directly informed about the results of the course questionnaire. The results are only discussed with the academic staff during faculty meetings, which are conducted before the start of the new semester. If there are critical comments, the responsible department will follow up on the critique and suggest appropriate measures for improvement. In FoM, the students are invited to a pre-semester meeting with the Study Programme Coordinator, during which students are informed about the improvements that were made based on the previous semester's surveys. Students are also invited to share their thoughts and suggestions on how to further improve the study programme. If there are any critical points, the Study Programme Coordinator may invite student representatives from the students' council to discuss the issues. In FoN, students can access the results of the course questionnaires on the faculty's website. The faculty conducts an academic evaluation meeting at the end of every semester to

evaluate these results. The strategies to solve the problems and to improve the study programmes are discussed with both students and faculty members in the meeting. The Dean and the Vice Deans supervise the implementation of the improvement strategies.

The auditors gain the impression that the students' feedback is taken seriously and changes are made if necessary. However, they point out that the feedback cycles need to be closed in FoM, and that the results of the course questionnaires need to be directly discussed with the students.

Criterion 7.3 Performance of students and graduates

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Students' performance in all six degree programmes under review is evaluated by the respective faculty through analysing the grade point average (GPA) and the average length of studies. Graduate's performance is evaluated through tracer studies, which include the waiting period between graduation and employment, the kind of employment, salaries, and workplace location.

The peers observe that all three Bachelor's degree programmes are very competitive and the entrance requirements are very strict. From 2018 to 2021, the acceptance quota in BM was 5.6 % (13472 applications and 757 accepted new students). The numbers are similar in BN, here the acceptance quota was 9.1 % (7716 applications and 704 accepted new students). In BVM, the acceptance quota is with 18.1 % somewhat higher (5304 applications and 906 accepted new students). For this reason, the students are very motivated to complete the degree programme in time and almost no students resign and do not complete the programme successfully. This indicates that medicine, nursing as well as veterinary medicine have a very high appeal for Indonesian students.

Almost all Bachelor's graduates continue their academic education with joining professional programmes to become medical doctors, nurses, or veterinarians. Their competence is assessed by a National Board Examination to acquire the required certificate of competence, which allows the graduates to work as registered doctors, nurses, or veterinarians.

As can be seen from the following table, the graduates' average GPA from 2020 to 2022 was around 3.1 in BM and 3.2 in the MD programme. Furthermore, most students graduate in time. The details are depicted in the following table:

		2020	2021	2022
(1)	(2)	(3)	(4)	(5)
1	Grade point average (Appendix 6.1.1.5)			
	• Bachelor of medicine program	3.2	3.2	3.0
	• Medical doctor program	3.1	3.2	3.3
2	Study period (total Year/Month) (Appendix 6.1.1.6)			
	• Bachelor of medicine program	4.0	3.8	4.7
	• Medical doctor program	2.4	2.5	2.7

Table 8: KPI FoM, Source: SAR U USK

The average GPA in the nursing programmes are higher and the average length of study time in NPE corresponds with the expected period (two semesters). The details are shown in the following table:

		2020	2021	2022
(1)	(2)	(3)	(4)	(5)
1	Grade point average (Appendix 6.1.1.5)			
	Bachelor of nursing program	3.3	3.5	3.5
	Nursing program education	3.7	3.7	3.7
2	Study period (total year/Month) (Appendix 6.1.1.6)			
	Bachelor of nursing program	4.6	3.8	3.8
	Nursing program education	1	1	0.9

Table 9: KPI FoN, Source: SAR U USK

The numbers in the veterinary programmes are similar, the expected study time is rarely exceeded, most students graduate in time. The details are depicted in the following table:

		2020	2021	2022
(1)	(2)	(3)	(4)	(5)
1.	Grade Point Average (Appendix 6.1.1.5)			
	Bachelor of Veterinary Medicine (BVM) (link of evidence:	3.2	3.1	3.2
	Professional Program of Veterinary Medicine (PPVM)	3.6	3.6	3.6
2.	Study Period (Total Year/Month) (Appendix 6.1.1.6)			
	BVM	3.7	4.6	4
	PPVM	1.3	1.4	1.3

Table 10: KPI FVM, Source: SAR U USK

The quality of graduates is not only measured by the final grades but also by the satisfaction of the employers (from hospitals, research institutions, universities, or private companies). Tracer studies on stakeholders show a high satisfaction rate.

In general, the employers confirm during the discussion with the peers, that they are very satisfied with the qualification profile of the graduates. Moreover, they point out that the demand in Indonesia for graduates from all three areas (Medicine, Nursing, and Veterinary Medicine) is very high and still growing.

Criterion 7.4 Involvement of stakeholders

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Monitoring and evaluation activities in the six degree programmes under review involve lecturers, students, alumni, and employers. Feedback is given by filling out questionnaires, and by taking part in surveys. In the course of these surveys, alumni and employers gave some valuable input regarding the curriculum, the facilities and the technical equipment of the laboratories. The satisfaction of the external stakeholders from general hospitals, mental health hospitals, nursing schools, district and provincial health offices, and private health institutions is usually high to very high and the comments are used for improving the degree programmes.

USK regularly conducts an alumni tracer study. By taking part at this survey, alumni can comment on their educational experiences at USK, the waiting period for employment after graduation, their professional career, and they can give suggestions how to improve the programme. Moreover, the employers are asked to give feedback to USK on employability and acquired competencies of USK's graduates. During the audit, the employers express their general satisfaction with the graduates' qualification profile.

The peers discuss during the audit if there are regular meetings with the partners on faculty or department level, where they discuss the needs and requirements of the employers and possible changes to the degree programmes. They learn that some employers and alumni are invited to give their feedback on the content of the degree programmes and participate in the tracer studies. The peers appreciate that USK stays in contact with its alumni and has

a close relation with its partners from the medical area. However, an advisory board with external stakeholders does not exist. As the peers consider the input of the employers to be very important for the further improvement of the degree programmes, they appreciate the existing culture of quality assurance with the involvement of employers in the quality assurance process. Nevertheless, they recommend establishing an academic advisory board at the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine. The advisory board should consist of a group of professionals, employers, and experts of the relevant fields from outside the university (e.g. hospitals, health care centres, and medical institutions).

In summary, the peer group confirms that the quality management system is suitable to identify weaknesses and to improve the degree programmes. All stakeholders are involved in the process.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 7:

The peers appreciate that USK will directly involve students in the quality assurance processes and considers the role of students as indispensable in the process of providing direct input, discussion, and decision making. However, the peers stress that the feedback cycles need to be closed and that it is required to discuss with the students directly about the results of the course questionnaires

The peers acknowledge that USK will draft a formal regulation for establishing advisory boards starting with the mentioned three faculties (FoM, FoN, and FVM).

The peers consider criterion 7 to be mostly fulfilled.

8. Governance and Administration

Criterion 8.1 Governance

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

As described in the Self-Assessment Report the governance of UB refers to the national standards in Indonesia as regulated by the Minister of Research, Technology, and Higher Education. The organisational structure of USK is shown in the following diagram:

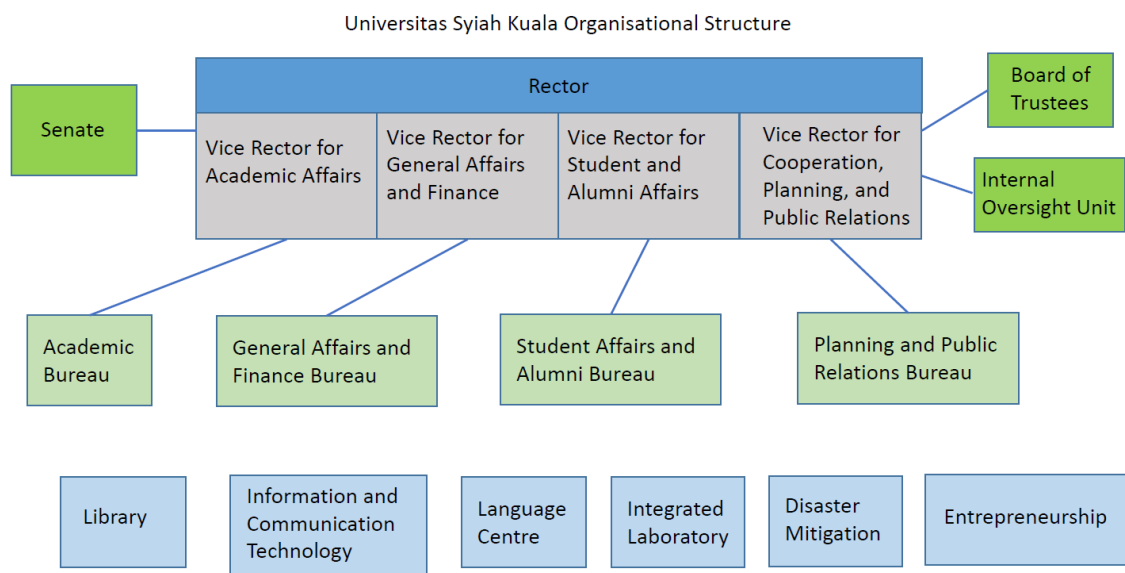


Diagram 2: USK Organisational Structure, source: SAR U USK

The highest decision making board at USK is the University Senate, which is headed by the Rector. The Rector is supported by four Vice Rectors who are responsible for the respective bureaus and their subunits. At faculty level, the Dean is assisted by the Vice Deans and each degree programme is led by the Study Programme Coordinator.

The Study Programme Coordinator coordinates the implementation of the respective degree programme activities, while being assisted by the Quality Assurance Unit in monitoring and evaluating the outcomes.

The peers confirm that USK, the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine have a well-defined structure of governance, which includes representatives from all stakeholders.

Criterion 8.2 Academic leadership
Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions

- Discussions during the audit

Preliminary assessment and analysis of the peers:

The academic leaders at USK are the Deans, they chair the faculty's meetings and refer academic matters to the University Senate, of which they are members. The Deans are supported by a Deputy Dean for Academic Affairs, a Deputy Dean for General Affairs and Finance, and a Deputy Dean for Student Affairs and Alumni.

At programme level, the Study Programme Coordinator has the function of leading the implementation of educational processes, research activities, community service, and fostering the cooperation with the community and the administrative staff.

In addition, the Study Programme Coordinator regularly monitors and evaluates students' performance and the result of academic and non-academic staff evaluations, and uses this feedback for improving the respective degree programme.

Criterion 8.3 Educational budget and resource allocation

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

BM and MD programme are fully supported by USK and the Faculty of Medicine, while BN and NPE are funded by USK and the Faculty of Nursing, and BVM and PPVM are funded by USK and the Faculty of Veterinary Medicine. Most of USKs funding is covered by the central and regional governments (mostly in form of lecturers and education staff salaries, research funds and scholarship assignments) and tuition fees. Income from non-governmental sources is low and could be increased.

As the peers learn during the discussion with USK's management, the Indonesian government (Ministry of Education, Culture, Research, and Technology) covers the cost for salaries and general administration. The rest of USK's budget is mostly derived from tuition fees and some from USK's cooperations, donations, and grants.

The peers confirm that USK provides sufficient financial resources for adequately running all six degree programmes under review. FoM, FoN, and FVM annually allocate the budget to facilitate laboratory improvement. However, it would be useful to find other funding

sources from national or international donors and to foster independent income generating activities such as entrepreneurial activities, innovations, consultancies, and research collaborations.

The budgeting process begins with designing an annual financial plan at faculty level by involving the Study Programme Coordinators, the Head of Laboratories, and the administrative staff. The Dean will review the budget plan before submitting it to the General Administration and Finance Bureau of USK.

All revenues are centralized at the University and then distributed to the faculties according to their financial needs. Each department and each faculty present an annual budget plan so that the USK's General Administration and Finance Bureau can design a budget for the whole university.

Criterion 8.4 Administrative staff and management
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Non-academic staff consist of administration staff, librarians, and technicians (laboratory assistants, technicians, and IT-experts). The Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine usually directly recruit administrative and supporting staff members.

USK supports the non-academic staff members in increasing their qualifications and competencies. For this reason, different training is offered: training in archive management, workshops on rules and contracts, teamwork training and self-development, office administration technical training, and computer courses.

For the further enhancement of skills, USK regularly organises specialised skills training such as procurement of goods and services, laboratory training, and computer training. All staff members are involved in internal monitoring and evaluation of the degree programmes.

Criterion 8.5 Interaction with health sector

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers observe that the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine have a strong working relationship with the health sector in Indonesia. The cooperation exists mainly in the fields of education, research, community service, and medical technology.

FoM has several cooperations with hospitals, medical laboratories, and public health institutions. The activities that take place in those facilities are mainly on-site teaching sessions. The medical students, both in the Bachelor's and in the Medical Doctor programme, learn directly from treating the patients under the supervision of clinical teachers. Furthermore, the hospitals, laboratories, and public health centres are utilized for conducting research activities by medical teachers and students. This offers additional opportunities to improve the learning process, especially in terms of hands-on experience with patients.

FoN has established many cooperations with hospitals and other health care institutions. For example, there is a long term cooperation with the Provincial Health Office, District Health Office of Banda Aceh and Aceh Besar, the provincial referral hospital of Aceh and other public hospitals, and more than 10 community health centres in Banda Aceh and Aceh Besar. The cooperations include students' internships, community service, invitation of guest lecturers, curriculum development, and research activities.

In veterinary education, both in BVM and PPVM, students are introduced to field practise, since it is important that they learn to apply their veterinary skills and knowledge in a real life setting and acquire the necessary competences to treat any animal health cases or diseases. For this purpose, the Faculty of Veterinary Medicine has established cooperations with veterinary practitioners and animal hospitals/clinics, both government-owned and private animal health centres. These cooperations not only exist within the Aceh Province, but are also established with veterinary institutions in several regions in Indonesia.

The major interaction with the national and regional health sector is the collaboration between USK with Prince Nayef bin Abdul Aziz Hospital (RSPN), which is one of the General

Hospitals in Banda Aceh and is the main teaching hospital. The collaboration between faculties and the teaching hospitals includes teaching, research, and community service. The qualified medical staff in the teaching hospitals are working as professional experts in the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine and are registered with the Ministry of Education, Culture, Research, and Technology. On the other hand, teachers at USK are included officially as professional staff members in the main teaching hospitals.

Other interactions with the national and regional health sector include collaboration with the health authorities in Aceh province and health institutions, medical laboratories, scientific laboratories, health professional associations, and health industries all over Indonesia.

In summary, the peers conclude that the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine have an excellent reputation as one of the best medical institutions in Sumatra. The cooperation with alumni is good and the employers are very satisfied with the qualification profile of the graduates.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 8:

The peers thank USK for clarifying that the university has established the strategy to obtain more external funding by cooperating with stakeholders at national and international level. The peers support the mentioned efforts and cooperations and encourage USK to further pursuing this path.

The peers consider criterion 8 to be fulfilled.

9. Continuous Renewal

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

As described in the previous chapters, continuous renewal of the six degree programmes under review is an essential part of quality assurance system at USK.

For example, there is a continuous process at USK in order to improve the quality of the degree programmes, which is carried out through internal and external evaluation. Internal evaluation of the quality of the degree programmes is mostly provided through students' feedback and quality audits. In addition, alumni and employers' surveys are conducted. The peers appreciate that the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine stay in close contact with their alumni and use their expertise and feedback for further developing the degree programmes.

Moreover, USK collects data about applications, enrolment and academic results. These indicators are used to analyse the programme's success and if deficits are found, they are addressed.

As an overall judgement, the peers generally find that continuous monitoring and renewal is indeed taking place and that most of the quality assurance loops are closed. Furthermore, the peer group confirms that the quality management system is suitable to identify weaknesses and to improve the degree programmes. The stakeholders are involved in the process.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 9:

USK does not comment on this criterion in its statement.

The peers consider criterion 9 to be fulfilled.

D Additional ASIIN Criteria

Criterion D 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Study plans
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The peers consider the original Indonesian names as well as the English translations of the Bachelor of Medicine (Sarjana Kedokteran), Bachelor of Nursing (Sarjana Keperawatan), Bachelor of Veterinary Medicine (Sarjana Kedokteran Hewan), and the respective Professional programmes to be in line with the intended learning outcomes and the curricular content.

Criterion D 2.2 Work load and credits

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Based on the National Standards for Higher Education of Indonesia (SNPT), all degree programmes use a credit point system called SKS/CSU, which is regulated as follows:

Type of activity	Definition of 1 CSU/week/semester	Duration (min)	TOTAL (min)
Classroom course	Classroom meeting	50	170
	Structured task	60	
	Independent work	60	
Practical course	Practical work	170	170
Seminar	Seminar meeting	100	170
	Independent work	70	

In comparison to ECTS credit system, wherein one ECTS equals 25-30 hours of students' workload per semester, it is determined that one SKS is awarded for 170 minutes of workload per week in the Bachelor's programmes and the relation between the different kind of learning (contact hours, self-studies) is fixed. In the Professional programmes, the relation between awarded SKS and students' workload is somewhat different, here one SKS equals between 170 and 240 minutes.

The peers stress that the students' total workload in hours per semester also needs to be indicated in the module descriptions and the distinction between classroom work and self-study should be made transparent. Additionally, the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine need to make transparent, how many hours of students' total workload are required for one ECTS point.

The current regulations are contradictory and not consistent. For example, for the thesis in the BN programme four SKS are awarded, but a workload of 402.31 hours, which equivalent to 13.87 ECTS points, is calculated. This number seems to be realistic. On the other hand, in BVM, four SKS and 6.5 ECTS points (workload 175.67 hours) are calculated for the thesis; and in BM five SKS and 6.62 ECTS points (workload 198.33 hours) are calculated. These inconsistencies need to be resolved and a realistic amount of students' total workload needs to be calculated for the thesis in BM and BVM.

During the discussions with the programme coordinators and the students, the peers learn that so far there has been no survey asking the students to evaluate the amount of time they spend outside the classroom for preparing the classes and studying for the exams. Since this is necessary in the ECTS framework, the peers suggest asking the students directly about their experiences. This could be done by including a respective question in the course evaluations. The peers point out that the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine should follow the ECTS users' guide, while determining the students' total workload. This is the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations).

Since workload is an estimation of the average time spent by students to achieve the expected learning outcomes, the actual time spent by an individual student may differ from this estimate. Individual students differ because some progress more quickly, while others progress more slowly. Therefore, the workload estimation should be based on the time an "average student" spends on self-study and preparation for classes and exams. The initial estimation of workload should be regularly refined through monitoring and student feedback.

The students confirm with the peers that the workload is high but manageable.

In summary, the peers expect the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine to define how many hours of students' total workload are required for one ECTS point, to verify the students' total workload, and to adjust the awarded ECTS credits accordingly.

Criterion D 3 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Exemplary Bachelor's theses
- Discussions during the audit

Preliminary assessment and analysis of the peers:

As described in the previous chapters, all three Bachelor's degree programmes under review comprise a thesis. During the audit, the peers also inspect a sample of final theses and are overall satisfied with their general quality.

Criterion D 5.1 Module descriptions

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the peers:

While analysing the provided module descriptions, the peers note that the students' total workload (contact hours and time for self-studies) and the awarded ECTS credits are either not mentioned in the module descriptions or that the ECTS calculation is not consistent. Furthermore, the study plans (curricular maps) should include the number of awarded ECTS points for each course. For this reason, the peers expect UKS to update the module description with respect to the students' total workload and to make transparent, how many hours of students' workload are required for one ECTS point.

Otherwise, the module descriptions include all necessary information about the respective module.

Criterion D 5.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the peers:

The peers point that it is necessary to award a Diploma Supplement and a Transcript of Records to all graduates of the six degree programmes under review. The Diploma Supplement should be aligned with the European template and include all required information about the respective degree programme. The Diploma Supplement is designed as an aid to support the recognition of academic qualifications. It is an important tool for graduates to ensure that their degrees are recognised by higher education institutions, public authorities, and employers in their home countries and abroad.

Final assessment of the peers after the comment of the Higher Education Institution regarding the additional ASIIN criteria:

The peers confirm that USK has updated the ECTS calculation in the curricula of the six degree programmes. However, they point out that this information also needs to be included in the module descriptions.

The peers thank USK for submitting sample Diploma Supplements for all six degree programmes. They confirm that the samples are aligned with the European template and include all required information about the respective degree programme. Nevertheless, the peers expect USK to also issue a Transcript of Records to all graduates.

The peers consider criterion D to be mostly fulfilled.

E Additional Documents

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

- none

F Comment of the Higher Education Institution (19.05.2023)

USK submits the following documents:

- Revised students' handbooks
- Video profile of Infection Laboratory
- Updated ECTS calculation for the six degree programmes
- Letter of Minister Decree of USK Advisory Board
- Updated sample Diploma Supplements for all six degree programmes

USK submits the following statement:

“Criterion 1.1 Statements of purpose and outcome

Peers comments:

The peers point out that from their perspective, the intended learning outcomes in the module descriptions (course learning outcomes, CLO) of the Bachelor's degree programme Medicine are worded very generically. The programme coordinators explain that this is sometimes the case because the general ILO are adopted as CLO. **The peers recommend to adjust this working practise and to reword the CLO so that they specifically describe the goals of the respective course and do not only repeat the general intended learning outcomes of the degree programme.**

USK Response:

We would like to be grateful for a constructive comments from the peers. We will review and revised the CLO based on the peers recommendation. It is included in the new version of curriculum book.

Criterion 2.1 Curriculum model and instructional methods

Peers comments I:

The peers point out that credits need to be awarded for all compulsory courses, this includes the courses MKS 107 and MKS 202 “Character Building I + II” in BVM. USK explains

during the audit that these courses are “mainly aimed to introduce students with the value and core principles of USK... It is expected the students have an attitude and interaction with global community based on moral knowing, moral feeling and moral acting.” **Nevertheless, the peers emphasise that all mandatory parts of the degree programme have to be awarded with credits.**

USK Response:

Currently, the two course are compulsory for students to join. Although, it is without credit, but they attendance and achievement after taking the courses are recognise into their religion course in the next semester. However, we are absolutely agree with the perspective of the peers that all mandatory parts of the degree programme have to be awarded with credits. Therefore, USK will soon conduct a review process to obtain an alternative approach, so the two courses will either have their own credit, or the learning subjects will be included into the religion or other related course.

Peers comments II:

Since USK has the goal to become internationally more visible and wants to further internationalising its degree programmes, the peers discuss with the programme coordinators and students if any classes in BM or BN are taught in English. The programme coordinators explain that there are no international classes in BM and BN, but English textbooks are used and some presentations are done in English. In addition, international guest lecturers are invited to give lectures in English. The peers appreciate the existence of an English taught class in BVM; **however, they are convinced that it would be very useful to offer an international class also in BM and BN.** This would further improve the students’ English proficiency and better prepare them for the job market

USK Response:

We would like to thank for a positive recommendation from the peers. As follow up to this recommendation, the two Faculties have initiated to establish an international class by conducting a workshop on the preparation of international class which was held on May 2023. Of course, it is as an effort to furtherly implement the learning process integrating the principles of internationalization, such as the use of English as an instructional language and inviting guest lecturers from abroad. The workshop aims to prepare a system that will be used to manage an international class based on USK standards. Some of the issues discussed at the meeting included:

- a. Determining the coordinator of the international class

- b. Determining the qualifications of international class teaching lecturers
- c. Determining requirements for student admission.

As a follow-up to the implementation of the workshop, the following activities have been carried out:

- a. Formation of a task force team for establishing an international class in both faculties by adapting the existing system at the university level.
- b. Selection of prospective international students from Sudan, Nigeria, Zimbabwe, Kenya, Thailand, Filipina, Korea, Vietnam, and Timor.

Criterion 2.3: Basic Biomedical Sciences

Peers comments:

Classes in basic biomedical sciences such as “Medical Biology”, “Biochemistry”, “Microbiology”, “Physiology”, “Pharmacology”, “Anatomical Pathology” and “Anatomy” are offered in the first semesters of the Bachelor’s degree programme Medicine. In a similar way, courses such as “Biochemistry”, “Physiology”, “Cytology”, “Embryology”, “Anatomy”, “Veterinary Microbiology”, “Veterinary Histology”, “Veterinary Pathology”, and “Veterinary Pharmacology” are compulsory courses in the Bachelor’s degree programme Veterinary Medicine. The Bachelor’s degree programme Nursing also introduces students to basic biomedical sciences, in courses such as “Basic Biomedical Science”, “Basic Human Need Science”, and “Nursing Pharmacology”. **However, the scope of biomedical education in the Nursing programme is lower than in the medical and the veterinary programmes**

USK Response:

We can understand the perspective described by the peers. Actually, the BN curriculum refers to guidelines issued by the Association of Indonesian Nurse Education Institutions (AINEC). However, in the future, based on ASIIN peers’ positive recommendations, FON will conduct a curriculum review in 2025 and discuss this issue to adjust the courses for basic biomedical science.

Criterion 2.5 Clinical sciences and skills

Peers comments:

During the audit, the peers observe that nursing students get in contact with patients as late as the contact with patient in the 3rd, 4th, and 5th semester of the Bachelor’s programme.

Moreover, students do not visit the clinics but patients are brought to the laboratories in the university. **As the peers consider direct contact with patients in a real clinical setting to be very important for students' education, they recommended bringing nursing students already at the beginning of the studies in direct contact with patients in a clinical setting.**

USK Response:

Thank you to the peers for their constructive feedback regarding the direct students contact with patients during academic stage of education. We have identified the courses for this learning activity (attached). As we have explained that FoN USK is a professional academic education program with the aim of producing professional nurses (first professional degree). The Academic stage of education focuses on preparing students in the form of knowledge, attitudes and skills, which will then be practiced in the professional education stage. These two stages must be completed, because they are stages of education that are integrated and cannot be separated from one another. Our educational curriculum is the same with other nursing education programs in Indonesia, namely the curriculum compiled by the Association of Indonesian Nurse Education Institutions (AIPNI Curriculum 2020), so that the nursing education system at FoN USK including its study material is almost similar to other nursing education programs across Indonesia. Curriculum reviews are carried out according to USK regulation; once every four years for major reviews, and every semester for minor reviews/changes to respond to existing needs, including the need for student contacts with the patients as recommended by the peers.

Criterion 2.6 Curriculum structure composition and duration

Peers comments:

The six degree programmes describe their curricula very clearly and in detail. **It would be useful, if the students' handbooks would include information on how to calculate their credits in ECTS points and a short summary of the goals of the respective programme.**

USK Response:

We would like to grateful for the peers recommendation. We have completed the student's handbooks from six study program in FVM, FoM, and FoN based on peers recommendation. All the the revision student's handbook can be seen through the following link:

Criterion 5.1. Recruitment and selection policy

Peers comments:

During the audit, the peers discuss with USK's management and the Dean of the Faculty of Nursing, why there is no full professor in the Faculty of Nursing and why the share of teachers with a PhD degree is significantly lower than in the other faculties.

USK Response:

We really appreciate the details of evaluation from the peers. Actually, FoN continue implementing its current efforts to increase the teaching staffs' academic degree and professional qualifications. These include developing teaching staff mapping, new PhD recruitments as teachers, training, workshop, and financial and administrative assistance for improvement. FoN has three journals (Idea Nursing Journal, Jurnal Ilmu Keperawatan, and Jurnal Ilmiah Mahasiswa Keperawatan) and one annual international Conference (Aceh International Nursing Conference or AINC) to support their students' and teachers' research publications. The efforts have improved the qualification of teachers. Currently, the number of teachers with an S3/Ph.D. degree is 12 (16.67%), while nine others (13.04%) remain in their way of completing a PhD program, and 2 of the PhD candidates are expected to complete their study by 2023. The number of candidates for full professors has now become two lectures (before = 1 teacher), and associate professors have now increased to 9 teachers (before = 6 teachers).

Criterion 6.1 Physical facilities

Peers comments:

In the gross anatomy lab the peers see two groups of students, one dissecting or studying epifascial structures of a corpse, and the other studying a fixed, isolated brain. Practical work at this level is considered very positive. However, the lab facilities are in strong need of renovation. The fixation procedure uses high concentrations of formalin (as well as other substances that, surprisingly, turn the body black like an Egyptian mummy), yet there was no sign of ventilation or systems to reduce the toxic vapours. This does not comply with European safety standards. Similarly, the peers see that the histology lab is outdated and not up to modern standards. It is necessary to improve this situation.

The Clinical Skills Lab provides a sufficient number of rooms that are flexibly adjustable in size to fit the requirements of OSCE and small group teaching. The same positive impression was obtained for the Tutorial Discussion Building. The clinical skills labs have a complete equipment and mannequins, but their maintenance is uncertain (i.e. the mannequin turnover, after how many uses the mannequin will be changed). The biomedical labs, however, are outdated in terms of instruments and preparation procedures. For example, the

anatomy lab still uses the traditional cadaver preservation process with formalin. There is also a shortage of cadavers, even though the cadaver to students ratio is still proper (1:20). The laboratories of physiology, biochemistry, and pharmacology use outdated instruments that makes it seem almost impossible to conduct biomolecular research there. On the other hand, there are no significant issues at the teaching hospital. During the visit the peers did not see, (and were not shown) any kind of modern instruments either optical, biochemical, or molecular, suggesting that this kind of technology, which is an essential prerequisite for contemporary modern basic and clinical science, is not in use at FoM. **This observation supports the recommendation to put a stronger focus on basic sciences, including molecular biology.**

USK Response:

We are absolutely agree with the findings and recommendation from the peers for **molecular biology laboratory facilities**. Unfortunately, due to a very limited time of visit, we were not able to take the peers to several other buildings of FoM. Actually, at other laboratories, such as at Infectious diseases Laboratory of dr. Imai Indra, they already equipped with modern instruments, comprised of:

Laboratory facilities

- 3 units of class A2 Biosafety Cabinet (BSC)
- 2 units of Ultra Low Temperature Freezer - 80°C
- 2 units of Ultra Low Temperature Freezer - 20°C
- 2 units of Real Time PCR Thermocycler
- 4 units of Centrifuge
- 1 unit of Laminar Air Flow
- 1 unit of ELISA reader
- 1 unit of NanoDrop DNA/RNA quantification
- 1 unit of autoclave
- 2 units inverted microscopes.

Several collaborative research, involving our students successfully conducted in this Laboratory, and the results has been published in various journals, such as:

- a. Waning anti-SARS-CoV-2 neutralizing antibody in CoronaVac-vaccinated individuals in Indonesia.
- b. Discordant results of SARS-CoV-2 PCR-based tests in the early phase of pandemic in Indonesia: Infection control consequences.

- c. Do Indonesian government deploy reliable ammunition for COVID-19 mass test? A comparison of real-time PCR kits.

FoM will continue to improve facilities for other laboratories. For instance, FoM has a long-term plan for the development of a comprehensive lab, which includes anatomy, histology, physiology, pharmacology, biochemistry, biology, parasitology, microbiology, clinical pathology, and anatomical pathology labs. This development process begins with identifying the needs of each lab to meet standards in order to achieve learning objectives and will be implemented in 2025. Later all of these labs will be rebuilt in a modern-integrated buildings. Which equipped with modern facilities.

In addition, The Rector of USK has a strong commitment to support the implementation of this planning program. For the short term, we have made immediate repairs to the anatomy laboratory. We also have making plan to provide **anatomage table** as anatomy digital teaching tool this years. Next year the anatomy laboratory will be equipped with plastinated cadavers. So, FoM will soon completed the essential prerequisite for contemporary modern basic and clinical science.

Then, for clinical skill laboratory, FoM already have a standard operating procedure for mannequin maintenance. Maintenance is carried out every three years. However, FoM will review this SOP soon, whether we need to change the period of maintenance for a shorter time.

Parasitology Laboratory Facilities (FVM)

Peers comments:

The peers confirm that very good technical equipment is available, especially for genome-based diagnostics (e.g. deep sequencing, blotting, PCR cycler). For teaching histology, the equipment with microscopes is at a current technical level. **However, in the parasitology course, five students have to share one microscope. It would therefore be advisable to increase the number of microscopes so that one microscope is available for every two students.** In general, the peers are impresses by the modern instruments in the Faculty of Veterinary Medicine and the comprehensive involvement of students (mostly in the Professional programme) in treating animals

USK Response:

We would like to express our gratitude for the positive feedback and recommendation from the peers. It is true that the number of microscope in Laboratory of Parasitology of the

Faculty of Veterinary Medicine still not enough to support practical class with the ideal standard recommended by the peers (one microscope for every two students). This findings is already in our concern based on the last year evaluation and benchmarking to other veterinary faculties in Indonesia. Based on the evaluation, then FVM already submit the proposal to USK for providing more laboratory facilities. Since, the funding for this needs is available at university level. This proposal has been approved and the Rector of USK committed to provide the proposed additional facilities, including 10 more microscopes for laboratory of Parasitology in 2023

Criterion 6.6. Educational Exchanges

Peers comments:

The peers emphasise that it is very useful for students to spend some time abroad already during their Bachelor's studies to improve their English proficiency, to get to know other educational systems, and to enhance their job opportunities. **To this end, USK should offer more places in international exchange programmes and provide more scholarships for students.**

In summary, the peers confirm that opportunities for international educational exchange for students exist. **Nevertheless, the students' academic mobility is low and the peers recommend encouraging and better supporting students to spend some part of their academic education abroad.**

USK Response:

We very much appreciate and agree with the results from the peers' evaluation.

The low number of students' mobility is because the curriculum structure differs from some destination universities abroad; some students have passed the courses offered in student exchange programs.

To increase the number of students' mobility abroad, USK has established a strategy for student internationalization by encouraging all faculties to develop a student exchange program with the universities abroad. USK has been directing cooperation activities with agencies abroad to adjust course structures and support the student exchange process. Following the new status of USK as an autonomous university, under the Vice-Rector for Students and Entrepreneurship Affairs program activities, USK provides more competitive funding for students to apply for students' academic mobility. At the national level, there is also a competitive program called the Indonesian International Student Mobility Awards (IISMA), facilitated by the Office of International Affairs (OIA). To support more successful

student in applying IISMA scheme, USK have conducted socialization and mentoring workshop for students (evidence attached). In addition, students also encouraged to go abroad for research, which is supported with lecture research grant, at partner institution, both in Asia and Europe. Furthermore, USK also encourage all faculties to join with universities in Europe to develop proposal and apply for Erasmus+ or like programs, which also have budget for student academic mobility.

USK has included international student academic mobility as the annual target in particular for the three faculties. For current new prospective students, USK will launch a screening program for the international language.

Criterion 7.2 Teacher and student feedback

Peers comments:

The auditors gain the impression that the students' feedback is taken seriously and changes are made if necessary. **However, they point out that the feedback cycles need to be closed in FoM, and that the results of the course questionnaires need to be directly discussed with the students**

USK Response:

FoM obtaining (collecting) the feedback by various mechanisms and surveys/questionnaires. In this regard the results of the self-assessment helps us to get valuable information on the perception of stakeholders on the issues and combining of results with other data enables to see the whole picture

For the future, Student participation in the quality assurance process is not limited to obtaining information and providing feedback through questionnaires (indirect survey). They will be involved (and involvement should continue) in quality assurance through involvement in faculty management as committee members. The role of students in committees is indispensable in the process of providing direct input, discussion and decision making. Students are part of the development and quality assurance process, equal to partners. This also helps them to understand their responsibility for the quality of education that is being carried out

Criterion 7.4 Involvement of stakeholders

Peers comments:

However, an advisory board with external stakeholders does not exist. As the peers consider the input of the employers to be very important for the further improvement of the

degree programmes, they appreciate the existing culture of quality assurance with the involvement of employers in the quality assurance process. **Nevertheless, they recommend establishing an academic advisory board at the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine.**

The advisory board should consist of a group of professionals, employers, and experts of the relevant fields from outside the university (e.g. hospitals, health care centres, and medical institutions).

USK Response:

We really appreciate for this further positive recommendation, which is could bring USK to follow the international standard of quality assurance. Therefore, USK will put this recommendation into the main concern and then providing a formal regulation for the existence of advisory board starting from the mentioned three faculties.

Actually, at the university level, following the conversion of USK, from State university BLU-based to the autonomous university (PTN-BH), it already have the advisory board that comprised of University representative, professionals, employers, and experts of the relevant fields from outside the university.

However, the realization of the advisory board at faculty level may take sometimes, because starting early this year up to now, the USK team still developing many regulations to support further new mechanism or system to be implemented based on national standard toward international recognition.

Criterion 8.3 Educational budget and resource allocation

Peers comments:

The peers confirm that USK provides sufficient financial resources for adequately running all six degree programmes under review. FoM, FoN, and FVM annually allocate the budget to facilitate laboratory improvement. **However, it would be useful to find other funding sources from national or international donors and to foster independent income generating activities such as entrepreneurial activities, innovations, consultancies, and research collaborations.**

USK Response:

Thank you for a supportive comment from the peers. Following the new vision of USK that is towards global socio-technopreneurship university under the status of autonomous university (PTN-BH), we have established the strategy to obtain more external funding, both by cooperation with many stakeholders at national and international level. Actually, this effort has been done by all faculties and research center within USK. For example, starting

from 2023 up to the next three years, the FVM already established a cooperation with Wildlife Conservation Society (international NGO) that provided funding to support the three principles of higher education (Tridharma) activities. Then, The FoN is involve in a Erasmus+ program in the next three years).

In addition, several new scheme of grant to support academic staff and students innovation and cooperation with industries, USK have established a grant cooperation scheme for student entrepreneurship and professor innovation scheme.

All of these strategy and efforts are believed could increase the funding sources and the financial resources of USK in the next few years.

Especially, we believed that by accredited by ASIIN will also increase the trust from external stakeholders to cooperate and support additional funding for many beneficial and profit activities together with USK.

Criterion D 2.2 Work load and credits

Peers comments:

In comparison to ECTS credit system, wherein one ECTS equals 25-30 hours of students' workload per semester, it is determined that one SKS is awarded for 170 minutes of workload per week in the Bachelor's programmes and the relation between the different kind of learning (contact hours, self-studies) is fixed. In the Professional programmes, the relation between awarded SKS and students' workload is somewhat different, here one SKS equals between 170 and 240 minutes.

The peers stress that the students' total workload in hours per semester also needs to be indicated in the module descriptions and the distinction between classroom work and self-study should be made transparent. Additionally, the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine need to make transparent, how many hours of students' total workload are required for one ECTS point.

The current regulations are contradictory and not consistent. For example, for the thesis in the BN programme four SKS are awarded, but a workload of 402.31 hours, which equivalent to 13.87 ECTS points, is calculated. This number seems to be realistic. On the other hand, in BVM, four SKS and 6.5 ECTS points (workload 175.67 hours) are calculated for the thesis; and in BM five SKS and 6.62 ECTS points (workload 198.33 hours) are calculated. These inconsistencies need to be resolved and a realistic amount of students' total workload needs to be calculated for the thesis in BM and BVM.

During the discussions with the programme coordinators and the students, the peers learn that so far there has been no survey asking the students to evaluate the amount of time they spend outside the classroom for preparing the classes and studying for the exams.

Since this is necessary in the ECTS framework, the peers suggest asking the students directly about their experiences. This could be done by including a respective question in the course evaluations. The peers point out that the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine should follow the ECTS users' guide, while determining the students' total workload. This is the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations).

Since workload is an estimation of the average time spent by students to achieve the expected learning outcomes, the actual time spent by an individual student may differ from this estimate. Individual students differ because some progress more quickly, while others progress more slowly. Therefore, the workload estimation should be based on the time an "average student" spends on self-study and preparation for classes and exams. The initial estimation of workload should be regularly refined through monitoring and student feedback.

The students confirm with the peers that the workload is high but manageable.

In summary, the peers expect the Faculty of Medicine, the Faculty of Nursing, and the Faculty of Veterinary Medicine to define how many hours of students' total workload are required for one ECTS point, to verify the students' total workload, and to adjust the awarded ECTS credits accordingly.

USK Response:

The recommendation from the peers both for clear ECTS calculation has been completed for the six study programs.

Criterion D.5.2 Diploma and Diploma Supplement

Peers comments:

The peers point that it is necessary to award a Diploma Supplement and a Transcript of Records to all graduates of the six degree programmes under review. The Diploma Supplement should be aligned with the European template and include all required information about the respective degree programme. The Diploma Supplement is designed as an aid to support the recognition of academic qualifications. It is an important tool for graduates to ensure that their degrees are recognised by higher education institutions, public authorities, and employers in their home countries and abroad

USK Response:

The recommendation from the peers both for Diploma Supplement and a Transcript of Records be aligned with the European template and include all required information about the respective degree programme have been completed for the six study programs.”

G Summary: Peer recommendations (30.05.2023)

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

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Medicine	With requirements for one year	-	30.09.2028
Medical Doctor	With requirements for one year	-	30.09.2028
Ba Nursing	With requirements for one year	-	30.09.2028
Professional Programme Nursing	With requirements for one year	-	30.09.2028
Ba Veterinary Medicine	With requirements for one year	-	30.09.2028
Professional Programme Veterinary Medicine	With requirements for one year	-	30.09.2028

Requirements

For all degree programmes

- A 1. (ASIIN 5.2) Rewrite the module descriptions to include information about the students' workload and the awarded ECTS points. Define how many hours of students' workload are required for one ECTS point.
- A 2. (ASIIN 5.2) Issue a Transcript of Records to all graduates.

For the Bachelor's degree programmes Medicine and Veterinary Medicine

- A 3. (ASIIN 2.2) Verify the students' total workload for the thesis and award the ECTS points accordingly

For the Bachelor's degree programme Medicine and the Medical Doctor programme

- A 4. (WFME 7.2) Close the feedback cycles and discuss with the students directly about the results of the course questionnaires.

- A 5. (WFME 6.1) Submit a concept and a timetable on how to update the instruments and the technical equipment in the laboratories of the Faculty of Medicine and how to renovate the facilities within the accreditation period.

For the Bachelor's degree programme Veterinary Medicine

- A 6. (WFME 2.1) It is necessary to award credits to all compulsory courses.

Recommendations

For all degree programmes

- E 1. (WFME 6.6) It is recommended to further promote the students' academic mobility and to provide more scholarships for stays abroad.
- E 2. (WFME 4.4) It is recommended to make student representatives members of the Curriculum Committees in order to directly involve them in the decision making processes for further developing the degree programmes.
- E 3. (WFME 7.4) It is recommended to establish an advisory board with external stakeholders from the medical sector.
- E 4. (WFME 6.1) It is recommended to open the Central Library on the weekends and longer in the evenings.

For the Bachelor's degree programme Medicine and the Medical Doctor programme

- E 5. (WFME 2.3) It is recommended that the Faculty of Medicine puts a stronger focus on conducting research in biomedical sciences. The necessary technical equipment should be available within the Faculty of Medicine.

For the Bachelor's degree programme Nursing and the Professional programme Nursing

- E 6. (WFME 5.1) It is recommended to further increase the number of teachers with a PhD in the Faculty of Nursing.

For the Bachelor's degree programme Medicine, the Medical Doctor programme, the Bachelor's degree programme Nursing, and the Professional programme Nursing

- E 7. (WFME 6.6) It is recommended to establish international classes.

For the Bachelor's degree programme Nursing

- E 8. (WFME 2.5) It is recommended to bring nursing students already at the beginning of the studies in direct contact with patients in a clinical setting.

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

Assessment and analysis for the award of the ASIIN seal:

The TC confirms the impression of the expert group that these are good and highly demanded study programmes and that the graduates have very good career prospects. As points of criticism, the TC sees that academic mobility is low, the ECTS conversion does not fit, the technical equipment of the laboratories in the biomedical subjects should be modernized, the proportion of teaching staff with a PhD in Nursing is low, and the students should be directly involved in the quality assurance processes.

The TC makes it clear that it considers a learning objective such as "Faith in the Almighty God" to be inappropriate and does not accept this prominently stated objective in any of the degree programs considered here. The TC suggests using a more open-ended wording, which might refer to spirituality, for example, or take into account a modern version of the Hippocratic Oath. There are also examples of other medical degree programmes at Indonesian universities that use a much more open wording in the learning objectives such as, "Demonstrating a religious attitude and tolerance for any differences in religion, ethnicity, nation and culture." The TC would agree with a similar wording in the learning objectives. Based on these concerns, the TC proposes an additional requirement.

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

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Medicine	With requirements for one year	-	30.09.2028
Medical Doctor	With requirements for one year	-	30.09.2028
Ba Nursing	With requirements for one year	-	30.09.2028
Professional Programme Nursing	With requirements for one year	-	30.09.2028
Ba Veterinary Medicine	With requirements for one year	-	30.09.2028
Professional Programme Veterinary Medicine	With requirements for one year	-	30.09.2028

Requirements**For all degree programmes**

- A 3. (WFME 1.1) Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors.

I Decision of the Accreditation Commission (23.06.2023)

Assessment and analysis for the award of the ASIIN seal:

The AC discusses the procedure and agrees with the suggestion of TC 14 – Medicine to issue an additional requirement with respect to the learning outcome "Faith in the Almighty God". The AC has no problems with a reference to Pancasila or other religious attitudes, but they do not belong to the intended learning outcomes of a specific programme.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Medicine	With requirements for one year	-	30.09.2028
Medical Doctor	With requirements for one year	-	30.09.2028
Ba Nursing	With requirements for one year	-	30.09.2028
Professional Programme Nursing	With requirements for one year	-	30.09.2028
Ba Veterinary Medicine	With requirements for one year	-	30.09.2028
Professional Programme Veterinary Medicine	With requirements for one year	-	30.09.2028

Requirements

For all degree programmes

- A 1. (ASIIN 5.2) Rewrite the module descriptions to include information about the students' workload and the awarded ECTS points. Define how many hours of students' workload are required for one ECTS point.
- A 2. (ASIIN 5.2) Issue a Transcript of Records to all graduates.
- A 3. (WFME 1.1) Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors.

For the Bachelor's degree programmes Medicine and Veterinary Medicine

- A 4. (ASIIN 2.2) Verify the students' total workload for the thesis and award the ECTS points accordingly

For the Bachelor's degree programme Medicine and the Medical Doctor programme

- A 5. (WFME 7.2) Close the feedback cycles and discuss with the students directly about the results of the course questionnaires.
- A 6. (WFME 6.1) Submit a concept and a timetable on how to update the instruments and the technical equipment in the laboratories of the Faculty of Medicine and how to renovate the facilities within the accreditation period.

For the Bachelor's degree programme Veterinary Medicine

- A 7. (WFME 2.1) It is necessary to award credits to all compulsory courses.

Recommendations

For all degree programmes

- E 1. (WFME 6.6) It is recommended to further promote the students' academic mobility and to provide more scholarships for stays abroad.
- E 2. (WFME 4.4) It is recommended to make student representatives members of the Curriculum Committees in order to directly involve them in the decision making processes for further developing the degree programmes.
- E 3. (WFME 7.4) It is recommended to establish an advisory board with external stakeholders from the medical sector.
- E 4. (WFME 6.1) It is recommended to open the Central Library on the weekends and longer in the evenings.

For the Bachelor's degree programme Medicine and the Medical Doctor programme

- E 5. (WFME 2.3) It is recommended that the Faculty of Medicine puts a stronger focus on conducting research in biomedical sciences. The necessary technical equipment should be available within the Faculty of Medicine.

For the Bachelor's degree programme Nursing and the Professional programme Nursing

- E 6. (WFME 5.1) It is recommended to further increase the number of teachers with a PhD in the Faculty of Nursing.

For the Bachelor's degree programme Medicine, the Medical Doctor programme, the Bachelor's degree programme Nursing, and the Professional programme Nursing

E 7. (WFME 6.6) It is recommended to establish international classes.

For the Bachelor's degree programme Nursing

E 8. (WFME 2.5) It is recommended to bring nursing students already at the beginning of the studies in direct contact with patients in a clinical setting.

J Fulfilment of Requirements (28.06.2024)

Analysis of the experts and the Technical Committee 14 (04.06.2024)

Requirements

For all degree programmes

- A 1. (ASIIN 5.2) Rewrite the module descriptions to include information about the students' workload and the awarded ECTS points. Define how many hours of students' workload are required for one ECTS point.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: The workload per ECTS is now defined, and both workload and number of ECTS are given for each module description.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

- A 2. (ASIIN 5.2) Issue a Transcript of Records to all graduates.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: USK now awards a Transcripts of Records to all graduates.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

- A 3. (WFME 1.1) Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors.

Initial Treatment	
Experts	Fulfilled Vote: unanimous

	Justification: This aspect is now sufficiently integrated in the newly formulated chapters on learning outcomes.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

For the Bachelor's degree programmes Medicine and Veterinary Medicine

- A 4. (ASIIN 2.2) Verify the students' total workload for the thesis and award the ECTS points accordingly.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: In the BVM module handbook the module "Mini thesis" is now supplemented with the expected workload (183 hrs) and the ECTS awarded (6.1 ECTS).
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

For the Bachelor's degree programme Medicine and the Medical Doctor programme

- A 5. (WFME 7.2) Close the feedback cycles and discuss with the students directly about the results of the course questionnaires.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: USK has initiated focussed discussion groups with the aim to close the feedback cycle between teachers and students; these are a useful and appropriate measures.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

- A 6. (WFME 6.1) Submit a concept and a timetable on how to update the instruments and the technical equipment in the laboratories of the Faculty of Medicine and how to renovate the facilities within the accreditation period.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: The initiated measures to update the technical standard of the labs and the plan for further development of the labs are sufficient to fulfil the addressed needs.

TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.
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For the Bachelor's degree programme Veterinary Medicine

A 7. (WFME 2.1) It is necessary to award credits to all compulsory courses.

Initial Treatment	
Experts	Fulfilled Vote: unanimous Justification: By shifting the contents of "character building" and integrating them into the "Religion Studies" USK has solved this issue.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the experts' assessment.

Decision of the Accreditation Commission (28.06.2024)

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Medicine	All requirements fulfilled	-	30.09.2028
Medical Doctor	All requirements fulfilled	-	30.09.2028
Ba Nursing	All requirements fulfilled	-	30.09.2028
Professional Programme Nursing	All requirements fulfilled	-	30.09.2028
Ba Veterinary Medicine	All requirements fulfilled	-	30.09.2028
Professional Programme Veterinary Medicine	All requirements fulfilled	-	30.09.2028

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Medicine:

Graduate Profile	Interded Learning Outcomes	
<p>1. Bachelor in Medicine Bachelor of Medicine should acquire biomedical and clinical medicine knowledge as well as clinical skills assisting them in caring for patients in teaching hospitals under supervision of specialists. They can also apply interprofesion education, communication, cultural and ethical principles in health care.</p> <p>2. Researcher Bachelor of Medicine should be able to identified problems in health and conduct research systematically and accurately utilizing scientific research methods to should health problems in society.</p> <p>3. Community activist Bachelor of Medicine should be able to acquire interpersonal communication skills and emphasize with their patients and contribute postively to increase health literacy in society.</p> <p>4. Medical educator Bachelor of Medicine should be able to apply health proffesion education principles to participate in efforts to increase human resources in health care.</p> <p>5. Entrepreneur Bachelor of Medicine should be able to apply entrepreneurship priciples to established financial independence and creating new employment opportunities in health care.</p> <p>6. Disaster manager Bachelor of Medicine should be an important element in support of disaster management with other proffesionals.</p>	A1	Fear of God Almighty , demonstrate honesty and religious attitudes, uphold human values in carrying out duties based on morals, views, the opinions or original findings of others, and internalize academic values, norms, and ethics.
	A2	Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (the foundational philosophical theory of Indonesia), play a role as a proud citizen, demonstrate nationalism, and a sense of responsibility to the country and nation, as well as obey the law and discipline in social and state life
	A3	Collaborate and have social sensitivity and concern for society and the environment and a broad view, open, positive thinking, and socio-cultural insights
	A4	Demonstrates an attitude of being responsible for work in his field of expertise independently, practicing lifelong learning, developing knowledge, and behaving professionally with an optimistic, high curiosity, willingness to learn, and introspective attitude.
	K1	Mastering the biomedical, clinical, preventive medicine, social and humanities, disaster management, and entrepreneurship principles to manage health problems at the individual, family, community, and community levels, holistically and comprehensively.
	K2	Conduct and develop research in the field of medicine, health, and medical education by using the principles of research methodology to solve health problems in society and able to publish it in the scientific community.
	S1	Be able to apply logical, critical, systematic, and innovative thinking , carry out the process of self-evaluation of the work group under their responsibility and manage the implementation of science and technology that pays attention to and applies humanities values according to their field of expertise
	S2	Be able to communicate with patients and families, work independently and collaborate with multidisciplinary partners, communities, and stakeholders based on ethics, and then make decisions appropriately and accurately in the

		context of solving problems in their area of expertise, based on the results of information and data analysis.
	S3	Be able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism, study the implications of the development to prepare a thesis and project report , and upload it on the university's website;
	C1	Be able to explore and exchange information verbally and non-verbally with patients of all ages, family members, communities, colleagues, and other professions
	C2	Be able to utilize information communication technology and health information in medical practice
	C3	Be able to carry out clinical procedures related to health problems by applying patient safety principles, the safety of oneself, and others
	C4	Be able to manage individual, family, and community health problems in a comprehensive, holistic, integrated, and sustainable manner in the context of primary health care

The following curriculum is presented:

SEMESTER 1				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	MKS103	Citizenship Education	2 (2-0)	Compulsory
2	MKS106	Disaster and Environmental Education	2 (2-0)	Compulsory
3	MKS201	English	2 (2-0)	Compulsory
4	PPD113	Medical Biology	2 (1-1)	Compulsory
5	PPD115	Medical Histology	3 (2-1)	Compulsory
6	PPD117	Anatomy of Musculoskeletal, Visceral, and Endocrine organs	3 (2-1)	Compulsory
7	PPD119	Physiology of Musculoskeletal, Visceral and Endocrine	3 (2-1)	Compulsory
8	PPD121	Introduction to Medical Education	2 (2-0)	Compulsory
9	PPD123	Clinical Skills Training 1	2 (0-2)	Compulsory
Semester credit points			21	
SEMESTER 2				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	MKS101	Indonesian Language	2 (2-0)	Compulsory
2	MKS104	Basic Concepts in Sociology and Culture	2 (2-0)	Compulsory
3	PPD114	Basic Biochemistry	3 (2-1)	Compulsory
4	PPD116	Basic Pharmacology	3 (2-1)	Compulsory
5	PPD118	Anatomy of Nerve, Special Senses, and Urogenital organs	3 (2-1)	Compulsory
6	PPD120	Physiology of Nerves, Special Senses, and Urogenital organs	3 (2-1)	Compulsory
7	PPD122	Basic Concepts in Medical Humanity	2 (2-0)	Compulsory
8	PPD124	Clinical Skill Training 2	2 (0-2)	Compulsory
Semester credit points			20	
SEMESTER 3				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	PPD215	Clinical Biochemistry	3 (2-1)	Compulsory
2	PPD217	Parasitology	3 (2-1)	Compulsory
3	PPD219	Microbiology	3 (2-1)	Compulsory
4	PPD221	Anatomical Pathology	3 (2-1)	Compulsory
5	PPD223	Clinical Pathology	3 (2-1)	Compulsory
6	PPD225	Pharmacotherapy	3 (2-1)	Compulsory
7	PPD227	Clinical Skill Training 3	2 (0-2)	Compulsory
8	PPD229	Radiology	2 (1-1)	Compulsory
Semester credit points			22	

SEMESTER 4				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	MKS105	Islamic Education	2 (2-0)	Compulsory
2	PPD218	Life cycle, Growth, and Development	2 (2-0)	Compulsory
3	PPD220	Tropical Medicine	4 (3-1)	Compulsory
4	PPD222	Neurology and Psychiatry	4 (4-0)	Compulsory
5	PPD224	Cardiology and respiratory system	4 (4-0)	Compulsory
6	PPD226	Basic Concepts in Research Methodology	2 (2-0)	Compulsory
7	PPD228	Clinical Skill Training 4	2 (0-2)	Compulsory
Semester credit points			20	
SEMESTER 5				
No	Kode Mata Kuliah	Nama Mata Kuliah	SKS (K-P)	Kategori MK
1	PPD313	Nerves, Muscle, and Skeleton System	4 (4-0)	Compulsory
2	PPD315	Digestive System	4 (4-0)	Compulsory
3	PPD317	Hematology and Immunology	3 (3-0)	Compulsory
4	PPD319	Pediatrics and Geriatrics	3 (3-0)	Compulsory
5	PPD321	Medical Humanity	3 (3-0)	Compulsory
6	PPD323	Clinical Skill Training 5	2 (0-3)	Compulsory
7	PPD325	Applied Health Research	2 (2-0)	Compulsory
Semester credit points			21	
SEMESTER 6				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	PPD314	Family Medicine and Health Care Management	4 (3-1)	Compulsory
2	PPD316	Urinary and Reproductive System	4 (4-0)	Compulsory
3	PPD318	Endocrine System and Nutritional Science	4 (4-0)	Compulsory
4	PPD320	Special Senses	4 (4-0)	Compulsory
5	PPD322	Medical Emergency and Resuscitation	4 (4-0)	Compulsory
6	PPD324	Clinical Skill Training 6	2 (2-0)	Compulsory
Semester credit points			22	
SEMESTER 7				
No	Course Code	Course Name	Credit point (theory-practice)	Category
1	MKSP02	Community Service Program	2 (0-2)	Compulsory
2	PPD411	Sports Medicine and Medical Rehabilitation	3 (3-0)	Compulsory
3	PPD413	Disaster Management and Forensics	5 (4-1)	Compulsory
4	PPD501	Elective Course 1	3 (3-0)	Elective
5	PPD503	Elective Course 2	3 (3-0)	Elective
6	PPD505	Elective Course 3	3 (3-0)	Elective
7	PPDPA2	Medical Thesis	5 (5-0)	Compulsory
Semester credit points			24	
TOTAL SKS			150	

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Medical Doctor programme:

Graduate Profile	Interded Learning Outcomes	
<p>1. Doctor Graduates of doctors must have and master biomedical and clinical medicine and master basic and clinical skills, able to provide medical services to patients in health care facilities. Doctors must be able to apply interprofessional learning and apply the principles of communication, cultural competence and professional ethics in providing medical services to patients in health care facilities.</p> <p>2. Researcher Doctoral graduates are able to recognize problems in the field of medicine and health, and conduct and develop research in the field of medicine and health in a systematic and correct manner using the principles of scientific research methodologies, so as to solve health problems in the community.</p> <p>3. Community Activist Doctoral graduates master interpersonal communication skills and the ability to empathize so that they can become activists who contribute positively to building health literacy in the community.</p> <p>4. Academic Educator Doctoral graduates master the basics of health professional education so that they can participate in improving the quality of human resources in the health sector.</p> <p>5. Entrepreneur Doctoral graduates master the principles of entrepreneurship so that they are able to develop financial independence and create jobs in the field of health services.</p>	A1	Fear of God Almighty , demonstrate honesty and religious attitudes, uphold human values in carrying out duties based on morals, views, the opinions or original findings of others, and internalize academic values, norms, and ethics.
	A2	Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (the foundational philosophical theory of Indonesia), play a role as a proud citizen, demonstrate nationalism, and a sense of responsibility to the country and nation, as well as obey the law and discipline in social and state life
	A3	Collaborate and have social sensitivity and concern for society and the environment and a broad view, open, positive thinking, and socio-cultural insights
	A4	Demonstrates an attitude of being responsible for work in his field of expertise independently, practicing lifelong learning, developing knowledge, and behaving professionally with an optimistic, high curiosity, willingness to learn, and introspective attitude.
	K1	Mastering the biomedical, clinical, preventive medicine, social and humanities, disaster management, and entrepreneurship principles to manage health problems at the individual, family, community, and community levels, holistically and comprehensively.
	K2	Conduct and develop research in the field of medicine, health, and medical education by using the principles of research methodology to solve health problems in society and able to publish it in the scientific community.
	S1	Be able to apply logical, critical, systematic, and innovative thinking , carry out the process of self-evaluation of the work group under their responsibility and manage the implementation of science and technology that pays attention to and applies humanities values according to their field of expertise
	S2	Be able to communicate with patients and families, work independently and collaborate with multidisciplinary partners, communities, and stakeholders based on ethics, and then make decisions appropriately and accurately in the

6. Disaster Manager Doctoral graduates are able to become an important element in supporting disaster management along with other professions.		context of solving problems in their area of expertise, based on the results of information and data analysis.
	S3	Be able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism, study the implications of the development to prepare a thesis and project report , and upload it on the university's website;
	C1	Be able to explore and exchange information verbally and non-verbally with patients of all ages, family members, communities, colleagues, and other professions
	C2	Be able to utilize information communication technology and health information in medical practice
	C3	Be able to carry out clinical procedures related to health problems by applying patient safety principles, the safety of oneself, and others
	C4	Be able to manage individual, family, and community health problems in a comprehensive, holistic, integrated, and sustainable manner in the context of primary health care

The following **curriculum** is presented:

SEMESTER 1				
No	Codes	Course Name	Credit Point (theory- practice)	Course Category
1	DOK101	Internal Medicine	4 (1- 3)	Compulsory
2	DOK103	Neurology	2 (1- 1)	Compulsory
3	DOK105	Psychiatry	2 (1- 1)	Compulsory
4	DOK107	Clinical Nutrition	1 (1- 0)	Compulsory
5	DOK109	Physical Medicine and Rehabilitation	1 (1- 0)	Compulsory
Semester credit points			10	
SEMESTER 2				
No	Codes	Course Name	Credit Point (theory- practice)	Course Category
1	DOK102	Pediatrics	4 (1- 3)	Compulsory
2	DOK104	Dermatovenereology	2 (1- 1)	Compulsory
3	DOK106	Radiology and medical diagnostics	3 (1- 2)	Compulsory
4	DOK710	Emergency Pulmonology	1 (1- 0)	Elective
5	DOK712	Medical Rehabilitation	1 (1- 0)	Elective
Semester credit points			10	
SEMESTER 3				
No	Codes	Course Name	Credit Point (theory- practice)	Course Category
1	DOK201	Surgery	4 (1- 3)	Compulsory
2	DOK203	Otorhinolaryngology	2 (1- 1)	Compulsory
3	DOK205	Ophthalmology	2 (1- 1)	Compulsory
4	DOK207	Forensic Medicine	1 (1- 0)	Compulsory
5	DOK209	Anesthesiology	1 (0- 1)	Compulsory
6	DOK709	Emergency Cardiology	1(1- 0)	Elective
7	DOK711	Leadership and Development of Health Organization	1(1- 0)	Elective
Semester credit points			11	
SEMESTER 4				
No	Codes	Course Name	Credit Point (theory- practice)	Course Category
1	DOK202	Obstetrics and Gynecology	4 (1- 3)	Compulsory
2	DOK204	Public Health and Community Medicine	2 (1- 1)	Compulsory
3	DOK206	Family Medicine	2 (1- 1)	Compulsory
5	DOK208	Comprehensive rotation	4 (3- 1)	Compulsory
Semester credit points			12	
Total credit points			43	

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Nursing:

Area	Code	Description
Attitude	A	Believing in the Almighty God, upholding moral, ethical, legal, cultural, professional, and independent values in nursing
Knowledge	K	Mastering nursing knowledge to perform evidence-based nursing care using the nursing process approach.
Skill 1	S1	Educating with scientific knowledge and communication skills
Skill 2	S2	Being competent, rational, critical, systematic, creative, innovative, collaborative, socially sensitive, and scientifically responsible to the professional community and clients in carrying out the profession.
Competence 1	C1	Providing professional Islamic nursing care in clinical and community settings to improve the quality of nursing care and client safety
Competence 2	C2	Incorporating findings from nursing science and technology research to address clinical and community-based health issues
Competence 3	C3	Developing, disseminating, and innovating research and technology in clinical and community-based nursing.
Competence 4	C4	Improving professional nursing skills through lifelong learning
Competence 5	C5	Developing Islamic nursing leadership and management and coordinating with other health teams

The following **curriculum** is presented:

Semester I

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 101	Study Skills	2	2	0
2	FKA 103	Basic Biomedical Science	4	3	1
3	FKA 105	Basic Concepts of Nursing	3	3	0
4	FKA 107	Fulfillment of Basic Human Needs	4	3	1
5	FKA 109	Nursing Philosophy and Theory	3	3	0
6	FKA 111	Nursing Information System	2	1	1
7	MKS 103	Pancasila and Civic Education	2	2	0
8	MKS 106	Disaster and Environmental Knowledge	2	2	0
Total			22	19	3

Semester II

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 102	Basic Nursing Communication	2	1	1
2	FKA 104	Nursing Process and Critical Thinking	3	3	0
3	FKA 106	Basic Nursing Skills	3	1	2
4	FKA 108	Basic Nursing Science	3	2	1
5	FKA 110	Health Education and Promotion	3	3	0
6	FKA 112	Nursing Pharmacology	3	2	1
7	MKS 101	Indonesian	2	2	0
8	MKS 104	Basic Social and Cultural Sciences	2	2	0
9	MKS 201	English	2	2	0
Total			23	18	5

Semester III

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 201	Nursing Therapeutic Communication	3	2	1
2	FKA 203	Adult Nursing, Cardiovascular, Respiratory, and Hematology System	4	3	1
3	FKA 205	Maternity Nursing	4	3	1
4	FKA 207	Pediatric Nursing of Healthy and Acute Illness	4	3	1
5	FKA 209	Social and Culture in Nursing	2	2	0
6	FKA P11	Entrepreneurship	3	3	0
7	MKS 105	Religion	2	2	0
Total			22	18	4

Semester IV

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 202	Adult Nursing, Endocrine, Digestive, Urinary, and Immunology System	4	3	1
2	FKA 204	Reproductive Health Nursing	3	2	1
3	FKA 206	Nursing for Chronic and Terminally Ill Children	3	2	1
4	FKA 208	Mental Health Nursing and Psychosocial	3	2	1
5	FKA 210	Patient Safety and Occupational Health and Safety in Nursing	2	1	1
6	FKA 212	Community Nursing Concepts	3	3	0
7	FKA 214	English in Nursing	3	2	1
8	FKA P16	Arabic	3	3	0
Total			24	18	6

Semester V

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 301	Adults Nursing, Musculoskeletal, Integument, Sensory Perception, and Innervation System	4	3	1
2	FKA 303	Psychiatric Nursing	4	3	1
3	FKA 305	Gerontic Nursing	4	3	1
4	FKA 307	Family Nursing	4	3	1
5	FKA 309	Community Aggregate Nursing	4	2	2
6	FKA 311	Biostatistics	2	1	1
Total			22	15	7

Semester VI

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 302	Nursing Management	4	3	1
2	FKA 304	Emergency Nursing	4	3	1
3	FKA 306	Critical Nursing	3	2	1
4	FKA 308	Disaster Nursing	3	2	1
5	FKA 310	Palliative and Near-Death Nursing	3	2	1
6	FKA 312	Research Methodology	4	3	1
7	MKS P02	Community Service Program	2	0	2
Total			23	15	8

Semester VII

No	Code	Block/Courses	Credit Weight	T	P
1	FKA 401	Comprehensive Nursing Practice	4	0	4
2	FKA P03	Islamic Nursing*	2	2	0
	FKA P05	Personality Psychology*			
	FKA P07	Hospitality in Nursing*			
	FKA P09	Health Law*			
	FKA P13	Health Economic*			
	FKA P15	Interprofessional Education (IPE)*			
3	FKA PA1	Thesis	4	0	4
	Total		10	2	8

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Professional programme Nursing:

Area	Code	Description
Attitude	A	Believing in the Almighty God, upholding moral, ethical, legal, cultural, professional, and independent values in nursing
Knowledge	K	Mastering nursing knowledge to perform evidence-based nursing care using the nursing process approach.
Skill 1	S1	Educating with scientific knowledge and communication skills
Skill 2	S2	Being competent, rational, critical, systematic, creative, innovative, collaborative, socially sensitive, and scientifically responsible to the professional community and clients in carrying out the profession.
Competence 1	C1	Providing professional Islamic nursing care in clinical and community settings to improve the quality of nursing care and client safety
Competence 2	C2	Incorporating findings from nursing science and technology research to address clinical and community-based health issues
Competence 3	C3	Developing, disseminating, and innovating research and technology in clinical and community-based nursing.
Competence 4	C4	Improving professional nursing skills through lifelong learning
Competence 5	C5	Developing Islamic nursing leadership and management and coordinating with other health teams

The following **curriculum** is presented:

Course Code	Course	Credit
Semester I		
NRS 101	Basic Nursing Profession	2
NRS 103	Medical Surgical Nursing	6
NRS 105	Maternity Nursing	3
NRS 107	Pediatric nursing	3
NRS 109	Psychiatric nursing	3
Semester II		
NRS 102	Emergency and Critical Care Nursing	3
NRS 104	Nursing Management	3
NRS 106	Community Nursing	4
NRS 108	Family Nursing	2
NRS 110	Gerontic nursing	3
NRS 112	Integrated Nursing Practice	2
NRS PA1	Final project	2
Total		36

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Veterinary Medicine:

GRADUATE PROFILE	STUDY PROGRAM LEARNING OUTCOMES (CPL)	
<p>a. Professional A veterinarian is expected to be able to provide veterinary services and interact professionally with individuals and the community. The veterinarian must demonstrate the quality of continuous animal service, establish good cooperation with all parties involved in the community, including other fellow veterinarians. A veterinarian is expected to have professional veterinary abilities in various animal health services both public and private.</p> <p>b. Leader A veterinarian is expected to be able to be a leader in various fields and situations (for example in a team), have leadership qualities that include the ability to empathize, communicate, make decisions, manage effectively, and be a leader in a limited time for animals and community welfare</p> <p>c. Manager A veterinarian is expected to be able to manage all veterinary medicine resources (human, physical, and financial resources) and information; work with the team as a supervisor and as a manager/leader in the veterinary services team. A veterinarian is obliged to have a high responsibility in disseminating information about veterinary services and related products.</p>	PLO 1	Devotion to God Almighty by showing an Attitude of Tolerance in the life of society, nation, and state based on Pancasila, by showing an attitude of love for the homeland, nationalism, law-abiding discipline, social sensitivity, concern for society and the environment, as well as an attitude of respect for cultural diversity and the work of others.
	PLO 2	Mastering the concept of academic integrity and efforts to prevent violations.
	PLO 3	Able to theoretically deduce animal health conditions through anatomical, physiological, clinical symptoms, pathological changes and appropriate laboratory diagnostics and lege artists for the purposes of supporting the determination of animal disease diagnoses, with reference to the veterinary code of ethics, the national animal health system and veterinary legislation.
	PLO 4	Able to design the concept of animal health control through a veterinary and <i>one health public health</i> approach for the rejection, prevention, control, eradication, and treatment of animal diseases appropriately based on laws and regulations in the field of animal health and the environment through promotive, preventive, curative, and rehabilitative actions.
	PLO 5	Able and Skilled in applying logical, critical, systematic, and innovative thinking and complying with professional ethics in realizing independent, entrepreneurial, quality, and measurable performance for the development and application of veterinary

<p>d.Entrepreneur A veterinarian is expected to be able to create his own business. A veterinarian must have the capacity</p> <p>e.Researcher A veterinarian is expected to have the competence and commitment to conduct research and take strategic decisions with full responsibility, in all aspects relevant to veterinary issues.</p> <p>f.Life-long-learner A veterinarian is expected to have the will, passion, concept, principles and commitment as a veterinarian, to continue to learn and improve his knowledge through his professional career."</p>		science and technology and is responsible for veterinary medical needs and the ability to work in teams.
	PLO 6	Able to apply and apply humanities values in accordance with their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or innovations in veterinary technology, as well as publish superior and innovative works in the form of scientific articles, prototypes, human rights, and designs and products that can be utilized by the wider community
	PLO 7	Able to use information technology, adapt, cooperate, create, contribute, and innovate in applying science to social life and play a role as a global citizen with a global perspective
	PLO 8	Have theoretical skills in inferring the condition of healthy and sick animals through anatomical, physiological, clinical symptoms, pathological changes and appropriate laboratory diagnostics and lege artists for the purpose of supporting the diagnosis of animal diseases, with reference to the veterinary code of ethics, the national animal health system and veterinary legislation

The following curriculum is presented:

Semester I / Odd							
Course title in English	SKS	Total SKS (K-P-L)	SKS			Course Category	ECTS
			K	P	L		
BASIC VETERINARY CHEMISTRY	2	2 (2-0-0)	2	0	0	W	2,9
INTRODUCTION OF VETERINARY ETHICS AND PROFESSION	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY PHYSIOLOGY I	3	3 (2-1-0)	2	1	0	W	4,2
ENGLISH LANGUAGE	2	2 (2-0-0)	2	0	0	W	2,9
CHARACTER BUILDING I	0	0 (0-0-0)	0	0	0	W	-
VETERINARY ANATOMY I	3	3 (2-1-0)	2	1	0	W	4,2
BASIC SOCIAL AND CULTURAL SCIENCE	2	2 (2-0-0)	2	0	0	W	2,9
PANCASILA AND CIVIC EDUCATION	2	2 (2-0-0)	2	0	0	W	2,9
CYTOLOGY AND EMBRYOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
19			16	3	0	27,3	
Semester II / Even							
VETERINARY MICROBIOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY ANATOMY II	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY BIOCHEMISTRY I	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY HISTOLOGY	4	4 (3-1-0)	3	1	0	W	5,7
INDONESIAN LANGUAGE	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY PHYSIOLOGY II	3	3 (2-1-0)	2	1	0	W	4,2
CHARACTER BUILDING II	0	0 (0-0-0)	0	0	0	W	-
DISASTER AND ENVIRONMENTAL STUDIES	2	2 (2-0-0)	2	0	0	W	2,9
20			15	5		28,3	

Semester III / Odd							
INFECTIOUS DISEASES I	3	3 (2-1-0)	2	1	0	W	4,2
REPRODUCTIVE PHYSIOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY PHARMACOLOGY I	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY IMMUNOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY CLINICAL DIAGNOSTIC	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY BIOCHEMISTRY II	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY ANATOMY III	2	2 (1-1-0)	1	1	0	W	2,7
VETERINARY PUBLIC HEALTH	1	1 (1-0-0)	1	0	0	W	1,5
	21		14	7	0		29,4
Semester IV / Even							
VETERINARY PHARMACOLOGY II	2	2 (2-0-0)	2	0	0	W	2,9
RELIGION STUDIES	2	2 (2-0-0)	2	0	0	W	2,9
GENERAL VETERINARY PATHOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY PARASITOLOGY	4	4 (3-1-0)	3	1	0	W	5,7
REPRODUCTIVE TECHNOLOGY	2	2 (1-1-0)	1	1	0	W	2,7
BIostatistics	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY CLINICAL PATHOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
INFECTIOUS DISEASES II	2	2 (1-1-0)	1	1	0	W	2,7
	20		15	5	0		28,3

Semester V / Odd							
VETERINARY OBSTETRICS	2	2 (1-1-0)	1	1	0	W	2,7
LARGE ANIMAL INTERNAL MEDICINE	3	3 (2-1-0)	2	1	0	W	4,2
FOOD HYGIENE	3	3 (2-1-0)	2	1	0	W	4,2
PARASITIC DISEASES	3	3 (2-1-0)	2	1	0	W	4,2
BASIC VETERINARY SURGERY	3	3 (2-1-0)	2	1	0	W	4,2
INTRODUCTION AND APPLICATIONS OF MOLECULAR BIOLOGY	2	2 (1-1-0)	1	1	0	W	2,7
RESEARCH METHOD AND EXPERIMENTAL DESIGN	2	2 (2-0-0)	2	0	0	W	2,9
AVIAN PATHOLOGY	2	2 (2-0-0)	2	0	0	W	2,9
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
	24		18	6	0		34,0
Semester VI / Even							
VETERINARY LEGISLATION	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY NUTRITION	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY REPRODUCTIVE DISORDERS	2	2 (1-1-0)	1	1	0	W	2,7
RADIOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
ADVANCED VETERINARY SURGERY	3	3 (2-1-0)	2	1	0	W	4,2
SMALL ANIMAL INTERNAL MEDICINE	3	3 (2-1-0)	2	1	0	W	4,2
VETERINARY TOXICOLOGY	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY EPIDEMIOLOGY AND ECONOMICS	3	3 (2-1-0)	2	1	0	W	4,2
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
	24		19	5	0		34,2

Semester VII / Odd							
COMPUTER APPLICATIONS AND INTRODUCTION TO VETERINARY INFORMATION SYSTEMS	2	2 (2-0-0)	2	0	0	W	2,9
ZOONOSIS	2	2 (2-0-0)	2	0	0	W	2,9
VETERINARY PHARMACY	2	2 (1-1-0)	1	1	0	W	2,7
RESEARCH ETHICS AND ANIMAL WELFARE	2	2 (2-0-0)	2	0	0	W	2,9
COMPARATIVE VETERINARY PATHOLOGY	3	3 (2-1-0)	2	1	0	W	4,2
AQUATIC ANIMAL DISEASES	2	2 (2-0-0)	2	0	0	W	2,9
WILDLIFE MEDICINE	2	2 (1-1-0)	1	1	0	W	2,7
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
	19		16	3	0		27,3
Semester VIII / Even							
SEMINAR	1	1 (0-1-0)	0	1	0	W	1,7
MINI THESIS	4	4 (1-3-0)	1	3	0	W	6,5
COMMUNITY SERVICE	2	2 (0-2-0)	0	0	2	W	3,4
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
ELECTIVE COURSE/MBKM	2	2 (2-0-0)	2	0	0	P	2,9
	11		5	4	2		17,4
	158		118	38	2		226,2

Electives

Course title in English	SKS	Total SKS (K-P-L)	SKS			Course Category	ECTS
			K	P	L		
CLIMATE CHANGE AND ANIMAL HEALTH	2	2 (2-0)	2	0	0	P	2,9
HALAL AND SAFETY OF FOOD OF ANIMAL ORIGIN	2	2 (2-0)	2	0	0	P	2,9
POULTRY HEALTH MANAGEMENT	2	2 (2-0)	2	0	0	P	2,9
FORENSIC VETERINER	2	2 (2-0)	2	0	0	P	2,9
ANIMAL BEHAVIOR	2	2 (2-0)	2	0	0	P	2,9
APPLIED ANIMAL BEHAVIOR	2	2 (2-0)	2	0	0	P	2,9
VETERINARY LEADERSHIP	2	2 (2-0)	2	0	0	P	2,9
WILDLIFE CONSERVATION	2	2 (2-0)	2	0	0	P	2,9
STANDARDIZED VETERINARY HERBAL AND PHYTOPHARMACY	2	2 (2-0)	2	0	0	P	2,9
ANIMAL HUSBANDRY AND ENTERPREUNERSHIP	2	2 (2-0)	2	0	0	P	2,9
ONE HEALTH	2	2 (2-0)	2	0	0	P	2,9
VETRINARY TRADITIONAL MEDICINE	2	2 (2-0)	2	0	0	P	2,9
MANAGEMENT OF VETERINARY PRACTICE/ ANIMAL CLINIC	2	2 (2-0)	2	0	0	P	2,9
HEALTH MANAGEMENT OF BEEF AND DAIRY ANIMALS	2	2 (2-0)	2	0	0	P	2,9
LABORATORY ANIMALS FOR EXPERIMENTS	2	2 (2-0)	2	0	0	P	2,9
WILDLIFE REPRODUCTION	2	2 (2-0)	2	0	0	P	2,9
HISTOTECHNIQUE AND SPECIAL STAINING	2	2 (2-0)	2	0	0	P	2,9
BIOINFORMATICS	2	2 (2-0)	2	0	0	P	2,9
WILDLIFE PATHOLOGY	2	2 (2-0)	2	0	0	P	2,9
VETERINARY BIOSECURITY	2	2 (2-0)	2	0	0	P	2,9
MANAGEMENT OF VETERINARY REPRODUCTION	2	2 (2-0)	2	0	0	P	2,9
e SKS	42		42	0	0		61,7

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Professional programme Veterinary Medicine:

Intended Learning Outcome (ILO) consist of:

A. Attitude (A)

- A1. Faith and piety to God.
- A2. Noble character, morality, ethics, personality and understanding of Indonesian nationality and culture.
- A3. Upholding human values and fairness with high respect/tolerance for the diversity of cultures, views, religions and beliefs, as well as the opinions/original findings of others, by prioritizing the interests of the nation and the wider community.
- A4. Have dignity as a scholar, as a citizen who loves the homeland and obeys the law, as a citizen who cares about social and environmental concerns, as a competitive and peace-loving global citizen, as well as a professional human resource with a spirit of professional nobility veterinary medicine in the field of veterinary medicine.
- A5. Upholding the truth, developing solidarity, having the spirit of nationalism, and the spirit of defending the country.

B. Knowledge (K)

- K1. Understand the basic concepts, principles and theories related to veterinary medicine.
- K2. Have insight into veterinary ethics, understanding the essence of the veterinary oath, professional code of ethics, and primary reference for veterinary professional behavior.
- K3. Have insight into the National Animal Health System and veterinary legislation field.
- K4. Have the skills to perform legal, medical procedures and skills in professional communication (professional communication/dialogue).
- K5. Have skills in handling diseases in food-producing animals/livestock, pets and companion animals, wildlife and conservation, aquatic animals, and laboratory animals.
- K6. Having skills in performing: (a) clinical, laboratory, pathological, and epidemiological diagnosis of animal diseases; (b) preparation of nutrition for health and medical disorders; (c) antemortem and postmortem examinations; (d) examination of pregnancy, treatment of reproductive disorders and application of reproductive technology; (e) supervision of the safety and quality of animal products; (f) supervision and quality control of veterinary drugs and biological materials, including their use and distribution, (g) assessment and supervision of animal welfare.
- K7. Have the ability to control and manage strategic and zoonotic diseases, biosecurity (biosecurity-biosafety), and control the environment.
- K8. Have the ability in "therapeutic transactions", taking history, medical records, approval of medical actions (informed consent), prescription writing, doctor's certificate, and client education.
- K9. Understand risk analysis, veterinary economic analysis and entrepreneurial spirit (entrepreneurship).

C. Skill (S)

- S1. Capable of reading, writing and professional communicating (professional communication/dialogue) with the proper and correct language.
- S2. Capable of adapting to face the situation and solving problems.
- S3. Capable of working and studying to complete independence on an ongoing basis.
- S4. Have the responsibility for developing professional management for individuals and groups of workers at the qualification level below.
- S5. Capable of performing legal, medical procedures;

- S6. Capable of diseases handling of food-producing/livestock animals, pets and companion animals, wildlife and conservation, aquatic animals, and laboratory animals.
- S7. capable of performing: (a) clinical, laboratory, pathological, and epidemiological diagnosis of animal diseases; (b) preparation of nutrition for health and medical disorders; (c) antemortem and postmortem examinations; (d) examination of pregnancy, treatment of reproductive disorders and application of reproductive technology; (e) control of the safety and quality of animal products; (e) supervision and quality control of veterinary drugs and biological materials, including their use and distribution; (g) animal welfare assessment and monitoring;
- S8. Able to carry out the management of strategic and zoonotic disease control and management, biosecurity-biosafety, and environmental control;
- S9. Capable of performing "therapeutic transactions", anamnesis, medical records, approval of medical actions (informed consent), prescription writing, doctor's certificate, and client education;
- S10. Able to carry out risk analysis and veterinary economic analysis.

D. Competence (C)

- C1. Upholding the veterinarian's oath, code of ethics and primary reference for the behavior of the veterinary profession;
 - C2. Harmonize science (veterinary science and technology), regulation (veterinary legislation and national animal health system) and professional attitudes (leadership, work ethic, cooperation, entrepreneurship);
 - C3. Demonstrate scientific and professional accountability in the field of veterinary medicine by communicating scientifically and empathetically, working innovatively and creatively, acting carefully and responsibly, maintaining the integrity of the expertise and practicing lifelong learning.
 - C4. Realizing the benefit of humans through animal health and welfare, as well as environmental sustainability;
- Become an agent of renewal by responding to the development of science and technology and the challenges of the times, being curious (curiosity), open-minded in criticism, sharpening analytical power, developing innovation, building teamwork, and empowering the community.

The following curriculum is presented:

No	Activity Stage		ECTS	Credits Load (ECTS)		
				Lecture	Practicum	Total
I	Semester 1					
	PPV 131	Veterinary Public Health and Epidemiology	5,6	0	3	3
	PPV 132	Parasitology Diagnostics	5,6	0	3	3
	PPV 133	Microbiology Diagnostics	5,6	0	3	3
	PPV 134	Pathology Diagnostics	5,6	0	3	3
	PPV 135	Veterinary Reproduction	7,47	0	4	4
		Total	29,87	0	16	16
II	Semester 2					
	PPV 136	Surgery and Radiology	7,47	0	4	4
	PPV 137	Veterinary Internal Medicine	7,47	0	4	4
	PPV 138	Poultry Veterinary Medical Practice	4,48	0	2	2
	PPV 139	Ruminant/Non-Ruminant Veterinary Medical Practice	4,48	0	2	2
	PPV 140	Veterinary Laboratory Work Practice	4,48	0	2	2
		Total	28,38	0	14	14
III	Semester 3					
	PPV 241	Independent Veterinary Medical Practice	4,48	0	2	2
	PPV 242	Quarantine and Slaughterhouse Veterinary Medical Practices	4,48	0	2	2
	PPV 243	Veterinary Teaching Hospital Work Practice	8,96	0	4	4
	PPV 244	Final Exam of Veterinary Medicine	8,96	2	2	2
		Total	26,88	0	10	10
Total			85,12	2	40	40