ASIIN Seal
Accreditation Report

Degree Programmes
   Bachelor of Nursing
   Master of Nursing

Provided by
Universitas Muhammadiyah Yogyakarta

Version: 12 December 2025

Table of Content

A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Program Studi Keperawatan	Bachelor of Nursing	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (IAAHEH) 29.09.2019 - 28.09.2024	14
Magister Keperawatan	Master of Nursing	ASIIN	Indonesian Accreditation Agency for Higher Education in Health (IAAHEH) 30.11.2019 - 29.11.2024	14

Date of the contract: 27.07.2023

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Date of the onsite visit: 09.-10.07.2024

at: Campus Universitas Muhammadiyah, Yogyakarta, Indonesia

Expert panel:

Prof. Dr. Steven Strupeit, University of Greifswald

Prof. Dr. Tantut Susanto, Universitas Jember

Yvonne Bovermann, Elly Heuss-Knapp-Stiftung

Nurlita Sholatul Aini, student at Universitas Andalas

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[1] ASIIN Seal for degree programs.
[2] TC: Technical Committee for the following subject areas: TC 14 – Medicine.

Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.	
Responsible decision-making committee: Accreditation Commission for Degree Programs	
Criteria used: European Standards and Guidelines as of May 05, 2015 ASIIN General Criteria, as of March 28, 2023	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Nursing	Sarjana Keperawatan (Bachelor of Nursing)	-	6	Full time	-	9 semesters	183 SKS/ 274.5 ECTS	Fall Semester 2000
Master of Nursing	Magister Keperawatan (Master of Nursing)	Medical-Surgical Nursing, Community Nursing, Psychiatric Nursing, Nursing Education	7	Full time	-	3 semesters	36 SKS/ 90 ECTS	Fall Semester 2011

Universitas Muhammadiyah Yogyakarta (UMY) is a private university in the Indonesian metropole city of Yogyakarta under affiliation of Muhammadiyah, the second largest Islamic organization in Indonesia. Its foundations go back to the year 1960, but the university as known today was established in 1981. It is regarded as the 4th best private university in Indonesia and ranks 1201-1400 in the QS World University Rankings 2024. Currently, UMY has eight faculties, one vocational school, and a centre for undergraduate programmes in the field of business and international relations. The course offer comprises twenty-three Bachelor´s programmes, seven Master´s programmes, three doctoral programmes, five professional education programmes, as well as three vocational programme options. The total number of enrolled students is about 21,000.

As displayed on the faculty´s website, the ***Vision*** of the Bachelor of Nursing programme is "to become a Bachelor of Nursing Study Program and Professional Nurse Education that excels at the international level in science and technology-based health promotion, interprofessional collaboration and Islamic values for the benefit of the ummah."

This is carried over into the ***Missions***:

1. "Organizing superior and innovative learning by integrating Islamic values.
2. Develop research to support health promotion efforts based on science and technology, interprofessional collaboration and Islamic values.

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

3. Promoting community service based on science and technology, interprofessional collaboration and Islamic values to create a resilient and independent society."

As required by Indonesian national regulations, the Bachelor´s programme is divided into two phases: The academic phase with a regular duration of 7 semesters provides the basic education and is an integral part and mandatory requirement for the consecutive professional phase. The professional phase consists of two semesters of practical training, which results in the qualification to practice the nurse´s profession. On average, roughly 140 students graduate from the programme every year.

The Master of Nursing programme is a much smaller programme suited for excellent graduates who want to continue their education beyond the professional degree and pursue academic careers in the field of nursing. Currently, about 30 students per annual cohort chose this path. The programme´s *Vision* is "to excel as a master's program in nursing in the advancement of science and technology through interdisciplinary research grounded in Islamic values for the benefit of all people."

From that, the following *Missions* are derived:

1. "Organizing nursing education based on Islamic values, based on research and technology, with national and international standards.
2. Develop interdisciplinary research to produce nursing technology.
3. Increase international collaboration.
4. Organizing service to form a caring, empowered and independent community.
5. Creating an academic community with an entrepreneurial spirit and competitiveness."

Both programmes under review are taught at the Faculty of Medicine and Health Sciences. Health sciences are one of the major focus points of the Muhammadiyah organization, which, besides the universities, also operates hospitals, clinics, and high schools directed at health science professions. In this regard, UMY´s strategic plan for the faculty includes the development of further post-graduate and PhD programmes in this field.

As UMY seeks to maintain and improve its high education and research standard, both national and international programme education is an important instrument of the institution´s quality management. Both programmes under review have been accredited by the Indonesian Accreditation Agency for Higher Education in Health. To further extend the programme´s quality assurance, both degree programmes are subject to international accreditation by ASIIN for the first time.

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

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

Evidence:
- Self-Assessment Report
- Faculty of Nursing website: https://nursing.umy.ac.id/
- Curricular overview of both programmes
- Objective-module matrix
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the profiles, learning objectives and curricula of both programmes are the result of an extensive and constantly review process involving internal and external stakeholders for each study programme.

Basis for the development are the Visions and Missions of both programmes, as mentioned above. Internal stakeholders included in the development process are lecturers, preceptors, administrative staff, and students. On the other hand, external stakeholders comprise alumni, hospitals, community health centres, educational institutions, health departments, and nursing professional associations such as the Indonesian National Nurses Association and the Association of Indonesian Nursing Education Institutions. The stakeholder feedback as well as the insights gained from a tracer study among graduates indicate that the nursing job market requires graduates who are professional in providing services, proficient in communication skills and teamwork, and excel in science and technology. The representatives of all the mentioned interest groups present during the on-site interviews confirm their involvement into the process.

Accordingly, the *Graduate Profile* presented in the following was developed by UMY:

NO	DESCRIPTION OF THE GRADUATE PROFILE
Bachelor of Nursing	
1.	Become a nurse who has the capacity to plan and provide nursing care to individuals, families, groups, and communities within the spectrum of sickness and health in clinical, family, and community settings to meet basic human needs in a comprehensive and science and technology-based manner, through interprofessional collaboration, and grounded in Islamic values (*Care Provider*).
2.	Become a nurse who has the capacity to demonstrate effective communication in client systems based on science and technology, interprofessional collaboration, and Islamic values (*Communicator*).
3.	Become a nurse who has the capacity to conduct health education and promotion activities in the client system to aid the patient in achieving independence in caring for themselves based on science and technology, interprofessional collaboration, and Islamic values (*Health educator and promoter*).
4.	Become a nurse who has the capacity to manage the organization of science-based nursing care, interprofessional collaboration, and Islamic values by showing leadership attributes in order to achieve client nursing goals (*Manager and leader*).
5.	Become a nurse who has the capacity to conduct research by applying scientific approaches in solving nursing problems with regard to Islamic values (*Researcher*).

	Master of Nursing
1.	Become a Master of Nursing who has the capacity to conduct interdisciplinary research to address issues, advance scholarly knowledge, and innovate in nursing/healthcare technology (*Researcher*).
2.	Become a Master of Nursing committed to actively contributing to the advancement of nursing science and profession through disseminating/communicating thoughtful insights, pursuing higher education or training for scholarly development, all for the welfare of the people (*Scientist*).
3.	Become a Master of Nursing who has the capacity to produce innovative learning methodologies across diverse settings by integrating research findings and appropriate technologies (*Educator*).
4.	Become a Master of Nursing who has the capability to develop governance in nursing services and/or education through effective decision-making (*Manager*).

Aligning with the Graduate Profile, the following ***Programme Education Objectives (PEOs)*** were defined, which are also referenced to the graduate profiles through a respective matrix:

For the <u>Bachelor of Nursing</u>:

1. Producing competent, innovative, Islamic nurses capable of engaging in interprofessional collaboration.

2. Conducting education based on research outcomes and the utilization of information technology while integrating Islamic values.
3. Conducting research and community service based on the novelty of knowledge and technology to generate innovative nursing products.

For the <u>Master of Nursing</u>:

1. Conducting interdisciplinary research to address problems, advance scholarly knowledge, and generate nursing/healthcare technology.
2. Pursuing higher education or training for the purpose of scholarly development for the benefit of all people.
3. Producing innovative learning programs across various settings by integrating research findings and appropriate technologies.
4. Developing governance in nursing services and/or education through effective decision-making.

Refining these PEOs, there are **Programme Learning Outcomes (PLOs)** which are based on the four elements (1) attitude, (2) general skills, (3) mastery of scientific knowledge, and (4) specific skills as mandated by the Indonesian National Qualification Framework. PLOs are then further specified into Course Learning Outcomes (CLO) and implemented through lectures, practical work, course assignments, the community service programme, clinical practice, and the final project/thesis. However, the CLOs are formulated very broadly and the experts recommend to articulate them more concisely (see section 1.3). During the onsite interviews, the experts also learn that the PLOs are based on guidelines of the Indonesian National Nurses Association. The PLOs are displayed in the appendix.

The programmes are divided into different modules, which each contribute to the achievement of different PLOs, as stated in an objective-module matrix. Vice versa, the PLOs are related achieving the necessary qualifications required in each role of the Graduate Profile.

The experts generally satisfied with the formulation of the programmes´ objectives and learning outcomes. However, they extensively discuss the topic of Islamic values, which are mentioned as important characteristics in all parts of the intended competence profile, since they do not consider religious values as a core part of the academic and professional field of nursing. The representatives of the rector´s office explain that the programmes incorporate the values of the Muhammadiyah association, which are directed at the delivery of nursing care based on these values. Furthermore, the religious fundament of UMY is expressed through daily religious activities and offers for Islamic spiritual development. However, in this regard, they describe these values to be rather related to ethics, morals,

and social attitude than to religious belief. These values like respect, honesty, and aware-ness for social impact are explained to be of particular relevance for the Indonesian labour market for nurses, because roughly 90% of the Indonesian population are Muslim and the special awareness for their needs and principals is therefore important in nursing care, which funds on close contact between the patient and the care deliverer. Nevertheless, the graduates are also perfectly able to care for patients with other religious beliefs. The need for nurses who are aware of and sensitive to the religious particularities of the patients is also stressed by the industry representatives, and multiple students state that they chose UMY explicitly because of the focus on Islamic values within the education. The experts acknowledge these statements from all parties and note that the religious foundations of UMY do not constitute a constraint to the freedom of academia and teaching, or discrimi-nate against students or teachers based on their religious affiliation.

Regarding the Bachelor of Nursing programme´s PEOs, the experts wonder about the ob-jective to "develop innovative nursing products". The experts assess this to be too ambi-tious and out of the general purpose of a Bachelor´s programme, as the development of products usually incorporates also a strong component of other disciplines like business administration. UMY explains that this PEO is directed towards the creation of ideas and critical thinking. However, as the experts find no components in the curriculum which are precisely directed at this educational objective, they suggest to reformulate this PEO. Nev-ertheless, as a focus on product development for the field of nursing would be an innova-tive study approach, this could, e.g., constitute the basis of a Master´s programme.

The experts also discuss the review process of the programmes and their development strategies. They learn that the current focus of UMY is the expansion of its student intake capacities as well as the further qualification of the teaching staff. UMY has also been fos-tering collaboration between the university and the stakeholders from the practice by de-signing a joint programme together with the provincial health office. Another focus is on the internationalization of the programmes. As the representatives of the rector´s office report, UMY has so far received more than 6,000 international applications from 39 coun-tries. The industry representatives present at the interview meeting confirm their involve-ment and the experts acknowledge that one participant had travelled to Yogyakarta from Malaysia which exemplarily confirms the good relations between UMY and its partners.

In summary, the experts confirm that the objectives and learning outcomes (the intended competence profile) of the degree programmes are described briefly and concisely. They are transparently published on the faculty´s website and in official study documents, and are thus available to students, lecturers and interested third parties. The objectives and learning outcomes reflect the targeted academic qualification and ensure a professional qualification on the level EQF 6 (for the Bachelor´s programme) and EQF 7 (for the Master´s

programme). The objectives and learning outcomes in their relevance for both the labour market and society are regularly reviewed and accordingly adapted in a process that involves the relevant stakeholder.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report

- Curricular overview of both study programmes

- Academic handbook of both study programmes

- Module handbook of both study programmes

- Provided examples of Diploma Certificates and Transcripts of Records

- Faculty of Nursing website: https://nursing.umy.ac.id/

- Discussions during the audit

Preliminary assessment and analysis of the experts:

The names of both programmes are based on the Vision, Mission, PLOs, and the field of expertise taught. Their nomenclature adheres to the guidelines of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia to ensure its national and international recognition.

The experts confirm that, for the Bachelor of Nursing programme, the given name represents the programme accordingly and that the English translation matches the original nomenclature. The names are used consistently throughout all provided documents as well as the university´s websites.

However, for the Master of Nursing programme, they find that a more specific name would be needed to more concisely characterize the programme and accurately reflect the programme´s true focus. The current, very general title "Master of Nursing" induces a programme that is directed at the advanced clinical practice of nurses which does not align with the core objectives of this programme. Instead, the curriculum is designed to elevate nurses in the areas of research, administration, and advanced nursing knowledge, rather than clinical practice.

Given this misalignment, the experts require UMY to revise the degree name to accurately represent the programme´s content and goals. A more fitting title, such as "Master of Nurs-

ing Science (MNSc)," would more accurately encompass the advanced theoretical founda-tions and research-oriented nature of the program. The revised title has to be adapted ac-cordingly in all relevant documents.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report

- Curricular overview of both study programmes

- Module handbook of both study programmes

- Curriculum webpage of the Faculty of Nursing: https://nursing.umy.ac.id/kurikulum-2/

- Discussions during the audit

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

According to the Self-Assessment, the curricula of both programmes have been modified multiple times since their initial implementation in the year 2000 (Bachelor), respectively 2011 (Master). As part of the realization of UMY´s vision for 2015-2040 to become a repu-table international university, the curricula were developed into an outcome-based educa-tion curricula in the last revision in 2022. As the programme coordinators explain, the macro-curricula are reviewed regularly every five years, while a review of the micro-curric-ula is conducted every semester. Besides the subject-specific education, the goal of this educational approach is to foster higher-order thinking skills, encompassing communica-tion, collaboration, critical thinking, creative thinking, computational logic, compassion, and civic responsibility. The instruction language in all courses is Bahasa Indonesia, except for the English language courses.

As a particularity of the curricular structure of both programmes, the experts learn during the on-site interviews that the teaching activities of each module are not spread over the entire semester, but instead are divided into blocks. Usually two to three courses are com-bined in one block, and each semester is divided in up to three blocks. All teaching activities of a module are centred in the respective block and each course is concluded by the stu-dents with the final exam at the end of the respective block period. The experts are sur-prised to learn about this structure for the first time during the interview, but see no prob-lem with this organizational arrangement. However, to get a deeper understanding of this,

the experts request UMY to hand in samples of students´ study plans respectively course schedules.

As described before, each course is characterized by CLOs which are derived from the overall PLOs. CLOs are an instrument of providing students with clearly measurable and transparent competences and skills that should be obtained after the successful completion of each course. While the experts acknowledge that the CLOs are outlined for each course in the module handbooks, they notice that they are formulated rather generically and unspecific. Oftentimes, the CLOs are at least partly the same in different courses. Therefore, they find it also difficult to clearly measure and monitor which CLOs are completed or not. In order to make the learning process more transparent, the experts strongly recommend to reformulate the CLOs and make them more concise.

As mandated by Indonesian national regulations, the newly revised curriculum of the <u>Bachelor of Nursing programme </u>consists of 183 SKS credits (274.5 ECTS), divided into two stages: an academic phase comprising 144 SKS credits (216 ECTS) with a regular study duration of seven semesters, and a professional phase consisting of 39 SKS credits (58.5 ECTS) which lasts two additional semester. The Bachelor´s degree is already obtained after the academic stage. However, in order to be permitted to work as nursing professionals, students must also complete the professional stage, which consists almost exclusively in practical education in form of a clinical rotation in all nursing-related departments.

In each semester, between 16 and 22 SKS credits need to be completed. As it becomes apparent from the curricular overview and module handbook, the structure and sequence of modules goes from basic courses in the first semester to more specialized and practice-oriented modules in later semesters: Modules in the first year encompass fundamental nursing science and concepts while the second year focuses on clinical nursing. The third year delves into advanced nursing, the fourth-year centres on the final project and inter-professional collaboration, and the fifth year emphasizes clinical practice in nursing. Each course is a complete construct of learning activities which constitutes an entire modules. Therefore, there is no distinction between courses and modules and both terms are used as synonyms.

As displayed in the following table, the curriculum consists of compulsory modules on the national, university and faculty level, as well as the programme-specific mandatory courses:

Type of Courses	Credit	Credit %	ECTS
National compulsory	5	2.73	7.5
University compulsory	18	9.84	27
Faculty compulsory	4	2.19	6
Study Program compulsory	152	83.06	228
Electives	4	2.19	6
Total	183	100	274.5

The national and university level compulsory courses include, among others, history- and religion-related courses, as well as the community service, during which students have to work in a community project for a certain period, most often in rural parts of the country. In contrast to non-Islamic universities in Indonesia, the compulsory modules about religion only incorporate Islam at UMY. Further, a small number of credits must be chosen from a catalogue of elective modules, as listed in the appendix. Also, English as foreign language is part of the curriculum. The academic phase is terminated with a Bachelor´s thesis while the final component of the professional phase is called "Final Scientific Work". As the programme coordinators explain, this module encompasses a case report about the practical nursing care provided to patients which differentiates it from the research-oriented thesis in the academic phase. The experts consider this appropriate bust ask for additional information on how this "Final Scientific Project" is pursued and completed by professional students, whether there is a special allocation of time in completing it, and how the guidance process from lecturers is structured so that it can be distinguished from the Bachelor´s thesis.

The structure and modularity of the programme is displayed in the following overview:

Structure and Modularity of BN-PN Program

YEAR	SEM	Structure of Professional Nurse Program (PN)								
YEAR 4-5 Clinical Practice in Nursing	SEM 9	Community Nursing	Family Nursing	Gerontological Nursing	Psychiatric Nursing	Nursing Management	Interprofessional Education/Collaboration	Final Scientific Work	Clinical Electives	Foreign Language
	19	3	2	2	3	3	1	2	2	1
	SEM 8	Fundamental Nursing	Medical Surgical Nursing	Maternity Nursing	Pediatric Nursing	Emergency Nursing	Islamic Nursing			
	20	4	6	3	3	3	1			
		Structure of Bachelor of Nursing Program (BN)								
YEAR 4 Final Project and IPC	SEM 7	Critical Nursing	Palliative Nursing	Nursing Disaster Management	Integrated Nursing Skills	Bachelor Thesis	Inter Professional Education			
	16	3	3	2	2	4	2			
YEAR 3 Advanced Nursing	SEM 6	Emergency Nursing	Information System, Technology, and Nursing Innovation	Entrepreneurship	Elective Course	Nursing Clinical Practice	Health Promotion Practice	Student Community Service		
	21	4	2	3	2	4	3	3		
	SEM 5	Family Nursing	Gerontological Nursing	Leadership and Nursing Management	Research Methodology and Biostatistics	English II				
	21	4	4	4	6	3				
YEAR 2 Clinical Nursing	SEM 4	Medical Surgical Nursing II	Pediatric Nursing	Community Nursing	Occupational Health and Safety	Muhammadiyah				
	22	6	6	5	3	2				
	SEM 3	Medical Surgical Nursing I	Psychiatric Nursing	Maternity Nursing	English I					
	21	6	6	6	3					
YEAR 1 Basic Nursing Science and Concept	SEM 2	Basic Science of Nursing and Pharmacology	Fundamental Nursing	Ethics and Law	Health Promotion	Akhlak (Morals)	Pancasila and Citizenship			
	21	4	6	2	4	2	3			
	SEM 1	Nursing Theory, Philosophy, and Islamic Nursing	Basic Biomedical Science	Communication in Nursing	Psychosocial and Cultural in Nursing	Basic Concept in Nursing	Aqidah	Indonesian Language		
	22	4	4	4	2	4	2	2		
	Keterangan	Study Program Compulsory Course	National Compulsory Course	University Compulsory Course	Faculty Compulsory Course	Elective				

Generally, the experts assess the curriculum of the <u>Bachelor´s programme</u> to be well-founded and organized in a good way to equip the students with the necessary skills of the profession. Positively highlighted is the module "Interprofessional Education" which, as the programme coordinators explain, incorporates different aspects of interdisciplinarity and collaboration of different professions by organizing joint teaching activities for students of different programmes at the Faculty of Medicine and Health Sciences. Besides the practical skills lab training, the students highlight this module as particularly valuable to the curriculum. They also appreciate the structure of "technical" courses like "Research methodology and Biostatistics", "Leadership and Nursing Management", and "Information systems, technology, and nursing innovation", which built up strong methodological foundations for the core nursing courses. Also the industrial stakeholders stress that UMY graduates have good communication and collaboration skills and are well-equipped for the work in hospitals and clinics.

The experts also find the two-parted structure of an academic and a clinical phase generally suitable to deliver the education. However, they opine that students should experience clinical exposure to real patients also before entering the clinical stage. As the direct contact with patients is core to the profession, the students should be familiarized with this component and the challenges coming along with it already in earlier semesters. The students confirm that they would appreciate this as well, even from the first semester on. However, in contrast to this, the programme coordinators explain that the clinical exposure has been limited to start only in the seventh semester as part of the latest curriculum review. This clinical exposure in the last semester of the academic stage consists only in three weeks of observation in the hospital, while the actual clinical practice starts only in the professional phase. The experts discuss how the decision about this change has been made, as the students apparently do not find it useful. It is explained that the past curriculum adaptation incorporated different changes mandated by government rules, such as the shortening of the standard study duration from eight to seven semesters and the necessary changes made to adapt to this new situation concerned also the clinical practice. To compensate this, the programme coordinators explain that field trips to hospitals are offered in earlier semesters to familiarize the students with clinical situations, and that students have the opportunity to collect earlier clinical experience during their community service or other learning activities organized via the Merdeka Belajar Kampus Merdeka (MBKM) programme.

The MBKM programme is an initiative of the Indonesian Ministry of Education, Culture, Research, and Technology, which allows students at participating universities to incorporate a certain number of credit points obtained through learning activities outside campus, like voluntary internships, flexibly into their study plans. While the experts appreciate these

opportunities, they nevertheless find that the core curriculum should offer the clinical practice from earlier stages on, and therefore strongly recommend to review the recent changes made in this regard.

As the experts note, the industry representatives also mention English language proficiency as well as conflict management as shortcoming skills that should be further enhanced during the studies. The experts suggest that it might be useful to not teach English language only as a language course, but to offer certain modules in English as well, such that students can practically improve their language skills in real contexts.

The Master of Nursing programme curriculum is also structured in a modular way and consists of 36 SKS credits (90 ECTS) to be completed over three semesters. The main component are compulsory courses (26 SKS credits), complemented by two blocks of "Global nursing practice" courses that direct the students towards one of four fields of specialization (8 SKS credits), and elective courses (2 SKS credits). The programme´s structure and modules are outlined in the following figure:

Year	Semester	Structure and Modularity of MN Program				
3	SEM 3	Interpret, synthesize and disseminate research results through national/international publications to the public				
		Publication	Global Nursing Practice ((area of interest: Medical surgical nursing, Nursing education, Psychiatric nursing, Community nursing)		Thesis	
		3	4		4	
2	SEM 2	Carry out critical reviews and design solutions to nursing or health problems using a leadership coordination approach, data-based interprofessionalism, the latest facts and utilizing information technology in the fields of medical-surgical nursing, community nursing, psychiatric nursing, and nursing education				
		Thesis Proposal	Interprofessional Leadership and Collaboration	Advanced nursing information system	Nursing Education and Practice (area of interest: Medical surgical nursing, Nursing education, Psychiatric nursing, Community nursing)	Electives
		2	3	2	4	2
1	SEM 1	Carry out a synthesis of theories and concepts, related sciences, as a basis for carrying out critical, systematic, logical, creative and innovative studies in the development of science and technology				
		Nursing theory, ethics and law	Research Methodology: Quantitative, Qualitative, Review, and Evidence Based Practice			
		5	7			
		Compulsary course	Area of interest	Electives	Expected Competency	

As mentioned earlier in section 1.2, the experts appreciate the Master´s programme´s strong focus on research (16 out of 36 SKS) and nursing management, but recommend the university to specify the programme´s name accordingly. The industry representatives confirm the excellent research skills of the graduates and comment that they are mainly employed in management positions or pursue academic careers as lecturer and researcher.

In summary, the experts confirm that the curricula of both programmes enable the students to achieve the intended learning outcomes. Each module represents a well-matched unit of teaching and learning which are outlined by course learning outcomes, although the experts recommend to formulate them more concisely. This would make it clearer which knowledge, skills and competences the students acquire in each module, and how this can be monitored. The order of the modules ensures that the learning outcomes can be achieved and that the programmes can be completed within the standard period of study. The curriculum of the <u>Bachelor of Nursing programme</u> contains practical components and real clinical exposure, but the distribution of these activities across the curriculum should be revised.

Student Mobility

UMY seeks to establish and extend the channels of mobility for its students as means to enhance student competencies and international recognition. Mobility programmes encompass student exchanges, summer schools, and clinical placements/ work practices. In terms of inbound mobility, the annually held summer school is the most requested programme. Most of the incoming students stem from Asia, Africa, and, to a lesser extent, from Europe. The numbers of students that participated in mobility programmes in the past years are displayed in the following table taken from the Self-Assessment Report:

Study Program/Academic Year	Inbound	Outbound
Bachelor of Nursing		
2020/2021	115 (58 international)	38
2021/2022	66 (33 international)	8
2022/2023	56 (51 international)	46
Master of Nursing		
2020/2021	0	29
2021/2022	8	32
2022/2023	3	28

As the table shows, the number of outgoing students is notably lower than the number of incoming participants in the <u>Bachelor of Nursing programme</u>. The programme coordinators explain that the Faculty of Medicine has started different initiatives to increase the participation, which include setting up new collaborations with various institutions both nationally and internationally and, secondly, conducting awareness campaigns and orientation sessions to familiarize students with the mobility programmes. Several challenges associated with outbound mobility programmes, particularly those abroad, include scheduling adjustments for exchange activities, language barriers, and financial constraints. The programme has implemented several strategies to address these challenges:

- Recognition of credits earned at the host institution during the exchange programme
- Mobility subsidies for students to assist with transportation costs
- Agreements with partner institutions for waiving tuition and accommodation fees

The experts assess these measures to be useful to address the present challenges regarding student mobility. In this regard, they also comment that these new provisions, e.g. with respect to the recognition of credits, have to be transparently formalized in respective regulations.

The students confirm their awareness of and interest in taking part in international mobility programmes. However, as the largest share of international mobility offers are university-level programmes, the number of available places is very limited and the application process competitive, such that only few students can actually take part in these activities. The prevalent problem in that regard is the question of funding. However, those students who had the chance to take part are very satisfied with the support offered by UMY at all stages of the process. Once selected for an exchange programme, the activity is fully funded by the UMY scholarship. The experts acknowledge UMY´s efforts to increase its student mobility offer and recommend to continue fostering this opportunity for Bachelor´s students, especially through the provision of additional financial resources and the establishment of own mobility programmes by the faculty.

On the other hand, the experts positively regard the comparatively high number of international incoming students. As the experts learn, these international students are usually not part of exchange activities, but study the entire programme at UMY. At the interview session with students, among others foreign students from Nigeria and Palestine were present. The experts discuss how foreign students can study the programme if the instruction language is Bahasa in almost all courses. The students confirm that they had to learn the basics of Bahasa before coming to Indonesia, which is said to have been a manageable effort. Also, students and teachers are very supportive to include the foreign students and provide help in many regards. Special provisions include consultations or extra sessions in which the contents are explained also in English, mixed instruction language teams for the clinical skills labs, and the provision of exam questions in English, if needed. Also, course materials are usually provided in English to all students, which eases the understanding for non-native Bahasa speakers. Both international and Indonesian students appeared to have close relationships and confirm to mutually profit from this international contact. The experts are satisfied with the inbound mobility concept and encourage UMY to continue this path.

For the <u>Master of Nursing programme</u>, the students report that they have to complete a compulsory international activity with a duration of one month. As the numbers in the above-provided table show, all Master´s students take part in such a programme. While the experts generally welcome this provision, they wonder how it is integrated into the curriculum, as no information about this mandatory international experience was provided in the documentation. Therefore, the experts ask UMY to hand in additional documents to clarify how and in which module this mobility activity is included. They stress the need for a clear regulation regarding the requirements and assessment of the mobility period. If the mobility activity is an independent part of the curriculum, it must be established as a module with the respective regulations and allocated credits.

In summary, the experts confirm that UMY promotes (international) student mobility through an appropriate framework which includes the opportunity to integrate mobility activities into the curricula, the recognition of qualifications, and support services. However, the mobility opportunities for Bachelor's students should be further improved through the provision of additional funds and the establishment of faculty-level exchange programmes. In the Master of Nursing programme´s curriculum, the role of the compulsory international experience needs to be clarified.

Curriculum Review

As the programme coordinators explain, the curricula of both programmes are evaluated regularly in two ways:

- Micro-level evaluations are conducted each semester by the university´s Quality Assurance Board among faculty staff and students. Instruments are survey, the monitoring of teaching materials to keep them up to date, and public hearings as a communication forum for students and programme coordinators. The focus points of this evaluation are course content, processes, and learning outcomes, including potential changes in methodologies and innovative learning approaches.
- The macro-level evaluation of the curriculum is conducted through a curriculum workshop held once every five years, engaging both internal and external stakeholders and experts. This instance assesses the curriculum and programme structure a whole.

The students confirm that they are included into the process of curriculum review through the course surveys which are conducted every semester. They also confirm that the faculty organizes public hearings which serve to discuss the feedback of the students in open

rounds together with the programme coordinators and teachers, and jointly develop strategies to address problems and enhance the programmes (see also section 5). Also the industry representatives confirm their close involvement into the curriculum review process.

In summary, the experts confirm that the curricula are periodically reviewed with regard to the implementation of the programme objectives. This process has multiple levels and includes different stakeholders of the programmes.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report

- Rector´s regulation regarding the acceptance of new students for Bachelor´s programmes

- Rector´s regulation regarding the recognition of externally acquired academic achievement

- Cohort analysis of student numbers

- Academic handbook

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the admission mechanisms and requirements of both programmes follow the university´s admission system which is defined in detail in the Rector´s Decree No. 061/S/SK-UMY/I/2013. As UMY is a private university, it does not have to follow the strict governmental admission rules of the Indonesian Ministry of Education, Culture, Research, and Technology.

For the admission to the Bachelor of Nursing programme, there are the following paths to admission:

1. Achievement pathway: admission based on outstanding academic and non-academic achievements during high-school times, e.g. taking part in competitions.
2. Computer-based test: passing a test with a certain grade.
3. School certificate: admission based on their diploma scores.

The admission requirements, pathways, and admission schedules are displayed on the faculty´s admission website. The admission process is separated into different stages and in-

cludes an initial assessment of the respective application documents, and an interview conducted by a panel of lecturers as second stage. Candidate acceptance is determined by calculating the final scores from stages 1 and 2. The decision-making process occurs through a dedicated committee comprising program administrators, lecturers, and university leadership. The experts assess the admission process to be well-founded and students also confirm their awareness and satisfaction with the process and the requirements. However, the experts wonder about the necessity of an admission interview which they consider a very huge effort for the large numbers of applicants for the Bachelor´s programme. Moreover, they point out that interviews always hold the potential for personal bias. The programme coordinators explain, that, in order to ensure the transparency and integrity of the second admission stage, the interviews are conducted always by two people. The state that, in recent years, only about 300 interviews were conducted per year after the pre-selection in first admission stage. The experts still consider this a high workload to be burdened by the programme coordinators and academic staff (see also section 3.1) and suggest reconsidering the necessity of an admission interview for a Bachelor´s programme, especially in light of the recent and in the future planned increase of the student intake.

The current maximum intake capacity per cohort is 180 students and 168 students start the programme on average. The programme coordinators explain that the high demand stems, among others, from graduates of high schools of the Muhammadiyah network, which prepare and encourage the students for programmes at Muhammadiyah universities, especially in the health sector. In line with the country´s demand for nurses and the demand of students for the programme, the capacity was increased step by step from 135 to 180 students per cohort since 2019 and the faculty aims at expanding the intake capacity to 200 students in the medium run. The application process is highly competitive. Each year, there are six times more applications than the number of first-year students who can be admitted, as displayed in the following figure:
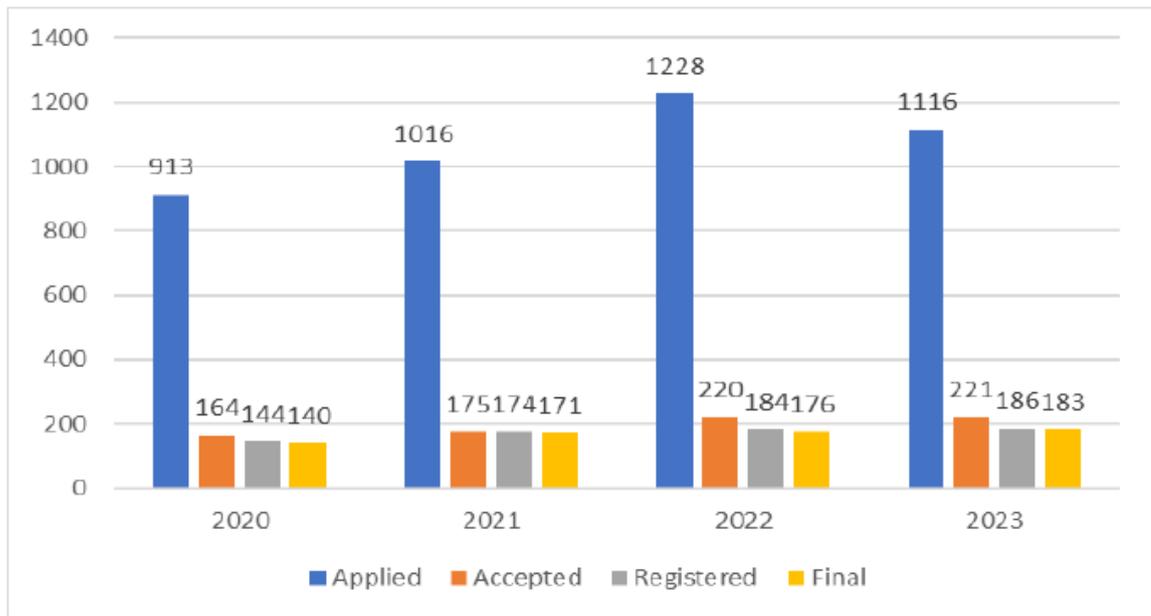
Comparing the intake with the number of graduates, the experts note that on average 30 students per cohort do not complete the programme which can be considered a lot in the Indonesian context. The programme coordinators explain that, since nursing is a comparatively low-regarded profession in Indonesia, many students aim at switching their major to medicine or dentistry after the first semester, which explains the loss of students. They are aware of this problem and seek to develop strategies to increase student retention such as a more specific consideration on the long-term willingness of applicants to stay in the nursing field, which is appreciated by the experts. On the other hand, the experts also wonder whether the extensive duration of the study programme, which they consider long in the international comparison, could be a deterrent effect on potential students, given the low regard of the profession it is directed at.

The Master of Nursing programme has a current intake capacity of 35 students, out of which 30 places are taken by accepted students, on average. The selection process for the Master´s programme is based on an academic potential test, TOEFL scores, and interview evaluations. The decision on admitting new students is reached through a special committee meeting involving programme administrators and postgraduate coordinators. As the programme coordinators explain, the required academic background to be admitted to the programme is a Bachelor´s degree in a comparable undergraduate nursing programme.

The admission to this programme is much less competitive, as the statistics show:

Student Admission and Selection
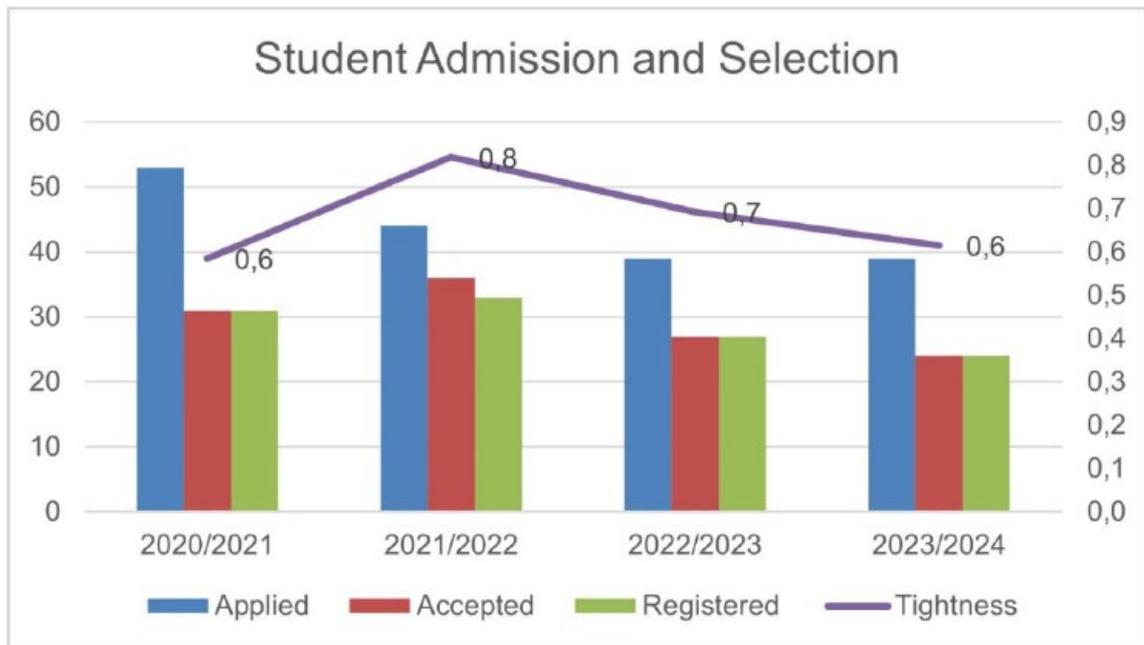
Overall, the data shows that approximately 80% of the faculty´s students are female. Although, according to the experts, this is a common phenomenon worldwide, because of the strong connotation of care professions with the female sex, the experts raise this issue in the interview sessions, because they see a need to recruit more male nurses in the future. The programme coordinators are aware of this challenge and state that they want to develop strategies to advertise the much-needed nursing profession also to male students.

Given UMY´s Islamic foundation, the experts enquire also about religious affiliation as admission requirement. They learn that Muslim belief is not a requirement to study at UMY and that currently also more than 600 students affiliated with other religions are enrolled at the university, which the experts positively note.

Lastly, the experts criticize a regulation that excludes students with disabilities and special needs, e.g., colour blindness, from studying at the university. As this is discriminatory regulation which has no practical reasoning, the experts require UMY to abandon this provision.

In summary, besides the last-mentioned fault, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure the necessary prior qualification of students. Rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report

- Curricular overview of both study programmes

- Module handbook of both study programmes

- Discussions during the audit

Preliminary assessment and analysis of the experts:

The Self-Assessment Report outlines that, as mandated by the Indonesian Ministry of Education, Culture, Research, and Technology, UMY uses the Indonesian SKS credit system to document the importance and workload of the modules. By definition, one SKS credit comprises 16 semester weeks of learning activities, among which 14 weeks are counted as regular lecturing period. One unit comprises 170 minutes of learning activities, consisting of 50 minutes of face-to-face interaction, 60 minutes of structured tasks, and 60 minutes of independent tasks.

As described in the curricular overviews and modules handbooks, the minimum number of credits to graduate is a total of 183 SKS (216 ECTS) for the Bachelor of Nursing programme (comprising 144 SKS of the academic phase and 39 SKS of the professional phase), and 36 SKS (90 ECTS) for the Master of Nursing programme. While the experts assess the SKS credit system to be well-founded and adequate to assess and evaluate the students´ workload and academic achievements, they wonder about the imbalance of awarded credits in comparison of the Bachelor´s and the Master´s programme. In the Bachelor´s programme, the number of credits to per semester centres around 20 SKS, while the average is only 12 SKS per semester in the Master´s programme. This would induce that students have only roughly half of the workload in the Master´s programme compared to the Bachelor´s programme, which, as the students affirm, is not the case. The programme coordinators state that this allocation is due to the "different level of skills" in both programmes, but the experts do not see any relation of that with the respective workload and therefore the number of allocated credits.

This inconsistency is transferred also into the applied ECTS conversion. The university has additionally introduced the ECTS credit system to make the programmes internationally comparable, which is positively regarded by the experts. However, in the Bachelor´s programme, the conversion rate from SKS to ECTS is 1.5, and in the Master´s programme the rate is 2.5. Since, to the knowledge of the experts, the definition of one SKS credit is the same on all academic levels, the conversion rate has also to be the same. To eradicate this

problem, the experts require UMY to review and harmonize the credit allocation system of both programmes as well as the respective conversion into ECTS credits.

With respect to the crediting of the individual modules, the experts are generally satisfied. The only critical point is the already mentioned international exchange in the Master´s programme, which is nowhere to be found in the curriculum. As it is a compulsory part, it must be outlined which module it is affiliated with and how it is accordingly credited. Moreover, the experts note partly diverging credit numbers for some courses in different curriculum documents of both programmes and therefore require the university to accordingly revise all official documents.

According to the Self-Assessment Report a survey is conducted at the end of each course (workload survey) to ensure that the actual student workload aligns with the credited workload. The students confirm this survey and, based on the provided examples of questionnaires, the experts positively acknowledge that the questions actually ask for an assessment of the number of study hours for each course and not only for a general opinion whether the workload is considered adequate. Based on the average number of credit hours per semester (20 SKS * 170 min/ week = 56h per week), the experts assess the workload to be high. However, as the students opine that the workload is generally manageable and the provided statistical data indicates that almost all students complete the programmes in the designated standard study period, they see no need for corrective action.

In summary, the experts confirm that a credit system based on the student workload is implemented. The workload includes both contact hours and self-study time. Credits are awarded for every module based on the respective workload. All compulsory components in the Bachelor of Nursing programme are included. For the Master of Nursing programme, UMY needs to make sure that also the international mobility experience of the students, which is a compulsory part of the curriculum, is appropriately credited. The estimated workload appears very high, but students do not complain and are nevertheless able to complete the study programme in the standard period of study. It is regularly monitored whether the credits awarded for each module correspond to the actual student workload. Students are involved in these processes. In terms of the total number of credits, the experts criticize the missing balance between both programmes and require UMY to harmonize the credit allocation system, as well as the respective ECTS conversion rates.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:
- Self-Assessment Report

- Module handbook of both programmes

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the learning activities of both programmes follow a student-centred learning approach, emphasizing student engagement in the learning process. An exception is the <u>clinical phase of the Bachelor of Nursing programme</u>, which exclusively incorporates the clinical practice in form of "bedside-teaching" and a rotation through all relevant departments of the UMY teaching hospital. Several learning activities include problem-based learning, team-based learning, case studies, and project-based learning. In these activities, students are encouraged to actively seek learning resources, share their learning outcomes through presentations and discussions, practice active listening, respect diverse opinions, and collaborate within groups to achieve learning objectives.

The learning activities take place both on-campus and in practical settings such as hospitals or communities, as determined in preparation meetings held each semester prior to the commencement of classes by the teaching staff and Quality Assurance Board. Various learning methods, including lectures, tutorials, practical sessions, field trips, clinical exposures, and assignments, are incorporated into the block and stage learning plans.

During the on-site interviews, the experts discuss the learning and teaching methodology with the teacher and get a good impression of the applied strategies and formats. Nevertheless, the experts highlight the importance of appropriately choosing the teaching and learning methods of each course such that the learning outcomes can be achieved without overburdening students in terms of their workload. They also learn that the teaching methodology was developed and diversified in response to the Covid-19 pandemic, and certain elements of the online teaching methodology have been integrated into the regular teaching after the return to on-site instruction. These new approaches include video lectures used for flipped classroom activities and the incorporation of new functionalities in the MyKlass online learning platform. MyKlass is accessible to both students and faculty for attendance tracking, learning materials, assignments, quizzes, and discussion forums. E-learning components can now constitute up to 30% of a courses´ teaching. Also international guest lectures are offered as online classes.

The students express their satisfaction with the variety of employed teaching methods of student-centred and problem-based learning, which are added by good support of the lecturers. Besides the mentioned shortcoming of clinical exposure (see section 1.3), they also confirm that the programme offers a good balance of theoretical and practical teaching methods. During the on-site visit, the experts also observed students during their clinical

skills lab practice work with mannequins, and confirm that the practical teaching can be executed at a qualitatively high level making use of the good facilities and equipment (see also section 3.3). Field trips to different hospitals are offered as means to introduce students to the clinical practice in the first semesters. The students also appreciate that guest lectures are held by teachers of different faculties to promote the interprofessional education. In terms of the periodic review of the didactics, the students give feedback on the course contents, lecturers, and clinical supervisors in the three-parted courses surveys. Moreover, both students and lecturers state that they have an open feedback culture which encourages students´ critiques and suggestions for improvement regarding the teaching methodology also during the courses.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote achieving the learning outcomes and support student-centred learning and teaching. Digital teaching is integrated into the compound of teaching methodology to a reasonable extent which supports students in their learning process. The degree programme contains an adequate balance of contact hours and self-study time. In the research methodology courses in the <u>Bachelor of Nursing programme</u>, as well as in the broad number of research-related courses in the <u>Master of Nursing programme</u>, the students receive a thorough introduction into independent scientific work. It is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives.

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

<u>Criterion 1.1</u>

In its statement, UMY refers to upcoming review processes to adapt the PEOs as mentioned by the experts. In terms of the ability to measure the achievement of the rather generic Course Learning Outcomes, UMY states that these are scaled down even into micro-level Lesson Learning Outcomes which can be easily measured.

<u>Criterion 1.2</u>

Regarding the Master programmes´ name, UMY states that the naming follows national regulations for Nursing study programmes. However, the experts argue that the national regulation for the naming refers only to the translation of the official title. Examples of different prestigious universities in Indonesia show that programmes with titles like "Master of Nursing Science" or "Master of Science in Nursing" are legitimately offered. Given that, as the university stated, only 25% of the Master programme´s contents are related to nursing practice, the experts would the a title like the forementioned ones more adequate.

Therefore, they sustain their requirement to make the programme title more concise with respect to its focus on the scientific and administrative part of nursing.

Criterion 1.3

In terms of the curriculum, the experts thank UMY for the additional information provided, which clarifies multiple questions especially regarding the Master´s programme. They are satisfied with the implementation and integration of the compulsory mobility activity in the programme, which they deem very useful for the learning experience of the students. However, they require UMY to more clearly and transparently explain the provisions regarding this activity in the module handbook. (see criterion 4.1)

Other than that, the experts are happy with the responsiveness of the programme coordinators to their recommendations in terms of clinical exposure and further English language training.

Criterion 1.4

The experts positively note UMY´s commitment to abandon any discriminatory admission regulation and urge the university to implement these changes as soon as possible.

Criterion 1.5

UMY states that the credit allocation as well as the currently applied different ECTS credit conversion rates are product of a former national regulation regarding the minimum credit numbers of study programmes but assures to revise this issue. The experts positively acknowledge this as they deem a consistent and transparent credit allocation and conversion as crucial for the international recognition of the student´s achievements in the programmes.

Given the current state of critically raised issues, the experts regard this criterion as **partly fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Module handbook of both study programmes
- Examples of exams and theses inspected during the on-site visit

- Discussions during the audit

Preliminary assessment and analysis of the experts:
The learning outcomes for all courses in both programmes are listed in the respective module handbooks and learning plans, which the students confirm to receive for each course. The principles, methods, and implementation of assessments are aligned with the learning outcomes and shall encompass all domains of learning, namely knowledge, skills, competencies, and attitudes. The following table taken from the Self-Assessment Report specifies the most commonly used assessment methods in all stages of both programmes:

No	Program	Methods of Assessment
1	Undergraduate	Knowledge: Multiple Choice Question (MCQ), Presentation, Student Oral Case Analysis (SOCA), Writing assignment, Innovation Project, Bachelor Thesis Defence Skill: Skill Examination Attitude: Soft Skill Performance
2	Profession	Knowledge: Progress test, Pre-Conference, Conference, Post Conference, Case and Journal Presentation, Case Reflection, Portfolio, Final Academic Work Skill: Mini Clinical Examinations (MiniCEX), Direct Observed Procedural Skills (DOPS), Objective Structured Long Examination Record (OSLER) Attitude: Professional Behavior Competence: Objective Structured Clinical Examination (OSCE), Indonesian Nurse Competency Exam
3	Master	Knowledge: Writing Assignment, Presentation, Innovation Project, Master Thesis Defence

According to the Self-Assessment Report, UMY mandates the utilization of diverse assessment methods aims to enhance student motivation in engaging with the learning process. In the Bachelor of Nursing programme, the final course grades are derived from formative, summative, and soft skill assessments. Formative assessment involves evaluating learning process activities, such as tutorials, mentoring, nursing care management, case presentations, article presentations, and "mini clinical examinations" followed by constructive feedback. Summative assessment at the undergraduate level is conducted through multiple choice exams and skill examinations, while the professional phase involves the skill examinations like the OSLER method, a long exam format based on a single case during which students have to demonstrate both their theoretical knowledge and practical application skills. The final component of the clinical phase of the programme is a national competence test, which is a government requirement for obtaining the license as professional nurse.

This exam includes a theoretical, computer-based part, and a practical examination, both of which are conducted at the university.

The final assessment for the <u>Master of Nursing programme</u> comprises several components of both formative and summative assessments. Formative assessment includes evaluating the learning process through tutorials, small group discussions, and/or quizzes. Summative assessment consists of block exams assessed by project presentations and/or "Student Oral Case Analyses". In this regard, the experts inquire about measures to ensure the fairness of the evaluation of oral exams, since, in this type of assessments, there is always a strong potential for personal bias. As the experts learn, the oral case analyses as well as the guided student discussions are usually assessed only by one lecturer. Although, according to the students, there seems to be no problem in terms of fairness of exams, the experts recommend to have at least two examiners present during oral exam performances to increase the transparency and balance of grading. Employing multiple examiners not only enhances fairness and protects the examiners themselves against bias claims, but also ensures a more comprehensive evaluation. Crucially important in this regard is also the transparency of the applied assessment rubrics and criteria.

Based on the feedback of both students and lecturers about the course exams, the experts appreciate the variety of exam methods applied in both programmes. However, they gain the impression that the exam load is exceptionally high due to the multiple assessments in each course which are concentrated in the few weeks of lecturing in each block. Although the students state that they have enough preparation time since the exam schedules are published well in advance and emphasize the positive aspect that there is no week of condensed final exams due to the mentioned block structure (see section 1.3), the exam load is assessed to be high. Therefore, the experts suggest UMY to reduce the number of required exams per course.

The prerequisites for participating in the exams of the clinical phase of the <u>Bachelor of Nursing programme</u> include a minimum attendance of 75% for lectures. Meanwhile, a full attendance of 100% is required for practical exams. In the professional phase, a 100% attendance rate is mandatory. Students who are unable to attend an exam due to valid reasons are allowed to take a make-up exam. Recognized reasons are, e.g., illness, the death of immediate family members or guardians, representative campus activities, or being victims of natural disasters.

In terms of evaluation criteria, also soft skills are taken into account besides the students´ performance. The assessment of soft skills and the integration of character-building values are based on aspects such as collaboration, active listening, respectful communication,

punctuality, and professional appearance. To ensure the quality and fairness of assessments, the programme involves external examiners during clinical practice assessments and OSCE exams. Additionally, theoretical exam questions are regularly reviewed to monitor their appropriateness and alignment with the learning outcomes.

The grades are distributed according to the following scale which incorporates a numeric (percentages out of 100 points) and an alphabetical component: A (>=80 excellent), AB (75-79.9 very good), B (65-74.9 good), BC (60-64.9 good enough), C (50-59.9 enough), D (35-49.9 less), and E (<35 fail). The minimum passing grade for undergraduate courses is C, whereas, in the professional phase and on Master´s level, it is B. As stated in the Self-Assessment Report with reference to the examination regulations, there are various options to take remedial exams or additional assignments for students who failed exams or want to improve their grades, which is confirmed by the students and programme coordinators. However, the maximum grade which can be achieved in remedial exams is capped at AB.

As students confirm that they are aware of the exam regulations in place as well as their options for appeal and remedial examinations, the experts are satisfied. Both the prerequisites for exam admission as well as the grading system are reasonable.

The experts also discuss the final theses, which constitute the final university examinations in both programmes. The theses have to be prepared independently by the students under the supervision of an academic supervisor. Usually, the topics of final theses are chosen by the students based on the specific contents covered in their elective courses. While in the Bachelor of Nursing programme the thesis is only a minor part of the curriculum (4 SKS credits), the thesis is very substantial in the Master of Nursing programme as it needs also to be published at least in the university´s own scientific journal. During the on-site visit, the experts inspect various examples of final theses from both programmes and confirm their adequate quality in terms of scientific approach, content, and formalities.

In summary, the experts confirm that there are module-specific exams which assess the extent to which the defined learning objectives have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the module through the module handbooks and in the opening sessions of each module. However, the experts find that the number of exams is generally high and exceeds the necessary number of exams to prove the students´ skills obtained per course. Therefore, they suggest that, in order to reduce the workload of both students and lecturers, it might be an option to reduce the number of exams per course. The study programmes include a final thesis each in which the students have to demonstrate that they are able to work independently on a task at the intended level of the degree programme.

The experts further confirm that there are transparent rules for remedial exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs. Examinations are marked according to transparent criteria. Students have the opportunity to consult their lecturers about the results of their exams. It is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives and whether the requirements are appropriate to the level of the degree programme.

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

UMY has constructively noted the recommendation of the experts to ensure the fairness and transparency of oral exams through the presence of at least two examiners. Further, UMY will also consider the experts´ suggestion to reduce the number of exams per course.

The experts regard this criterion as **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff handbook
- UMY employment regulations for teachers
- List of trainings offered by the university?!
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Staff numbers and qualifications

The planning, management, and development of human resources at UMY are based on the Foundation's Decision No. 003/PR-BPH/UMY/VII/2023 concerning UMY's Human Resources Regulations. As the university elaborates in its Self-Assessment Report, these standards are an essential part of UMY´s strive towards becoming a "Research Excellence University" by 2025. The establishment of human resources standards aims to enhance formal education capacity, functional positions, productivity, and skills in fulfilling their duties according to the following criteria:

1. Qualification: Lecturers at UMY are required to have a minimum educational qualification of a Ph.D. (in Master´s courses) or a Master's degree (in Bachelor´s courses) with a relevant academic background in the field of expertise required by their respective programmes.

2. Competency: The competency of lecturers is to be demonstrated through educational certifications, concerning teaching competencies, and professional certifications which refer to advancements in their special scientific field. In the Bachelor of Nursing programme, 86.8% of the lecturers hold educational certification. All faculty members in the Master of Nursing programme have obtained educational certification.

3. Workload: As common in Indonesia, all lecturers have to contribute to the "Tri Dharma", the three pillars of Higher Education in Indonesia. These are teaching, research, and community service. A distinctive characteristic of UMY as an Islamic university is the additional fourth pillar of workload related to Al-Islam and Kemuhammadiyahan. As the experts learn during the on-site visit, this fourth pillar includes social activities as well as work in institutions of the Muhammadiyah network. The regular workload of the academic staff is 12-16 credit hours per semester, distributed over the four pillars depending on their academic position as listed in the following table:

Position	Degree	Main elements (%)			Supporting elements (%)
		Education	Research	Community service	
Lecturer	Master	≥ 55	≥ 25	≥0.5 CP* dan ≤ 10	≤ 10
Assistant Professor	Master/PhD	≥ 45	≥ 35		
Associate Professor	Master/PhD	≥ 40	≥ 40		
Professor	PhD	≥ 35	≥ 45		

4. Proportion: The staff numbers must fulfil a minimum staff-student ratio as prescribed by the Indonesian National Accreditation Board for Higher Education. The current ratio in the Bachelor of Nursing programme is 1:14 in the academic phase and 1:10 in the clinical phase, while it is 1:11 in the Master of Nursing programme. These numbers comply with the requirements.

UMY has comprehensive staff handbooks which list the staff members with, among others, short CVs, research projects, important publications, and their involvement in special associations. The handbooks show that there are 38 academic staff members for the Bachelor of Nursing programme, out of which 31 have the rank of assistant professor (81.5%) and 7 have the rank of lecturer (18.5%). In the Master of Nursing programme, there are only 7

academic staff, 4 of which hold the rank of associate professor (57.1%), and 3 lecturers hold the rank assistant professor (42.9%). One of these is currently in the process of attaining the rank of professor. In addition to its own professors, the faculty invites international guest lecturers from its partner institutions on a regular basis. Invited national lecturers are experienced clinician and academic experts, among others from Malaysia, Japan, the Philippines, Scotland, Spain, Taiwan and Thailand. Besides the academic staff, the faculty employs administrative and technical staff.

The experts are generally satisfied with the number and qualification of the staff. Nevertheless, they point out that it would be very favourable to have a higher number of staff with higher academic ranks and experience than Master´s degree graduates also in the Bachelor of Nursing programme. Therefore, they are happy to hear that 16 of the lecturers are currently pursuing a Doctoral degree. However, in this regard they wonder about the shortage of capacities that arises when academic staff members are dedicated to their Doctoral projects and even do these programmes at different universities in Indonesia or abroad. The lecturers confirm that the absence of parts of the staff is indeed a problem for adequately covering all the teaching duties. These gaps are usually filled by teaching assistants hired on temporary bases who mainly cover the clinical skills labs. Similarly, teaching assistants are also entrusted with different administrative tasks of the full-time academic staff. The experts assess this system as sufficient to bridge short periods of time, but as this situation appears to be permanent, the experts require UMY to establish a more long-term solution for the adequate replacement of exempt academic staff. In this regard, the experts also discuss the topic of workload, which the teachers assess to be generally high but manageable. However, as the experts see it, a general increase of the number of lecturers would also benefit the ability programmes resilience to handle contingencies and would reduce the teachers´ high workload. This, in line with UMY´s strive for research excellence, would also increase the staffs´ capacities for conducting own research. Moreover, considering the planned further rise of the programmes intake capacities, the staff numbers have to be increased accordingly.

UMY has also established a comprehensive system of lecturer evaluation, which is divided into internal evaluation measured by the Employee Performance Index (EPI) and external evaluation through the Lecturer Performance Index (LPI). The EPI evaluation is based on the feedback of students given through the course questionnaires. For LPI evaluation, each lecturer is required to file a report based on his or her activities conducted during each semester and proof it with appropriate evidence. The university periodically awards financial recognition and incentives to lecturers who play an active and high-achieving role in the four main pillars of lecturers´ duties. The experts acknowledge this system of review and incentives.

Staff development

As the Self-Assessment Report shows, UMY is strongly invested in developing the lecturers qualification both in terms of subject-specific knowledge and competencies as well as didactics. Furthermore, part of the university´s strive towards excellence in research are diverse programmes and incentives for research projects of the faculty members.

The following table displays the staff´s academic qualification:

Education Level	Study Program	
	Bachelor of Nursing	Master of Nursing
Master	14	-
Doctoral	8	7
On Going Doctoral	16	-

As listed and mentioned previously, 16 of the staff members currently holding a Master´s degree are pursuing a PhD qualification. In this process, UMY supports them through mentoring programmes, scholarships, refund of tuition, living, and research-related expenses, English language courses, as well as a reduction of their prescribed teaching loads.

Also, for more senior lecturers, both programmes facilitate their lecturers´ participation in scientific activities such as seminars, conferences, workshops, and national or international training events as presenters or attendees. The staff development also involves science, book, and research camps to enhance the lecturers' research and publication capabilities. Additionally, there are lecturer exchange programmes with local and international partners. Lecturers can also participate in sabbatical leave programmes to exclusively focus on research for a certain period. Recent examples of research sabbaticals from the academic year 2022/23 show three projects conducted in cooperation with the International Islamic University Malaysia and the University of Melbourne.

During the on-site visit, the academic staff members report that they have to complete at least one research activity and one community service activity per year. For the realization of these activities which include, e.g., the participation in scientific conferences or short courses, funding is provided by UMY. However, the conference grants are handed out only for publications in Scopus-indexed journals, which constitutes a notable barrier. The lecturers confirm the multiple support programmes described above and appreciate UMY´s openness for continuous development and research enhancement. In terms of funding, the university provides resources through a competitive distribution system. The experts positively acknowledge that this system of research funding is open to all members on all academic staff levels. However, as the staff reports, the funds are usually not sufficient for

financing all the research projects. Therefore, UMY also offers support for the application of external funds, e.g. from different Ministries.

A second focus of continuous development activities for lecturers is the enhancement of teaching skills through competency certification training. This includes foremost different workshops for enhancing the teaching methodology of the lecturers, which are offered multiple times per year by the UMY´s Educational Development Institution. Also short courses, e.g. in English language, are offered. Moreover, soft skills training involve motivational sessions, commitment reinforcement, and annual outbound programme to enhance teamwork, leadership, communication, and time management. As special part of the Muhammadiyah duty, teachers can take part in special workshops of the association which aim at the development of deeper understanding of Islamic values, principles, and ideology (Baitul Arqom). The administrative staff receives soft skill trainings as well and is additionally involved in English language proficiency training, computer training, document archiving systems, and training in the roles and functions of laboratory assistants. Based on the explanations of the teaching staff and programme coordinators, the experts get a very positive impression of the university´s staff development offer.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programmes. The research and development of the teaching staff contributes to the desired level of education. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. Moreover, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programme.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Public Hearing Questionnaire
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As described in the Self-Assessment Report, there is different support staff which facilitates the students´ learning trajectories besides the academic staff who are responsible for the education of the students. Each student is assigned an academic supervisor who is their individual first reference person in case of any struggle or problem during the studies. The

support staff includes librarians, laboratory assistants, technicians, operators, programmers, and administrative personnel.

Moreover, UMY also provides student services managed by the Student and Alumni Affairs Office that exceed the learning-related environment. These include:

- Guidance and counselling services at the university level for non-academic support involving psychologists as counsellors. For the support in academic questions, there are designated academic advisors and counsellors of the faculty.
- Health services provided by the University Muhammadiyah Yogyakarta Polyclinic, the 24-hour healthcare service at Firdaus Clinic, as well as different partner institutions.
- Scholarship services to support application for study funding.
- Guidance for the development of interests and talents.
- Career counselling and entrepreneurship guidance offered by the Career Development Centre, which includes activities like job vacancy information sessions, on-campus recruiting, and soft skill development seminars.

The students present at the on-site interview state that they can rely on an extensive offer of student support and services by the university. This system includes the well-established offer of support service described above, as well as a very open environment for mutual student support created at the campus. As an example in this regard, new students are introduced with all the service facilities as well as the physical facilities on campus during an "orientation period". Also the incoming students are integrated easily into the student community at UMY. Furthermore, both students and teaching staff state their close working relationships which allow for consultation, individual support offers, and direct feedback at any time.

The student also confirm that they can evaluate the support services on a regular basis as part of the student survey. The responses prove an overall high level of satisfaction with the provided services.

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

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report

- Staff handbooks of both programmes

- Cooperation agreements

- Visitation of the laboratories of both faculties

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the financial planning at UMY is overseen by the Vice-Rector for Finance and Assets. The mechanisms and procedures for fund allocation are outlined within the university's financial management system, which involves the following stages:

1. Determination of performance-based budget caps by the university administration.
2. Filling in the budget amounts based on the performance of each budget item.
3. Discussion and revision of the budget by university leaders and the budget committee.
4. Establishment of the Draft Work Plan and Revenue and Expenditure Budget.

UMY ensures financial stability through the implementation of a three-year funding and development plan. The university´s main revenue source is the student´s tuition fees. Moreover, each about 20% of the total budget are obtained from UMY´s business units (including, e.g. the hospital) and external public and private grants. The representatives of the rectorate explain that the funds are distributed among the faculties based on their performance in teaching and research. As health science and nursing are one of the central pillars of the Muhammadiyah association, the programme coordinators report to have a good standing within the university´s budget allocation scheme and report that they have no complaints regarding the programmes´ financial situation.

The management of facilities and infrastructure is centralized at the university level under the Asset Management Unit. Every administrative units has to plan facilities and infrastructure, including information technology facilities, at the beginning of the year and submit the budget needs through an online platform. The Goods Procurement Team manages the purchase of equipment on the university level. On the other hand, maintenance is in the responsibility of the faculty, which is supported by periodic inspections.

The facilities for the faculty include a Clinical Skills lab, a test centre for objective structured clinical examination (OSCE, 12 OSCE rooms with two tracks), four computer test rooms with

a capacity of 288 computers meeting the Institution for Development of Competency Testing's criteria, ten classrooms comprising two amphitheatres for 200 people, three mini amphitheatres for 100 people, two classrooms for 160 people, and three classrooms for 100 people. The classrooms are equipped with foldable desks and chairs, lecturer desks, air conditioning, and multimedia educational tools. Additionally, there are 23 tutorial rooms for 15 people each.

During the on-site visit, the experts visit different lecturing halls and seminar rooms as well as the Clinical Skills lab facilities, some of which were also currently in use by students for practice sessions. These facilities include tracks of 12 rooms in which different nursing practices can be performed on mannequins or among the students, including ventilation, care during child delivery and psychological nursing. By simulating a mini-hospital environment, the lab effectively enhances students´ skills through realistic, hands-on learning experiences. To further support competency development, students are assigned to explore self-study materials, including online videos created by lecturers, which are reviewed before clinical skills practicums. The experts are satisfied with the facilities and confirm that they are on a good standard which ensures the adequate learning experience for the students in the academic phase of the <u>Bachelor of Nursing programme</u>.

For the teaching and learning with real patients during the clinical phase, there is a similar facility directly attached to the university hospital, where the students perform these activities on hospital patients under close supervision. This facility is also used for the final national examination, which the students have to take to get their license for practicing as a professional nurse. The experts stress that this facility perfectly enables the comparatively recent concept of combining bed-site teaching with actual practical nursing care activities. They also highlight that the hospital contains an advanced clinical teaching room, in which students observe the execution of nursing care activities on real patients through a transparent wall. The experts confirm that the facilities are adequate to deliver high-quality applied nursing education to all students. However, to ensure that all students can get enough hands-on experience also in the future with potentially even higher student numbers, the experts recommend to closely monitor the available capacities of the facilities as well as the equipment and develop a plan on how to increase both of them accordingly.

While the experts are satisfied with the capacities and state of the teaching facilities, they wonder about the resources for research purposes. The on-site visit left the experts´ question unanswered, how and which of the facilities are used for research and which kind of research questions and methods can be addressed with the available resources. As research is one of the focal points especially in the Master of Nursing programme, the experts ask UMY for additional information and clarification about this issue.

The access to up-to-date scientific literature is ensured through a central library and the faculty library, which are both well-equipped with adequate books, journals, and e-journals. This is crucial for providing the necessary work infrastructure for the research-focussed modules, foremost in the Master´s programme. As shown to the experts, the library also offers individual and group workspaces for students. The students assess the available resources as well as the opening hours to be sufficient. Parts of the library are currently renovated. The library provides access to both physical literature as well as online access to different scientific databases, which can be accessed via the individual student accounts on campus as well as from outside the campus via VPN. Also, the borrow processes of the library are conducted online, allowing students to easily access a wide range of materials for their academic work. This system includes the ability to borrow books from other universities, facilitated by their own institution, which broadens their access to necessary resources. On campus, there are multiple Wi-Fi networks such as eduroam available, and the students confirm the sufficient quality of the network connection in all facilities.

Learning is also facilitated through the application of different online systems for learning contents, learning applications, as well as administrative purposes. Examples are the MyKlass education and e-leraning system, digital platforms providing access to journals, as well as the digital information and contact options for student services and administration. The offer of digital tools was broadened in response to the Covid-19 pandemic and has been incorporated into the on-site teaching and learning processes. Licensed educational tools like *Zoom* and *MS Teams* are also accessible.

Support facilities on the university level include a student room, different cafeterias, a mosque, student dormitories, the UMY clinic hospital, parking areas, and various sports facilities such as and international standard football field, tennis courts, badminton courts, basketball courts, a fitness gym, a futsal field, and an athletic track. All facilities are available during working hours and the students are satisfied with the available facilities.

In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programme. However, additional material is requested to assess the facilities´ designation for research purposes, which was not satisfactorily clarified during the on-site visit. This includes secure funding and reliable financial planning and the provision of sufficient infrastructure and equipment in terms of both quantity and quality.

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

Criterion 3.1

Regarding the critically raised issue of lecturing staff shortage and short-term substitute lecturers, UMY explains that there are several measures in place to address this problem. Besides that multiple lecturers are about to finish their PhD degrees and will thus be able to fully commit to their tasks and UMY, recruiting measures are in place to strengthen the overall staffing level.

The experts are satisfied with this explanation and regard this criterion as **fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

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

Preliminary assessment and analysis of the experts:

The module handbooks of both programmes compile the information on each module. The descriptions are prepared by the responsible lecturer(s). The descriptions contain the module name, the designated semester, contact person, lecturer(s), instruction language(s), relation to the curriculum and learning outcome, type of teaching, contact hours, workload composition, credit points, and requirements according to the examination regulation. Furthermore, each description lists the recommended prerequisites, learning outcomes and their corresponding PLOs, content study and examination requirements, forms of examination, employed media, assessment, and evaluation, reading list, and the date of the last amendments. In addition to the module handbooks, the students confirm to receive a weekly plan, which are distributed internally via UMY´s information system.

After studying the module descriptions, the experts confirm that they include all necessary information. Further, the module descriptions are accessible to all students and teaching staff. However, while the curricular overviews and module descriptions are displayed on the faculty´s website for the Bachelor of Nursing programme, this information is missing for the Master of Nursing programme. To increase the availability and transparency of the information, the experts ask the university to also publish the Master´s curriculum and modules on the websites.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report

- Samples of Diploma Certificates, Transcripts of Records, and Diploma Supplements

- UMY academic handbook

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report and the provided samples for both faculties, UMY issues a Diploma Certificate, Transcript of Records, and Diploma Supplement shortly after graduation. All documents are formulated in both Bahasa and English language. They include the student number, degree programme, programme name, owner information, degree and graduation date, issuance date, and other details. For the two phases of the Bachelor of Nursing programme, all the mentioned documents are provided separately as students already dispose of the Bachelor´s degree before the academic phase.

After inspecting samples of the respective documents during the on-site visit, the experts confirm that the graduates of all study programmes under review are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Diploma Supplement contains all necessary information about the degree programmes including acquired soft skills and awards. The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA. However, the experts note that the achieved credit points are listed only in SKS credits. For the purpose of international comparability, the Transcript of Records has to include the credit load also in the converted ECTS unit and the applied conversion system has to be explained in the Diploma Supplement. Moreover, the course names of the elective modules are not displayed; instead, the course list contains only the title "elective". As the chosen specialization of the students in the elective modules can be crucial for their aspired jobs, the course titles should show up in the Transcript. The same applies to the titles of the final theses, which displayed on the Master´s Transcript but not on the Bachelor´s Transcript. The experts require UMY to address these faults.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- UMY website

- Curriculum handbooks of both programmes

- UMY Academic handbook

- Discussions during the audit

Preliminary assessment and analysis of the experts:

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

The experts discuss the access to the rights and duties of both the university and the students; they consider them as clearly defined and binding. With the exception of the Master´s curriculum, all rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree program at the beginning of each semester.

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

Criterion 4.1

As mentioned before, the experts compliment UMY on the integration of the compulsory mobility activity in the Master of Nursing programme but are still missing clear provisions in this regard in the module handbook and/ or the academic handbook. To ensure transparency and equip students with all the necessary information to plan this activity, respective provisions have to be formalized.

Besides this, the experts are satisfied to see that UMY has already published the updated curricular overviews on the programmes´ websites.

Criterion 4.2

The experts note based on submitted examples of a Master´s Transcript of Records, that the title of the Master thesis is displayed on the document, which satisfies their requirement.

Considering the above-mentioned points, the experts regard this criterion as **mostly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report

- Examples of student surveys and questionnaires

- Example of public hearing protocol

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UMY has implemented an extensive quality assurance system which operates systematically at the different administrative levels of the university level, overseen by the UMY´s Quality Assurance Board. It has established the following goals:

1. "Ensuring that the educational process consistently complies with the requirements and adheres to legal regulations regarding quality and professionalism.
2. Enhancing stakeholder quality by applying an effective and sustainable quality management system.
3. Ensuring the consistency of research and community service processes in line with the established vision and mission."

The system incorporates elements and mechanisms of both internal and external quality assurance. According to the Self-Assessment Report, the internal quality assurance cycle consists in the following steps: (1) setting higher education standards, (2) implementing higher education standards, (3) evaluating the implementation of higher education standards, (4) controlling the implementation of higher education standards, and (5) improving higher education standards.

The process makes use of the following instruments:

- Quality Assurance Audit: conducted twice per year (at the end of each semester). The satisfaction of students and staff with the quality and implementation of the learning process are evaluated based on online questionnaires. As the students explain, the questionnaires are three-parted, including an evaluation of lecturers´ and clinical supervisors´ performances, the course structures and contents, as well as their satisfaction with infrastructures, services, and management. Examples of the

extensive questionnaires are provided to the experts as part of UMY´s documentation and the experts are satisfied with its design and implementation. The results of the surveys are openly analysed, presented, and discussed with interested students in a public hearing forum, which both students and programme coordinators confirm. The experts acknowledge the importance of this meeting as means to close the feedback loop and include students in every step of the quality management process.

- Internal Financial Audit: conducted twice a year to control the alignment of budget planning and implementation.
- Learning Quality Audit: conducted twice a year to evaluate the curriculum and its documentation based on national standards. The outcomes of this evaluation are analysed and discussed in workshops with coordinators, lecturers, and students of the faculty to implement changes for the following semester.

The results of all quality assurance instruments are referred to the concerned units, programme coordinators, and staff through regular programme meetings, mid-year work meetings, and annual work meetings. These panels formulate new targets based on the results, which will serve as benchmark for the following quality management evaluation. The experts gain a positive impression of the openness and communication between administration and academic staff of the different university levels, which enables the close cooperation and strive towards quality enhancement of the programmes.

The main instrument in terms of external quality assurance is study programme accreditation, which is executed every five years for both programmes. The last audit for both programmes was conducted in 2019 by the Indonesian Accreditation Agency for Higher Education in Health, which has awarded both programmes with an "Excellent" accreditation. Alongside this accreditation rating, follow-up recommendations are provided to the study programmes.

As part of its strive towards internationalization, UMY has sought for external quality assurance through ISO 9001:2015 certification. Furthermore, the university increasingly pursues also international accreditation as means of international benchmarking and recognition of its programmes. The current accreditation procedure by ASIIN is the first international programme accreditation for the Bachelor and Master programmes of Nursing.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. The results of these processes are incorporated into the continuous development of the programmes. The results and any measures derived from the various quality assurance instruments used are communicated to the students. The experts are satisfied with UMY´s

quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes´ quality.

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

No new information or documentation was provided regarding the topic of quality assurance and the experts have no queries or critique. Thus, they regard this criterion as **fulfilled**.

D Additional Documents

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

- Updated Master´s curriculum document
- Information on the designation and use of the available facilities for research purposes, as well as explanations about the capacities, past/ ongoing/ planned projects, etc.
- Information and regulations for the "final scientific work" of students in the professional stage of the Bachelor´s programme
- Clarification of the nature and integration of the compulsory mobility activity in the Master´s programme
- Samples of study plans/ schedules

E Comment of the Higher Education Institution (02.09.2024)

The institution provided the following detailed statement and additional documents:

- **Information on the designation and use of the available facilities for research pur- poses, as well as explanations about the capacities, past/ ongoing/ planned pro- jects, etc.**

A.　**Designation and Use of Facilities:**

The facilities available in the BN-MN program are highly supportive of research ac- tivities, including access to libraries, academic hospitals, and nursing laboratories. Our library, accessible online at https://library.umy.ac.id/, offers a comprehensive information system to support online access to its collections. The BN-MN pro- gram's primary teaching hospital is PKU Muhammadiyah Gamping Hospital https://pkugamping.com/, alongside several affiliated facilities that further support research activities. Additionally, our nursing laboratories are equipped with a min- iature hospital https://nursing.umy.ac.id/mini-hospital/ featuring various rooms designed to meet nurse competency standards and to facilitate research.

B. Capacities:

The library is well-equipped with a comprehensive collection of books, journals, e- journals, proceedings, and theses. To further enhance accessibility, the library of- fers the MyPustaka portal (https://mypustaka.umy.ac.id/), which allows academics to easily find references, including both printed and digital books, research results, and subscribed journals. Users can simply enter keywords or subjects in the search bar, and MyPustaka will display a range of relevant resources such as printed books, e-books, journals, e-journals, theses, dissertations, and research manuscripts. Ad- ditionally, the library subscribes to major databases like Springer, Emerald Publish- ing, Ebsco, ProQuest Central, and Scopus. The UMY central library also provides ac- cess to essential software tools, including Turnitin, Grammarly, Canva, Quillbot, Zoom, and EndNote.

PKU Muhammadiyah Gamping Hospital, our primary teaching hospital, offers specialized services with a focus on integrated cardiac care. This service is designed to provide comprehensive treatment for patients with various heart conditions, offering both invasive and non-invasive diagnostic services, interventions, and management of vascular and peripheral conditions. In addition, PKU Muhammadiyah Gamping Hospital also offers services for communicable and non-communicable disease for all age ranges.

Our nursing laboratories are exceptionally well-equipped with high-quality tools and resources to meet student needs across eight key scientific fields: Basic and Management Nursing, Medical-Surgical Nursing, Pediatric Nursing, Maternity Nursing, Psychiatric Nursing, Family and Gerontic Community Nursing, Emergency & Critical Care Nursing, and Health Promotion.

C. **Past, Ongoing, and Planned Projects:**

Provide examples of notable past research projects conducted using these facilities, current research projects and projects planned for the near future. Highlight the outcomes or impact of these projects, if applicable.

Examples of notable past projects and outcomes:

No	Title	Researcher	Collaborator	Facility	Outcome
1	Development of spiritual-based interventions for patients with life-limiting illness	Professor. Erna Rochmawati, Ns., MNSc.,M.Med.Ed ., Ph. D	Maria Dolors Bernabeu Tamayo (Universidad Autonoma de Barcelona, Spain)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Spiritual-base nursing intervention
2	Auditing pediatric peripheral intravenous catheter insertion and management practices and outcomes	Ferika Indarwati, S.Kep. Ns., MNg., PhD	Professor Samantha Keogh & A.Prof, Judy Munday (Queensland University of Technology, Australia)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	IVC surveillance tool, Online training module for nurses

No	Title	Researcher	Collaborator	Facility	Outcome
3	Religiosity and Spirituality Assessment tool for Psychiatric Inpatients	Kellyana Irawati, S.Kep., Ns., M.Kep.Sp.Kep.Jiwa	Prof. Chi-Wen Lung (Asia University Taiwan)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Religiosity and Spirituality Assessment Tool for Psychiatric Inpatients
4	Development of clinical nurse competency assessment: its application in electronic-CPD	Novita Kurnia Sari, S.Kep., NS.,M.Kep	Lely Lusmilasari, S. Kp., M. Kes., Ph. D (Universitas Gadjah Mada, Indonesia)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	e-CPD system
5	The Developing of Stunting Module to The Mother-Baby Friendly Community Health Services (M-BFCHS) For Stunting Prevention in Jetis Primary Health Center Yogyakarta and Tengku Ampuan Afzan Hospital Kuantan Malaysia	Titih Huriah, Dr., S.Kep., Ns., M.Kep., Sp.Kom.	Assistant Prof. Dr. Siti Hazariah Binti Abdul Hamid (IIUM Malaysia)	Primary health care services, PKU Muhammadiyah Gamping, Tengku Ampuan Afzan Hospital Kuantan Malaysia	Mother-Baby Friendly Community Health Services (M-BFCHS)module
6	Application of the SiapMY Application in Increasing Self-Esteem and Self-Management Based on The Needs of Patients with Self-harm	Shanti Wardaningsih, Ns., M.Kep., Sp.Kep.J., Ph.D	Dr. Nurasikin Mohamad Syariff (International Islamic University Malaysia	AMC hospital, PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	SiapMy apps
7	Improving effectiveness of the online objective structured clinical examination (ON OSCE) platform in nursing education through ensuring the clinical procedure checklist validity and reliability	Yanuar Primanda, S.Kep., Ns., MNS	Ass. Prof Yin-Hwa Shih (Asia University)	School of Nursing Skills Laboratory	ON-OSCE Web Apps
	Improving effectiveness of the online objective structured clinical examination (ON OSCE) platform in nursing education through				

No	Title	Researcher	Collaborator	Facility	Outcome
	ensuring the clinical procedure checklist validity and reliability				

Examples of notable ongoing/planned projects:

No	Title	Researcher	Collaborator	Facility	Expected Outcomes
1	Quality and quantity of nursing care for patients with DM in a hospital focused on diabetes-related foot care discharge planning	Yanuar Primanda, S.Kep., Ns., MNS.	Associate Professor Christina Parker (Queensland University of Technology Australia)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	DM discharge planning practice guideline in a hospital setting
2	An Effective Model for Increasing Motivation to Quit Smoking for Patients with Non-Communicable Diseases	Resti Yulianti Sutrisno, M.Kep,Ns.,Sp.Kep.MB	Dr. Thandar Soe Sumaiyah Jamaludin, MNSc., BNSc (International Islamic University Malaysia)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Quit smoking model
3	Dignity care to improve dignity, quality of life, and spiritual well-being of patients with life-limiting illness	Professor. Erna Rochmawati, Ns., MNSc.,M.Med. Ed., Ph. D	Juan Manuel Leyva Moral, MNS., PhD Maria Dolors Bernabeu Tamayo, PhD (University Autonoma Barcelona, Spain)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Dignity care model
4	Kangaroo Mother Care Mobile Apps development for low birth weight babies	Romdzati, S.Kep., Ns., MNS.	Dessie Wanda, S.Kp., M.N., Ph.D (Universitas Indonesia)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Kangaroo Mother Care Mobile Apps
5	Effectiveness of portable pedal in improving cardiovascular capacities in cardiac patients	Fitri Arofiati, S.Kep., Ns., M.A.N., Ph.D.	Ruhyana, S.Kep., Ns., M.Kep., Ph.D (Universitas Aisyiyah Yogyakarta)	PKU Muhammadiyah Gamping and PKU Muhammadiyah Yogyakarta Hospitals	Portable pedal to improve cardiovascular capacities

D. Additional Information:

If relevant, include any partnerships, collaborations, or external funding that supports the research conducted at these facilities. Conclude with how these facilities contribute to the overall research goals and mission of your institution.

The Master and Bachelor of Nursing programs have many MoUs in academic and research with national and international institutions. Having research collaborators from other institutions is a compulsory requirement if lecturers want to apply for internal or external funding. Therefore, research conducted in our hospital facilities mostly collaborated with other researchers from national or overseas institutions. These collaborators also provide contributions to the research in the form of in-kind or in-cash to fund the research project. Some lectures also got external funding for example: from the Ministry of Higher Education and overseas organizations. Other than that, the hospitals provide tremendous support to our researchers by providing research supervisors, giving necessary access to data (e.g. patient records), and helping to arrange the research activities in the hospitals. The existence of these hospitals as research fields for our researchers made important contributions to achieving our Master's and Bachelor's program's goals and missions.

- **Information and regulations for the "final scientific work" of students in the profes- sional stage of the Bachelor´s programme**
  The Final scientific work at the professional stage is carried out by the students when they undertake the elective/specialization block. The scientific work is in the form of a case report, which is different from the Bachelor thesis. Students write a report of a patient/patients being treated by them during the elective block. The number of credits for this course is 2 credits (3 ECTS) which can be completed within 3 weeks. Students are guided by 2 supervisors, a lecturer and a preceptor/clinical supervisor. Assistance activities in writing the final scientific work (a case report) are carried out through a mentoring process and consultation with supervisors. The students have 8 meetings/mentoring activities with supervisors to complete their final scientific work

- **Clarification of the nature and integration of the compulsory mobility activity in the Master´s programme**

The mobility activity is compulsory for students of master program. It is integrated in the course of semester 3 named "Global Nursing Practice/*Praktek Keperawatan Global*" (https://mkep.umy.ac.id/akademik/ The number of credits of this course is 4 credits (10 ECTS). Students will be divided based on their specialization (medical surgical nursing, community nursing, mental health nursing and nursing education). The study program will cooperate with the partner institutions for tuition waiver and accommodation fee. The students are required to pay expenses on transportation and monthly expenses.

The mobility program is conducted following the procedure, including: preparation, implementation and evaluation. In the preparation stage, the head of study program and PIC of cooperation determine the international partner institutions as the place of practice for the students. Following that the course coordinator prepares the practicum modules and discusses with the international partner institutions regarding students' PLO, instructional designs and type of evaluation procedures. The study program provides information to students regarding time, place, schedule of activities during practice and student's evaluation. At the implementation stage, students conduct the overseas practicum at affiliated hospitals or practicum sites of the international partner institutions and are facilitated and evaluated by supervisors from partner institutions.

ASIIN Experts' comment	UMY response
Criterion 1.1 Regarding the Bachelor of Nursing programme´s PEOs, the experts wonder about the objective to "develop innovative nursing products". The experts assess this to be too ambitious and out of the general purpose of a Bachelor's programme, as the development of products usually incorporates also a strong	Thank you for your suggestion. Our team will evaluate and reformulate the Program Educational Objectives (PEO) to ensure they are better aligned with our overarching goals and objectives.

component of other disciplines like business administration. [...] However, as the experts find no components in the curriculum which are precisely directed at this educational objective, they suggest reformulating this PEO (p.10)	
Criterion 1.2. However, for the Master of Nursing programme, they find that a more specific name would be needed to more concisely characterize the programme and accurately reflect the programme´s true focus. Given this misalignment, the experts require UMY to revise the degree name to accurately represent the programme´s content and goals. A more fitting title, such as "Master of Nursing Science (MNSc)," would more accurately encompass the advanced theoretical founda-tions and research-oriented nature of the program. The revised title has to be adapted ac-cordingly in all relevant documents (p.11)	Thank you for your suggestion. We would like to clarify that our degree name is based on the national regulation from the <u>Ministry of Education Culture Research and Technology on the name of degree programs in academic and profession (No 163/E/KPT/2022</u>). The degree stated that the name of the degree program in English is Nursing. Therefore, our program must comply with the national regulation in naming the degree program. The courses in the master program include two courses that involve clinical practice with the total credits being 8 credits (25% of total credits= 32 credits). The courses are: <u>Nursing Education and Practice (4 credits)</u> and <u>Global Nursing Practice (4 credits).</u>
Criterion 1.3 While the experts acknowledge that the CLOs are outlined for each course in the module handbooks, they notice that they are formulated rather generically and un-specific. Oftentimes, the CLOs are at least partly the same in different courses. Therefore, they find it also difficult to clearly measure and monitor which CLOs are completed or not. In order to make the learning process more transparent, the experts strongly recommend to reformulate the CLOs and make them more concise (p.13)	As we discussed during the site visit interviews, our study program conducts two types of curriculum evaluations: micro evaluations each semester and macro evaluations every five years. In response to your suggestions regarding Course Learning Outcomes (CLOs), we will re-evaluate and make the necessary adjustments to ensure they are more specific and aligned with our educational objectives. In our study program, Course Learning Outcomes (CLOs) are further broken down into more specific and concise Lesson Learning Outcomes (<u>LLOs</u>),

	making it easier to monitor and measure students' achievements.
The experts consider this appropriate but ask for additional infor-mation on how this "Final Scientific Project" is pursued and completed by professional stu-dents, whether there is a special allocation of time in completing it, and how the guidance process from lecturers is structured so that it can be distinguished from the Bachelor´s thesis. (p.14)	Thank you for your suggestion. Final scientific work at the professional stage is carried out when students are undergoing the elective/specialization stage. A form of scientific work created by writing case reports of patients being treated. The number of credits for this course is 2 credits (3 ECTS) which can be completed within 3 weeks. Students are guided by 2 supervisors, a lecturer and a preceptor/clinical supervisor. Assistance activities in writing case reports are carried out through a mentoring process and consultation with supervisors in 8 meetings. All information about Final scientific work, including mentoring schedules have been detailed written in the Final scientific workbook guidance, and distributed to all professional students.
The experts also find the two-parted structure of an academic and a clinical phase generally suitable to deliver the education. However, they opine that students should experience clinical exposure to real patients also before entering the clinical stage. As the direct con-tact with patients is core to the profession, the students should be familiarized with this component and the challenges coming along with it already in earlier semesters. The stu-dents confirm that they would appreciate this as well, even from the first semester on. However, in contrast to this, the programme coordinators explain that the clinical exposure has been limited to start only in the	Thank you for your suggestion. Our study program develops its curriculum based on national regulations and guidelines from the Association of Indonesian Nurse Education Center (AINEC). According to the latest curriculum guidelines, the number of credits for clinical exposure during the academic stage has indeed decreased significantly. In our program, we have scheduled clinical exposure (clinical practice) to begin in **the sixth semester, not the seventh semester**, for several reasons. Primarily, placing clinical practice in the sixth semester allows students to build a stronger foundation of knowledge and theoretical understanding in

seventh semester as part of the latest curriculum review.	nursing, thereby optimizing their clinical experience as they can perform more complex skills in a hospital setting.
While the experts appreciate these opportunities, they nevertheless find that the core curriculum should offer the clinical practice from earlier stages on, and therefore strongly recommend to review the recent changes made in this regard (p.16)	However, we are also planning to conduct a curriculum evaluation this year, during which we will seek student feedback. This will enable us to make necessary adjustments and restructure our curriculum mapping as needed.
As the experts note, the industry representatives also mention English language proficiency as well as conflict management as shortcoming skills that should be further enhanced during the studies. The experts suggest that it might be useful to not teach English language only as a language course, but to offer certain modules in English as well, such that students can practically improve their language skills in real contexts (p.17)	Thank you for your suggestion. Our Bachelor of Nursing program has implemented several initiatives to enhance students' English skills. For example, during the academic stage, we will introduce an 'English Day,' where all teaching and learning activities will be conducted entirely in English. Additionally, we have recently partnered with the International Test Center to provide our students with further opportunities to develop their English proficiency. Additionally, we offer several opportunities for students to enhance their English skills, including journal and case presentations, final undergraduate thesis defenses, and small group discussions/mentoring.
For the Master of Nursing programme, the students report that they have to complete a compulsory international activity with a duration of one month. As the numbers in the	The mobility activity is compulsory for students of master program. It is integrated in the course of semester 3 named "Global Nursing Practice/*Praktek Keperawatan Global*"

above-provided table show, all Master´s students take part in such a programme. While the experts generally welcome this provision, they wonder how it is integrated into the curriculum, as no information about this mandatory international experience was provided in the documentation. Therefore, the experts ask UMY to hand in additional documents to clarify how and in which module this mobility activity is included (p.20)

(https://mkep.umy.ac.id/akademik/ The number of credits of this course is 4 credits (10 ECTS). Students will be divided based on their specialization (medical surgical nursing, community nursing, mental health nursing and nursing education). The study program will cooperate with the partner institutions for tuition waiver and accommodation fee. The students are required to pay expenses on transportation and monthly expenses.

The mobility program is conducted following the procedure, including: preparation, implementation and evaluation, including: preparation, implementation and evaluation. In the preparation stage, the head of study program and PIC of cooperation determine the international partner institutions as the place of practice for the students. Following that the course coordinator prepares the practicum modules and discusses with the international partner institutions regarding students' PLO, instructional designs and type of evaluation procedures. The study program provides information to students regarding time, place, schedule of activities during practice and student's evaluation. At the implementation stage, students conduct the overseas practicum at affiliated hospitals or practicum sites of the international partner institutions and are facilitated and evaluated by supervisors from partner institutions.

Criterion 1.4 Admission Requirements

The experts assess the admission process to be well-founded and students also confirm their awareness and satisfaction with the process and the requirements. However, the experts wonder about the necessity of an admission interview which they consider a very huge effort for the large numbers of appli-

We recognize that the admission interviews have significantly increased the workload for our academic staff. As a result, we have reevaluated this process and, beginning this year, have decided to **omit the interview from our student selection procedure**. Moving forward, the selection process will be based solely on the evaluation of administrative and document submissions. In line with our

cants for the Bachelor's programme. Moreover, they point out that interviews always hold the potential for personal bias. The programme coordinators explain that, in order to ensure the transparency and integrity of the second admission stage, the interviews are conducted always by two people. They state that, in recent years, only about 300 interviews were conducted per year after the pre-selection in the first admission stage. The experts still consider this a high workload to be bur-dened by the programme coordinators and academic staff (see also section 3.1) and suggest reconsidering the necessity of an admission interview for a Bachelor´s programme, especially in light of the recent and in the future planned increase of the student intake.(p.22)

Lastly, the experts criticize a regulation that excludes students with disabilities and special needs, e.g., colour blindness, from studying at the university. As this is discriminatory regulation which has no practical reasoning, the experts require UMY to abandon this provi-sion.(p.24)

commitment to inclusivity, our study program will also **remove requirements that exclude students** with disabilities or color blindness from enrolling in our program.

Criterion 1.5 Workload and Credits

While the experts assess the SKS credit system to be well-founded and adequate to assess and evaluate the students´ workload and academic achievements, they wonder about the imbalance of awarded credits in comparison of the Bachelor´s and the Master´s programme. In the Bachelor's programme, the

Thank you for your suggestion. The study program currently implements the curriculum which is based on the previous regulation stating that the minimum credits for master program is 36. The program will revise the curriculum following the new regulation from the Ministry of Education, Culture, Research and Technology no 53 2023 which

number of credits per semester centres around 20 SKS, while the average is only 12 SKS per semester in the Master´s programme. This would induce that students have only roughly half of the workload in the Master´s programme compared to the Bachelor's programme, which, as the students affirm, is not the case. The programme coordinators state that this allocation is due to the "different level of skills" in both programmes, but the experts do not see any relation of that with the respective workload and therefore the num-ber of allocated credits. This inconsistency is transferred also into the applied ECTS conversion. The university has additionally introduced the ECTS credit system to make the programmes internationally comparable, which is positively regarded by the experts. However, in the Bachelor's programme, the conversion rate from SKS to ECTS is 1.5, and in the Master´s programme the rate is 2.5. Since, to the knowledge of the experts, the definition of one SKS credit is the same on all academic levels, the conversion rate has also to be the same.(p.25)	states that the number of credits at the Master program is 54 -72 credits. Regarding the conversion, the study program will coordinate with the university to revise the regulation on conversion rate.
With respect to the crediting of the individual modules, the experts are generally satisfied. The only critical point is the already mentioned international exchange in the Master´s programme, which is nowhere to be found in the curriculum. As it is a compulsory part, it must be outlined which module it is affiliated with and how it is accordingly credited. Moreover, the experts note partly diverging credit numbers for some courses in different curriculum documents of both pro-	The mobility activity or international exchange is compulsory for students of master program. It is integrated in the course of semester 3 named "Global Nursing Practice/*Praktek Keperawatan Global*" (https://mkep.umy.ac.id/akademik/ The number of credits of this course is 4 credits (10 ECTS). Students will be divided based on their specialization (medical surgical nursing, community nursing, mental health nursing and nursing education). The study program revises all relevant documents to ensure the credit number is consistent.

grammes and therefore require the university to accordingly revise all official documents (p.26).	
Criterion 2 Exams: System, Concept and Organisation The final assessment for the Master of Nursing programme comprises several components of both formative and summative assessments. Formative assessment includes evaluating the learning process through tutorials, small group discussions, and/or quizzes. Summative assessment consists of block exams assessed by project presentations and/or "Student Oral Case Analyses". In this regard, the experts inquire about measures to ensure the fairness of the evaluation of oral exams, since, in this type of assessments, there is always a strong potential for personal bias. As the experts learn, the oral case analyses as well as the guided student discussions are usually assessed only by one lecturer. Although, according to the students, there seems to be no problem in terms of fairness of exams, the experts recom-mend to have at least two examiners present during oral exam performances to increase the transparency and balance of grading (p.30)	Thank you for the suggestion, we will change the operational procedure regarding the project exam to include two examiners to ensure the fairness of the evaluation.
Although the students state that they have enough preparation time since the exam schedules are published well in advance and emphasize the positive aspect that there is no week of condensed final exams due to the mentioned block structure (see section 1.3),	Thank you for your suggestion. We will carefully evaluate the number of required exams per course and adjust as needed to ensure they align with our educational goals and support student learning. Our aim is to strike a balance that maintains academic rigor while minimizing unnecessary stress on

the exam load is assessed to be high. Therefore, the experts suggest UMY to reduce the number of required exams per course. (p.30)	students, ultimately enhancing the overall learning experience.
Criterion 3.1 Staff and Development The lecturers confirm that the absence of parts of the staff is indeed a problem for adequately covering all the teaching duties. These gaps are usually filled by teaching assistants hired on temporary bases who mainly cover the clinical skills labs. Similarly, teaching assistants are also entrusted with different administrative tasks of the full-time academic staff. The experts assess this system as sufficient to bridge short periods of time, but as this situation appears to be permanent, the experts require UMY to establish a more long-term solution for the adequate replacement of exempt academic staff. (p.34)	We would like to clarify that the primary responsibility of teaching assistants is to support the clinical skills lab, **not to** handle the administrative tasks of our full-time academic staff. For administrative duties, we are also supported by a dedicated team of nine non-academic staff members. In response to the growing needs of our program, we began recruiting new academic staff last year and are continuing our efforts to expand our team this year. For your information, this year, **five** of our academic staff have completed their doctoral degrees and have returned to our study program
Criterion 4.2 Diploma and Diploma Supplement However, the experts note that the achieved credit points are listed only in SKS credits. For the purpose of international comparability, the Transcript of Rec-ords has to include the credit load also in the converted ECTS unit and the applied conver-sion system has to be explained in the Diploma Supplement. Moreover, the course names of the elective modules are not displayed; instead, the course list contains only the title "elective". As the chosen specialization of the students in the elective modules can be cru-cial for their aspired jobs, the course titles should show up in the	Thank you for your suggestion. In response, we will update our transcripts and diploma certificates to include information on ECTS conversion and the titles of elective courses on the Bachelor's transcript. For the title of the final thesis, we have already displayed it on the Bachelor Transcript (see example).

Transcript. The same applies to the titles of the final theses, which displayed on the Master´s Transcript but not on the Bachelor´s Transcript. The experts require UMY to address these faults.(p.42)	

F Summary: Expert recommendations (11.09.2024)

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

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

A) Accreditation with requirements

Requirements

For all programmes

A 1.   (ASIIN 1.4) The regulation that excludes disabled students and students with special needs from studying the programmes, e.g. colour blindness, has to be abandoned.

A 2.   (ASIIN 1.5) The credit allocation for both programmes has to be revised to represent a balance between Bachelor´s and Master´s programme. The workload (and therefore the number of credits) have to be comparable in each semester.

A 3.   (ASIIN 1.5) The credit conversion rate of both programmes needs to be harmonized. The conversion rate has to be the same in each programme if the same credit system is applied.

A 4.   (ASIIN 1.5/ 4.1) The numbers of allocated credits for the modules have to be harmonized in all official documents.

A 5. (ASIIN 4.2) The names of elective modules and the number of ECTS credits have to be displayed on the Transcript of Records, and the Diploma Supplement has to contain information about the applied credit systems and the respective conversion.

For the Master of Nursing programme

A 6. (ASIIN 1.2) The name of the programme has to be revised to more concisely represent its focus on the scientific and administrative part of nursing, but not the clinical part.

A 7. (ASIIN 4.1, 4.3) The provision of the compulsory mobility activity within the course "Global Nursing Practice" has to be clearly outlined in the module handbook. Information on the eligible cooperating institutions, application/ selection process, and finances have to be included in a respective regulation.

Recommendations

For all programmes

E 1. (ASIIN 3.3) It is recommended to ensure the availability of enough practical teaching resources if the student capacity is further increased.

For the Bachelor of Nursing programme

E 2. (ASIIN 1.1) It is recommended to re-evaluate the purpose of the PEO "to develop innovative nursing products" within the Bachelor´s programme. As this is part of the curriculum only to a small extent, it should be considered to reformulate it.

E 3. (ASIIN 1.3/ 1.6) It is recommended to give clinical exposure to the students also in earlier semesters.

E 4. (ASIIN 1.3/ 3.3) It is recommended to increase the number of places and funds for outbound student mobility.

G Comment of the Technical Committee 14 - Medicine (26.11.2024)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and follows the recommendations of the experts.

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

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

Vote: unanimous

Category of the procedure: 2

Requirements

For all programmes

A 1. (ASIIN 1.4) The regulation that excludes disabled students and students with special needs from studying the programmes, e.g. colour blindness, has to be abandoned.

A 2. (ASIIN 1.5) The credit allocation for both programmes has to be revised to represent a balance between Bachelor´s and Master´s programme. The workload (and therefore the number of credits) have to be comparable in each semester.

A 3.   (ASIIN 1.5) The credit conversion rate of both programmes needs to be harmonized. The conversion rate has to be the same in each programme if the same credit system is applied.

A 4.   (ASIIN 1.5/ 4.1) The numbers of allocated credits for the modules have to be harmonized in all official documents.

A 5.   (ASIIN 4.2) The names of elective modules and the number of ECTS credits have to be displayed on the Transcript of Records, and the Diploma Supplement has to contain information about the applied credit systems and the respective conversion.

For the Master of Nursing programme

A 6.   (ASIIN 1.2) The name of the programme has to be revised to more concisely represent its focus on the scientific and administrative part of nursing, but not the clinical part.

A 7.   (ASIIN 4.1, 4.3) The provision of the compulsory mobility activity within the course "Global Nursing Practice" has to be clearly outlined in the module handbook. Information on the eligible cooperating institutions, application/ selection process, and finances have to be included in a respective regulation.

Recommendations

For all programmes

E 1.   (ASIIN 3.3) It is recommended to ensure the availability of enough practical teaching resources if the student capacity is further increased.

For the Bachelor of Nursing programme

E 2.   (ASIIN 1.1) It is recommended to re-evaluate the purpose of the PEO "to develop innovative nursing products" within the Bachelor´s programme. As this is part of the curriculum only to a small extent, it should be considered to reformulate it.

E 3.   (ASIIN 1.3/ 1.6) It is recommended to give clinical exposure to the students also in earlier semesters.

E 4.   (ASIIN 1.3/ 3.3) It is recommended to increase the number of places and funds for outbound student mobility.

H Decision of the Accreditation Commission (05.12.2024)

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

The Accreditation Commission discusses the procedure and agrees with the recommendations given by the expert group and the Technical Committee. However, given the research focus of the Master´s programme, it decides on an additional general recommendation to foster staff development, especially regarding full professorships (E2).

The Accreditation Commission decides to award the following seals:

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

Requirements

For all programmes

A 1.   (ASIIN 1.4) The regulation that excludes disabled students and students with special needs from studying the programmes, e.g. colour blindness, has to be abandoned.

A 2.   (ASIIN 1.5) The credit allocation for both programmes has to be revised to represent a balance between Bachelor´s and Master´s programme. The workload (and therefore the number of credits) have to be comparable in each semester.

A 3.   (ASIIN 1.5) The credit conversion rate of both programmes needs to be harmonized. The conversion rate has to be the same in each programme if the same credit system is applied.

A 4.   (ASIIN 1.5/ 4.1) The numbers of allocated credits for the modules have to be harmonized in all official documents.

A 5.   (ASIIN 4.2) The names of elective modules and the number of ECTS credits have to be displayed on the Transcript of Records, and the Diploma Supplement has to contain information about the applied credit systems and the respective conversion.

For the Master of Nursing programme

A 6.   (ASIIN 1.2) The name of the programme has to be revised to more concisely represent its focus on the scientific and administrative part of nursing, but not the clinical part.

A 7.   (ASIIN 4.1, 4.3) The provision of the compulsory mobility activity within the course "Global Nursing Practice" has to be clearly outlined in the module handbook. Information on the eligible cooperating institutions, application/ selection process, and finances have to be included in a respective regulation.

Recommendations

For all programmes

E 1.   (ASIIN 3.3) It is recommended to ensure the availability of enough practical teaching resources if the student capacity is further increased.

E 2.   (ASIIN 3.1) It is recommended to support further staff development regarding full professorships.

For the Bachelor of Nursing programme

E 3.   (ASIIN 1.1) It is recommended to re-evaluate the purpose of the PEO "to develop innovative nursing products" within the Bachelor´s programme. As this is part of the curriculum only to a small extent, it should be considered to reformulate it.

E 4. (ASIIN 1.3/ 1.6) It is recommended to give clinical exposure to the students also in earlier semesters.

E 5. (ASIIN 1.3/ 3.3) It is recommended to increase the number of places and funds for outbound student mobility.

I   Fulfilment of Requirements (12.12.2025)

Analysis of the experts and the Technical Committee (26.11.2025)

Requirements

A 1.   (ASIIN 1.4) The regulation that excludes disabled students and students with special needs from studying the programmes, e.g. colour blindness, has to be abandoned.

Initial Treatment	
experts	Fulfilled/ Not fulfilled Vote: tied Justification: According to the report of the university, it has issued a Rector´s regulation which states that UMY "shall admit applicants who do not have colour vision deficiencies (colour blindness)" in the Bachelor of Medicine, Bachelor of Dentistry, Bachelor of Pharmacy, Bachelor of Electrical Engineering, and Diploma Three in Electromedical Technology. Thus, as this general restriction does not apply to the Nursing programmes, colour-blind students could be admitted based on this regulation. However, according to Appendix 1, section D of the regulation, colour-blindness and other medical conditions are still excluding criteria checked as part of the selection process, meaning that the requirement is not fulfilled. Moreover, although this is not part of this accreditation procedure, the experts still point out that these discriminatory restrictions should be lifted also for the other programmes.
TC 14	Not Fulfilled Vote: unanimous Justification: The Technical Committee discusses the procedure and wonders about this conflicting information in UMY´s regulations. As it is not transparent which regulation is applied and which restrictions are still in place, the TC finds this requirement to be not fulfilled.

A 2. (ASIIN 1.5) The credit allocation for both programmes has to be revised to represent a balance between Bachelor´s and Master´s programme. The workload (and therefore the number of credits) have to be comparable in each semester.

Initial Treatment	
experts	Fulfilled Vote: per majority Justification: The university has adjusted the credit number of the Master´s programme to 40 SKS, spread over 3 semesters. In the Bachelor´s programme, the workload is 144 SKS spread over 7 semesters. Thus, the credit load per semester is approximately 20 SKS in the Bachelor´s programme and 13 in the Master´s programme. The experts point out that this still constitutes a discrepancy but accept it given the ministerial regulations. However, they urge UMY to scrupulously monitor whether the actual student workload, especially in the Master´s programme, is adequately reflected by the credits.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the assessment of the experts.

A 3. (ASIIN 1.5) The credit conversion rate of both programmes needs to be harmonized. The conversion rate has to be the same in each programme if the same credit system is applied.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: By means of a Rector´s regulation, the credit conversion has been set to 1.5 ECTS per 1 SKS credit point for all programmes. While this regulation is specifically directed at student exchange programmes, the experts are of the opinion that this also allows for generalisation of the policy to the overall credit conversion and therefore

	deem the requirement as fulfilled. However, there are still inconsistencies concerning the implementation of the policy (see A2).
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the assessment of the experts.

A 4. (ASIIN 1.5/ 4.1) The numbers of allocated credits for the modules have to be harmonized in all official documents.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The credit numbers have been satisfactorily harmonised in the module handbook, the curricular overview, and the programmes´ websites.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the assessment of the experts.

A 5. (ASIIN 4.2) The names of elective modules and the number of ECTS credits have to be displayed on the Transcript of Records, and the Diploma Supplement has to contain information about the applied credit systems and the respective conversion.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The university has presented examples of Transcripts of Records and Diploma Supplement which satisfy the experts´ requirements.
TC 14	Fulfilled

	Vote: unanimous Justification: The TC follows the assessment of the experts.

A 6. (ASIIN 1.2) The name of the programme has to be revised to more concisely rep-re-sent its focus on the scientific and administrative part of nursing, but not the clinical part.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: The programme has been renamed in "Master of Nursing Science" which adequately represents the focus of the programme.
TC 14	Fulfilled Vote: unanimous Justification: The TC follows the assessment of the experts.

A 7. (ASIIN 4.1, 4.3) The provision of the compulsory mobility activity within the course "Global Nursing Practice" has to be clearly outlined in the module handbook. Information on the eligible cooperating institutions, application/ selection process, and finances have to be included in a respective regulation.

Initial Treatment	
experts	Fulfilled Vote: unanimous Justification: UMY has transparently outlined the implementation of the relevant modules in form of a compulsory student mobility in the module handbook. Moreover, regulations that outline the associated processes, partners, as well as funding and support schemes have been set up which satisfies the experts.
TC 14	Fulfilled

	Vote: unanimous Justification: The TC follows the assessment of the experts.

Decision of the Accreditation Commission (12.12.2025)

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Nursing	Requirement 1 not fulfilled	6 months extension
Ma Nursing	Requirement 1 not fulfilled	6 months extension

The Accreditation Commission justifies its decision as follows:

The presented regulations contain conflicting information regarding the admission of applicants with disabilities. It appears that there are still discriminatory regulations that need to be abandoned.

Appendix: Programme Learning Outcomes and Curricula

According to the Curriculum handbooks for both programmes, the following **PLOs (intended qualifications profile)** shall be achieved by the Bachelor of Nursing programme:

	Bachelor of Nursing
1.	Demonstrate the values of devotion to God Almighty and exhibit Muhammadiyah values in community life.
2.	Demonstrate a professional attitude based on ethics, law, and culture in addressing health problems.
3.	Mastering the concepts of nursing science, biomedical science, and other related sciences to provide nursing care with a global perspective based on information technology and Islamic values
4.	Mastering the concepts of health education and promotion to improve public health based on science and technology and interprofessional collaboration
5.	Mastering the concepts of research methodology and analytical tools with quantitative and qualitative approaches based on science and technology
6.	Implement knowledge and skills in nursing care based on science and technology, interprofessional collaboration, and Islamic values.
7.	Be able to make the right decisions based on the results and analysis of information and data in solving health problems.
8.	Have the ability to carry out nursing care in a professional manner in laboratory and field settings (clinical and community) based on science and technology, interprofessional collaboration, and Islamic values.
9.	Have the ability to carry out education and health promotion in client systems using effective science and technology-based communication.

The following **curriculum** is presented:

Semester	No	Code	Courses	SKS	ECTS
1	1	NS21111	The Philosophy and Theory of Islamic Nursing	4	6,34
	2	NS21112	Foundations of Biomedical Science	4	6,34
	3	NS21113	Nursing Communication	4	6,34
	4	NS21114	Psychosocial and Cultural in Nursing	2	3,17
	5	NS21115	Foundational Concepts of Nursing	4	6,34
	6	UMY111	Aqidah	2	3,17
	7	WN112	Bahasa Indonesia	2	3,17
2	1	NS21126	Basic Science in Nursing and Pharmacology	4	6,34
	2	NS21127	Basic Nursing	6	9,51
	3	NS21128	Ethics and Law	2	3,17
	4	NS21129	Health Promotion	4	6,34
	5	UMY122	Akhlaq (Morals)	2	3,17
	6	WN122	Civic Education	3	4,76
3	1	NS212310	Surgical Medical Nursing: Cardiovascular, Respiratory, H	6	9,51
	2	NS212311	Psychiatric Nursing	6	9,51
	3	NS212415	Maternity Nursing	6	9,51
	4	UMY233	English I	3	4,76
4	1	NS212414	Surgical Medical Nursing: Endocrine, Gastrointestinal, U	6	9,51
	2	NS212416	Pediatric Nursing	6	9,51
	3	NS213517	Community Nursing	5	7,93
	4	NS212313	Occupational Health and Safety	3	4,76
	5	UMY245	Kemuhammadiyahan	2	3,17
5	1	NS213518	Family Nursing	4	6,34
	2	NS213621	Gerontological Nursing	4	6,34
	3	NS213519	Leadership and Nursing Management	4	6,34
	4	NS213520	Research Methodology and Biostatistics	6	9,51
	5	UMY356	English Language in Nursing	3	4,76
6	1	NS213623	Emergency Nursing	4	6,34
	2	NS213625	Nursing Information Systems, Technology, and Innovatio	2	3,17
	4	UMY367	Entrepreneurship	3	4,76
	3	NS214730	Elective	2	3,17
	5	NS21129	Clinical Nursing Practice	4	6,34
	6	NS213626	HP: Health Promotion	3	4,76
	7	WN373	Community Service Program (KKN)	3	4,76
7	1	NS214727	Critical Care Nursing	3	4,76
	2	NS213622	Palliative Care Nursing	3	4,76
	3	NS213624	Disaster Nursing	2	3,17
	4	NS214731	Integrated Clinical Skills	2	3,17
	5	NS214732	Undergraduate Thesis	4	6,34
	6	NSF214733	Interprofessional Education (IPE)	2	3,17
			TOTAL OF SKS	**144**	**228,24**

The catalogue of **electives** in the academic phase encompasses the following modules:

1. Community Mental Health Nursing

2. Home care

3. Global Nursing

4. Stress Management

5. Smoking Cessation

6. Wound Care

7. Thibun Nabawi

8. Diabetes Educator

PROFESSIONAL NURSE (PN)					
Semester	No	Code	Courses	SKS	ECTS
8	1	NS214834	Basic Nursing Professional Practice	4	6,34
	2	NS214835	Surgical Medical Nursing Practice (KMB)	6	9,51
	3	NS214836	Maternity Nursing Practice	3	4,76
	4	NS214837	Pediatric Nursing Practice	3	4,76
	5	NS214838	Emergency and Critical Care Nursing Practice	3	4,76
	6	NS214839	Islamic Nursing	1	1,59
9	1	NS215940	Community Nursing Practice	3	4,76
	2	NS215941	Family Nursing Practice	2	3,17
	3	NS215942	Gerontological Nursing Practice	2	3,17
	4	NS215943	Psychiatric Nursing Practice	3	4,76
	5	NS215944	Nursing Management Practice	3	4,76
	6	NS214935	Interprofessional Collaboration (IPE)	1	1,59
	7	NS215946	Final Academic Work	2	3,17
	8	NS215947	Elective	2	3,17
	9	NS215948	Foreign Language	1	1,59
			TOTAL OF SKS	39	60,23

The following clinical electives can be chosen:

1. Paediatric Nursing

2. Critical Nursing

3. Emergency Nursing

4. Psychiatric Nursing

5. Community Nursing

6. Medical Surgical Nursing – Haemodialysis

7. Medical Surgical Nursing – Perioperative Nursing

8. Maternity Nursing – Post Natal Care

For the <u>Master of Nursing programme</u>, the PLOs are:

Master of Nursing	
1.	Able to analyze nursing theories, models, and concepts to solve problems by applying the principles of cultural sensitivity and Islamic values.
2.	Capable of developing multidisciplinary research in nursing education and services, taking into account aspects of patient-centered care and patient safety.
3.	Able to produce high-quality scholarly publications.
4.	Capable of generating nursing innovations and technologies through lifelong learning to enhance professional capacity.
5.	Competent in developing innovative learning approaches across varying nursing service settings.
6.	Able to develop service governance utilizing nursing management, leadership, and interprofessional collaboration while considering legal and ethical considerations.

The following **curriculum** is presented:

Curriculum Overview									
Master's Programme, 3 Semesters									
Modul Code	Title of Module/Course Unit	Semester	Credit Points per			Hours		Workload	Method of Teaching
			1	2	3	Hours In Class	Hours Self-Study	ECTS	i.e. lecture course, seminar
MN 1101	Nursing Legal Ethics Theory	1	5			60,8	21	12,5	L/T/S
MN 1102	Research Methodologies: Quantitative, Qualitative, Biostatistical, And Evidence-Based Practice		7			87	39	17,5	L/T/S
Total ECTS								30	
MN 1207	Thesis proposal	2		2		10	25	5	S
MN 2311	Advanced Nursing Information Systems			2		23,3	28	5	L/T/S
MN 1205	Inter-Professional Leadership And Collaboration			3		52	16	7,5	L/T/S
MN 1206	Nursing Education and Practice (Area of Interest)								
	Medical Surgical Nursing			4		58	58	10	L/T/S
	Nursing Education					58	58		L/T/S
	Psychiatric Nursing					58	58		L/T/S
	Community Nursing					58	58		L/T/S
	Elective								
MN 2311	Palliative Care			2		23,3	28	5	L/T/S
MN 2310	Clinical Teaching					23,3	28		L/T/S
MN 1214	Systematic Review					23,3	28		L/T/S
MN 2311	Technology Innovation					23,3	28		L/T/S
MN 2313	Community Mental Health Nursing					21,6	28		L/T/S
Total ECTS								32,5	
MN 2307	Thesis	3			4	39	87	10	S
MN 2309	Global Nursing Practice (Area of Interest)								
	Medical Surgical Nursing				4	23,3	28	10	L/T/S
	Psychiatry Nursing					23,3	28		L/T/S
	Nursing Education					23,3	28		L/T/S
	Community Nursing					23,3	28		L/T/S
MN 2308	Publication				3	30	7,5	7,5	L/S
Total ECTS								27,5	
Total Credit Points			12	13	11				
Note :	L (Lecture) S (Seminar) T (Tutorial/small group discussion)								