



ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes
Public Health
Nutrition

Provided by
Universitas Airlangga

Version: 08 December 2023

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Sarjana Gizi	Bachelor of Nutrition	ASIIN	<ol style="list-style-type: none"> Accredited by Accreditation Agency for Higher Education in Health (Reg. No. 0362/LAM- PTKes/Akr/Sar/2018): Grade A (Excellence) in 2018 Accredited by Accreditation Agency for Higher Education in Health (Reg. No. 0316/LAM- PTKes/Akr/SAR/IV/2023 : Grade “Unggul” (2023 – 2028) 	08, 14
Sarjana Kesehatan Masyarakat	Bachelor of Public Health	ASIIN	<ol style="list-style-type: none"> Accredited by National Accreditation Boards of Higher Education: Grade A from 1998 until 2024 Certified by Asia University Network – Quality Assurance (AUN-QA) (2017 – 2021) Accredited by Agency of Public Health Education Accreditation (APHEA, Belgium) (2019 – 2025) 	08, 14
<p>Date of the contract: 04.10.2022</p> <p>Submission of the final version of the self-assessment report: 06.06.2023</p> <p>Date of the onsite visit: 30.-31.08.2023</p> <p>at: Universitas Airlangga, Campus C, Faculty of Public Health</p> <p>Location: Surabaya, Indonesia.</p>				
<p>Expert panel:</p> <p>Prof Dr Alice Assinger, Medical University of Vienna</p> <p>Prof Dr Anna Flögel, Neubrandenburg University of Applied Sciences</p>				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 08 - Agriculture, Forestry and Food Sciences; T14 - Medicine.

<p>Prof Dr Dian Handayani, Universitas Brawijaya</p> <p>Ms Agnes Mallipu, Global Alliance for Improved Nutrition (GAIN) Indonesia</p> <p>Ms Salsabilla Kaulika Rinalda Putri Giri, student at Universitas Indonesia</p>	
<p>Representative of the ASIIN headquarter: Christian Daniels</p>	
<p>Responsible decision-making committee: Accreditation Commission for Degree Programmes</p>	
<p>Criteria used:</p> <p>European Standards and Guidelines as of May 15, 2015</p> <p>ASIIN General Criteria, as of December 07, 2021</p> <p>Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry and Food Sciences as of March 27, 2015</p>	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Ba Public Health	Sarjana Kesehatan Masyarakat/ Bachelor of Public Health	—	Level 6	Full-time	—	4 years / 8 semesters	146 SKS equivalent to 233.6 ECTS.	Annually, September 1984
Ba Nutrition	Sarjana Gizi/ Bachelor of Nutrition	—	Level 6	Full-time	—	4 years / 8 semesters	146 SKS equivalent to 233 ECTS.	Annually, August 2013

The **Universitas Airlangga (UNAIR)** is a public university located in Surabaya, East Java, Indonesia. Founded in 1954, UNAIR incorporates 15 faculties providing 183 study programmes. More than 30.000 students are enrolled at UNAIR as per the writing of this report.

As per its vision statement, the University aims “to become an independent, innovative, leading university at the national and international level, a pioneer in the development of science, technology, and humanities with religious morals”. Furthermore, the University boasts its good national and international standing according to the QS and THE World University Rankings, as well as its over 400 international partnerships.

The University’s current strategic plan 2021-2026, entitled ““Maximizing Added Value and Contributing Significantly at Local, National and Global Levels”, is building on the pillars of “Sustainable Education for All”, “Meaningful Research and Community Services”, “Advancing Innovation, Enterprising and Industry Linkages”, “Responsive and Lean Management”, and “Topping up Resource Utilization” (SMART).

The **Faculty of Public Health** (*Fakultas Kesehatan Masyarakat, FKM*) at UNAIR, founded in 1993, has its roots in the Faculty of Medicine, where its original Bachelor’s programme in Public Health was launched in 1984. As per its Faculty vision statement, the FKM “strives for becoming a leading and internationally-reputable Public Health Faculty, and generating graduates who have proactive, professional and entrepreneurial spirit in solving Public

³ EQF = The European Qualifications Framework for lifelong learning

Health problems at local, national and international scale, which based on technological developments and religious values”.

For the Bachelor’s degree programme in **Public Health (BoPH)**, the Universitas Airlangga (UNAIR)’s Faculty of Health has presented the following profile in their self-assessment report:

“The objectives of the Bachelor of Public Health

1. Producing qualified graduates who are proactive, innovative, and professional.
2. Producing graduates who are able to:
 - a. Apply public health science with a promotive and preventive approach as well as lead and think with effective communication skills;
 - b. Manage organizations and health systems;
 - c. Analyze the health policy;
 - d. Conduct community empowerment and development of social support, networking, and accessibility;
 - e. Assess health status based on data, information, and health indicators for decision making;
 - f. Conduct public health research;
 - g. Integrate public health skills into tropical health issues.
3. Producing research conducted by lecturers and students that supports the development of science, technology, and health.
4. Applying knowledge and technology in the context of Public Health in terms of community services.
5. Carrying out the learning process effectively, efficiently, sustainably, and possessing competitive ability in the conducive academic context.
6. Holding an education process that is in accordance with the needs of the market and focuses on accessibility and equity.
7. Providing human resources who are capable of following the developments of public health knowledge and technology.
8. Creating mutual partnerships with stakeholders both nationally and internationally.

Graduate Profile

The graduate profile reflects the role of a graduate in a particular field of expertise or work after completing their studies. Graduate profiles are disseminated to stakeholders through various media such as the annual academic handbook, websites, Instagram, alumni meetings, flyers and posters. BoPH's graduate profile are elaborate below:

- a. **Manager:** Graduates have competencies to manage (planning, organizing, actuating, controlling) for health programs. Several examples of managerial professions are program managers at primary health care, program manager at health district office, division/section heads, or leaders in other health or non-health institutions, such as Social Security Agency of Health (BPJS), social agency, The National Agency of Drug and Food Control (BPOM), State Owned Corporations (BUMN), NGOs.

- b. **Leader:** Graduates have competencies to perform several examples of professions are Regional Representative Council (DPRD) members, mayors, regents, regional secretaries, and village heads.
- c. **Researcher:** Graduates have competencies to conduct research and several examples of professions are lecturers, researchers at research and development institutions, NGOs, and UNICEF.
- d. **Educator:** Several examples of professions are health promoters and teaching assistants.
- e. **Communicator:** Several examples of professions are an influencer and public figure.
- f. **Entrepreneur:** Several examples of professions are entrepreneurs engaged in food, fashion, and handicraft.
- g. **Consultant:** Several examples of professions are hospital management consultants and EIA consultants.”

For the Bachelor’s degree programme in **Nutrition (BoN)**, the Universitas Airlangga (UNAIR)’s Faculty of Health has presented the following profile in their self-assessment report:

“Objective

The objectives of BoN are formulated in accordance with the vision and mission of Universitas Airlangga. The following are objectives of BoN:

1. Procreating graduates who are proactive, innovative, and professional.
2. Conducting research in the nutrition field that supports the development of science and technology.
3. Applying knowledge and technology in the nutrition field in community service activities.
4. Implementing the learning process in an effective, efficient, sustainable, and competitive environment and a conducive academic atmosphere.
5. Providing resources that can keep up with the development of knowledge and technology in the nutrition field.
6. Establishing partnerships with stakeholders who mutually support both at the national and international levels.

(...)

Graduate Profile

The graduate profiles determine the competencies that each graduate must hold, including Decision-makers, Managers and care providers, Community leaders and communicators, as well as Researchers, which are described as follows:

- a. **Decision-makers:** graduates have competency to perform nutrition care processes for individuals, age groups, and communities; analyze health problems related to nutrition and adapt to resource-limited settings. This competency will support the graduates to work as nutritionists in hospitals, primary health centers, clinics, and/or sports centers.
- b. **Managers and care providers:** graduates have competency to manage (plan, implement, and evaluate) services in the food and beverage industry, and execute interventions for individuals, groups, and communities comprehensively following everyday life. Jobs related to this competency such as catering manager, food and beverage quality control staff.

- c. **Community leaders and communicators:** graduates have competency to perform community development activities, effective communication, and advocacy in dealing with nutritional problems of individuals, groups, and communities. Jobs related to this competency such as community nutritionist.
- d. **Researchers:** graduates have competency to conduct research and follow the development of nutritional science and technology. Jobs related to this competency such as Research Assistants.”

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
- University Website ([here](#), [here](#))
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Module Handbooks, all programmes
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

Learning Outcomes

For each of the study programmes under review, the University distinguishes between

- Program Learning Outcomes (see [Appendix](#)), which, in accordance with the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia*, KNNI), are distinguished as aspects of Attitude (*sikap*), Knowledge (*pengetahuan*), General Skills (*kemampuan umum*), and Special Skills (*kemampuan khusus*); as well as
- Course Learning Outcomes for each module.

On the [programme level](#), learning outcomes are delineated in the self-assessment report (SAR) and the Faculty's Academic Handbook. As per the Faculty's description, the Bachelor of Public Health (BoPH)'s learning objectives have been developed in alignment with the Indonesian Association of Institution Higher Education in Public Health (AIPTKMI); while the Bachelor of Nutrition (BoN)'s learning objectives are aligned with the Indonesian Nutritionist Association (PERSAGI) as well as the Association of Indonesia Nutrition

Education Institutions (AIPGI). On the module level, course learning objectives are defined in the respective module handbooks.

In the course of their assessment of the respectively documented programme and course learning outcomes, the experts assess that there are no major deficiencies. Based on this, the experts conclude that the learning outcomes of the programmes under review correspond to level 6 (Bachelor) of the European Qualification Framework (EQF), and suffice the respective Subject-Specific Criteria of ASIIN's Technical Committee 08 for subjects in the field of Agriculture, Forestry and Food Sciences. Further discussion of the curricula will follow in chapter 1.3.

In connection to this, however, the auditors observe that the defined full programme learning objectives appear to be difficult to access or unavailable on the respective programme website, and issue a requirement accordingly.

Graduate Qualification Profiles

During their exchanges with students and alumni of the BoPH and BoN, numerous confirmed their satisfaction with the programmes under review, stressing UNAIR's strong profile in the field of public health. Likewise, in regard to employability, attending alumni confirmed that they did not face major difficulties in finding employment.

During the experts' exchanges with the industry, representatives from government institutions, hospitals, research institutes, UNICEF as well as private companies were present. Various of these confirmed that they regularly host students of the abovementioned programmes as interns, and employ many of them in coordinating roles.

In the course of the discussion, representatives stressed at various points that the competency profiles of graduates of both programmes are aligned with industry needs, and commended the graduates' good soft (especially communication) skills as well as their ability to continue their learning after graduation.

In terms of English language proficiency, the experts heard that – while further improvement would be desirable – the graduates overall display a sufficient level of English, as they are often required to display when tasked with reporting assignments.

All in all, the industry representatives present described their connection to the Faculty as satisfying, resulting in a constructive dialogue on current needs and suggestions.

Review of Learning Outcomes

As elaborated further in chapter 1.3, a review of all curricula as well as their envisaged graduate profiles and associated learning outcomes takes place every five years involving

faculty staff, students, alumni, as well as external stakeholders with the aim of ensuring the programmes' relevance and responsiveness to academic and market needs, as well as their alignment with changed national curricula.

In connection to this, the programme coordinators elaborate during the audit that the Faculty retains close relations with its alumni through joint community services and research projects, as well as through the University's alumni association.

In summary and in view of the provided student and industry feedback, the experts gain the impression that the imparted qualification profiles are appropriate for the intended level of studies, satisfy expectations on all sides, and allow the students to take up employment corresponding to their qualification.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- University Website ([here](#), [here](#))
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

As outlined by the University in the self-assessment report, the titles of the two programmes under review align with the nomenclature for study programmes stipulated in the relevant decree no. 32 from 2021 issued by the Ministry of Education, Culture, Research, and Technology.

During the audit, the experts ask for further elaboration as why the former "Bachelor of Nutrition Science" was renamed to "Bachelor of Nutrition" in 2018, and if changes to its curriculum – especially in regard to its scientific orientation – were made in the process. In response, the experts are informed that this change was undertaken solely to align the programme's title with revised government regulations and guideline by the pertinent professional association, with no effect on the underlying curriculum.

In light of the provided documentation and clarifications, the experts confirm that the English translation and the original Indonesian names of the study programmes under review are appropriate and correspond to the programmes' intended aims and learning outcomes.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- University Website ([here](#), [here](#))
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Academic Regulations of Universitas Airlangga, Regulation by the Rector No. 38/2017, Universitas Airlangga
- Report of Student Mobility Bachelor of Nutrition, 2020 - 2023
- Module Handbooks, all programmes
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The curricula, structure and composition of the study programmes under review, which are based on the Indonesian National Qualification Framework, are presented in the University's provided "Curriculum" as well as "Academic Handbook of Bachelor Programs" documents.

Structure of the Programmes

The Bachelor's programmes in Public Health and Nutrition under review are offered by the Faculty of Public Health, which is one of the 15 faculties at the Universitas Airlangga. Both curricula consist of 146 Indonesian credits (satuan kredit semester, SKS).

As per the Faculty' self-assessment report, each programme has been aligned with recommendations of the pertinent professional associations: The BoPH is based on the Indonesian Association of Institution Higher Education in Public Health (AIPTKMI), the BoN based on the Association of Indonesia Nutrition Education Institutions (AIPGI).

The expected study duration is eight semesters (four years). Each semester is equivalent to 14 weeks of learning activities. Besides these learning activities, there is one week for midterm exams and one week for final exams. The odd semester starts in August and ends in December, the even semester lasts from February to July. In addition, The University offers so-called short semesters twice annually during the academic holidays, spanning four weeks, with the purpose of enabling students to retake failed courses or to enhance their grades. Short semester courses are offered if the lecturer in charge agrees to do so, and provided that a minimum of ten students are participating. Students can gain up to nine credits during this semester.

Modules in the two programmes are based on a semester learning plan (*Rencana Pembelajaran Semester*, RPS). The RPS outlines the respective course's description and intended course learning outcomes, requirement, teaching method, teaching and assessment methods as well as relevant references. RPS' are revised for suitability ahead of each semester.

A number of courses – such as Indonesian language, Religion, Pancasila, English, and Civic Education – are fixed within all curricula due to national requirements. Both programmes contain compulsory as well as elective elements:

- In the BoPH, students are required to decide on one of eight offered minors (or specialisations) from the fields of either health policy and administration, biostatistic and population studies, reproductive health, epidemiology, nutrition, occupational health and safety, environmental health, or health promotion and behavioural science (see [Appendix](#)), which they pursue in their 7th and 8th semester. The minors and their affiliated electives account for 30 out of the 146 SKS.

As illustrated in the provided Academic Handbook, students apply for three ranked preferred specialisations by the end of their fifth semester, to which they are then allocated in consideration of their then-current cumulative GPA and the available capacities in the respective minor.

- In the BoN, students are required to choose two elective modules within their 5th and 6th semester from a variety of courses (see below), accounting for in total 4 out of the 146 SKS.

All in all, based on the provided documentation, the discussions during the audit, the decades-long runtime of the programmes under scrutiny, as well as their alignment with relevant professional associations, the expert group recognises that modules within the given study programmes embody sensible teaching and learning units, respectively imparting distinct clusters of knowledge and competencies. Through both the foci of offered programmes as well as their specialisations and elective components, students are able to pursue individual study pathways.

Content

The **Bachelor of Nutrition (BoN)** is targeted at three main nutrition topics: clinical nutrition, community nutrition, and food service management. Its curriculum is hence comprised of modules such as

Physiology, Anatomy, Introduction to Human Biology, Introduction to Biochemistry, Psychology, Sociology of Nutrition, Nutritional Anthropology, Food Formulation, Management of Industrial Food and Nutrition Services, Management of Industrial Food and

Nutrition Services Fieldwork, Nutrition in the Life Cycle, Principles of Culinary, Food Sciences and Technology, Food Microbiology, Nutrition Analysis, Principles of Nutrition Science, Food Security, Food Consumption Survey, Nutrition Education, Statistics, Nutritional Computing, Pathophysiology for Infectious Diseases and Malnutrition, Pathophysiology for Degenerative Diseases, Standardized Nutrition Care Process (NCP), Pharmacology and Food-Drug Interactions, Sports Nutrition, Food and Nutrition Economics, Nutrition and Productivity, Nutrition and HIV/AIDS, Emergency Nutrition, Dietetics for Infectious Diseases and Deficiency, Dietetics for Degenerative Diseases, Nutritional Counseling, Research Methodology, Urban Nutrition, Nutrition Programs and Evaluation, Epidemiology of Nutrition, English, Community Services, Vegetarian Nutrition, Consumer Behavior, Geriatric Nutrition, Functional Food , and more.

In turn, the **Bachelor of Public Health (BoPH)** curriculum includes modules such as

Principles of Epidemiology, Health Administration and Policy, Population Studies, Biomedical Sciences, Health Promotion and Education, Medical Sociology and Anthropology, Principles of Biostatistics, Epidemiology of Communicable Diseases, Public Health Communication, Principles of Hospital and Community Health Center Administration, Public Health Group Development, Principles of Environmental Health, Principles of Occupational Health and Safety, Community Reproductive Health, Principles of Nutrition Science, Community Empowerment in Health I, Health Information Systems, Public Health Surveillance, Human Resource Management and Productivity in Healthcare, Epidemiology of Non-Communicable Diseases, Leadership and Thinking Systems in Public Health, Environmental Quality Analysis, Inferential Biostatistics, Integrated Entrepreneurship, and Introduction to Public Health Nutrition.

Depending on their chosen minor, BoPH students pursue the following courses in their 6th and 7th semester:

Minor: Health Administration and Policy

Health Financing and Budgeting, Organization Development, Healthcare Management Techniques and Tools, Community Health Center Management, Hospital Management, Quality Management in Health Services, and Logistic Management for Medicine, Equipment, and Healthcare Facility, Health Services Marketing, Health Insurance, Health and Hospital Management Information System, Health Policy Analysis, Strategic Management in Healthcare;

Minor: Biostatistics and Population Studies

Health Financing and Budgeting, Parametric Biostatistics, Biostatistics for Semi-quantitative, Biostatistics for Categorical Data, Health Research Design, Demographic Techniques, Maternal Health and Safety, and Population Fertility and Family Planning, Biostatistics Computer Applications, Population Analysis Computer Applications, Sampling Techniques and Size Determination, Introduction to Geographic Information Systems, and Basics in Multivariate Analysis.;

Minor: Reproductive Health and Maternal and Child Health

Community Services, Health Financing and Budgeting, Child Survival, Adolescent Sexual and Reproductive Health, Maternal Health and Safety, Population Fertility and Family Planning, Mortality, Workers Sexual and Reproductive Health, and Elderly Sexual and Reproductive Health, Introduction to Geographic Information Systems, Sex, Gender, and Sexuality, Techniques of Fertility, Family Planning, and Mortality Measurement;

Minor: Epidemiology

Health Financing and Budgeting, Health Measurement, Epidemiology of Prevention and Control of Cardiovascular Diseases and Strokes, Epidemiological Research, Epidemiology of Tropical Diseases, Epidemiology of Accidents, and Epidemiology of Cancers, Risk and Disease Mapping, Epidemiology of Vaccine-Preventable Diseases, Data Management in Epidemiology (Practicum), Health Screening;

Minor: Health Nutrition

Health Financing and Budgeting, Nutrition (Practicum), Food Technology and Nutrition, Nutrition Education, Epidemiology of Nutrition, Urban Nutrition, Food Safety, Nutrition and Food Service Management, Food Security, Food and Nutrition Economics, Nutrition and Productivity;

Minor: Occupational Health and Safety

Health Financing and Budgeting, Occupational Safety, Occupational Health, Ergonomics and Work Physiology I, Industrial Psychology, Industrial Hygiene I+II, Industrial Toxicology I+II, Occupational Diseases, Occupational Health and Safety Risk Management.;

Minor: Environmental Health

Food Sanitation, Control of Zoonotic Diseases, Field Instrumentation and Observation (Practicum), Water Management, Waste Management, Vector and Rodent Control, Environmental Sanitation, Environmental Management, Environmental Health Aspects in Disaster Management, Environmental Toxicology;

Minor: Health Promotion and Behavioral Science

Health Financing and Budgeting, Health Promotion Indicators and Measurements, Health Promotion Media Development, Health Psychology, Health Promotion in Institutions (Practicum), Health Promotion Programs, Integrated Health Marketing Communication; Health Politics, Social Determinants of Health.

In view of the above, the expert panel addressed various observations during the audit:

With regard to the Bachelor of Nutrition, the experts investigated to which degree the imparting of basic natural sciences is included in the programme. In response, the programmes referred to the courses in Physiology, Anatomy, Mathematics, and Introduction to Biochemistry taught in the second semester. In regard to relevant contents from the field of Physics in particular, such as thermodynamics, the experts learn that a

dedicated Physics course had been part of a previous old curriculum, however had to be omitted following efforts to tailor the curriculum to stakeholder needs. Instead, relevant contents have been integrated into other courses such as “Energy and Macronutrient Metabolism”. In light of this and taking together their observations made during the audit, whilst recognising the application-/stakeholder-orientated concept of the BoN, the expert group is of the opinion that a stronger imparting of the basic natural sciences would nevertheless be desirable, especially so in view of the aspired “researcher” graduate profile and the original framing of the programme as a degree in “Nutrition Science”.

Concerning the Bachelor of Public Health, the auditors were eager to understand more about the specialisations offered as described above. During their exchanges with the programme coordinators, the experts learn that seven of the eight specialisations are determined by government requirements, while the specialisation “Reproductive Health and Maternal and Child Health” has been developed separately on the Department’s initiative. As each of the specialisations however also contains an elective module, students still retain the opportunity to attend contents outside their minor. Furthermore, the experts learn that the available specialisation in “Health Nutrition” only allows for a limited, public health-oriented perspective on nutrition, within an otherwise more generalist BoPH programme. In comparison, the Bachelor of Nutrition aims to produce specialists, with a much broader understanding within the programmes’s particular field of interest.

During their exchange with Bachelor of Public Health students, the experts learn that some specialisations are more popular than others. In relation to this and in view of the GPA-based allocation mechanism outlined above, the assessors express concern that the current mechanism may thus lead to “popular” specialisations regularly being attended by high-performing students only – and unattainable for other students due to capacity limitations –, while less popular specialisations may end up being attended by lower-performing students only. Thereby, equal opportunities may be hampered. The experts hence encourage the Faculties to rethink their approach in this regard, e.g. by adding a randomised factor in the allocation process, especially as lower-performing students may still have keen interest – and hence perform excellently – in the specialisations otherwise unattainable for them.

Asked about how the programmes under review foster their students English language proficiency, the programme coordinators explain that - besides special classes for incoming exchange students – only very few classes are currently conducted in English, such as the module “Epidemiology of Non-Communicable Diseases” within the BoPH. Otherwise, essentially all courses are delivered in Bahasa Indonesia, with lecturers being encouraged to display course presentation material in English. Apart from this, the University promotes English proficiency through initiatives such as an “English Club”, and by offering student

mobility opportunities. To graduate from UNAIR, Bachelor's students must moreover achieve a minimum TOEFL score of 450. For students struggling to meet this requirement, complimentary English language courses are provided free of charge. Furthermore, the programme coordinators pointed to occasional guest lectures held in English, further enhancing the students' exposure to the language.

When addressing this topic with students during the audit, the auditors moreover understood that UNAIR regularly organises summer schools which take place in English. Students of the BoPH especially, however, expressed that more English used in class would be welcome.

In view of the above, the experts commend the Faculty's various offers to strengthen English language skills amongst its students, and encourage the programmes under review to look into establishing further fully English-taught courses, especially also to facilitate access for incoming international students.

Internships

Both programmes under review integrate various internships into their curricula:

The **Bachelor of Public Health (BoPH)** incorporates three forms of internships: Field Work, Industry/Institutional Internships, and Field Study (KKN).

- 1) Field work (*Praktik Kerja Lapangan, PKL*) is obligatory for all BoPH students in their seventh semester, spanning four weeks and carrying six credits. The course consists of a real-world work placement, which students undertake in groups and in which they reflect upon through an accompanying course and the writing of a report.
- 2) Industry/Institutional Internships are mandatory for BoPH students who have completed courses up to the seventh semester. This internship is conducted individually, lasts a minimum of four week, and accounts for three credits. Students have the flexibility to choose their internship location, aligning it with their major. The internship's objectives are to equip students with workplace skills, apply public health knowledge, adapt to different work environments, and collaborate effectively in teams within their public health specialisation.
- 3) Field Study (*Kuliah Kerja Nyata, KKN*) is a compulsory program for all Universitas Airlangga students who've completed courses up to the sixth semester. This group-based program, which carries three SKS, is conducted across all faculties within the university. The aim is to foster unity among students as they approach the end of their bachelor's degree. They engage in community-based learning, working alongside the community to empower them and assist the government in

addressing multifaceted challenges. The program also focuses on nurturing logical, critical, systematic, and innovative thinking in students, ensuring they apply these skills in real-world contexts.

To facilitate Field Work (PKL) and Field Study (KKN), the Faculty has designated rural areas including numerous villages known as "Desa Binaan" in which the activities take place, with the aim of enhancing community health and welfare.

The **Bachelor of Nutrition (BoN)** incorporates four forms of internships: Food and Nutrition Service Industry Management Internship, Dietetic Internship, Community Nutrition Internship, and Field Study (KKN).

- 1) The Food and Nutrition Service Industry Management Internship is compulsory for 4th -semester students and lasts for four weeks. The assessment is split between academic and field supervisors, with the former contributing 30% and the latter 70% of the final mark. The evaluation focuses on both hard skills, related to food and nutrition services, and soft skills like communication and teamwork. This internship is conducted on an individual basis, and facilitated through partnerships with local food and nutrition institutions.
- 2) The Dietetic Internship is for 7th semester students who have completed the courses *Dietetics of Infectious Diseases* and *Malnutrition and Dietetics of Degenerative Diseases*. The internship is mandatory, pursued individually, spans six weeks, the evaluation mirrors that of the Food and Nutrition Service Industry Management Internship. The BoN programme collaborates with local hospitals for this internship.
- 3) In turn, the Community Nutrition Internship is for 7th semester students who have completed the courses *Nutritional Assessment*, *Nutrition and Program Evaluation*, and *Nutrition Education*. The internship however only spans four weeks, is pursued individually, and conducted in collaboration with local primary health care providers.
- 4) The Field Study (*Kuliah Kerja Nyata*, KKN) is equivalent to the one outlined above. As outlined for the BoPH, the Faculty facilitates placements in the designated "Desa Binaan" for this activity.

During the accreditation audit, the expert panel asks the programme coordinators to clarify how the individual internships are arranged. In response, the experts learn that the internships are usually facilitated based on existing Memoranda of Understanding (MoUs), yet that students may also propose host institutions on their part. This is also confirmed by students of both programmes during the audit.

In their exchanges with industry representatives, the auditor enquired how the quality of these internships is maintained. In response, one industry representative mentioned that the Faculty's academic internship supervisors usually come and visit the internship locations of the students, and inquire actively about any issues that may have come up at this opportunity. Another representative added that, following previous internships, constructive discussions took place regularly with the Faculty to discern potential improvements. One such suggestion, which was to integrate internship work with the thesis, was adopted by the Faculty in the following.

All in all, the experts are impressed and commend the number of internships integrated in both programmes under view, and find them highly conducive as means of fostering employability of their graduates as well as to foster stakeholder relation sand community service.

Student Mobility

The Bachelor of Public Health and Bachelor of Nutrition programmes support both outbound and incoming international student mobility through various means, such as *Academic Mobility Exchange for Undergraduate and Master at Airlangga* (AMERTA) scheme, the *Public Health Airlangga University Summer School* (PHAUSS), or the governmental *Indonesian International Student Mobility Awards* (IISMA).

In 2022, the BoPH programme welcomed 167 inbound students from Malaysia, Turkey, Timor-Leste, Hungary, as well as Germany, and sent out 202 outbound students. In the same time the BoN programme welcomed 25 from Timor-Leste; while sending out 107 students to Timor-Leste, Malaysia, and Switzerland. In the courses of their exchanges during the audit, the experts however learn that these international mobilities identify as short-term mobilities (e.g. for summer schools), and that no semester-long exchanges are currently pursued on the Bachelor's level. The experts hence recommend the Faculty to look into semester-long student exchange opportunities for the programmes under review, such as through the ASEAN International Mobility for Students (AIMS) programme. Also here, the experts again note that it would be desirable to establish an entirely English-taught course offering as a means of attracting incoming international students.

Incoming students are supported through a 24-hour hotline as well as the Airlangga Global Engagement (AGE). Each overseas student is paired with a local student companion to help them acclimatise to life in Surabaya.

Besides the above, UNAIR's curricula have adapted the Indonesian government's "Independent Learning - Independent Campus" (Merdeka Belajar - Kampus Merdeka, MBKM) scheme, which enables students to pursue various activities outside their core

curriculum through internships, mobilities, teaching assistance, entrepreneurship, humanitarian or project work, which are eventually credited as equivalent modules.

During the assessors exchanges with students during the audit, the latter gave various examples of having conducted mobilities abroad, and confirmed that credit transfer was conducted conveniently by means of a learning agreement.

All in all, the experts find that various avenues for student mobility exist for students of the mentioned programmes, and commend the variety of opportunities outlined.

Periodic Review of the Curriculum

As per the self-assessment report provided by the University and confirmed by staff and industry representatives during the audit, periodic reviews of all curricula take place every five years involving the Dean, faculty staff, the programme coordinators; as well as students, alumni, as well as further stakeholders such as government representatives, health providers, and community members. Moreover, annual so-called Internal Quality Audit (*Audit Mutu Internal*, AMI) feedback loops are conducted in which minor adjustments such as those relating to syllabi are debated.

As examples for recent curriculum changes, the programme coordinators point to topics such as “Digital Health”, alignment with the Indonesian Association of Institution Higher Education in Public Health (AIPTKMI), as well as the integration of the government’s MBKM (Merdeka Belajar Kampus Merdeka) scheme, through which student mobility, internships, as well as other forms of practical learning are integrated in the curricula.

Lecturers of the BoN spoken to during the audit moreover added that, within the two curriculum reviews undertaken in the programme’s ten-year runtime so far, a move from a Diploma to the Bachelor’s/Master’s system had taken place, as well as a restructuring of the internships and the integration of new courses such as “Pharmacology and Food-Drug Interactions”.

On their part, students highlighted that changes were undertaken in both programmes in the past to alleviate the coinciding of internships and the students’ final theses and thus improve graduation on time.

During the audit, industry representatives confirmed their involvement in the five-year curriculum review through being actively approached for feedback by the Faculty of Public Health. Upon further inquiry by the experts, it emerged however that there is no form of institutionalised industry board at the Faculty, which the experts recommend the Faculty to consider for the future.

All in all, the experts are content with the information provided on the programmes' curricular review procedures, with further details to be discussed in [chapter 5](#).

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- University Website ([here](#))
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Airlangga University Credit Transfer System (ACTS) Guide, Regulation by the 350/UN3/2023, 20 March 2023, Universitas Airlangga
- Appendix 2.7 to the SAR: Number of New Students, Distribution of Student GPA, Dropout, Duration of Studies, Number of Graduation
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

Every year, the Universitas Airlangga admits new students through three different selection pathways:

1) The “National Selection Based on Achievement” (*Seleksi Nasional Berdasarkan Prestasi, SNBP*), a national admission system, which is based on overall and subject-specific performance during high school. UNAIR reserves a maximum of 50 per cent of its undergraduate programme capacity for students entering through this scheme. As per new government regulations, the SNBP replaces the previous “National Joint Selection for State Higher Education Entrance” (*Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN*) as of 2023.

2) The “National Selection Based on Test” (*Seleksi Nasional Berdasarkan Tes, SNBT*), a national computer-based entrance examination (*Ujian Tertulis Berbasis Komputer, UTBK*) organised by the Indonesian government every year for university candidates. UNAIR accepts 15 per cent of its undergraduate programme capacity through the SNBT scheme. As per new government regulations, the SNBT replaces the previous “Joint Selection for State Higher Education Entrance” (*Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN*) as of 2023.

3) The “Independent” (Mandiri) selection pathway, an admission process for prospective students facilitated entirely by the University itself, based on a combination of the UTBK-

SNBT score and the Airlangga University Academic Ability Test (TKA) administered by UNAIR. UNAIR accepts 35 per cent of its undergraduate programme capacity through this scheme.

All prospective students for the under review must have completed their studies from a Senior High School, a Vocational High School, or an overseas High School which is accredited and recognised by the competent Indonesian authorities.

As per the University's provided SAR, the admission, dropout, and graduation numbers as well as GPA distribution and average study durations for the BoPH and BoN are as follows:

Bachelor of Public Health (BoPH)

Intake Year	Number of New Students	Distribution of Student GPA			Dropout	Duration of Studies	Number of Graduation
		<2.75	2.75–3,50	>3,50			
2019/2020	255	0.78%	5.04%	94.19%	29	4.6	201
2020/2021	212	0.90%	23.53%	75.11%	11	4.51	189
2021/2022	248	1.96%	39.61%	55.69%	14	4.37	171

Bachelor of Nutrition (BoN)

Intake Year	Number of New Students	Distribution of Student GPA			Dropout	Duration of Studies	Number of Graduation
		<2.75	2.75–3,50	>3,50			
2019/2020	111	0.00%	60.00%	40.00%	0	4.3	78
2020/2021	106	0.00%	38.88%	61.11%	0	4.7	27
2021/2022	149	2.60%	44.16%	53.24%	0	4.4	79

In the course of the perusal of the provided documentation, the experts note that clear regulations for the recognition of academic credits obtained outside UNAIR are established in the Airlangga University Credit Transfer System (ACTS) Guide as passed by the Rector's Office in March 2023.

Upon asking about admission restrictions for students with disabilities, the assessors learn that students with colour blindness cannot be accepted into the mentioned programmes. This is seen as highly problematic by the assessors, remarking that ways to accommodate such problems exist; and that such admission barriers are not permissible under European standards. The auditors hence ask the Faculty to look into ways of supporting students with colour blindness better, so as not to exclude them from studying their subjects of interest based on this condition.

Apart from this, the auditors find the terms of admission to be binding and transparent.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Appendix 1.14 to the SAR: Student Workload Survey Questionnaire
- Appendix 1.15 to the SAR: Student Workload Survey of BoPH
- Appendix 1.16 to the SAR: Student Workload Survey of BoN
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Academic Regulations of Universitas Airlangga, Regulation by the Rector No. 38/2017, Universitas Airlangga
- Airlangga University Credit Transfer System (ACTS) Guide, Regulation by the 350/UN3/2023, 20 March 2023, Universitas Airlangga
- Curricula, all programmes
- Module Handbooks, all programmes
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

In accordance with the pertinent ministerial Decree No. 3 of the Ministry of Research, Technology, and Higher Education from 2020 regarding National Standards for Higher Education (*Standar Nasional Pendidikan Tinggi, SNPT*), the Bachelor's programmes under review consist of 146 Indonesian credit points (*Satuan Kredit Semester, SKS*). One credit point equates to a weekly 170-minute workload across 14 course weeks, consisting of 50 minutes for scheduled face-to-face teaching delivery, 60 minutes for structured assignments, and 60 minutes for independent study.

Lecturers in charge of each module organise the student workload in a semester learning plan (*Rencana Pembelajaran Semester, RPS*), which is shared and discussed with the students during the initial course session.

Students are required to attend their classes in line with established regulations. They must be present for at least 75% of lectures and 100% of practicums as outlined in the course schedule. If a student's attendance falls below 75%, they must submit a form to the Academic Division and provide legitimate evidence, such as a sick note verified by the Health Service Center of Universitas Airlangga (PLK UNAIR) within a week of the absence.

Failure to meet the attendance criteria results in students being ineligible to sit for mid-term or final examinations, leading to them either not receiving credit for the course or being awarded an E grade.

Upon inquiry of the expert panel during the audit, the students report that managing both their internships and the preparation of their final thesis in their last year of studies is challenging. This being said, yet, they judged this to be doable, and highlight that close coordination with their thesis supervisor is key. Moreover, they highlighted the Faculty's intervention enabling them to draw upon data gathered during their internship for utilisation in their thesis as conducive to managing this challenge. In connection to this, the experts furthermore attest during their perusal of the provided documentation that UNAIR regularly conducts suitable surveys to assess factual course workload of students in the programmes under review, which did not indicate major issues. All in all, the experts thus do not see sufficient grounds for intervention in this matter.

For the University's conversion of Indonesian credits to the European Credit Transfer and Accumulation System (ECTS), UNAIR equates 28 hours of workload to 1 ECTS, which is within the range (i.e. 25-30 hours) permitted by the ECTS Users' Guide.

The study duration is framed as four (i.e. the standard duration of studies) to seven years (i. e. the maximum duration of studies, as per the relevant ministerial regulations).

In view of their diverging student intake and graduation numbers (cf. [chapter 1.4](#)), the experts inquired during the audit how the programme coordinators address the apparently significant dropout rates of the programmes under review. In response, they learn that every student is assigned an academic advisor (cf. also [chapter 1.6](#)), and receives additional assistance whenever failing grades (D, E) are observed. When exchanging with the students about this topic, the auditors were informed that dropouts are often a result of students deciding to change subjects or financial reasons. In view of this and since the experts cannot discern apparent academic reasons for these dropout rates during the audit (see also [chapter 2](#)), they do not see need for further action in this regard.

All in all, the experts assess that a credit system, which is centred around student workload, is in place. This workload encompasses both contact hours and self-study time. All obligatory elements of the study programme are incorporated into this system. For each individual module, credits are granted in accordance with the associated workload.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report

- Module Handbooks
- Staff Handbooks
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

Teaching staff in the programmes under review utilise a variety of teaching methods in alignment with the respective modules with student-centred learning in mind. These methods encompass group discussions, simulations, collaborative and cooperative learning, as well as case-based and project-based learning activities; applied in a variety of lecture, internship (see [chapter 1.3](#)) and peer learning formats.

During the accreditation audit, the expert panel inquires in this context how students are enabled to pursue scientific research, e.g. with regard to the principles of good scientific practice, research methods and academic writing. In response, the programme coordinators clarify that student undertake a course titled "Data and References" in their first semester, within they learn how to search, read, evaluate, and categorise information found in scientific literature, as well as to use reference manager applications. Additionally, the programmes coordinators point to methodology courses in the students' third year of studies, in which students foster their competencies needed for their final thesis. Furthermore, both programmes under review to various amounts include statistical approaches, including the imparting of software skills in R or Epi Info.

Moreover, students at the Faculty of Public Health are assigned to an academic advisor at the start of the first semester. Each academic advisor is a member of the academic staff and acts as a go-to person for advice on academic matters as well as personal matters to the students assigned to them. Centrally, academic advisers are tasked with providing guidance to their assigned students regarding course selection, course load, and the arrangement of their semester plan. The academic advisors are expected to meet at least three times with their assigned students in a given semester, and to document their consultations.

Fourth-year students who are due to engage in their final thesis are moreover assigned a thesis supervisor, who provides guidance on e.g. identifying a suitable topic as well as on questions of proper scientific conduct, as is part of the examining team (see [chapter 2](#)).

In summary, the expert group considers the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes. In addition, they confirm that the study concept comprises a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture and study format.

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

The experts thank the Faculty of Public Health for the provided statements concerning criterion 1.

Accessibility of programme learning objectives (PLOs)

Upon consultation of the Faculty's additional statement and verification of the provided links, the experts confirm that the learning objectives for both programmes under review have been made accessible on their respective websites, and that they correspond to the objectives presented to the assessors for review (Ba Public Health: [here](#), menu: Academic → Learning Outcomes; Ba Nutrition: [here](#), menu: Academic Info → Learning Outcomes).

Allocation mechanism for specialisations within the Bachelor of Public Health

The auditors acknowledge and commend the Faculty's constructive comments concerning the above. Since the outlined, revised allocation mechanism describes an intended *future* development, however, the auditors maintain their recommendation in this regard for the time being, and encourage the Faculty to follow through with their suggestion.

Imparting of basic natural sciences in the Bachelor of Nutrition curriculum

The auditors acknowledge the Faculty's comments concerning the above. Since the mentioned recent government regulation and the subsequently expected curriculum revision pertain to *future* developments, however, the auditors maintain their recommendation in this regard for the time being. Moreover, they remind UNAIR that any significant changes to the curriculum during the accreditation period need to be communicated to ASIIN.

Student mobility and English-taught classes

The auditors thank the Faculty for the provided clarifications and comments, and encourage the Faculty to follow through with the outlined expansion of its English-taught course offering.

Admission of students with colour blindness

The auditors acknowledge and highly commend the Faculty's swift and constructive action concerning the above, and see this as an example for other universities in Indonesia with similar restrictions to follow.

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

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Appendix 2.1/2.2 to the SAR: Types of Student Assessment, both programmes
- Appendix 2.3/2.4 to the SAR: Assessment Rubric, both programmes
- Appendix 2.5/2.6 to the SAR: Results of Student Examination Reports, both programmes
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Academic Regulations of Universitas Airlangga, Regulation by the Rector No. 38/2017, Universitas Airlangga
- Module Handbooks, all programmes
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

According to the self-assessment report and the Faculty's Academic Handbook, the students' course performance is evaluated through two assessments; a mid-term exam and final exam.

Assessment forms commonly consist of knowledge retrieval (e.g. multiple-choice questions, quizzes), written/visual performances (e.g. essays, reports, presentations, posters, thesis), case studies, and practical assignments (e.g. lab work, field work). Where sensible, examinations are conducted through the University's learning management system, which also provides similarity-detection capabilities.

Each course employs a mix of assessment methods, which are shared with students at the start of each course in the semester learning plan (RDP) and through the students' online study administration platform. In the course of their enquiries during the audit, the expert panel learns that the alignment of exam and course contents is surveyed through the students' final course evaluation questionnaire. Moreover, both students and lecturers confirm during the audit that the assessment criteria for the announced course examinations are likewise made transparent through the semester learning plan at the beginning of the course.

In regard to exam preparation time, the Faculty's SAR as well as the Academic Handbook state that one 'quiet week' of preparation time is scheduled ahead of the mid-term and final examinations. This is confirmed by students and lecturers during the audit. As for the question whether this preparation time is sufficient, students report to the assessors during the audit that – while more preparation time would be welcome – the examination schedule is clear from the beginning of the semester, and that students are hence well enabled to prepare for their examinations in time. In general, the students do not report any major issues the expert teams during the audit concerning the course assessments, their scheduling, or amount.

Practical courses, including Internships, Community Field Work, and Field Study, involve both an academic supervisor and a practitioner as assessors.

Final-year students are required to produce a thesis, supervised through a team of examiners comprised of the assigned thesis supervisor, a second lecturer from the respective Department, and a practitioner. Students must defend both their thesis proposal and the thesis itself. Assessment of the thesis is based on the research conducted, its preparation, execution, writing, presentation, and defence. Plagiarism detection capacities are provided to the thesis examiners through Turnitin. During the exchanges of the assessors with industry representatives during the audit, the latter expressly commend the integration of industry supervisors in the thesis supervision.

During the accreditation audit, the expert panel inquires about the process of aligning students with their thesis topics and advisers. In response, the programme coordinators explain that students are required to suggest two potential supervisors when proposing their envisaged thesis topic. Following this, they are suggested a supervisor for their topic by the Faculty, who – depending on the (mis)match of expertise – may or may not be in line with the students' original suggestion. Should the students not be content with the suggested thesis adviser, they may opt to change their envisaged thesis topic.

Due to the difference in staff available for the two programmes under review, the experts learn that – while lecturers in the Bachelor of Public Health only have to supervise 2-3 theses per year – it is 10-15 theses per year for teaching staff in the Bachelor of Nutrition. The current shortage of staff in Bachelor of Nutrition programme will also be discussed further in [chapter 3.1](#).

Modules as well as the final project are graded on a letter grade scale as displayed below. A is the maximum passing grade for courses and final projects, the minimum passing grade is C. Scores of D+, D, and E are considered failing grades.

No.	Marks	Grades	Point Values
1	86–100	A	4

2	78–<86	AB	3.5
3	70–<78	B	3
4	62–<70	BC	2.5
5	54–<62	C	2
6	40–<54	D	1
7	< 40	E	0

Grading Scale. Source: Self-Assessment Report, UNAIR

Students have the right to contest their exam results, with any such complaints having to be processed within one week upon the results' announcement. Make-up examinations may be granted upon submission of a formal request to the Vice Dean, if students were unable to attend the original exam date for valid reasons, such as sickness (proven through a medical certificate or overlapping exam timetables). Remedial examinations for students having failed the original exam (grade D or lower) are at the discretion of the course lecturer. The highest grade they can be attained through a remedial exam is a C (pass).

Upon successful study completion, the titles "Bachelor of Public Health" (*Sarjana Kesehatan Masyarakat*, S.K.M.) and Bachelor of Nutrition (*Sarjana Gizi*, S.Gz.) are conferred. Degree classifications are undertaken as per the chart below. The addendum "With Honor" is awarded if studies are completed with the required GPA within the standard duration of studies plus one year at maximum.

GPA	Predicate
2.00–2.75	Satisfactory
2.76–3.50	Very Satisfactory
3.51–4.00	With Honor (Cum Laude)

Degree Classifications. Source: Self-Assessment Report, UNAIR

During their perusal of various assessments, papers, and final theses, the experts observe that many mid-term and final course exams in the BoN programme are based on problem-solving assignments using case examples. In contrast to equivalent European undergraduate programme, yet, they note a difference in the depth of their understanding of the underlying biochemical and physiological mechanisms. While recognising that differences in the system and aims of the study programmes under review exist, the experts nevertheless recommend to place more emphasis on obtaining foundational knowledge in basic natural sciences, including physics, physiology, microbiology, and biochemistry in the future. From the experts' perspective, this would foster the BoN graduates' international competitiveness and broaden their carrier perspectives.

Besides the concern mentioned above, the experts find that examinations are defined for every module in a transparent manner, that the employed examination types serve to impart the intended learning objectives on Bachelor's, and that clear regulations for resit

exams exist. Furthermore, the auditors confirm that all curricula include a final thesis at an adequate level.

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

The experts thank the Faculty of Public Health for the provided statement concerning criterion 2. In summary, the auditors see this criterion as fulfilled.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Module Handbooks
- Staff Handbooks
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The academic staff in the study programmes under scrutiny consists of teaching staff and supporting staff. All lecturers hold at least a Master's degree. In line with the *Tridharma* principle, lecturers are expected to conduct research and to engage in community service besides their teaching responsibilities. The composition of teaching staff in the programmes under review is provided by the Faculty in their SAR as follows:

Undergraduate Program	Number of teaching staff based on qualification				Total	Number of active students	Ratio of teaching staff and students
	Professor	Associate Professor	Assistant Professor	Junior Lecturer			
Bachelor of Public Health	12	15	52	16	95	1,197	1:13
Bachelor of Nutrition	3	3	8	2	16	470	1:29

Staff Composition in the BoPH and BoN programmes. Source: Self-Assessment Report, UNAIR

Aside the academic staff, 95 administrative personnel support the facilitation of the Bachelor of Public Health and Bachelor of Nutrition programmes, such as in the fields of student affairs, facilities and infrastructure, human resources, and finance.

In view of the vastly diverging staff numbers and the resulting student ratio within the BoN programme – as also surfaced in regard to thesis supervision in [chapter 2](#) –, the experts concur with the need for additional staff capacities mentioned in the Faculty’s self-assessment report. When delving further into this matter during the audit, the programme coordinators illustrate to the assessors that requirements for university teaching staff in the field of nutrition stipulate that any such candidates must both possess a suitable Master’s degree and be a registered dietician. This, as per the programme coordinators, has made the recruitment process difficult, as candidates are often only in possession of one of these qualifications, or do not apply in the first place and choose to work in a non-university context instead. Nevertheless, the programme coordinators state that additional financial resources could be secured upon the Faculty’s intervention, and that successful recruitments can be accomplished by late 2023 while resorting to non-permanent staff to fill gaps where necessary in the meanwhile. In light of the above, the expert panel, while recognising that the programme is - for the moment - running stably and successfully, nevertheless re-emphasises that this staffing issues requires timely and long-term solving.

On the level of staff qualification and training, the experts learn that all lecturers are required to have obtained various certificates (*PEKERTI* certificate, “Applied Approach” certificate) to attest their pedagogical skills and be permitted to teach in the mentioned programmes. At UNAIR, these trainings are facilitated by the University’s Directorate of Innovation and Education Development (*Direktorat Inovasi dan Pengembangan Pendidikan*, DIPP). The DIPP moreover offers regular guidance to lecturers and aids in the curriculum development process.

In regard to continuous teacher training, the experts learn during the audit from the attending lecturers that, although not strictly enforced, all teaching staff are expected to complete at least one additional training per year. Aside in-house training, the Faculty describes in their SAR that UNAIR offers various scholarships for staff to pursue further education such as PhD studies, as well as funding for research, international conference participation, and staff exchange programmes. The existence of such opportunities is also confirmed by academic staff during the audit, with multiple of them describing having gone to Malaysia, Korea, Australia, or Japan for further trainings.

Asked by the expert panel about the evaluation and criteria for assessing teaching staff performance and its link to career progression during the accreditation audit, the lecturers point out that the performance is measured using the “BKD” (*beban kerja dosen*, lecturer workload) system. This system quantitatively assesses the teaching staff’s engagement in research, community service, and teaching workload, requiring the fulfilment of 12 credits each semester. The submission and verification of proof for these credits are managed through an integrated government website. Staff failing to meet these requirements do

not receive additional financial performance incentives. In turn, academic staff aspiring to further their career by advancing to higher levels of professorship are required to provide evidence of suitable accomplishments and to, correspondingly, accumulate higher amounts of credits.

All in all, apart from the bottleneck in the BoN programme outlined above, the expert group comes to the conclusion that the composition and qualifications of the teaching staff are appropriate to successfully implement the degree programmes under review; and that opportunities for continued professional and didactic growth are available. Lastly, they recognise that a regular performance assessment system is in place.

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report
- Appendix 3.2 to the SAR: List of Cooperation Agreements
- Visitation of participating institutes and laboratories during the audit
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

As part of the Faculty of Public Health at UNAIR, the BoPH and BoN programmes' primary funding sources include allocated contributions from the national budget (*Anggaran Pendapatan dan Belanja Negara, APBN*), public grants, revenue generated by UNAIR, and the students' tuition fees (*Sumbangan Pembinaan Pendidikan, SPP*).

The Faculty of Public Health's comprises 25 classrooms spread across three floors, consisting of 15 smaller rooms (accommodating 10 to 40 students) and 10 larger rooms (suitable for 50 to 100 students). Additionally, the Faculty has seven specialised laboratories at its disposal, including a computer, epidemiology, nutrition, audio-visual aid, environmental health, occupational health and safety, and biomedical lab; which were visited by the expert team during the audit.

UNAIR has libraries situated on each of its three campuses (Campus A, B, and C). These provide both online and offline resources, assisting users in accessing a wide range of literature spanning social and scientific subjects. Moreover, UNAIR extends additional support services to its students, including career counselling through its Directorate of Career Development, Entrepreneurship Incubation and Alumni (*Direktorat Pengembangan Karir, Inkubasi Kewirausahaan dan Alumni, DPKKA*), besides health care facilities, student

dormitories, language centres, and the UNAIR university hospital (*Rumah Sakit Universitas Airlangga, RSUA*).

Furthermore, the BoPH and BoN maintain substantial lists of collaborations with various stakeholders: Next to a large pool of partnerships established both with private and public institutions to facilitate the various internships integrated in both programmes, collaborations with professional associations, such as the Environmental Health Specialist Association (EHSA) and the Professional Association in Occupational Health and Safety (AHKKI) moreover provide students with opportunities to participate in further profession-related training. In terms of international collaborations and mobility partnerships, the experts learn during the audit that such agreements are administered by the University's "Global Outreach" office.

As an example of internal collaboration, the BoPH programme maintains a strong connection to the University's Institute of Tropical Disease, which its coordinators describe as one of the programme's foci during the audit.



Nutrition lab (left), organoleptic laboratory (right) at Faculty of Public Health, UNAIR. Source: ASIIN.

Following their tour of the abovementioned facilities during the audit, the auditors commend the range of facilities, and find that the Faculty's facilities are adequate to achieve the respective programmes' objectives. This being said, however, the expert group identified several apparent shortcomings in the laboratories, noting that the biomedical lab appeared to be under-equipped, and that the microbiology lab appeared not to be fully established yet, thus not allowing to safely work with foodborne pathogens. Also, the nutrition counselling rooms were found to be small. No experimental setups and only few equipment were observed in the biomedical lab (e.g. microscopes or pipetting equipment were not seen). In the environmental health lab, the auditors noted that equipment appeared to be insufficient for teaching purposes with regard to human/patient samples. As an example, fully automated analysers were available to measure clinical biomarkers in

blood samples. However, the underlying biochemical principles of the methods cannot be understood in depths by students if only fully automated machines are being used. Sample analysis should also be performed manually step by step by students. It was not clear to auditors if this is also possible with the available equipment.



Audio Visual Aid (AVA) lab (left), food microbiology / environmental health / biochemistry lab (right) at Faculty of Public Health, UNAIR. Source: ASIIN.

During the following discussions of the experts with lecturers of both programmes, the latter confirmed that – while resources were overall sufficient to conduct the required courses – some of the available facilities were limiting in terms of their size, and classes hence regularly had to be broken down into smaller groups. With regard to the microbiology lab required for the Food Microbiology course of the BoN, the experts gathered that the course was still relatively new, and that lecturers manage its facilitation through the limited lab capacities available within the Faculty on campus C, as well as by tapping into additional facilities available on the Life Science campus (campus B).

Upon inquiring about the Faculty's capacity to accommodate students with disabilities, the programme coordinators highlighted to the experts that measures such as the provision of close-by parking lots, improved wheelchair accessibility, and the installation of additional elevators have been taken already; also highlighting that the university employs staff with disabilities. Moreover, the coordinators shared an example of a deaf student who was provided with assistance and successfully graduated. They acknowledge that while their efforts might not be ideal, the university strives to provide as much support as possible.

Based on the provided documentation, their visitation of the facilities on site and further exchanges during the audit, the experts assess that funding for the facilitation of the programmes under review to be sufficiently secured, and that the physical facilities are all in all adequate and sufficient. Nevertheless, the experts emphasise that the Faculty should pressingly invest in its laboratory capacities and equipment.

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

The experts thank the Faculty of Public Health for the provided statement and additional evidence concerning criterion 3.

In regard to laboratory facilities and equipment, the experts acknowledge the displayed equipment as well as the provided comments concerning the Faculty's microbiology lab. This being said, the experts reaffirm their recommendation that the Faculty should invest further in laboratory capacities, both with regard to the abovementioned microbiology lab, as well as regarding the biochemistry (e.g. for measuring nutrients) and organoleptic lab.

In the absence of further statements concerning staff capacities and recruitment in the Bachelor of Nutrition, the expert group maintains its recommendations in this regard.

Furthermore, the experts reiterate their suggestion for the Faculty to form an institutionalised industry board mentioned under [criterion 1.3](#) at this opportunity.

All in all and the above recommendations aside, the auditors see this criterion as fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- University Website ([here](#), [here](#))
- Module Handbooks, all programmes.
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The module handbooks provided for both programmes under review are found to contain most of the required information, and to be presented in a visually clear format. This being said, the experts observe a number of necessary revisions in the provided documentation:

1. In the module handbooks for both programmes, the weighting (percentage) off all examinations (example: presentation: 40%, essay: 60%) needs to be indicated besides the type of examinations applied.
2. In the BoPH module handbook, the examination forms are frequently indicated as "Midterm Exam" or "Midterm and Final Exam" only, which is insufficient. The

actual form of the examination(s) – e.g. individual or group assignments, multiple-choice questions, essay, presentations, report etc. – needs to be specified.

3. The module descriptions do not state their date of last amendment (either collectively or individually).
4. Moreover, the experts observe that the module handbooks provided appear to be unavailable through the programmes websites. As per the applicable Standards and Guidelines, yet, the module descriptions including all required information need to be made available publicly in full detail (e.g. in PDF format).

The experts ask the programme coordinators to review and publish the module handbooks for the BoPH and BoN accordingly. In addition to the above, the experts find that more information descriptions of the various internships in the BoN and the specialisations of the BoPH in the module handbook, especially with regard to the specific hands-on learning to be done by the students, would be desirable.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Reports
- Sample Diploma for each degree programme
- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the experts:

The experts confirm that the students of both degree programmes under review are awarded a Diploma and a Diploma Supplement after graduation, the latter called the *Surat Keterangan Pendamping Ijazah* (SKPI). The Diploma consists of a Diploma Certificate and a Transcript of Records. The Diploma Supplement contains almost all necessary information about the degree programme as per the applicable template for Diploma Supplement issued by Ministerial Conference of the European Higher Education Area (EHEA) in May 2018 and the ECTS Users' Guide from 2015.

In the course of their review of the sample diploma supplements provided, the experts however note the following:

- no information on the **mode of study** (e.g. full-time, part-time, distance, etc.) is included,
- the expected **standard duration of studies** (eight semesters / four years) is not stated, with the students' actual study duration being stated instead,

- no information on the **programme learning objectives** are included.

The experts hence ask the Faculties to add the above information in the diploma supplement to be in full compliance with the applicable standards.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- University Website ([here](#), [here](#))
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Academic Regulations of Universitas Airlangga, Regulation by the Rector No. 38/2017, Universitas Airlangga.

Preliminary assessment and analysis of the experts:

The auditors confirm that the rights and duties of both UNAIR and the students are defined clearly and bindingly. All rules and regulations are published on the university's website as well as in the University's comprehensive *Academic Regulations* as well as the Faculty's *Academic Guidebook*, and thus available to all relevant stakeholders. The assessors moreover commend the existence of further comprehensive resources such as the *Thesis Writing Guidebook*, *Internship Guides*, *Practicum Guidebooks* available through the programme's websites.

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

The experts thank the Faculty of Public Health for the provided statements concerning criterion 4.

Completeness and accessibility of module descriptions

Upon consultation of the Faculty's provided evidence and verification of the submitted links, the experts confirm that the module descriptions for both programmes under review are now complete and have been made accessible on their respective websites (Ba Public Health: [here](#), menu: Download → Module Handbook; Ba Nutrition: [here](#), menu: Download → Module Handbook).

Information provided in the Diploma Supplement

The auditors thank the Faculty for the provided clarifying evidence and have no further comments in this regard.

In summary, the expert group sees this criterion as fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Academic Handbook Of Bachelor Programs, The Faculty Of Public Health, Universitas Airlangga, Academic Year 2022/2023
- Academic Regulations of Universitas Airlangga, Regulation by the Rector No. 38/2017, Universitas Airlangga.
- Appendix 1.11/1.12 to the SAR: LAM-PTKes Accreditation, both programmes.
- Appendix 5.1/5.2: Sample and Results of Surveys (Course Evaluation, Thesis Supervision, Academic Supervision, Learning Experience, Stakeholder Satisfaction)
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The Universitas Airlangga (UNAIR) has implemented a quality assurance system with dedicated units responsible at the university, Faculty, and study programme level. Together, the units implement the University's quality management system, entitled the Airlangga Integrated Management System (AIMS) which, as per the Faculty's SAR, has been developed in line with various international standards, such as the ISO 21001:2018 and IWA2:2007 for educational organisations.

For the purpose of internal quality assurance, Internal Quality Audits (AMI) are conducted annually across all study programmes at UNAIR by the University's Quality Assurance Board (BPM). The AMI instrument aligns with the standards set by the National Accreditation Agency for Higher Education (BAN-PT), covering areas such as vision and mission, governance, students, human resources, finance, facilities, education, research, community service, outputs, achievement of Tridharma, as well as risk management.

In terms of external quality assurance, both the Bachelor of Public Health and Bachelor of Nutrition undergo external quality audits every five years. These audits are conducted by the Indonesian Independent Accreditation Institute for Higher Education Health (*Lembaga Akreditasi Mandiri Pendidikan Tinggi Kesehatan*, LAMPTKes). Presently, both the Bachelor

of Public Health and Bachelor of Nutrition have achieved an "A" accreditation from LAMPTKes. In addition to the above, the BoPthe National Accreditation Boards of Higher Education (BAN-PT), Grade A), the Asia University Network – Quality Assurance (AUN-QA), as well as the Belgian Agency of Public Health Education Accreditation (APHEA).

To assess alumni satisfaction, the Faculty of Public Health conducts exit satisfaction evaluations at the time of graduation; using a survey tool developed by the BPM, with results published annually. The study programmes also evaluate how well the graduates align with the intended learning outcomes through a tracer study facilitated by the Directorate of Career Development, Entrepreneurship Incubation, and Alumni (DPKKA).

As per the provided self-assessment report, the Faculty on the whole undertakes a number of evaluation processes for their programmes each semester, assessing the performance of lecturers, Heads of Departments, and administrative staff, as well as students' satisfactions with practicums, academic supervision, and thesis supervision.

As outlined in [chapter 1.1](#) and [chapter 1.3](#), reviews of the curricula and learning outcomes within the BoPH and BoN are undertaken every five years. This review process actively involves both internal and external contributors. The internal participants include the dean, vice deans, department heads, lecturers, students, and educational administrators. On the other hand, external contributors comprise alumni, employers of alumni, professional bodies, and subject matter experts. For the Bachelor of Public Health, professional bodies such as the Collegium of Public Health, Indonesian Boards of Health Professionals (MTKI), Indonesian Association of Institution Higher Education in Public Health (AIPTKMI), and the Ministry of Health are moreover consulted. For the Bachelor of Nutrition programme, external entities such as the Indonesian Nutritionist Association (PERSAGI) and the Association of Indonesia Nutrition Education Institutions (AIPGI) are likewise consulted.

On the level of course evaluations, the expert panel inquires during the audit about the mechanisms through which students convey feedback on their study experience. In response, the programme coordinators explain that students are required to provide feedback on each of their courses at the end of every semester via surveys on the "Cyber campus" online study administration platform. Additionally, the Student Legislative Council – containing representatives from each programme intake – gathers current issues each semester and presents these to the Faculty. The above was also confirmed by the attending students and alumni during their exchanges with the experts, who moreover mentioned more general study satisfaction surveys conducted at the end of every semester.

In regard to the mandatory course evaluation surveys, the expert panel – while recognising the difficulty in achieving reliable response rates – however in turn raises doubts about the reliability of above compulsory approach, as students tend to rush through and hastily

select convenient options in this case. This is also confirmed by students during the audit. The experts hence encourage the Faculties to rethink their approach in this regard.

In addition to the above, the expert panel inquired about how the outcomes of course evaluation surveys – and, if applicable, any subsequent actions taken – are communicated back to the students. In response, the programme coordinators explained that the outcomes of student surveys are initially deliberated internally at the Department level, and afterwards conveyed to the Faculty’s abovementioned student representation. In case of major developments, such as an impending curriculum revision, an invitation is sent out for students to participate in the process.

In summary, the expert group assesses that the study programmes undergo regular and comprehensive internal and external quality assurance processes involving all relevant stakeholders and drawing from a wide range of surveys and student statistics.

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

The experts thank the Faculty of Public Health for the provided statements concerning criterion 5.

Reliability of student course evaluations

The auditors appreciate the Faculty’s thorough response and the described quality assurance mechanisms in regard to the above. Nevertheless, they maintain their recommendation concerning this matter, as they could not discern a clear future alternate approach to student course evaluations from the provided statement.

In summary, however, the expert group sees 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:

No additional documents needed.

E Comment of the Higher Education Institution (01.11.2023)

The institution provided the following additional documents

- Lab safety instructions: Sound level meter work instructions, multigas detector work instructions, epidemiology laboratory conduct.
- Photo documentation showing students' laboratory work and laboratory equipment.
- Samples of revised module handbook pages and screenshots from the "Cyber Campus" online student portal for both programmes under review.
- Samples of revised diploma supplements for both programmes under review.

as well as the following detailed statement [citations from the expert report removed]:

1.1 Objectives and Learning Outcomes of a degree programme

[...] The study Program acknowledges the difficulties to access the program website and have been overcome the problem which related to the maintenance of the website. The program learning objectives for both the Public Health Undergraduate Study Program (BoPh) and the Nutrition Undergraduate Study Program (BoN) have been documented in the Curriculum Document and Academic Handbook of Bachelor Program at the Faculty of Public Health. The learning objectives of the Bachelor of Public Health study program and the Bachelor of Nutrition study program are available and can be accessed via the study program website.

Link for BoPH: <https://s1kesmas.fkm.unair.ac.id/learning-outcomes/>

Link for BoN: <https://s1gizi.fkm.unair.ac.id/learning-outcomes/>

1.3 Curriculum

Content

[...] Thank you for the suggestions you have provided. We agree with the suggestions that have been given by adding a random factor in selecting student specializations. Therefore, further modifications will be made in selecting specializations. Conditions for selecting specializations that will be used in the next semester include:

1. Students apply 3 specializations interest and fill in the research project design that will be carried out, the number of the selection will be considered as priorities that considered by students.

2. The study program will distribute the students of each specialization based on the research project design and will assess the feasibility of the project, the most feasible project with the specialization will be considered accepted in their first choice sequences.

3. The study program will have the authority to set up the capacity for each specialization and put the most feasible project in ranking for each specialization based on their first choice.

4. The less feasible project will be distributed accordingly by the study program based on the student's less priority number.

[...] The study programs are taking into full account the experts' suggestions regarding the basic natural sciences. Therefore, the study program will pursue redesigning curriculum in this matter, moreover there is also a recent regulation issued by The Indonesian Minister of Education and Culture, Research, Technology, and Higher Education issued Decree No. 53/2023 concerning quality assurance in higher education in August 2023. This decree signifies a significant change in the landscape of higher education in Indonesia. Consequently, it is anticipated that all study programs within Indonesian higher education institutions will require substantial redesign to align with this new regulation.

We want to assure you that all the suggestions provided by ASIIN experts will be thoroughly and thoughtfully considered in the process of redesigning our curriculum. Your expertise and recommendations are invaluable in helping us meet the standards set forth by the recent decree. Hence, the current curriculum in BoN is following the national curriculum for the Nutrition Higher Education Institution of Indonesia. We will consider the courses from the experts and bring this issue up to the higher level and discuss it further to include basic natural science courses in the new redesigning curriculum.

Student Mobility

[...] Student exchange classes at the Faculty of Public Health, both inbound and outbound, are available for the long-term period. There are several activities that cover student exchanges in the UNAIR area, including AMERTA activities. AMERTA (Academic Mobility Exchange for Undergraduate and Magister at Airlangga) is an international semester exchange program hosted by Universitas Airlangga to offer international students overseas an opportunity to partake in studying for one semester in Universitas Airlangga. This program is available on-site for international students who are interested in a number of uniquely Indonesian perspective subjects in social and cultural aspects, economics, natural sciences and health/life sciences.

AMERTA focuses on the current issues happening in Indonesia, a developing country—amidst the dynamic nature of globalization and sees them through the perspective of natural, health and social sciences. Natural and health sciences provide a wide array of knowledge about Indonesian biodiversity, the dynamic of tropical medicine development and community empowerment in the health sector, especially in Indonesia as a developing country; whereas social sciences offer the dynamics of Indonesian urban culture, creative economy and society as the impact of globalization.

Meanwhile, discussions regarding the opening of international classes will soon be discussed further. The initial action that will be taken by the faculty is by organizing English classes for new students who have been accepted through regular intake (SNBP, SNBT, Mandiri). The refreshment will then be selected based on the ELPT score > 550 by the study program. This action will become the initiation program to accommodate the formation of an international program in the Public Health faculty.

Periodic Review of the Curriculum

[...] The Faculty has a forum for the Faculty Alumni Association and collaborates with users as a place for internships which is one of the way for the faculty and study program to maintain, foster cooperation and sustainability by holding meetings to establish communication, and these parties also contribute to efforts to improve and adjustments to the education curriculum are carried out by adjusting the climate and conditions in the field.

1.4 Admission Requirements

[...] The university has facilitated people with disabilities to access all lecture activities. This has been discussed and can be overcome with a solution, namely that the faculty will provide "Chromatic" glasses to support students during practicum activities. This effort is expected to be implemented in the next academic year. Therefore, the acceptance of prospective new students for the Bachelor of Public Health Study Program and the Bachelor of Nutrition Study Program does not set special requirements. This amendment can be seen through our admission website as follow : <https://ppmb.unair.ac.id/en/page1/persyaratan-sarjana?tabmenu=front-tab-menu-pendaftaran-sarjana&menu=Admission&label=Undergraduate>.

There are several registration requirements for prospective new students in general, as follows:

1. Indonesian citizen
2. SMA/MA/SMK graduates or equivalent in 2021, 2022 and 2023. SMA/MA/SMK graduates or equivalent from abroad must have an equivalent diploma
3. Graduates in 2021 and 2022 must already have a diploma and for 2023 at least have

a Class

4. Have adequate health so that it does not interfere with the smooth learning process in the study program.

Source: <https://ppmb.unair.ac.id/id/page1/persyaratan-sarjana?tabmenu=front-tab-menu-pendaftaran-sarjana&menu=Pendaftaran&label=Sarjana>

2 Exams: System, Concept and Organisation

[...] As we mentioned before, our curriculum is following the national curriculum for the Nutrition Higher Education Institution of Indonesia. We will consider the courses from the experts and bring this issue up to the higher level and discuss it further to find the solution of the additional natural science courses in the curriculum. Therefore, once the additional courses is agreed by the national curriculum team, then we can redesign our curriculum.

3.2 Funds and Equipment

[...] The laboratory within the Faculty of Public Health has provided various equipment facilities to support student practicum activities. Due to safety concerns and equipment that is not sensitive to movement, laboratory equipment (especially microscopes) is stored in a storage cupboard.

The following are several laboratory SOPs, where in these SOPs it is explained to students that equipment that has been used can be returned to its original storage place neatly and safely.

[Lab safety instructions: Sound level meter work instructions, multigas detector work instructions, epidemiology laboratory conduct.]

Several photos of practical activities carried out by students:

[Photo documentation showing students' laboratory work and laboratory equipment.]

With regards to the shortcomings of microbiology labs to support the Food Microbiology Course for the BoN, we understand that establishment of the lab should be done in the upcoming years as mentioned by the experts. However, for the time being, we are addressing this shortcoming by utilizing the sharing facilities of our university. For instance, we perform pathogenic bacterial culture at the Institute of Tropical Disease (located in the same campus area as Faculty of Public Health), which has biosafety level 2 laboratories and waste management for pathogenic microbes. Since the laboratory is limited to 10 students, the laboratory staff demonstrates the bacterial culture protocols for the students, and afterwards the students observe the specimen slides and perform gram staining in our microbiology lab, which is already fully equipped with microscopes. During the practicum, we only use E. Coli and S.

Aureus for bacterial culture, which is considered safe to be transferred into BSL 1 laboratory such as our lab with extra cautions. Following the practicum, we autoclave the waste prior to disposal.

4 Transparency and Documentation

4.1 Module Description

[...] The module handbook has been adapted and can be accessed via the websites of both study programs. The detailed explanation regarding the handbook module is always provided by each lecturer in charge of the course in the first week of lectures during the lecture contract session.

For the laboratory handbook can be accessed in the link as follows:

BoPH: <https://tinyurl.com/Laboratory-SOP-BoPH>

BoN: <https://tinyurl.com/Laboratory-SOP-BoN>

[Samples of revised module handbook pages and screenshots from the “Cyber Campus” online student portal for both programmes under review.]

[...] The guidebook in question is already available in the Academic Handbook for the Faculty of Public Health, and students can access the Handbook via the website of each study program. The explanation for each internship activity in the Nutrition Study Program has been explained in the Internship Guidebook.

4.2 Diploma and Diploma Supplement

[...] The diploma supplement that we distributed to students include the information as the experts suggested. The information on the study mode as the full-time student, the duration of the student has taken, and the information on the programme learning objectives. The sample of the document as mention can be seen in the file Attached.

5 Quality Management: Quality Assessment and Development

[...] We agreed that ensuring the reliability of survey results is crucial to obtaining accurate and trustworthy data. In doing so, we have carefully taken care several aspects to enhance the reliability of the survey results:

1. Using Reliable and Valid Measures

The survey questions and measurement tools that we use are subjected to routine evaluation in terms of validity and reliability. The questions in the survey are evaluated periodically to ensure they measure what was really intended as the outcome with

consistent results over time. There is a check for vague or ambiguous terms to avoid different interpretations.

2. Anonymity and Confidentiality

All respondents fill in the surveys anonymous and confidential. It's expected that students will feel safe and are more likely to provide honest feedback.

3. Consistent Administration

The survey consistently administered to all students to avoid deviations in how instructions provided.

4. Data Entry Accuracy

To ensure accuracy of data entry and analysis, we use a survey platform in the QA Management Information System (www.qa.unair.ac.id) available online via our Cybercampus.

5. Retest Reliability

The reliability of the survey results was also challenged by administering similar questions/topics on different platforms including students hearing and focus group discussions. By doing this, the results consistency over time is justified.

6. Statistical Analysis

A statistical approach was also employed to ensure the consistency of the survey results.

7. Continuous Review for Improvement

Review and update of the survey questions and methodology are carried out periodically to improve the reliability of the survey results and ensure that the data collected truly represents the opinions and experiences of the students.

Nevertheless, we do consider the valuable suggestions by the experts, and will come up with a new and relevant approach accordingly as an alternative to the existing approach.

F Summary: Expert recommendations (06.11.2023)

Taking into account the comments provided by the Faculty, the experts summarise their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Public Health	Without requirements	30.09.2029	–	–
Ba Nutrition	Without requirements	30.09.2029	–	–

Requirements

None.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3/3.2) It is recommended to establish a stakeholder/industry board.
- E 2. (ASIIN 4.1) It is recommended so specify the intended hands-on learning and objectives of the practicums more clearly.
- E 3. (ASIIN 5) It is recommended to rethink the current compulsory approach to course evaluations to improve reliability of the results.

For the Bachelor of Public Health programme

- E 4. (ASIIN 1.3) It is recommended to rethink the current, solely GPA-based mechanism of allocating students to the offered specialisations within the Bachelor of Public Health.

For the Bachelor of Nutrition programme

- E 5. (ASIIN 1.3) It is recommended to strengthen the imparting of basic natural sciences in the curriculum.
- E 6. (ASIIN 3.1) It is recommended to expedite efforts to recruit additional teaching staff.
- E 7. (ASIIN 3.2) It is recommended to improve lab capacities, especially in regard to the microbiology, biochemistry, and organoleptic lab.

G Comment of the Technical Committees

Technical Committee 14 – Medicine (17.11.2023)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee confirms the overall positive impression of the experts and sees no need to issue further requirements.

This being said, the Technical Committee seconds the findings of the experts with regard to the long-term shortage of laboratory capacities and the staff shortage in the Bachelor of Nutrition.

Furthermore, the Technical Committee 14 recommends the Faculty to formulate a focused research strategy in order to promote a harmonisation of the degree programmes with the Faculty's ambitions and the University's strategy.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Public Health	Without requirements	30.09.2029	–	–
Ba Nutrition	Without requirements	30.09.2029	–	–

E 3. (ASIIN 4.3) It is recommended for the Faculty to develop a focussed research strategy with which to align the study programmes under review in order to support the University's ambition of becoming a leading university on the national and international level.

Technical Committee 08 – Agriculture, Forestry and Food Sciences (21.11.2023)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee 08 discusses the accreditation procedure and follows the assessment of the experts without any changes.

The Technical Committee 08 – Agriculture, Forestry and Food Sciences recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Public Health	Without requirements	30.09.2029	–	–
Ba Nutrition	Without requirements	30.09.2029	–	–

H Decision of the Accreditation Commission (08.12.2023)

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

The Accreditation Commission discusses the procedure and follows the assessment of the experts and the Technical Committees 08 and 14 without changes. It does not endorse the suggestion made by the Technical Committee 14 in regard to the creation of a focused research strategy, as it perceives this to be out of the scope of the present programme accreditation of two Bachelor's programmes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Public Health	Without requirements	30.09.2029	–	–
Ba Nutrition	Without requirements	30.09.2029	–	–

Requirements

None.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3/3.2) It is recommended to establish a stakeholder/industry board.
- E 2. (ASIIN 4.1) It is recommended so specify the intended hands-on learning and objectives of the practicums more clearly.
- E 3. (ASIIN 5) It is recommended to rethink the current compulsory approach to course evaluations to improve reliability of the results.

For the Bachelor of Public Health programme

- E 4. (ASIIN 1.3) It is recommended to rethink the current, solely GPA-based mechanism of allocating students to the offered specialisations within the Bachelor of Public Health.

For the Bachelor of Nutrition programme

- E 5. (ASIIN 1.3) It is recommended to strengthen the imparting of basic natural sciences in the curriculum.
- E 6. (ASIIN 3.1) It is recommended to expedite efforts to recruit additional teaching staff.
- E 7. (ASIIN 3.2) It is recommended to improve lab capacities, especially in regard to the microbiology, biochemistry, and organoleptic lab.

Appendix: Programme Learning Outcomes and Curricula

According to the self-assessment report and the provided Academic Handbook, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved:

Ba Public Health

“The objectives of the Bachelor of Public Health

1. Producing qualified graduates who are proactive, innovative, and professional.
 2. Producing graduates who are able to:
 - a. Apply public health science with a promotive and preventive approach as well as lead and think with effective communication skills;
 - b. Manage organizations and health systems;
 - c. Analyze the health policy;
 - d. Conduct community empowerment and development of social support, networking, and accessibility;
 - e. Assess health status based on data, information, and health indicators for decision making;
 - f. Conduct public health research;
 - g. Integrate public health skills into tropical health issues.
 3. Producing research conducted by lecturers and students that supports the development of science, technology, and health.
 4. Applying knowledge and technology in the context of Public Health in terms of community services.
 5. Carrying out the learning process effectively, efficiently, sustainably, and possessing competitive ability in the conducive academic context.
 6. Holding an education process that is in accordance with the needs of the market and focuses on accessibility and equity.
 7. Providing human resources who are capable of following the developments of public health knowledge and technology.
 8. Creating mutual partnerships with stakeholders both nationally and internationally.
- (...)

Learning Outcomes of the Bachelor of Public Health Programme

A. Attitude (A)

- LO 1. Demonstrating compliance with religious values, general norms, values upheld by the society, and professional ethics in relation to the application of knowledge in public health.
- LO 2. Carrying out academic practices in relation with the application of knowledge in the field of public health as specified by the law and professional ethics.

B. General Skills (GS)

- LO 3. Applying logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that heeds and applies humanistic values in line with their field of expertise.
- LO 4. Writing academic reports and rediscovering data to ensure validity and prevent plagiarism in their field of expertise based on scientific research in producing solutions, ideas, designs, or art criticisms.
- LO 5. Carrying out the self-evaluation process of the workgroup under their responsibility, and able to manage the learning process independently.

C. Knowledge (K)

- LO 6. Mastering the basic theory of public health sciences, including health environmental, epidemiology, health policy administration, health promotion and behavioral science, nutrition, occupational health and safety, biostatistics and population studies, health reproductive and maternal/child health.
- LO 7. Integrating the theoretical concepts of public health skills into strengthening the managing of tropical health issues.

Specific Skills (SS)

- LO 8. Conducting a study/ survey and situational analysis to identify the public health problem and its determinant to solve public health-related problems.
- LO 9. Developing and planning health programs based on public health problems and its determinant and also advocate evidence based public health policy.
- LO 10. Communicating effectively to promote health and prevent diseases using appropriate media and behavioral change theory based on the assessment results of public health problems in the community.
- LO 11. Acknowledging the importance of local culture to promote health and prevent disease in the community.
- LO 12. Carrying out community empowerment to promote health and prevent disease in the community.
- LO 13. Planning for the budget of public health program by calculating unit cost, performing cost benefit analysis and cost effectiveness analysis and managing the finance in primary health care.
- LO 14. Performing organizational leadership that fosters common goals and conducive organizational culture through systematic thinking.

The following **curriculum** is presented* (*semester 7/8 arranged by minors):

No.	Course		Component Category (a, b, c, d)	Credits		
	Code	Name		Lecture	Practicum	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
SEMESTER 1						
1	AGB10	Buddhism I	a	2		2
	AGC101	Confucianism I				
	AGH101	Hinduism I				
	AGI101	Islam I				
	AGK101	Catholicism I				
	AGP101	Protestantism I				
2	BAI101	Indonesian	a	2		2
3	BIF113	Biomedical Sciences I	b	3		3
4	ETM101	Health Law and Ethics	b, c	2		2
5	NOP103	Pancasila	a	2		2
6	KMU101	Introduction to Public Health Science	b	2		2
7	NOP104	Civics	a	2		2
8	SIP107	Data and Literature	a	2		2
9	KMU103	Health Communication and Basic Health Services	c	2		2
Subtotal credits for Semester 1				19		19
SEMESTER 2						
10	KME201	Principles of Epidemiology	b	2		2
11	KMA101	Health Administration and Policy	a, b, c	2		2
12	KMD104	Population Studies	b, c	2		2
13	BIF114	Biomedical Sciences II	b	3		3
14	EDM305	Health Promotion and Education	b	2		2
15	SOS320	Medical Sociology and Anthropology	b	3		3
16	PHP103	Logical and Critical Thinking	a	2		2
17	KMU103	Communication and Self-Development	a	2		2
18	MNM107	Introduction to Scientific Collaboration	d	2		2
Subtotal credits for Semester 2				20		20
SEMESTER 3						
19	MAS111	Principles of Biostatistics	b, c	2		2

0 Appendix: Programme Learning Outcomes and Curricula

20	KME302	Epidemiology of Communicable Diseases	b	2		2
21	SOK207	Public Health Communication	b, d	3		3
22	KMA205	Principles of Hospital and Community Health Center Administration	b, c	2		2
23	PSK204	Public Health Group Development	b	2		2
24	LKM206	Principles of Environmental Health	b, c	2		2
25	KMK217	Principles of Occupational Health and Safety	a, b	2		2
26	KMD105	Community Reproductive Health	b, c	2		2
27	NUM101	Principles of Nutrition Science	b	2		2
28	AGB401	Buddhism II	a, b	2		2
	AGC401	Confucianism II				
	AGH401	Hinduism II				
	AGI401	Islam II				
	AGK401	Catholicism II				
	AGP401	Protestantism II				
Subtotal credits for Semester 3				21		21
SEMESTER 4						
29	PSK205	Community Empowerment in Health I	b	2		2
30	SII310	Health Information Systems (HIS)	b, c	2		2
31	KME204	Public Health Surveillance (Integrated)	b	3		3
32	MNM404	Human Resource Management and Productivity in Healthcare	b	2		2
33	KME303	Epidemiology of Non-Communicable Diseases	b	2		2
34	MNM309	Leadership and Thinking Systems in Public Health	a, b, c	2		2
35	LKM316	Environmental Quality Analysis	b, c	2		2
36	MAS233	Inferential Biostatistics	b, c	2		2
37	MNW302	Integrated Entrepreneurship	a, b, c	2		2
38	NUM301	Introduction to Public Health Nutrition	b	2		2
Subtotal credits for Semester 4				21	0	21
SEMESTER 5						
39	PNM405	Methodology of Quantitative and Qualitative Research	b	3		3
40	SOK326	Basics in Media Communication, Information, and Education	b	2		2

0 Appendix: Programme Learning Outcomes and Curricula

41	EKH301	Health Economics	b	3		3
42	KME419	Extreme Events and Disaster Management (Integrated)	b, c	2		2
43	KLM303	Fieldwork	a, b	6		6
44	MNS103	Public Health Program Planning and Evaluation (Integrated) (Practicum)	a, b, c		3	3
45	SIK302	Public Health Computer Applications (Practicum)	b, c		2	2
46	BAE115	English for Public Health	b	2		2
Subtotal credits for Semester 5				18	5	23

1. Minor in Health Administration and Policy						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
49	PSO306	Organization Development	b, c	2		2
50	MNS315	Healthcare Management Techniques and Tools	b	4		4
51	MNS316	Community Health Center Management	a, b, c	2		2
52	MNS317	Hospital Management	a, b, c	2		2
53	MNS310	Quality Management in Health Services	b, c	2		2
54	MNS311	Logistic Management for Medicine, Equipment, and Healthcare Facility	b, c	2		2
Subtotal credits for the Minor in Health Administration and Policy				19		19
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
98	MNP309	Health Services Marketing	b	2		2
99	MNS407	Health Insurance	b, c, d	2		2
100	SII407	Health and Hospital Management Information System	b	2		2
101	KMA404	Health Policy Analysis	b, c	3		3
102	MNS408	Strategic Management in Healthcare	a, b, c	2		2
Subtotal credits				11	3	14
ELECTIVES						

		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Health Administration and Policy				13	3	16

2. Minor in Biostatistics and Population Studies						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
55	MAS208	Parametric Biostatistics	b, c	3		3
56	MAS322	Biostatistics for Semiquantitative Data	b, c	2		2
57	MAS323	Biostatistics for Categorical Data	b, c	2		2
58	PNM406	Health Research Design	b, c	2		2
59	KMD312	Demographic Techniques	b, c	2		2
60	KMD305	Maternal Health and Safety	b, c	2		2
61	KMD316	Population Fertility and Family Planning	b, c	2		2
Subtotal credits for the Minor in Biostatistics and Population Studies				20		20
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
103	SIK304	Biostatistics Computer Applications (Practicum)	b, c		2	2
104	SIK303	Population Analysis Computer Applications (Practicum)	b, c		2	2
105	PNM407	Sampling Techniques and Size Determination	b, c	2		2
106	SII314	Introduction to Geographic Information Systems	b, c	2		2
107	MAS623	Basics in Multivariate Analysis	b, c	2		2
Subtotal credits				6	7	13
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Biostatistics and Population Studies				8	7	15

3. Minor in Reproductive Health and Maternal and Child Health						
SEMESTER 6						

COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
62	KMD303	Child Survival	b, c	2		2
63	KMD304	Adolescent Sexual and Reproductive Health	b, c	2		2
60	KMD305	Maternal Health and Safety	b, c	2		2
64	KMD306	Population Fertility and Family Planning	b, c	2		2
65	KMD307	Mortality	b, c	2		2
66	KMD313	Workers Sexual and Reproductive Health	b, c	2		2
67	KMD314	Elderly Sexual and Reproductive Health	b, c	2		2
Subtotal credits for the Minor in Reproductive Health and Maternal and Child Health				19		19
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
106	SII314	Introduction to Geographic Information Systems	b, c	2		2
108	KMD308	Sex, Gender, and Sexuality	b, c	2		2
109	KMD310	Techniques of Fertility, Family Planning, and Mortality Measurement	b, c	3		3
104	SIK303	Population Analysis Computer Applications (Practicum)	b, c		2	2
110	PNM409	Sampling Methods for Population Studies	b, c	2		2
Subtotal credits				9	5	14
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Reproductive Health and Maternal and Child Health				11	5	16

4. Minor in Epidemiology						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
68	KME422	Health Measurement	b, c	2		2

69	KME426	Epidemiology of Prevention and Control of Cardiovascular Diseases and Strokes	b	3		3
70	KME417	Epidemiological Research	a	2		2
71	KME407	Epidemiology of Tropical Diseases	b, c	3		3
72	KME420	Epidemiology of Accidents	b, c	2		2
73	KME403	Epidemiology of Cancers	b	3		3
Subtotal credits for the Minor in Epidemiology				20		20
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
111	KME423	Risk and Disease Mapping	b, d	2		2
112	KME301	Epidemiology of Vaccine-Preventable Diseases	b	3		3
113	KME413	Data Management in Epidemiology (Practicum)	b, c		2	2
114	KME414	Health Screening	b	3		3
Subtotal credits				8		13
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Epidemiology				10	5	15

5. Minor in Health Nutrition						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
74	NUM404	Nutrition (Practicum)	b, c		2	2
75	NUM304	Food Technology and Nutrition	b, c	2		2
76	EDM401	Nutrition Education	b, c	3		3
77	KME406	Epidemiology of Nutrition	b, c	2		2
78	NUM318	Urban Nutrition	b, c	2		2
79	NUM401	Food Safety	b, c	2		2
Total credits for the Minor in Health Nutrition				16	2	18
SEMESTER 7						
COMPULSORY COURSES						

97	PNM496	Research Methodology (Application)	b, c, d		3	3
115	NUM302	Nutrition and Food Service Management	b, c	2		2
116	NUM307	Current Nutrition Science and Technology	b, c	2		2
117	NUM216	Food Security	b, c, d	2		2
118	NUM209	Food and Nutrition Economics	b, c, d	2		2
119	NUM311	Nutrition and Productivity	b, c	2		2
120	SOA103	Nutritional Anthropology	b, c	2		2
Subtotal credits					12	15
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Health Nutrition					14	17

6. Minor in Occupational Health and Safety						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
80	KMK102	Occupational Safety	b, c	2		2
81	KMK101	Occupational Health	b, c	2		2
82	KMK214	Ergonomics and Work Physiology I	b, c, d	2		2
83	PSI307	Industrial Psychology	b, c	2		2
84	KMK106	Industrial Hygiene I	b, c, d	2		2
85	FAT304	Industrial Toxicology I	b, c, d	2		2
Subtotal credits for the Minor in Occupational Health and Safety					17	17
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
121	FAT305	Industrial Toxicology II	b, c, d	2		2
122	KMK202	Occupational Diseases	b, c	2		2
123	KMK310	Industrial Hygiene II	b, c, d	3		3
124	KMK312	Occupational Health and Safety Risk Management	b, c, d	2		2
125	KMK313	Occupational Health and Safety Implementation (Practicum)	b, c		2	2
126	KMK306	Ergonomics and Work Physiology II	b, c	2		2

Subtotal credits				11	5	16
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Occupational Health and Safety				13	5	18

7. Minor in Environmental Health						
SEMESTER 6						
COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
86	NUM102	Food Sanitation	b, c	2		2
87	LKM406	Control of Zoonotic Diseases	b, c, d	2		2
88	LKM314	Field Instrumentation and Observation (Practicum)	b, c		3	3
89	LKM313	Water Management	b, c, d	2		2
90	LKM312	Waste Management	b, c, d	2		2
91	LKM309	Vector and Rodent Control	b, c, d	2		2
Subtotal credits for the Minor in Environmental Health				15	3	18
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d	3		3
127	LKM308	Environmental Sanitation	b, c	3		3
128	LKM310	Environmental Management	b, c	2		2
129	MNS404	Environmental Health Risk Assessment	b, c	3		3
130	KME425	Environmental Health Aspects in Disaster Management	b, c, d	2		2
131	FAT206	Environmental Toxicology	b, c, d	2		2
Subtotal credits				12	3	15
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Environmental Health				14	3	17

8. Minor in Health Promotion and Behavioral Science						
SEMESTER 6						

COMPULSORY COURSES						
47	KNM401	Community Services	a, b	3		3
48	MNK103	Health Financing and Budgeting	b	2		2
92	MNS312	Health Promotion Indicators and Measurements	b	2		2
93	SOK325	Health Promotion Media Development	b			3
94	PSC304	Health Psychology	b	2		2
95	EDM306	Health Promotion in Institutions (Practicum)	b		3	3
96	MNS313	Health Promotion Programs	b	3		3
Subtotal credits for the Minor in Health Promotion and Behavioral Science				15	b	18
SEMESTER 7						
COMPULSORY COURSES						
97	PNM496	Research Methodology (Application and Practicum)	b, c, d		3	3
132	SOK408	Integrated Health Marketing Communication	b	2		2
133	EDM402	Health Politics	b	2		2
134	PSI407	Organizational Behavior	b	2		2
135	PSK303	Community Empowerment in Health II	b	3		3
136	SOS402	Social Determinants of Health	b	3		3
Subtotal credits				12	3	15
ELECTIVES						
		Minor Elective Course (Cross-Discipline)		2		2
Subtotal credits for the Minor in Health Promotion and Behavioral Science				14	3	17

SEMESTER 8						
137	KKM401	Internships	b, d	3		3
138	PNM499	Thesis	b, c	4		4
Subtotal credits for Semester 8				7		7
Total credits for the Bachelor Program in Public Health						146

Ba Nutrition

“Objective

The objectives of BoN are formulated in accordance with the vision and mission of Universitas Airlangga. The following are objectives of BoN:

1. Procreating graduates who are proactive, innovative, and professional.
2. Conducting research in the nutrition field that supports the development of science and technology.
3. Applying knowledge and technology in the nutrition field in community service activities.
4. Implementing the learning process in an effective, efficient, sustainable, and competitive environment and a conducive academic atmosphere.
5. Providing resources that can keep up with the development of knowledge and technology in the nutrition field.
6. Establishing partnerships with stakeholders who mutually support both at the national and international levels.

(...)

The learning outcomes (LO) are the minimum requirement that each candidate of BoN needs to obtain, as follows:

Attitude (A)

- LO 1. Demonstrating compliance with religious values, general norms, values upheld. by society, and professional ethics concerning the application of knowledge in nutrition.
- LO 2. Performing academic and professional practices concerning the application of knowledge in the nutrition field as specified by the law and professional ethics.

General Skills (GS)

- LO 3. Applying logical, critical, systematic, and innovative thinking in developing or implementing science and technology that regards and applies humanistic values in line with their field of expertise.
- LO 4. Writing academic reports and rediscovering data to ensure validity and prevent plagiarism in their field of expertise based on scientific research in producing solutions, ideas, designs, or criticisms.
- LO 5. Performing the self-evaluation process of the workgroup under their responsibility and managing to study independently.

Knowledge (K)

- LO 6. Mastering the basic theory of food and nutrition, biomedicine, pathophysiology, humanities, research, public health, and knowledge of nutritionists' services and authorities in the national health system and the national food and nutrition security system.
- LO 7. Mastering the theoretical concepts of in-depth dietetics to formulate solutions to nutritional problems of individuals, groups, and communities through nutritional status assessment.
 - a. Mastering the basics, substances, and skills of science in the nutrition field and identifying, understanding, explaining, and formulating ways to solve nutritional problems.

Specific Skills (SS)

- LO 8. Explaining and thinking broadly (meta-cognitively) on basic theory, nutrition science and technology, and related sciences, conducting research in the nutrition field, and disseminating the results.
- LO 9. Communicating effectively using media and methods according to target characteristics in counseling services, nutrition education, and dietetics to handle nutritional problems of individuals, groups, and communities based on the results of the nutrition diagnosis.
- LO 10. Applying nutritional science and technology then making decisions in solving nutritional problems of individuals, groups, and communities through assessment of nutritional status and related factors.
- LO 11. Developing and managing promotive, preventive, curative, and rehabilitative nutrition services, and adapting to resource-limited settings.
- LO 12. Working in a team, being responsible for independent or group work results, and having a critical attitude, empathy for clients, and teamwork at the organization's internal and external levels.
- LO 13. Designing, managing, and developing business plans for programs, products, or services, including budget development, staffing and facility requirements equipment, and supplies in food services by applying nutrition and management concepts.

The following **curriculum** is presented:

No.	Course		Component Category (a, b, c, d)	Credits		
	Code	Name		Lecture	Practicum	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Semester 1						
1	AGB10 AGC101 AGH101 AGI101 AGK101 AGP101	Religion I	a	2	0	2
2	NOP102	Pancasila	a	2	0	2
3	NOP103	Civics	a	2	0	2
4	BAI101	Indonesian	d	2	0	2
5	SIP107	Data and Literature	d	2	0	2
6	ETM101	Health Law and Ethics	c	2	0	2
7	KMU103	Basic Communication and Health Services	c	2	0	2
8	MAT108	Mathematics	d	2	0	2
9	KID109	Organic and Inorganic Chemistry	d	3	0	3
Subtotal credits				19	0	19
Semester 2						

Compulsory Courses						
1	BIF104	Physiology	c	3	1	4
2	PHP103	Logical and Critical Thinking	d	2	0	2
3	MNM107	Introduction to Scientific Collaboration	d	2	0	2
4	MNM106	Communication and Self-Development	d	2	0	2
5	BIA102	Anatomy	c	2	0	2
6	BID107	Introduction to Human Biology	d	2	0	2
7	MNU401	Principles of Management	d	2	0	2
8	BIK102	Introduction to Biochemistry	c	2	0	2
9	PSG105	Psychology	d	2	0	2
Subtotal credits				19	1	20
Semester 3						
Compulsory Courses						
1	NUM204	Principles of Culinary	d	2	0	2
2.	NUM221	Principles of Culinary (Practicum)	d	0	1	1
3.	NUM222	Food Sciences and Technology	d	2	0	2
4.	NUM223	Food Sciences and Technology (Practicum)	d	0	1	1
5.	NUM224	Food Microbiology	d	2	0	2
6.	NUM225	Food Microbiology (Practicum)	d	0	1	1
7.	NUM226	Nutrition Analysis	c	1	1	2
8.	NUM101	Principles of Nutrition Science	b	2	0	2
9.	NUM216	Food Security	b	2	0	2
10.	AGB401 AGC401 AGH401 AGI401 AGK401 AGP401	Religion II	a	2	0	2
11.	SOS236	Sociology of Nutrition	d	2	0	2
12.	SOA103	Nutritional Anthropology	d	2	0	2
Subtotal credits				17	4	21
Semester 4						
Compulsory Courses						
1	NUM227	Food Formulation	b	2	0	2
2	NUM215	Food Formulation (Practicum)	b	0	1	1
3	NUM302	Management of Industrial Food and Nutrition Services	b	2	0	2

4	NUM329	Management of Industrial Food and Nutrition Services (Practicum)	b	0	1	1
5	KLM304	Management of Industrial Food and Nutrition Services Fieldwork	a, b	0	2	2
6	NUM105	Nutrition in the Life Cycle	b	2	0	2
7	NUM229	Nutrition in the Life Cycle (Practicum)	b	0	1	1
8	NUM406	Nutritional Assessment	b	2	0	2
9	NUM402	Nutritional Assessment (Practicum)	b	0	2	2
10	NUM231	Food and Nutrition Entrepreneurship (Practicum)	a	0	2	2
11.	NUM211	Food Safety	c	2	0	2
12.	NUM103	Energy and Macronutrient Metabolism	b	2	0	2
13.	NUM104	Micronutrient Metabolism	b	2	0	2
Subtotal credits				14	9	23
Semester 5						
Compulsory Courses						
1	NUM321	Food Consumption Survey	b	2	0	2
2	NUM322	Food Consumption Survey (Practicum)	b	0	1	1
3	NUM203	Nutrition Education	b	2	0	2
4	NUM323	Nutrition Education (Practicum)	b	0	1	1
5	MAS210	Statistics	d	2	0	2
6	MAS115	Statistics (Practicum)	d	0	1	1
7	NUM306	Nutritional Computing (Practicum)	d	0	2	2
8	BIF301	Pathophysiology for Infectious Diseases and Malnutrition	c	2	0	2
9	BIF302	Pathophysiology for Degenerative Diseases	d	2	0	2
10	NUM324	Standardized Nutrition Care Process (NCP)	b	2	0	2
11	NUF302	Pharmacology and Food-Drug Interactions	c	2	0	2
12	NUM314	Sports Nutrition	b	2	0	2
Elective Courses						

13	NUM209 NUM311 NUM310 NUM313 NUM312	Electives I Food and Nutrition Economics Nutrition and Productivity Nutrition and HIV/AIDS Emergency Nutrition Industrial Nutrition	c, d	2	0	2
Subtotal credits				18	5	23
Semester 6						
Compulsory Courses						
1	NUD302	Dietetics for Infectious Diseases and Deficiency	b	2	0	2
2	NUD303	Dietetics for Infectious Diseases and Deficiency (Practicum)	b	0	1	1
3	NUD304	Dietetics for Degenerative Diseases	b	2	0	2
4	NUD305	Dietetics for Degenerative Diseases (Practicum)	b	0	1	1
5	NUM202	Nutritional Counseling	b	2	1	3
6	PNM491	Research Methodology	c	2	0	2
7	NUM318	Urban Nutrition	b	2	0	2
8	NUM207	Nutrition Programs and Evaluation	b	2	0	2
9	NUM210	Epidemiology of Nutrition	c	2	0	2
10	BAE110	English	c	2	0	2
11	KNM401	Community Services	a, b	0	3	3
Elective Courses						
12	NUM315 PSO403 NUM326 NUM327	Electives II Vegetarian Nutrition Consumer Behavior Geriatric Nutrition Functional Food	c, d	2	0	2
Subtotal credits				18	6	24
Semester 7						
Compulsory Courses						
1	NUM307	Current Nutrition Science and Technology	b	2	0	2
2	PNM498	Thesis Proposal	b, c	0	2	2
3	KLM402	Community Nutrition Fieldwork	a, b	0	4	4
4	KLM403	Dietetics Fieldwork	a, b	0	4	4
Subtotal credits				2	10	12
Semester 8						
1	PNM499	Thesis	b, c	0	4	4
Subtotal credits				0	4	4
Total credits				107	39	146