ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Nursing leading to Professional Nurse

Master's Degree Programme
Nursing

Provided by
Universitas Andalas, Indonesia

Version: 28 June 2024

Table of Content

A About the Accreditation Process

Name of the degree pro-gramme (in original language)	(Official) English transla-tion of the name	Labels ap-plied for [1]	Previous accredita-tion (issu-ing agency, validity)	Involved Technical Commit-tees (TC)[2]
Program Studi Sarjana Keperawatan / Program Studi Profesi Ners	Bachelor programme in Nursing leading to Pro-fessional Nurse	ASIIN	IAAHEH[3]: A 2019 - 2024	14
Program Studi Magister Keperawatan	Master programme in Nursing	ASIIN	IAAHEH: Ex-cellent 2021 - 2026	14
Date of the contract: 06.04.2023 **Submission of the final version of the self-assessment report:** 08.10.2024 **Date of the audit:** 20.02. – 22.02.2024				
Expert panel: Prof. Dr. Yati Afiyanti, Universitas Indonesia, Jakarta Prof. Dr. Vasiliki Kolovou, University of Applied Sciences and Arts Hannover Maulida Nurliza, University Hospital Banda Aceh Kusnul Chotimah, Universitas Airlangga, Surabaya, student				
Representative of the ASIIN headquarter: Rainer Arnold				
Responsible decision-making committee: ASIIN Accreditation Commission				

[1] ASIIN Seal for degree programmes;
[2] TC: Technical Committee for the following subject areas: TC 14 – Medicine
[3] Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)

Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria as of 23.03.2023 	

B Characteristics of the Degree Programmes

a) Name	Final degree (original)	b) Areas of Specialization	c) Corresponding level of the EQF[4]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor in Nursing leading to Professional Nurse	Sarjana Keperawatan / Bachelor of Science in Nursing	-	6	Full time	no	7 Semester	145 SKS / 220.50 ECTS	Once a year (July) / 1999
	Ners / Professional Nurse	-	6	Full time	no	2 Semester	32 SKS / 54 ECTS	Twice a year (January + July) / 2001
Master programme in Nursing	Magister Keperawatan / Master of Nursing	-	7	Full time	no	4 Semester	48 SKS / 131.40 ECTS	Once a year (July) / 2010

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

For the <u>Bachelor's degree programme Nursing leading to Professional Nurse</u>, Universitas Andalas (UNAND) has presented the following profile on its webpage:

Vision:

To become a dignified educational center for Bachelor of Science in Nursing leading to Professional Nurse with excellence in partnership-based disaster nursing to create a resilient society at national and regional levels in 2030.

Mission:

1. Organizing academic and professional education that have certain quality and sustainability to produce graduates who has high competitiveness and excellence in disaster nursing field.

2. Conducting research which supports nursing science and nursing practice development that have evidence-based practice application.

3. Conducting community service based on the renewal of knowledge and technology to improve the quality of public health.

4. Performing good governance at the study program level to realize the principles of accountability and transparency.

For the <u>Master's degree programme Nursing</u>, Universitas Andalas (UNAND) has presented the following profile on its webpage:

Vision:

To become a professional, innovative, and dignified Master of Science in Nursing Programme with excellence in community empowerment in 2030.

Mission:

1. Organizing continuous professional nursing education based on the development of nursing science and art.

2. Conducting innovative nursing research that is able to solve nursing problems.

3. Organizing community service based on research results by involving community participation in solving health problems.

4. Participate in the development of nursing science through cooperation and play an active role in national and international nursing activities.

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
- Study plans of the degree programmes
- Module descriptions
- Homepage UNAND: https://www.unand.ac.id
- Homepage Faculty of Nursing: https://fkep.unand.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts base their assessment of the learning outcomes on the information provided on the websites and in the Self-Assessment Report of both the Bachelor's degree programme Nursing leading to Professional Nurse (BSN-PN) and the Master's degree programme Nursing (MSN).

For both programmes, Universitas Andalas (UNAND) has described and published Educational Objectives (EO) and Intended Learning Outcomes (ILO). While the EO are rather general and refer to the vision and mission of the Faculty of Nursing (FKEP), the ILO cover a number of specific competences students should acquire in their respective degree programme. Both, EO and ILO of each degree programme are published on the FKEP's webpage. In Indonesia, higher education in Nursing is managed by an association called Asosiasi Institusi Pendidikan Ners Indonesia (AIPNI). One of AIPNI's purposes is to determine the graduate profiles, develop EOs and ILOs of nursing higher education in Indonesia at both at Bachelor's and Master's level through workshops involving stakeholders like the Ministry of Education, hospitals, and professional nursing associations.

Graduates of the BSN-PN programme should demonstrate a comprehensive understanding of nursing concepts, theory and management principles in the care of patients, be able to communicate about the therapeutic treatments, and give accurate information about

them. Furthermore, they should acquire the necessary skills for delivering nursing care and services according to national and international standards. Graduates should also be able to manage health care systems by working with other nurses and health professionals with the goal of reducing morbidity, fostering a healthy lifestyle, and promoting a healthy environment. Usually, all graduates of the <u>Bachelor's degree programme Nursing</u> enrol in a subsequent professional programme, in order to be able to work as a nurse.

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

The graduate profile of the BSN-PN programme includes five categories:

1.   Care provider: Able to provide nursing care to individuals, families, groups and communities in the clinical and community settings to fulfil basic human needs based on research findings.

2.   Communicator: Able to perform effective and therapeutic communication in delivering nursing care and build effective interprofessional collaboration.

3.   Health educator and promoter: Able to demonstrate health education and promotion to individuals, families, groups and communities in order to achieve client's independence.

4.   Manager and leader: Able to act as a manager and a leader in organizing nursing care and coordinate with other health team to achieve client care outcomes.

5.   Researcher: Able to implement steps of scientific approach to solve research and nursing problems.

Most of the graduates work as nurses and nursing managers in public and private hospitals, public health centres, and other health care institution. UNAND regularly conducts tracer studies to find out about the graduates' employment. The results show that 90% of the participants take up an occupation in the health sector working at hospitals, clinics, or health community centers, and 18% of participants have pursued their academic to a higher academic degree. In addition, graduates can also find jobs as managers in insurances. Other work opportunities are becoming teaching assistants in public or private nursing schools. Besides working in Indonesia, graduates are also qualified for working abroad.

The <u>Master's degree programme Nursing</u> is designed to equip graduates with the advanced knowledge, skills, and attributes essential for leadership roles in healthcare. Upon completion of the programme, students should demonstrate mastery in assessing, diagnosing, and

managing complex health conditions across the lifespan. Additionally, graduates should be proficient in designing, conducting, and disseminating nursing research, contributing to the ongoing development of evidence-based nursing practices in order to promoting new developments in health care on local, regional, and national levels. To this end, they should be able to provide culturally competent and inclusive care, while recognizing and addressing the diverse needs of patients. Moreover, graduates should be able of actively participating in quality improvement initiatives, enhancing patient safety and contributing to the continuous improvement of healthcare delivery. In addition, students of the Master's degree programme Nursing should acquire social competences, such as abstraction ability, analytical thinking, capacity for teamwork, ability to communicate, international and intercultural experience, and are therefore especially prepared to take on leadership responsibilities.

Graduates of the Master's degree programme Nursing have manifold job perspectives, and the profile of the MSN programme includes five categories:

1. Researcher: Able to develop nursing research to produce innovative and tested research product to solve the problems, develop nursing science and technology and policy formulation.

2. Scientist: Able to play an active role in the development of nursing/health science and nursing profession through the dissemination/communication of ideas and scientific arguments, results of studies and research through mass media, scientific journals to the academic community and/or the wider community.

3. Educator: Able to develop educational/clinical learning programs and communities that are creative and innovative and based on the latest facts, through an adult learning approach for the development of professional performance improvement of care/health services to the community.

4. Leader and decision maker: able to develop governance of nursing services in various health service settings with a leadership, decision making and management process approach through consideration of legal ethical aspects and policies both at the local and national levels.

As the tracer studies show, most graduates of the Master's degree programme Nursing work as scientists, managers, or teachers.

The experts gain the impression that the graduates of both degree programmes under review are well prepared for entering the labour market and can find adequate jobs in Indonesia.

In summary, the experts are convinced that the intended qualification profiles of both programmes under review allow graduates to take up an occupation, which corresponds to their qualification. The degree programmes are designed in such a way that they meet the goals set for them. The objectives and intended learning outcomes of both degree programmes under review, which are reflected in the graduates' profiles, EOs and ILOs, do find the approval of both internal stakeholders like students and teaching staff as well as external stakeholders like alumni and employers. The collaborative and iterative process of developing, reviewing, and revising them ensures this approval

The experts conclude that the objectives and intended learning outcomes of the Bachelor's degree programmes Nursing leading to Professional Nurse and the Master's degree programme Nursing adequately reflect the intended level of academic qualification (EQF 6 for BSN-PN and EQF 7 for MSN).

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the experts:
UNAND awards a Bachelor in Nursing or Sarjana Keperawatan (SKep) degree to the graduates of the Bachelor's degree programme Nursing, the title Nurse (Ners) for the Professional Nursing programme, and a Master in Nursing or Magister Keperawatan (MKep) to the graduates of the Master's degree programme Nursing.

The experts confirm that the English translation and the original Indonesian names of both degree programmes correspond with the intended aims and learning outcomes as well as the main course language (Bahasa Indonesia). The names are in accordance with national regulations and correctly convey the field of expertise (nursing).

Criterion 1.3 Curriculum

Evidence:

- Study plans of the degree programmes

- Module descriptions

- Homepage UNAND: https://www.unand.ac.id

- Homepage Faculty of Nursing: https://fkep.unand.ac.id/

- Discussions during the audit

Preliminary assessment and analysis of the experts:

Both programmes are offered by the Faculty of Nursing (FKEP) of Universitas Andalas (UNAND). 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 January of the following year, while the even semester last from February to July. A systematic university-wide review of the curriculum is conducted every five years but minor changes may be implemented every year after endorsement by FKEP.

The Bachelor's degree programme Nursing leading to Professional Nurse is a full-time programme, which is divided into two stages: Bachelor stage (BSN) and Professional stage (PN). It is compulsory for all students to continue with the Professional stage after completing the Bachelor's programme, otherwise they could not work as nurses. The Bachelor stage encompasses seven semesters with 145 credit semester units (SKS), this is equivalent to 220.50 ECTS points. The Professional stage is designed for two semesters, during which 36 SKS (54 ECTS points) need to be acquired.

In the first year of studies, a foundation of skills and knowledge of nursing theory and practice is laid, while in the second and third year the focus is on the essentials of theoretical and practical nursing care. The curriculum of the Bachelor stage consists of university requirements and compulsory and elective courses determined by UNAND and the Faculty of Nursing. University requirements are courses that need to be attended by all undergraduate students at UNAND. There are five university requirements: Bahasa Indonesia, Religion, Pancasila, Civic Education, and Entrepreneurship. These courses are almost all offered in the first two semesters of studies. The final year of the BSN programme includes comprehensive clinical practice in laboratories, the community services, and the thesis. The Professional stage lasts for two semesters and includes ten different courses, which are conducted as work practice in the different wards: basic nursing, medical surgical nursing, paediatric nursing, maternity nursing, psychiatric nursing, community and family nursing, geriatric nursing, emergency and critical care nursing, disaster nursing, and nursing management. The current curriculum of the BSN-PN programme has been implemented in 2021.

Usually during the last year of studies, students must complete the community service. The experts discuss with the programme coordinators about the content and goal of this course. The programme coordinators explain that community service is compulsory for all Indonesian students. It has a minimum length of four weeks and often takes place in villages or rural areas where students stay and live together with the local people. The course is designed "to allow students to apply their knowledge based on their field in order to

empower society." Since the community service usually takes place in remote areas, the students cannot attend any classes during this time. The students work in interdisciplinary teams during the community service in order to advance the society and bring further development about. This course was introduced at all Indonesian Universities in 1971. The assessment of the community service consists of a work plan, programme implementation, and activity report. The experts understand that students should work for the benefit of the community and the Indonesian society during the community service and support this concept.

The Master's degree programme Nursing is designed for two years and offered as a full-time programme. Students need to complete between 44 SKS, which is equivalent to 66.44 ECTS points, in order to complete the programme successfully. However, just before the audit, the programme coordinators have submitted an excel sheet with a detailed workload analysis for every course. According to this new document, the Master's degree programme Nursing now comprises 48 SKS which is equivalent to 131.40 ECTS points. The experts appreciate the detailed workload analysis and expect the Faculty of Nursing to integrate this information all relevant documents, especially the module descriptions and the study plan.

While the BSN-PN programme offers courses from the basic sciences and nursing foundation, science, and technology, the MSN programme offers more advanced courses. Moreover, students can develop deeper scientific knowledge and professional practice through conducting research activities. The major courses include subjects such as "Nursing Leadership", "Nursing Sciences", "Biostatistics", "Management Information System", "Quantitative Research", "Qualitative Research", "Management Strategies", and "Scientific Writing and Literature Review". In addition, students can choose electives for 16 SKS from areas such as medical surgical nursing, paediatric nursing, mental health nursing, nursing management, and community nursing. Courses in the first two semesters are designed to provide a solid theoretical foundation for practical courses, which are conducted at hospitals and community health centers, known as 'residency' during the 3rd semester. During residency, students are guided and supervised by academic and clinical advisors, who coordinate and supervise the residency's content and quality. To complete the MSN degree, students must conduct a final research project or thesis and attend the final examinations. While conducting the research project, students have a principal supervisor who holds a doctoral degree and a co-supervisor. The students must publish their research results either in an international or at least an Indonesian journal.

The members of the teaching staff explain on demand of the experts that they offer possible topics for the final projects according to their own research projects. All members of the teaching staff supervise theses. Bachelor's students have to design a research proposal

(this proposal is developed in the "Research Proposal Seminar", which usually takes place in the sixth semester) with a time schedule for the project, which is discussed with the academic advisor. If they agree, students apply formally for being allowed to work on the suggested topic. Students can also develop their own concepts for their Bachelor's thesis and it is possible to conduct the Bachelor's thesis outside UNAND. Master's students have to present an idea about possible topics for their thesis already during the application procedure, as this is one of the admission criteria.

The experts discuss with the programme coordinators, how Nursing students learn to communicate with other health care specialists (interprofessional communication). They learn that there is no specific course for this topic, but students are introduced to interprofessional communication in the course "Basic Concepts of Nursing", and students will apply this knowledge during the clinical rotations and the community service. The experts point out that, neither the BSN-PN nor MSN programmes fully incorporate interprofessional communication with other health care specialists. As nursing programmes, their competence profiles are focused specifically on developing graduates to work within the nursing profession. However, it would be useful to prepare students for working together with other health care specialists. Interprofessional education (IPE) is highly important in the field of nursing. It involves bringing together students from different healthcare professions to learn collaboratively, fostering teamwork and communication skills. Integrating interprofessional education into nursing programs is crucial, having it as a dedicated course enhances its impact by providing a focused and comprehensive learning experience that goes beyond being a mere sub-subject. It helps shape nursing professionals who are well-prepared for the collaborative and dynamic nature of modern healthcare delivery. The University Hospital offers a programme for this topic in cooperation with the Faculty of Medicine, but not the Faculty of Nursing. To this end, the Nursing programmes should incorporate competencies from multiple disciplines rather than just Nursing. It would introduce Nursing students to the key learning outcomes from each subject area in order to integrate topics from different subjects to give students cross-disciplinary knowledge and skills. By including interdisciplinary skills and knowledge, the graduates' competence profile could not only focus on specialized qualifications, but would include an interdisciplinary perspective. For example, the Bachelor's programme could offer a joint seminar for students from different areas (medicine, pharmacy, public health) who design, conduct, and present a health related project together. This would be useful, as it is becoming more and more important to look beyond the borders of a single area of expertise. Additionally, all health care professionals are experts in their own field, but they often lack basic understanding of other specialties, and consequently their care will not be as effective as if they work together.

Nurses with a specialisation e.g. in intensive care are in high demand, but there are only three universities in Indonesia offering specialist education for nurses (Universitas Indonesia, Universitas Brawijaya, and Universitas Airlangga) and UNAND is not among them. Graduates with a general Bachelor's degree in Nursing have a much harder time of finding a suitable job, because there are more graduates than open position. Consequently, the competition is high and many graduates from Indonesian universities decide to look for job opportunities abroad. To solve this problem, it would be very useful if the Faculty of Nursing would also be able to offer specialist education for nurses. The cooperating hospitals strongly support this recommendation and are open to discuss the necessary steps with UNAND's management and the Faculty of Nursing.

The experts point out that all compulsory courses need to be credited, in particular, this concern the course "pre-colloquium" in the MSN programme. If the ´Faculty of Nursing want to keep the "pre-colloquium" as a separate course, they need to awards credits for it and provide a module description for it. Another possibility would be to integrate the "pre-colloquium" in the course "colloquium" and to adjust the students' workload and awarded credits for this course. Additionally, the respective module description would then have to been updated accordingly.

Especially for Master's students, it would be useful to further develop their computer science skills. Having more competencies in the area can lead to promising career opportunities in software development, data science, artificial intelligence, and cyber security. As technology continues to evolve, professional nurses with good computer science skills will play a crucial role in shaping the future.

With respect to the Master's thesis the expert see that the current naming of the respective course is misleading. For this reason, they suggest to call the course "Thesis" but "Thesis Result Seminar" (like in the module description) and to call the course "Comprehensive" but "Master's Thesis". This would avoid any misunderstandings with respect to the awarded credits and the students' workload and make clear what content both courses have.

In terms of national collaborations, it would be useful to foster a sense of community and belonging among students with another university in Sumatra Barat or another regions in Sumatra. For example, it would be possible to organise events, workshops and social activities that encourage interaction and collaboration. When students feel connected, they are more likely to succeed academically and contribute positively to the university environment.

After analysing the module descriptions and the study plans, the experts confirm that both degree programmes under review are divided into modules and that each module is a sum

of coherent teaching and learning units. All practical lab work and internships are well integrated into the curriculum and the supervision by the Faculty of Nursing guarantees for their respective quality in terms of relevance, content, and structure.

In summary, the experts confirm that the choice of modules and the structure of the curriculum ensure that the intended learning outcomes of the respective degree programme can be achieved.

International Mobility

UNAND provides some opportunities for students to conduct internships and exchange programmes abroad. Students who take part in student exchanges through cooperation programmes can gain recognition of the acquired credits after obtaining approval from their undergraduate programme. The credits acquired abroad are transferable to UNAND, although this transfer of credits is only possible if an agreement exists between UNAND and the involved international university. This agreement regulates the details of the transfer, such as the list of courses that can be transferred, the minimum grade, equivalency of curriculum between universities, etc..

The International Office of UNAND is responsible for managing and coordinating the international activities such as coordinating and managing student mobility programmes, developing and maintaining relationships with partner institutions and organisations around the world, recruiting and admitting international students, providing support and assistance to international students during their time at UNAND, such as helping with housing, visa issues, and other practical matters.

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

The new policy of the Indonesian government actively supports any activities outside of the university by releasing a regulation on the Merdeka Belajar-Kampus Merdeka (MBKM), which requires the university to promote students who want to spent part of their Bachelor's programme outside UNAND (Minister of Education and Culture Regulation Number 3, Year 2020). UNAND recognizes the courses taken by the students outside UNAND, based on the comparability of the intended learning outcomes. The experts consider this regulation sufficient. However, according to the opinion of the expert group, the academic mobility of the students should be further promoted.

The number of Nursing students, either in the BSN-PN or the MSN programme, who spend some time abroad is still low despite students' high interest. For example, some students visited the University of Malaya, Malyasia and Mahidol University, Thailand to observe the teaching and learning processes there. Four Bachelors' students received funding from the Indonesian government under the Indonesian International Student Mobility Award (IISMA) in 2021. This ICT scheme was conducted online due to the COVID-19 pandemic, which restricted students from traveling abroad. Meanwhile, three Bachelor's students were awarded scholarships from UNAND to study for one semester at the University Malaysia in 2022. The students got scholarships to support them during their study overseas, covering expenses such as economy flight fare tickets, living allowance, health insurance, and accommodation. Additionally, Master's students visited a hospital in Johor Bahru, Malaysia, to observe how the mental health care services are provided in the hospital. Finally, the Faculty of Nursing regularly invites international guest lecturers from Australia, USA, Japan, or Malaysia to give classes in the Nursing programmes. However, no mobility programme for Master's students exists, because the Master's students usually work besides studying and will not go abroad for a longer period, only for one or two weeks to visit hospitals or to do part of their residency.

The students confirm during the discussion with the experts that some opportunities for international academic mobility exist and that the credits acquired abroad are recognised at UNAND. However, they also point out that they wish for more places and scholarships for long- and short-term stays abroad. The number of available places in the mobility programmes is still limited and there are restrictions due to a lack of sufficient financial support. UNAND can provide only limited travel grants, while the demand from students is rising. The lack of financial support hinders students from joining the outbound programmes. National scholarships are available, but they are highly competitive, so only a few students receive them. The experts understand these problems; however, they recommend increasing the efforts to further internationalising UNAND by offering more places in international exchange programmes and more scholarships. It is especially important for Master's students to gain proficient English skills, this is supported by inviting international guest lecturers, reading and analysing articles in English. Additionally, some teachers do presentations in English and Master's students participate in international conferences.

The experts appreciate that the Faculty of Nursing is organising a summer school in disaster management with international students and lecturers. This way, students get first-hand information about new developments in disaster management and can build international contacts. It would be useful to extend this programme und to invite more foreign students to the Faculty of Nursing and to establish rules for their enrolment.

The experts emphasize that it is very useful for students to spend some time abroad already during their Bachelor's studies to improve their English proficiency, to get to know other educational systems, and to enhance their job opportunities. Delivering nursing subjects in English prepares students for the globalized nature of healthcare, providing them with the language skills, access to resources, and cultural competence necessary for successful international collaboration and practice. Therefore, it is important incorporating English-taught classes in a nursing course. It can prepare students for the demands of an international healthcare landscape, providing them with the language skills and cultural competence necessary for successful and impactful careers in nursing.

Teachers should be encouraged to foster international partnerships and to engage in collaborative research projects. This can enrich the academic experience and promote a global perspective. A good starting point for initiating more international cooperations are the personal international contacts of the faculty members and the guest lecturers. It is also possible for students and teachers to apply to international organisations like ERASMUS or the German Academic Exchange Council (DAAD) for receiving funds for stays abroad.

To fulfil the university's vision of further internationalising UNAND it would certainly be useful to offer an international class in the Nursing programmes, but this needs to go hand in head with further improving the English proficiency of the teaching staff.

In summary, the experts appreciate the effort to foster international mobility and support the Faculty of Nursing to further pursuing this path. However, with respect to academic mobility there is still room for improvement.

Criterion 1.4 Admission requirements

Evidence:
- Self-Assessment Report
- Academic Regulation for Postgraduate Studies
- New Students Admission Regulation for Undergraduate Programmes
- Homepage UNAND: https://www.unand.ac.id
- Homepage Faculty of Nursing: https://fkep.unand.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, admission procedures and policies for new students follow the national regulations in Indonesia. The requirements, schedule, registration

venue, and selection test are announced on UNAND's webpage and thus accessible for all stakeholders.

There are three different ways by which students can be admitted to a Bachelor's programme at UNAND:

1. National Entrance Selection of State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri, SNMPTN), a national admission system, which is based on the academic performance during the high school.

2. Joint Entrance Selection of State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri, SBMPTN). This national selection test is held every year for university candidates. It is a nationwide online test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography).

3. SIMA UNAND Independent Selection students are selected based on specific criteria (academic merit, special needs etc.) as defined by UNAND for prospective students that haven not been accepted through SNMPTN or SBMPTN.

The entrance requirements are prepared by the universities and then forwarded to the National Testing Agency for State Universities to be accessible to all SNMPTN and SBMPTN applicants. The general requirement for UNAND student admission is presented in the Self-Assessment Report: through SNMPTN a minimum of 20 %, through SBMPTN a minimum of 40 %, and through the independent selection a maximum of 40 %. The capacity of the BSN programme in 2022 was 180 new students. Thus, the BSN programme had 36, 72, and 72 new students that were admitted via SNMPTN, SBMPTN, and SIMA UNAND, respectively.

The experts see that the Bachelor's degree programme Nursing receives many applications and the demand is much higher than the number of available study places. During the last five years, between 2733 (2022) and 1655 (2020) candidates applied for the programme. The acceptance quota was between 6.5 % (2022) and 10.9 % (2020). The low application numbers in 2019 and 2020 are due to the COVID-19 pandemic.

With respect to the Professional stage, the experts point out that the admission regulation for entering the Professional stage was not included in the evidences and is not available to the stakeholders. For this reason, the experts ask to submit the admission regulation for the Professional stage and expect that it will be published on the university's homepage

The admission for the Master's degree programme Nursing is carried out via an independent selection by UNAND. The admission is based on the previous level of academic education and the academic requirements. The independent selection is organized by the School

of Graduates, UNAND. The requirement for entering the MSN programme is that prospective students have an academic recommendation letter from two people who know their academic abilities, hold a BSN-PN academic degree issued by an accredited university, have an academic transcript with GPA 3.00 or higher, and have a TOEFL score of 475. The selection process includes a written test and an interview, during which the applicants are asked about their motivation for joining the programme, their academic background, and their research interests.

Additionally, students can be admitted through international selection, but this path has not yet been organised for the MSN programme. The maximum capacity of the MSN programme is 50 new students per year, however, this number is not reached as prospective students have difficulties of combining their studies with their jobs. The average size of a new cohort is 39 students.

Undergraduate and Master's students at UNAND have to pay tuition fees. The fees for each Bachelor's degree programme vary according to the operational costs of learning. In addition, the fees for each student are also different according to the financial ability of their parents. The lowest fee in for the Bachelor's degree programme Nursing was IDR 1 100 000 (EUR 64.90) and the highest IDR 7 700 000 (EUR 454.31) per semester. The tuition fees for the Master's degree programme Nursing are set at 12 500 000 IDR (EUR 737.50) according to university regulations.

Several grants for students with financial difficulties are available, such as from the government, industries, and foundations. Some senior students work as teaching assistants to earn some money for financing their studies.

The details of the application process at UNAND and further information on admissions criteria and deadlines can be found in the National Regulation No. 2, 2015 and the Rector Universitas Andalas Decree No 14 year 2021.

In summary, the auditors find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Criterion 1.5 Work load and credits

Evidence:
- Self-Assessment Report
- Study plans
- Module descriptions

- Discussions during the audit

Preliminary assessment and analysis of the experts:

Based on the National Standards for Higher Education of Indonesia (SNPT), both programmes under review use a credit point system called SKS.

For regular classes, 1 SKS of academic load for the undergraduate programme is equivalent to 3 academic hours, which equals 170 minutes. This includes:

- 50 minutes of scheduled contact with the teaching staff in learning activities,
- 60 minutes of structured activities related to lectures, such as doing the assignments, writing papers, or studying literature,
- 60 minutes of independent activities outside the class room to obtain a better understanding of the subject matters and to prepare academic assignments such as reading references.

For lab work, final project, fieldwork, and other similar activities, 1 SKS is equivalent to 3 to 5 hours a week of student's activities. During the clinical rotations 1 SKS is awarded for 45 hours in the clinic, usually students spent 6 to 7 hours per day in the clinic during the practical courses. The details and the students' total workload are described in the respective module description.

Students' workload per semester ranges from 17 to 22 SKS. Bachelor's students with high academic achievement can take more courses (up to 24 SKS) to speed up their studies; the academic advisor must approve this.

According to the Self-Assessment Report, UNAND calculates 30 hours of students' total workload and uses a conversion factor of 1.51 between SKS and ECTS points for the BSN-PN programme. The reasoning behind this calculation is that one SKS equals 170 minutes (2.833 hours). As the semester lasts for 16 weeks 2.833 x 16 = 45,328 hours per semester. This total workload is then divided by 30 to get the conversion factor: 45.33 / 30 = 1.51.

As already mentioned before (criterion 1.3), the programme coordinators of the Master's degree programme Nursing have submitted an excel sheet with a detailed workload analysis for every course. According to this new document, the Master's degree programme Nursing now comprises 48 SKS which is equivalent to 131.30 ECTS points. The experts appreciate the detailed workload analysis.

The experts confirm that both programmes have a high but manageable workload. Students can give their feedback on the courses and comment if they think that the workload is too high.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report

- Study plans

- Module descriptions

- Discussions during the audit

Preliminary assessment and analysis of the experts:

The learning method applied in the Nursing programmes is a combination of teacher-centred learning (TCL) such as classroom teaching/tutorials, demonstrations, and practical sessions, and student-centred learning (SCL) such as group discussions, case studies, cooperative and project-based learning. Each course can use one or a combination of several teaching and learning methods. For example, in small group discussion students are required to find out the concepts and theories of course material and then make group presentations. The teaching staff usually gives the case scenario to the students and requires them to discuss and solve the problem by creating a nursing care plan. During the practical sessions, demonstrations, role play, and tutorials are applied. The students learn procedural knowledge or hands-on skills under the teaching staff's supervision. The mannequins and other equipment are provided to support the learning processes in the skills labs. During the Professional stage, students will practice nursing care in both hospitals and community institutions. The teaching staff will guide and supervise them during this clinical practice. Pre- and post-conferences, bedside teaching, nursing rounds, role play, clinical tutorials, case studies, and simulations are usually used in clinical and community settings. The students are divided into small groups consisting of 10 - 12 students during the clinical practise.

In the Master's degree programme Nursing, more student centred learning models are applied in order to improve students' analytical and scientific skills. To this end, in most courses didactic methods such as cooperative learning, case studies, and project based learning are applied. To better prepare students for conducting research activities, some courses such as nursing science, quantitative and qualitative research, advanced biostatistics, scientific writing, and literature review are offered. The teaching methods used for residency courses are project-based learning and case-based methods. The students must solve the problems related to nursing cases in clinical and community settings during residency in medical-surgical, paediatric, mental health, and community nursing. In general, the focus in the Master's degree programme Nursing is on self-organised learning and research oriented teaching and learning methods.

The learning process can be conducted online for compulsory courses using Zoom or MS Teams. According to UNAND's Academic Regulation, online teaching can be used in 40 % (Bachelor) or 50 % (Master) of the class meetings. Lecturers manage the learning process using the Learning Management System (LMS). LMS also facilitates the implementation of exams and discussions with students, who can directly see their marks given by the lecturers. Students can also download learning materials through the LMS and submit assignments.

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 of both undergraduate programmes comprises a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture and study format. It actively involves students in the design of teaching and learning processes (student-centred teaching and learning).

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

The experts appreciate that UNAND agrees with their suggestion to develop and offer specialist nursing education in the Bachelor's programme.

The experts confirm that UNAND will now award two credits for the course "pre-colloquium" in the Master's programme and will change the name of the "Thesis" to "Thesis Result Seminar" and the name of the course "Comprehensive" to "Master's Thesis". As a result, the total credits for the final project including the courses "Pre-colloquium", "Colloquium", "Thesis Result Seminar", and "Master's Thesis" is now 12 SKS or 48.61 ECTS points. The total of the MSN curriculum is now 48 SKS/131.4 ECTS. The module handbook has also been updated accordingly.

The plan to better promote students' academic mobility by, inviting international guest lecturers, motivating the students to participate in international conferences, preparing English-taught courses, and offering an international class are supported by the experts.

The experts consider criterion 1 to be mostly fulfilled.

2. Exams: System, concept and organisation

Evidence:

- Self-Assessment Report

- Module descriptions

- UNAND Academic Guidelines

- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the students' academic performance is evaluated based on written exams (e.g., multiple choice, essays, quizzes, and calculations), oral exams, presentations, practical work, papers, and reports.

The form of each exam is mentioned in the module descriptions that are available to the students via UNAND's homepage and the MOODLE-based learning management system. Usually, there are two written exams in each course (besides the assignments, homework, and presentations); the mid-term exam is conducted in 8th week of the semester and the final exam in 16th week.

The information about the exam system is submitted by each lecturer at the beginning of the course through a "Course Contract", which contains information about the terms of the course (pre-requisites), learning objectives, learning methods, brief descriptions of classes, assignments, references, assessment processes, and passing standards. Exam criteria and requirements & remedial policy are also explained in the contract.

As stipulated in the academic regulations, Bachelor's students at UNAND need to attend at least 75 % of the classes, otherwise, they may not be admitted to take part at the courses' final exam. Make-up exams are offered for students that could not participate, for example in cases of illness or other eligible reasons.

The most common type of evaluation used are written examinations; however, quizzes, laboratory work, assignments (small projects, reports, etc.), presentations, seminars, and discussions may contribute to the final grade. Written examinations, either closed-book or open-book, typically include short answers, essays, problem-solving or case-based questions, and calculation problems. Some lecturers also give multiple choice or true-false questions in examinations or quizzes. The grade from laboratory work usually consists of laboratory skills, discussions, reports, and oral exams. The grading system is different for the internship, the community service, and the final project. The details, which assessment forms are used in these courses and how they contribute to the final grade, are described

in the respective module descriptions and the course contract. Students are informed about mid-term and final exams via the Academic Calendar.

The grades for the exams range from A to E, and/or between 100 and 0. Students with low grades will be given remedial exams, in order to give them the opportunity to improve their academic performance. Undergraduate students need a GPA of at least 2.00 to graduate, while master's students need am minimum GPA of 3.00. If students fail a course - even after remedial – they need to re-sit the course again in the following semester. Students who object to the final grade of their courses are allowed to make a complaint. The details of the procedure are described in the academic regulations.

The course "Research Methodology", which is offered in the fifth semester of the Bachelor's degree programme Nursing, is designed to introduce students to scientific methods and research activities. Students conduct research activities in the laboratories under the guidance of a supervisor, including proposal preparation, implementation of laboratory research, and report preparation. In addition, the study programmes provide briefings on scientific writing materials and latest research materials. Moreover, when a thesis supervisor has been appointed, students can further discuss their research proposals with the supervisor.

In addition to the mid-semester and final exams, the Faculty of Nursing arranges remedial exams for students with a grad below <65 (B). Remedial exams are conducted after the final exam has been completed in the 19th and 20th week of the semester and only apply in the current semester.

The absence of students in the midterms and finals due to illness or otherwise is remediable by taking the exam later. Students, who cannot attend practical courses for acceptable reasons, can repeat the practicum later; the lecturers are responsible for the arrangement. Students with special needs are provided with support to enable them to participate in the academic activities and exams. There is a fixed period after the announcement of the final grades, during which students can ask for explanations and can appeal their grades.

In contrast, the implementation of exams during the Professional stage does not follow the academic calendar. The final exams are carried out at the end of each course and are outlined in the semester learning plan. During the Professional stage, the examinations will focus on competency assessment in health centers, communities, and hospitals by preparing portfolios in the form of nursing care plans. The students must advice the patients and their families, conduct therapeutic communication, and solve community problems. Assessment methods used in the Professional stage include Student Oral Case Analysis (SOCA), Mini- Clinical Evaluation Exercise (Mini- CEX), and Objective Structured Clinical Examinations (OSCE). During a Mini-Cex, the students' assessment is based on the results of

direct lecturers' observations of students' performance when they interact with patients in a real clinical setting. Student demonstrates clinical skills such as anamnesis, clinical examination relevant to patient complaints, establishing diagnosis, making patient management plans, in the presence of several observers. OSCE requires students to go through all stations so that clinical competencies such as anamnesis, physical examination, diagnosis, and interpretation of supporting examination results can be tested. A final scientific work is a student's final assignment in the Professional stage. It is conducted after students have finished all other courses. This assignment is a requirement for obtaining a professional degree as a nurse. It aims to develop an in-depth understanding of the chosen topic, develop research and analytical skills, and contribute to nursing knowledge and practice to improve patient care. Before graduation, students have to pass a final OSCE exam at the Faculty of Nursing. Additionally, they must take a national competency exam (computer based) at the end of the Professional stage. It is conducted to ensure that a student has sufficient ability to carry out the professional duties safely and effectively. The competency standards of Indonesian nurses refer to the guidelines issued by the Indonesian National Nurses Association (PPNI).

Every student in the Nursing programmes is required to do a final project (Bachelor's or Master's thesis). The Bachelor's thesis is a scientific work report written by students in the Bachelor's programme that focuses on a specific and usually consists of literature study, practical research, data analysis and presentation in figures or tables, and writing the thesis under the supervision of a teacher. The study programmes provide a guidebook for preparing and writing the thesis. Both the student and his /her supervisors might decide the topic and content of the project. In many cases, the lecturers offer particular topics connected to their research. The students have to present their results and defend them in a presentation in front of the Thesis Examiner Team, which consists of three lecturers and two supervisors, who have guided and supervised the students' work.

The Master's thesis is an academic paper, which includes an independent in-depth study of a scientific topic and which creates innovation or provides new contributions to the scientific or technological development of respective scientific area, in this case nursing. The Master's thesis is conducted with the guidance of the thesis advisor. The thesis defence includes a colloquium, result seminar, and comprehensive examination. In order to graduate, Master's students need to publish the results of their thesis either in a national or in an international journal (the article at least needs to be accepted). The further details are described in the Thesis Guidebook.

The students are well informed about the examination schedule, the examination form, and the rules for grading.

The experts also inspect a sample of examination papers and final theses and are overall satisfied with the general quality of the samples.

In summary, the experts confirm that the different forms of examination used are competence-oriented and are suitable overall for verifying the achievement of the intended learning outcomes as specified in the respective module descriptions. The form of examination is determined individually for each course and published in the respective module description. The forms of examination are based on the main content of the modules and the level is appropriate for the respective degree programme.

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

UNAND does not comment on detail on this criterion.

The experts consider criterion 2 to be fulfilled.

3. Resources

Criterion 3.1 Staff and Development

Evidence:
- Self-Assessment Report
- Staff Handbook
- Study plans
- Module descriptions
- Discussions during the audit

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

According to the Self-Assessment Report, the teaching staff in the Faculty of Nursing consists of 50 persons with various functional positions and academic degrees. Currently there

is one professor, eight associate professors, and 41 assistant professors. Fifteen teachers hold doctoral degrees and eight pursue doctoral studies either in Indonesia or overseas (Malaysia, Thailand, Taiwan), the rest holds Master's Degrees. Several of the teachers have specialist nursing qualifications, including medical-surgical nursing (four teachers), mental health nursing (four teachers), community nursing (three teachers), paediatric nursing (three teachers), and maternity nursing (one teacher).

All teachers need to have an Educator Certificate, which is a formal proof of recognition as a professional lecturer. 37 teachers at the Faculty of Nursing have already an Educator Certificate obtained through a certification process that assesses academic and professional experience. Lecturers still needing educator certification are given mentors and cannot be course coordinators. In order to guide, supervise, and teach the students during the Professional stage teachers must have an additional Preceptor Certificate. In addition, clinical practitioners in the hospitals and community centers are involved with teaching students in the practical courses, especially during the Professional stage. Preceptors in the hospitals need to attend a specific workshop organised by the Faculty of Nursing to receive the Preceptor Certificate, which allows them to teach Nursing students in the hospital. Additionally, all preceptors need a degree as a professional nurse and at least five years of practical experience in working as a nurse. Moreover, preceptors regularly meet with the Faculty of Nursing to discuss if the students' have any deficits with respect to their practical skills and how the teaching in the hospitals should be organised.

Not all teachers at the Faculty of Nursing are involved with the MSN programme, as they do not meet the requirements. According to UNAND's Academic Regulation, staff members teaching in the MSN programme usually need to hold doctoral degrees. However, there are some exceptions, because nursing specialists, who hold a master's degree, can deliver some specific courses. The teacher to student ratio is 1:18 in the BSN-PN programme and 1:13 in the MSN programme.

Through the Institute of Research and Community Services (Lembaga Penelitian dan Pengabdian pada Masyarakat, LPPM), UNAND awards doctoral research grants for staff members that enrol in PhD programmes outside UNAND so that they can finance their living expenses. Aside from taking advantage of full grants provided by the university, the staff members can seek additional funding from the Indonesian government as well as from institutions abroad.

Details of the academic qualifications of the teachers are described in the staff handbooks, which are accessible via the respective department's webpage. All fulltime members of the teaching staff are obliged to be involved in (1) teaching/advising, (2) research, and (3) community service. However, the workload can be distributed differently between the three

areas from teacher to teacher. In addition, there are non-academic staff members consisting of librarians, technicians and administrative staff.

The experts see that the Faculty of Nursing regularly invites international guest lecturers e.g. from Australia, Hong Kong, Japan, Singapore, and USA. However, from their point of view, it would be useful to that to invite more guest lecturers from national and international universities as well as professionals to give classes and act as keynote speakers in seminars. The purpose of inviting domestic and foreign guest lecturers is to provide students with a different learning experience, and to inform them about new developments in the area of nursing.

The experts discuss with UNAND's management how new staff members are recruited. They learn that every year the faculties and departments announce their vacancies to UNAND's management, which subsequently announces the vacancies on UNAND's webpage. One way to recruit new teachers is to send promising Master's students from UNAND abroad to complete their PhD and then to hire them as teachers when they are finished. Nevertheless, UNAND also hires graduates from other universities. Vacancies are announced nationally, so UNAND gets applications from other universities.

During the audit, the experts inquire how high the teaching load is and if enough opportunities are offered to the academic staff members to conduct research activities. They learn that teachers at the Faculty of Nursing have a teaching load of around 18 hours per week and a total workload of 12 to 16 credits; the national maximum is 16 credits. One credit is equivalent to 170 minutes of work per week with about one hour contact time. How much time staff members actually devote to research is different from teacher to teacher, because working hours are spent flexibly for teaching, research, and community service.

In summary, the experts confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining both degree programmes.

Staff Development

UNAND encourages training of its academic and technical staff for improving the educational abilities and teaching methods. As described in the Self-Assessment Report, faculty members attend courses in English language training, Information and Communications Technology (ICT), laboratory safety and instrumentation, writing publications, and e-learning. Furthermore, Applied Approach (PEKERTI-AA) is a compulsory training for all staff members that focuses on advancing pedagogical knowledge. It is designed particularly for junior faculty members to introduce various teaching methods, learning strategies, preparation of assessments, class management, as well as syllabus and course content development. All teachers at UNAND are obligated to attend the lecturer certification programme

held by the Directorate General of Higher Education (Direktorat Jenderal Pendidikan Tinggi Ditjen, DIKTI). An official teaching certificate is issued after the faculty member has completed the certification process. In addition, the study programmes organise trainings to upgrade lecturers' pedagogical content knowledge on a regular basis.

Young staff members with a Master's degree are encouraged to pursue doctoral studies (usually abroad). To support this policy, UNAND provides foreign language training and organises seminars presenting scholarships from various sources.

At UNAND, the Institute for Research and Community Service (Lembaga Penelitian dan Pengabdian kepada Masyarakat, LPPM) conducts mentoring for lecturers in the fields of research and community service. Moreover, the Institute for Learning Development and Quality Assurance (Lembaga Pengembangan Pendidikan dan Penjaminan Mutu, LP3M) is responsible for improving the teachers' pedagogical and didactic skills by providing training programmes.

During the audit, the experts inquire if the teaching staff has the opportunity to spend time abroad and to participate in international projects. They learn that UNAND and the faculty of Nursing provide funds for joining international conferences. Moreover, teachers have the opportunity to receive funding from the Ministry of Research, Technology and Higher Education. The funding covers conference and publication fees, and expenses for accommodation and traveling. The teachers are satisfied with the existing opportunities and the available financial support.

The experts discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers are satisfied with the internal qualification programme at UNAND, their opportunities to further improve their didactic abilities and to spend some time abroad to attend conferences, workshops or seminars; even a sabbatical leave is possible. With respect to English proficiency, the experts emphasise that delivering lectures in English is highly encouraged. Teachers should be supported to be fluent in communication in the English language. It is also useful to attract international lecturers to collaborate, especially for research activities with the nursing faculty.

The Faculty of Nursing should try to put more emphasis on teachers' career development, so that in the near future, more members of the teaching staff will become associate professors and full professors.

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

Student Support

UNAND offers a comprehensive advisory system for all undergraduate students. At the start of the first semester, every student is assigned to an academic advisor. Each academic advisor is a member of the academic staff and is responsible for several students from her/his classes. He/she is the student's first port of call for advice or support on academic or personal matters.

The role of the academic advisor is to help the students with the process of orientation during the first semesters, the introduction to academic life and the university's community, and to respond promptly to any questions. They also offer general academic advice, make suggestions regarding relevant careers and skills development and help if there are problems with other teachers. During the semester, counselling activities are usually offered three times, namely at the beginning of the semester (before the courses start), mid-semester, and at the end of the semester. The students confirm during the discussion with the experts that they all have an academic advisor, whom they can approach if guidance is needed.

In general, students stress that the teachers are open-minded, communicate well with them, take their opinions and suggestions into account, and changes are implemented if necessary.

Students who prepare their theses have one or more supervisors, who are selected based on the topic of the final project. One supervisor could be an external supervisor, if the student performs the final project outside UNAND. The role of the final project supervisor is to guide students in accomplishing their final project, e.g., to finish their research and complete their final project report.

All students at UNAND have access to the MOODLE-based learning management system. The students' profiles (student history, study plan, academic transcript and grade point average/GPA, lecturer evaluation, course list) are available via this digital platform.

Finally, there are several student organizations at UNAND; they include student's activity clubs, which are divided into arts, sports, religious and other non-curricular activities.

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

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report

- Visitation of the facilities

- Discussions during the audit

Preliminary assessment and analysis of the experts:

Basic funding for both programmes and the facilities is provided by UNAND and the Faculty of Nursing. The financial sources are government funding which contribute to around 24 % to the total budget and which cover the salaries of all employees. The rest of UNAND's funds are derived from students' tuition fees, industry funding through cooperations and business revenues from hospitals, gas stations etc.. Additional funds for research activities can be provided by UNAND or the Indonesian government (Bantuan Pendanaan Perguruan Tinggi Nasional, BPPTN), but the teachers have to apply for them.

The annual budget of the Faculty of Nursing is determined at university level. Every year, UNAND's management will ask the faculties to prepare an activity plan and a budget for the next period. The activity and budget planning is presented and discussed during the management meetings at faculty level, and subsequently forwarded to UNAND's management.

All teachers have also the opportunity to apply for research funds thorough the Directorate General of higher Education of Education Department of Republic Indonesia (DIKTI). Additional funds are also available from several other foundations and institutions from Indonesia and abroad and also from joint collaborations with third parties.

The facilities at the Faculty of Nursing include four main offices, 20 offices for staff members, four seminar rooms, 13 laboratories, one computer room, one reading room, and five student organisation rooms. The laboratories are used for teaching and practical courses in Basic Nursing, Medical-Surgical Nursing, Emergency Nursing, Paediatric Nursing, Maternity Nursing, Mental Nursing, Community and Family Health Nursing, and Gerontological Nursing. Each laboratory has air conditioning, patient beds, tables and chairs, mannequins, curtains, washbasins, and trash cans. Laboratory management is in the hands of the laboratory coordinator and two supportive staff members.

During the audit, the expert group also visits the laboratories in the Faculty of Nursing and the University Hospital in order to assess the quality of the facilities and the technical equipment. They notice that there are no severe bottlenecks due to missing equipment and confirm that the laboratories are equipped with the necessary basic equipment. The students also express their satisfaction with the available equipment and materials like mannequins

designed for scenario-based training for the care and management of basic patient handling skills to advanced nursing skills. Each laboratory has its own coordinator and teaching staff, who explain and demonstrate the appropriate methods to the students in small groups. Students can also use the laboratories independently for self-learning. The majority of instruments are currently centralized in a storage room, requiring students to retrieve them when needed, but these instruments are outdated and do not meet modern standards. There is a need to enhance this situation. Introducing modern simulator mannequins (including a mannequin simulating a woman's labor during the child birth) should be available. This would be essential to facilitate a better learning environment for students. Furthermore, space in the skills labs is very limited and no specific OSCE-rooms are available. OSCE-rooms is very much needed because it serves as a crucial component for the assessment of clinical skills, providing a standardized and controlled environment for students to demonstrate their competencies in various healthcare scenarios. These assessments contribute to the overall goal of producing competent and well-prepared nursing professionals.

The experts see that there are enough skill labs for teaching students, but the laboratories are rather small and accommodate only a small amount of students. In order to be able to teach all nursing students, the classes have to split up and the course has to be taught several times. This puts a lot of strain on the teaching staff and restricts the availability of the labs. Since the number of students in the Faculty of Nursing is quite large, the current situation is not sustainable in the long run. Sufficient working space is important and the experts explicitly support the plans to construct two new buildings for the Faculty of Nursing that offers more laboratory space and can accommodate all students and staff members. For this reason, the peers strongly recommend UNAND to provide the necessary funding as soon as possible.

In addition, the Faculty of Nursing also has a field laboratory, which is used as a place for practical courses, and research. Moreover, the Faculty of Nursing collaborates with the City Health Office, Network Hospitals, Community Health Centers, and Social Welfare Institutions. In total, 25 collaborations exist, primarily with different hospitals in the area such as M. Djamil General Hospital, which serves, together with UNAND University Hospital (Rumah Sakit Universitas Andalas) as the main hospitals for the educational processes. The University Hospital was officially opened in 2017. This hospital has 202 beds and not only serves students and staff members of UNAND but also open to the public. The University Hospital has also classrooms for students and two skills labs. On a national level, the Faculty of Nursing collaborates with the Indonesian Red Cross, the National Board for Disaster Management, and the National Search and Rescue Agency.

The provided budget allows the departments to conduct the study programmes as well as some specific activities, including student exchange programmes, student financial assistance for research, and participation in international conferences. The academic staff members emphasise that from their point of view, both Nursing programmes receive sufficient funding for teaching and learning activities.

Furthermore, there is the Career Development Centre at UNAND, which offers help to find suitable internships, announces job vacancies, organises job fairs, and offers courses to develop soft skills. Finally, there are several supporting facilities such as Mosque, University Hospital, Student Dormitory, Cafeteria, Polyclinic, Sport Facilities, Convention Center, Language Center, and Guest House.

The students also express their satisfaction with the library and the available literature there. Remote access via VPN is possible and UNAND offers access to several scientific digital databases such as ScienceDirect and Scopus, so that teachers and students can access current scientific papers, e-books, and journals.

Besides the already mentioned restrictions, the experts judge the available funds, the technical equipment, and the infrastructure (laboratories, library, seminar rooms etc.) to comply with the requirements for sustaining the degree programmes.

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

The experts acknowledge that UNAND recognised that there is a need to replace outdated instruments and to offer more space for the skills labs, as well as to provide specific OSCE rooms. It is very useful to draw up a list of laboratory equipment that needs to be purchased and that sufficient financial means are available. The experts expect UNAND and the Faculty of Nursing to submit a concept how to update and improve the equipment in the skills labs within the next five years in the further course of the accreditation procedure.

The experts consider criterion 3 to be mostly fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report

- Module descriptions

- Homepage UNAND: https://www.unand.ac.id

- Homepage Faculty of Nursing: https://fkep.unand.ac.id/

Preliminary assessment and analysis of the experts:
The students, as all other stakeholders, have access to the module descriptions via UNAND's homepage.

After studying the module descriptions of the Bachelor's degree programme Nursing, the experts confirm that they include all necessary information about the persons responsible for each module, the teaching methods and work load, the awarded credit points, the intended learning outcomes, the content, the applicability, the admission and examination requirements, and the forms of assessment and details explaining how the final grade is calculated.

With respect to the Master's degree programme Nursing, the experts point out that the module descriptions need to be updated with respect to the awarded ECTS points and students' total workload. As the programme coordinators have submitted an excel sheet with a detailed workload analysis for every course, it is just necessary to include this information in the respective module description.

For this reason, the experts expect UNAND to update the module descriptions of the Master's degree programme Nursing.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report

- Sample Transcript of Records for each degree programme

- Sample Diploma Supplement for each degree programme

Preliminary assessment and analysis of the experts:

The experts confirm that the Bachelor's and Master's students are awarded a Degree Certificate, a Transcript of Records, and a Diploma Supplement after graduation. The Diploma Supplement contains all required information about the degree programme. The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA.

However, the experts point out that there is no separate Diploma Supplement for the Professional stage, only a "Professional Certificate" is awarded. The experts understand that this is aligned with national regulations in Indonesia, nevertheless, it would be necessary of awarding an additional Diploma Supplement for the Professional stage. This way, graduates can better verify their acquired competences, especially if they want to apply for a job or admission to a Master's programme abroad.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and duties of both UNAND and the students are clearly defined and binding. All rules and regulations are published on the university's website and the students receive the course material at the beginning of each semester.

In addition, almost all relevant information about the degree programmes (e.g., module handbook, study plan, intended learning outcomes) is available on the English homepage of the programmes. The only missing information is the admission regulation for the Professional stage (see criterion 1.4).

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

The experts confirm that UNAND has updated the module handbook of the Master's degree programme Nursing. The module descriptions now include the required information about the students' total workload and the awarded ECTS points.

The experts expect UNAND to submit a Diploma Supplement for the Professional stage of the Bachelor's degree programme in the further course of the accreditation procedure.

The experts confirm that the admission regulation for the Professional stage of The Bachelor's programme is now accessible via the university's homepage.

The experts consider criterion 5 to be mostly fulfilled.

5. Quality management: quality assessment and development

Evidence:

- Self-Assessment Report

- UNAND Academic Guidelines

- Discussions during the audit

Preliminary assessment and analysis of the experts:

The highest academic board at UNAND is the University Senate (University Academic Senates, SAU), which is headed by the Rector and responsible for implementing and supervising all academic processes at UNAND. On faculty level, there is the Faculty Academic Senate (SAF), which is authorized to formulate policies and to monitor all academic activities at faculty level, in this case the Faculty of Nursing (FoN). The Dean is the head of the faculty with the authority and responsibility for administering all teaching and learning activities within the faculty. Finally, for each degree programme there is the Head of Study Programme, who is responsible for implementing all educational activities within the respective degree programme.

The experts discuss the quality management system at UNAND with the programme coordinators. The experts learn that there is an institutional system of quality management aiming at continuously improving the degree programmes.

This system relies on internal (SPMI) as well as external (SPME) quality assurance. SPMI encompasses all activities focused on implementing measures for improving the teaching and learning quality at UNAND. SPME focuses on both national and international accreditations. Every degree programme and every Higher Education Institution in Indonesia has to be accredited by the National Accreditation Board of Higher Education / Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT). Both degree programmes under review have received the highest accreditation status "A" from BAN-PT.

UNAND has the long term goal of accrediting 50 % of its 137 degree programmes internationally, the focus is on the programmes that have received the highest ranking "A" from BAN-PT. So far, around 10 % of the degree programmes at UNAND have received an international accreditation.

The policy on quality assurance is developed on university level by the Institute of Education Development and Quality Assurance (Lembaga Penjaminan Mutu/ LPM) at university level, the Quality Assurance Group (Gugus Penjaminan Mutu/ GPM) at the Faculty of Nursing, and the Quality Control Group (Gugus Kendali Mutu/ GKM) at programme level. Quality assurance is commenced through the annual Internal Quality Audit (AMI), which is performed collectively by GPM and GKM. The results are presented to the Faculty Academic Senate and the Dean.

Internal assessment of the quality of the degree programmes is mainly provided through teacher, student, alumni, and employer surveys. The students give their feedback on the courses by filling out the questionnaire online each semester. Students assess various aspects such as students' understanding, lecturer's responsiveness, course delivery, lecturer's proficiency, explanation of course objective, and references in each enrolled course. Students' opinion is quantified by means of index 1 (unsatisfactory) to 4 (very good).

The students' feedback is given through online questionnaires, which are prepared by LPM for all degree programmes at UNAND. The questionnaire consists of 26 questions concerning the quality of administrative services, learning process services, student services, and workload. Giving feedback on the classes is compulsory for the students; otherwise, they cannot access their account on the university's digital platform. The data generated from students' feedback is then analysed by the GKM, which then forwards the results to the Head of Study Programme and the Dean. The action plan, which based on the results of the satisfaction questionnaires, is published on UNAND's webpage so that students and other stakeholders are informed about the measure intended to improving the respective degree programmes.

In addition, the Faculty of Nursing regularly conducts an alumni tracer study. By taking part at this survey, alumni can comment on their educational experiences at UNAND, their professional career, and can give suggestions how to improve the programme. The tracer studies show that 90 % of BSN-PN graduates take up jobs in the health sector like hospitals, clinics or community health centers within 2-3 years of graduating. The graduates have the required skills like integrity, professionalism, communication, teamwork and leadership that are valued by employers. 95 % of MSN graduates get jobs relevant to their skills within 3 months of graduating, according to tracer studies. In general, graduate employment rates

and time to find suitable employment are above national averages, indicating the employer's satisfaction of the graduates' profiles.

During the audit, the experts learn that students are only represented in the university's Board of Trustees but not in any other board on faculty or programme level. Thus, students are not directly involved in the decision-making processes. The experts are convinced that it would be very useful to have student members in the different boards. For this reason, they recommend that student representatives should be members of the boards at UNAND and be actively involved in the decision-making processes for further developing the degree programmes. For example, it would be useful to make student representatives members of the Quality Assurance Group on faculty level and the Quality Control Group on programme level.

The experts discuss with the representatives of UNAND's partners from public institutions, and private companies if there are regular meetings with the partners on faculty or department level, where they discuss the needs and requirements of the employers and possible changes to the degree programmes. They learn that employers and alumni are can give their feedback on the content of the degree programmes in the course of the tracer studies. The experts appreciate that UNAND stays in contact with its alumni and the employers. In addition, the Faculty of Nursing has established an advisory board with external stakeholders as members. As the experts consider the input of external stakeholders to be very important for the further development of the degree programmes, they appreciate that the Faculty of Nursing regularly discusses with the members of the advisory board about the needs of the job market and new developments in the area of nursing.

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

The experts appreciate that their suggestion of making students' representatives members of the Quality Assurance Group on faculty level and the Quality Control Group on programme level is taken into consideration.

The experts consider criterion 5 to be mostly fulfilled.

D Additional Documents

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

- Admission Regulation for the Professional stage of the Bachelor's programme

E Comment of the Higher Education Institution (19.04.2024)

UNAND provides the following statement:

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

We would like you revise the area for the PN stage. On the page 9 line 10, it was written that the area of tropical diseases. It should be the area of disaster nursing.

We agree with the experts' conclusion that the objective and intended learning outcomes of the <u>Bachelor's degree programmes Nursing leading to Professional Nurse</u> and the <u>Master's degree programme Nursing</u> adequately reflect the intended level of academic qualification (EQF 6 for BSN-PN and EQF 7 for MSN). FKEP UNAND acknowledges and appreciates the experts' conclusion. Thank you for your acknowledgement.

Criterion 1.2 Name of the degree programme

Thank you for the experts' confirmation that the English translation and the original Indonesian names of both degree programmes correspond with the intended aims and learning outcomes as well as the main course language (Bahasa Indonesia).

Criterion 1.3 Curriculum

The experts recognised and confirmed that the choice of modules, the content and structure of the curriculum for both study programmes have fulfilled the requirement and ILO can be achieved. Thank you for the experts' confirmation.

FKEP UNAND agrees that IPE is essential for preparing the students working together with other health personnel. For short-term planning, the BSN-PN study programme will maximise the study material in Basic Concepts of Nursing course regarding theory and concept of IPE and IPC, teamwork of IPE, communication in IPE team and values and ethics in IPE for the students during BSN stage. The nursing students will also be involved in working with the other professions during the PN stage. FKEP UNAND will join the University Hospital IPE program in order to integrate the topics from different subjects. Thank you so much for the experts' suggestion.

The BSN-PN study programme has been arranged to produce general professional nurses as regulated by AIPNI. There is no specialisation for BSN-PN graduates. The experts suggested that FKEP UNAND would be able to offer specialist education in nursing. Thank you for experts' suggestion and FKEP UNAND agrees with the suggestion. In the future, FKEP UNAND has the opportunity to develop specialisation in nursing.

We accepted and agreed with the experts' suggestion that pre-colloquium need to be credited. The MSN study programme coordinator has discussed with internal stakeholders and agreed to award 2 CPs for this course. Furthermore, the MSN study programme has agreed with the experts' suggestion to change name course in order to avoid the misunderstanding as advised. Based on experts' feedback previously regarding 1 SKS for Colloquium and Thesis Result Seminar, it should be added the credit. Thus, FKEP UNAND agrees to add the CPs for these courses is 2 SKS each. As the result, the total CPs for final project including Pre-colloquium, Colloquium, Thesis Result Seminar, and Master's Thesis of the MSN students is 12 CPs or 48.61 ECTS. The total of MSN curriculum is 48 SKS/131.4 ECTS. The module handbook of MSN has been updated and it can be found at link

It is interesting idea that the Master's students should have computer science skills as suggested by the experts. FKEP UNAND, especially the MSN program will consider the possibility of developing skills related to computer science. Thank you for experts' suggestion.

In terms of national collaboration, FKEP UNAND agrees with experts' suggestion. Thank you for the feedback. Actually, there is a regular event organised by the student body called the "Andalas Scientific Fair," which is considered a national annual program involving students from other universities in Indonesia. In the future, we plan to organise additional programs to increase interaction and collaboration among students, as suggested.

FKEP UNAND agreed with the experts' opinion that the academic mobility of the students should be further promoted. To increase the number of students spending their time abroad for academic or student mobility, FKEP UNAND needs to improve the ability of the students to have high scores for English proficiency, and find external funding to facilitate student mobility. In addition, UNAND has a commitment to provide guidance and academic and language services for the students who have a TOEFL Score more than 500 to apply for the IISMA selection. UNAND also provides IISMA co-founding for the students who have passed the administrative selection, but fail to get scholarship, so the students can continue their study one semester in international universities. This opportunity is on a competitive basis.

Thank you so much for experts' appreciation that FKEP UNAND has effort to foster international mobility and support further pursuing it. FKEP UNAND will have some strategies to improve what have been done. For example, organising the international guest lecturer for the students, motivating the students to participate in international conferences, preparing English-taught classes and offering international class.

Criterion 1.4 Admission requirements

Thank you for experts' confirmation that the admission requirement support the students in achieving ILOs and it is binding and transparent. FKEP UNAND would like to provide the admission regulation for entering the PN stage. Following the information for the admission of new students for the PN stage refers to Rector Regulation Number 7 of 2022 in Part 4, Paragraphs 1 to 3, Articles 307 to 311.

The requirements of admission and procedures for registering new students are socialised through the FKEP UNAND website before each new semester begins.

Criterion 1.5 Workload and credits

FKEP UNAND recognizes the comments provided by the experts. They affirmed that both programs entail a substantial yet manageable workload. The students are encouraged to provide feedback on the courses and express their concerns if they perceive the workload to be excessive. Thank you so much for experts' recognition.

Criterion 1.6 Didactic and teaching methodology

FKEP UNAND acknowledges and appreciates the experts' feedback on the appropriateness of teaching methods and tools in facilitating students' attainment of the intended learning outcomes, particularly in actively engaging students in the design of teaching and learning processes (student-centred teaching and learning). Thank you for the experts' valuable input.

Criterion 2 Exams: System, concept and organisation

FKEP UNAND acknowledges and values the feedback provided by the experts., who have confirmed that the various examination formats employed are competency-focused and generally adequate for assessing the attainment of the specified learning outcomes outlined in the respective module descriptions. The choice of examination format is tailored to each course and is detailed in the corresponding module description. These examination

formats are aligned with the core content of the modules, and their complexity is suitable for the respective degree programs. Thank you so much for experts' confirmation.

Criterion 3.1 Staff and development

The experts' feedback on the composition, scientific orientation, and qualifications of the teaching staff indicates that they are well-suited for effectively implementing and maintaining both degree programs. Thank you for experts' confirmation.

FKEP UNAND will invite more guest lecturers from national and international. UNAND has also a commitment to internationalization by arranging EQUITY and WCU Program.

Thank you for experts' suggestion to emphasis on teachers' career development and delivering lecturers in English as well as inviting international lecturers to collaborate with the nursing faculty.

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

Criterion 3.2 Funds and equipment

Regarding the experts' comments on the outdated instruments and space constraints in the skills labs, along with the absence of specific OSCE rooms, significant challenges are identified. FKEP and UNAND has commitment to allocate funding to build FKEP Building II that will be an Integrated Nursing Laboratory in this year as the urgency of this building to achieve a set of competencies of the students.

Moreover, a list of relevant and updated laboratory equipment has been compiled, with additional acquisitions planned and funded by the university. The revitalization budget has been proposed to Rector to buy high fidelity simulators. Currently orders have been made for laboratory equipment which is planned to arrive in August 2024 with a total price of around IDR 6.7 billion (EUR 386121).

Criterion 4.1 Module description

The experts have emphasised the importance of updating module descriptions to accurately reflect the awarded ECTS points and students' total workload. Thank you for your suggestion and FKEP UNAND has update the module handbook of MSN.

Criterion 4.2 Diploma and Diploma Supplement

The experts have noted that there is no separate Diploma Supplement provided for the Professional stage; instead, only a "Professional Certificate" is awarded. In response to this suggestion and to anticipate the needs of students, UNAND provide a Diploma Supplement. FKEp UNAND will ask UNAND management to provide Diploma supplement in English.

Criterion 4.3 Relevant rules

Thank you for the feedback provided by the expert, which noted that nearly all pertinent information regarding the degree programs (such as module handbooks, study plans, and intended learning outcomes) is accessible on the English homepage of the programs. The only notable absence is the admission regulations for the Professional stage (refer to criterion 1.4). As requested, we have included the link to the admission regulations for the PN stage (Please see criterion 1,4).

Criterion 5 Quality management: quality assessment and development

Experts suggested that it would be useful to make student representatives members of the Quality Assurance Group on faculty level and the Quality Control Group on programme level. Regarding the feedback concerning the involvement of student representatives at the faculty and program levels, this matter has been deliberated at the university level. Based on input from quality assurance experts invited by the Quality Assurance Institute, future policies will be formulated to address the inclusion of student representatives in both faculty and program decision-making processes.

Appendix: Programme Learning Outcomes and Curricula

Programme Learning Outcome and Curricula for BSN-PN has been appropriate. We agree with experts' statement. Thank you so much.

As suggested by the experts about credits awarded and the changes name courses, The MSN agree to add some credits and change name courses after the MSN Programme coordinator discussed with internal stakeholders. Thank you so much for experts' suggestion regarding this issues. Thus, there are some changes in study workload.

The MSN also revised the study guide.

There are some amendments in curriculum structure. The tables below are the revision version for each majoring.

F Summary: Expert recommendations (03.05.2024)

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

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing leading to Professional Nurse	With requirements for one year	-	30.09.2029
Ma Nursing	With requirements for one year	-	30.09.2029

Requirements

For all degree programmes

A 1. (ASIIN 3.2) The Faculty of Nursing needs to draw up a concept how to update and improve the equipment in the skills labs within the next five years.

For the Bachelor's programme

A 2. (ASIIN 4.2) Issue an additional Diploma Supplement specifically for the Professional stage.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended to further promote the students' academic mobility and to provide more scholarships for stays abroad. Teachers should be encouraged to initiate international collaborations.

E 2. (ASIIN 1.3) It is recommended to offer specialist education for nurses.

E 3. (ASIIN 3.2) It recommended to expand the skills labs and to start constructing the planned two new buildings for the Faculty of Nursing as soon as possible.

E 4. (ASIIN 5) It is recommended to make student representatives members of the Quality Assurance Group on faculty level and the Quality Control Group on programme level in order to directly involve them in the decision making processes for further developing the degree programmes.

For the Bachelor's programme

E 5.   (ASIIN 1.3) It is recommended to include a course on interprofessional communication.

E 6.   (ASIIN 4.2) It is recommended to issue an additional Diploma Supplement for the Professional stage.

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

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and shares the assessment of the expert group that a total of two requirements and five recommendations should be issued. The main problem with the two degree programmes is that the skills labs are in need of improvement and there is a lack of space. As there are already concrete plans for a new building, a significant improvement can be expected here in the medium term. Overall, the Technical Committee supports the proposed requirements and recommendations.

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

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
Ba Nursing leading to Professional Nurse	With requirements for one year	-	30.09.2029
Ma Nursing	With requirements for one year	-	30.09.2029

H Decision of the Accreditation Commission (28.06.2024)

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

The Accreditation Commission discusses the procedure and follows the assessment of the experts and the Technical Committee.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing leading to Professional Nurse	With requirements for one year	-	30.09.2029
Ma Nursing	With requirements for one year	-	30.09.2029

Requirements

For all degree programmes

A 1. (ASIIN 3.2) The Faculty of Nursing needs to draw up a concept how to update and improve the equipment in the skills labs within the next five years.

For the Bachelor's programme

A 2. (ASIIN 4.2) Issue an additional Diploma Supplement specifically for the Professional stage.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended to further promote the students' academic mobility and to provide more scholarships for stays abroad. Teachers should be encouraged to initiate international collaborations.

E 2. (ASIIN 1.3) It is recommended to offer specialist education for nurses.

E 3. (ASIIN 3.2) It recommended to expand the skills labs and to start constructing the planned two new buildings for the Faculty of Nursing as soon as possible.

E 4. (ASIIN 5) It is recommended to make student representatives members of the Quality Assurance Group on faculty level and the Quality Control Group on programme

level in order to directly involve them in the decision making processes for further developing the degree programmes.

For the Bachelor's programme

E 5.   (ASIIN 1.3) It is recommended to include a course on interprofessional communication.

Appendix: Programme Learning Outcomes and Curricula

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

Programme Educational Objectives (PEO):

PEO-1: Perform as a professional nurse: nursing care provider, communicator, educator, manager, and leader ethically and legally.

PEO-2: Pursue a higher level of education both academically and professionally.

PEO-3: Accomplish health problems through research in their respective fields of work.

Intended Learning outcomes (ILO):

ILO-1 : To implement mutual respect, human values, and carrying out duties professionally based on religion, morals, legal, ethical and cultural values in nursing (*Attitude*-A)

ILO-2 : To apply basic and nursing sciences, nursing information system and technology to provide evidence-based nursing care and practice (*Knowledge-K*)

ILO-3 : To have task competencies in providing good quality nursing care (*Skill*-S1)

ILO-4 : To improve professionalism through lifelong learning (*Skill*-S2)

ILO-5 : To conduct scientific research in nursing science and technology for health problem solving (*Skill*-S3)

ILO-6 : To comprehensively manage nursing care to individuals, families, groups and communities in the clinical and community settings, based on research findings (*Competences*-C1)

ILO-7 : To provide health education in nursing care based on scientific information (*Competences*-C2)

ILO-8: To perform therapeutic communication intrapersonally and interpersonally (*Competences*-C3)

ILO-9 : To perform leadership in managing health and nursing care services through interprofessional collaboration (*Competences*-C4)

ILO-10: To act as a community leader especially in disaster nursing (*Competences*-C5)

The following **curriculum** is presented:

1st Semester

Code	Course Name	Credit	ECTS	Workload	
				Hours in class, laboratory, and clinical	Hours self-study
MWU60101	Religion	2 (2 T)	3.02	26.7	64
MWU60104	Bahasa	2 (2T)	3.02	26.7	64
KEP61101	Basic Biomedical Science	4 (3T, 1L)	6.04	85.3	96
KEP61102	Basic Concepts of Nursing	3 (3T)	4.53	40	96
KEP61103	Nursing Philosophy and Theory	3 (3T)	4.53	40	96
KEP61104	Basic Skills in Nursing	3 (1T, 2L)	4.53	104	32
KEP61105	General English for Nursing	2 (1T, 1 L)	3.02	58.6	32
	Sub-Total	19 (15T, 4L)	28.71	381.3	480

2nd Semester

Code	Course Name	Credit	ECTS	Workload	
				Hours in class, laboratory, and clinical	Hours self-study
MWU60102	Pancasila	2 (2T)	3.02	26.7	64
KEP62101	Basic Science of Nursing	3 (2T, 1L)	4.53	72	64
KEP62102	Nursing Pharmacology	3 (2T, 1L)	4.53	72	64
KEP62103	Basic Communication in Nursing	2 (1T, 1 L)	3.02	58.6	32
KEP62104	Basic Human Needs	4 (3T, 1L)	6.04	85.3	96
KEP62105	Nursing Process and Critical Thinking	3 (3T)	4.53	40	96
KEP62106	Health Education and Promotion	3 (2T, 1L)	4.53	72	64
KEP62107	English for Nursing in Specific Settings	2 (2 T)	3.02	26.7	64
	Sub-Total	22 (17T, 5L)	33.24	453.3	544

3rd Semester

Code	Course Name	Credit	ECTS	Hours in class, laboratory, and clinical	Hours self-study
				Workload	
MWU60103	Civics Study	2 (2T)	3.02	26.7	64
KEP61106	Nursing Therapeutic Communication	3 (2T, 1L)	4.53	72	64
KEP61107	Psychosocial and Cultural Issues in Nursing	3 (3T)	4.53	40	96
KEP61108	Adult Nursing: Cardiovascular, Respiratory, and Haematology Systems	4 (3T, 1L)	6.04	85.3	96
KEP61109	Maternity Nursing Concept	2 (2 T)	3.02	26.7	64
KEP61110	Paediatric Nursing Concept	2 (2 T)	3.02	26.7	64
KEP61111	Mental Health and Psychosocial Nursing	3 (2T, 1L)	4.53	72	64
KEP61112	Academic English	2 (2 T)	3.02	26.7	64
	Sub-Total	21 (18T, 3L)	31.71	376.1	576

4th Semester

Code	Course Name	Credit	ECTS	Hours in class, laboratory, and clinical	Hours self-study
				Workload	
KEP62108	Adult Nursing: Endocrine, Gastrointestinal, Urinary, and Immunology Systems	4 (3T, 1L)	6.04	85.3	96
KEP62109	Perinatal Nursing	3 (2T, 1L)	4.53	72	64
KEP62110	Paediatric Nursing: Healthy and Acute Illness	3 (2T, 1L)	4.53	72	64
KEP62111	Psychiatric Nursing	4 (2T, 1L, 1P)	6.04	117.3	64
KEP62112	Community Nursing Concept	2 (2 T)	3.02	26.7	64
KEP62113	Family Nursing	4 (2T, 1L, 1P)	6.04	117.3	64
	Sub-Total	20 (13T, 5L, 2P)	30.2	490.6	416

5th Semester

Code	Course Name	Credit	ECTS	Workload	
				Hours in class, laboratory, and clinical	Hours self-study
KEP61113	Adult Nursing: Musculoskeletal, Integumentary, Sensory and Perception, and Neurologic Systems	4 (2T, 1L, 1P)	6.04	117.3	64
KEP61114	Reproductive Health Nursing	3 (1T, 1L, 1P)	4.53	103.6	32
KEP61115	Paediatric Nursing: Chronic and Terminal Illnesses	3 (2T, 1P)	4.53	71.7	64
KEP61116	Community Aggregate Nursing	3 (1T, 1L, 1P)	4.53	103.6	32
KEP61117	Emergency Nursing	4 (3T, 1L)	6.04	85.3	96
KEP61118	Research Methodology	4 (3T, 1L)	6.04	85.3	96
	Sub-Total	21 (12T, 5L, 4P)	31.71	566.8	384

6th Semester

Code	Course Name	Credit	ECTS	Workload	
				Hours in class, laboratory, and clinical	Hours self-study
KEP62114	Critical Care Nursing	4 (3T, 1L)	6.04	85.3	96
KEP62115	Disaster Nursing	4 (2T, 1L, 1P)	6.04	117.3	64
KEP62116	Leadership and Nursing Management	4 (2T, 1L, 1P)	6.04	117.3	64
KEP62117	Geriatric Nursing	4 (2T, 1L, 1P)	6.04	117.3	64
KEP62118	Biostatistics	2 (1T, 1 L)	3.02	58.6	32
AND60102	Entrepreneurship	3 (2T, 1L)	4.53	72	64
	Sub-Total	20 (13T, 5L, 2P)	31.71	567.8	384

7th Semester

Code	Course Name	Credit	ECTS	Workload	
				Hours in class, laboratory, and clinical	Hours self-study
KEP61201	Clinical Practice of Adult Nursing (Elective)	3 (3P)	4.5	135	0
KEP61202	Palliative Nursing (Elective)	3 (2T, 1L)	4.53	72	64
KEP61203	Nursing Informatics (Elective)	2 (1T, 1 L)	3.02	58.6	32
KEP61204	Service Excellent in Nursing (Elective)	2 (2 T)	3.02	26.7	64
KEP61205	Patient Safety and Occupational Health Safety (Elective)	2 (2 T)	3.02	26.7	64
KEP61206	Japanese (Elective)	2 (2 T)	3.02	26.7	64
KEP61207	Arabic (Elective)	2 (2 T)			
AND60101	Community Service Program (KKN)	4	6.04	53.3	128
KEP61119	Undergraduate Thesis	4	6.04	53.3	128
	Sub-Total	22(13T, 6L, 3P)	33.2	452.3	544

8th Semester

Code	Course Name	Credit	ECTS	Workload
				Hours in clinical/ community
KEP 711101	Professional Practice of Basic Nursing	2 (2P)	3	90
KEP 711102	Professional Practice of Medical Surgical Nursing	6 (6P)	9	270
KEP 711103	Professional Practice of Paediatric Nursing	3 (3P)	4.5	135
KEP 711104	Professional Practice of Maternity Nursing	3 (3P)	4.5	135
KEP 711105	Professional Practice of Psychiatric Nursing	3 (3P)	4.5	135
	Sub-Total	17 (17P)	25.5	765

9th Semester

Code	Course Name	Credit	ECTS	Workload
				Hours in clinical/ community
KEP 721101	Professional Practice of Nursing Management	2 (2P)	3	90
KEP 721102	Professional Practice of Emergency and Critical Care Nursing	3 (3P)	4.5	135
KEP 721103	Professional Practice of Geriatric Nursing	2 (2P)	3	90
KEP 721104	Professional Practice of Community and Family Nursing	5 (5P)	7.5	225
KEP 721105	Professional Practice of Disaster Nursing	5 (5P)	7.5	225
KEP 721106	Final Scientific Report	2 (2P)	3	90
	Sub-Total	19 (19P)	28.5	855

Total: 181 Credit Points = 274.5 ECTS

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

Programme Educational Objectives (PEO):

PEO-1: Empower the community to improve health quality through nursing care approach.

PEO-2: Have leadership skills, communication, and collaboration in developing nursing care services as accordance to professional ethics.

PEO-3: Conduct innovative and reliable for the development of nursing science and technology as well as solving health problems.

Intended Learning Outcomes (ILO):

Code	ILO (domains)
ILO-1	to implement the behavior of mutual respect, human values, and carry out duties based on religion, morals and ethics (attitude)
ILO-2	to develop health care services management in both clinical and community settings through a management and leadership approach (knowledge, skill, competence)
ILO-3	to apply ethical, legal, and culturally sensitive principles in carrying out roles as researcher, educator, leader, manager, and healthcare professional (attitude, knowledge, competences)
ILO-4	to develop creative and innovative educational programs for clinical and community settings in nursing and health practices and services (knowledge, competences)
ILO-5	to develop communication and coordination skills at individual, organizational and interprofessional levels in academic and non-academic activities (knowledge, competences)
ILO-6	to manage, develop and maintain a network with colleagues, interprofessional and interprofessional colleagues (knowledge, skills, competences)
ILO-7	to develop scientific nursing research and technology, apply concepts and principles of evidence based practice in community empowerment, and develop innovations to solve nursing and health problems in both clinical and community settings (knowledge, competences)
ILO-8	to develop logical, critical, systematic, and creative thinking through scientific research, compile scientific conceptions, scientific arguments, and study results, as well as disseminate the results of thoughts through mass media and scientific journals to the academic community and the wider community (knowledge, skill)
ILO-9	to increase professional capacity through lifelong learning, social and environment sensitivity (knowledge, skills, competences)

The following **curriculum** is presented:

MAJORING: COMMUNITY NURSING

Sem	Course	Credit	Total (h)	ECTS
1	Nursing Science	4	253	8,44
1	Biostatistics	2	127	4,22
1	Nursing Leadership	2	111	3,69
1	Quantitative Research	2	127	4,22
1	Nursing Ethics and Law	2	111	3,69
1	Management Information System	2	127	4,22
1	Scientific Writing and Literature Review	2	127	4,22
1	Health Epidemiology	2	127	4,22
1	Health Policy and Economy	2	127	4,22
2	Qualitative Research	2	127	4,22
2	Management Strategies	2	111	3,69
2	Advanced Community Nursing I	3	188	6,33
2	Advanced Community Nursing II	3	188	6,33
2	Pre-Colloquium	2	260	8,67
3	Community Nursing Residency 1	2	212	7,07
3	Community Nursing Residency 2	4	420	14,00
3	Colloquium	2	260	8,67
	Literature Study			
	Development of proposal			
	Exam			
4	Thesis Result Seminar	2	260	8,67
	Analysis Data			
	Exam			
4	Master's Thesis	6	678	22,60
	Publication			
	Literature Study			
	Exam			
	Total	**48**		**131,40**

MAJORING: MENTAL HEALTH NURSING

Sem	Course	Credit	Total (h)	ECTS
1	Nursing Sciences	4	257	8,44
1	Biostatistics	2	127	4,22
1	Nursing Leadership	2	111	3,69
1	Quantitative Research	2	127	4,22
1	Nursing Ethics and Law	2	111	3,69
1	Management Information System	2	127	4,22
1	Scientific Writing and Literature Review	2	127	4,22
1	Advanced Assessment in Psychiatric Nursing	4	253	8,43
2	Qualitative Research	2	127	4,22
2	Management Strategies	2	111	3,69
2	Advanced Psychiatric Nursing 1	3	188	6,33
2	Advanced Psychiatric Nursing 2	3	188	6,33
2	Pre-Colloquium	2	260	8,67
3	Psychiatric Nursing Residency 1	2	212	7,07
3	Psychiatric Nursing Residency 2	4	420	14,00
3	Colloquium	2	260	8,67
	Literature Study			
	Development of proposal			
	Exam			
4	Thesis	2	260	8,67
	Analysis Data			
	Exam			
4	Comprehensive	6	678	22,60
	Publication			
	Literature Study			
	Exam			
	Total	**48**		**131,40**

MAJORING: NURSING MANAGEMENT

Sem	Course	Credit	Total (h)	ECTS
1	Nursing Sciences	4	257	8,44
1	Biostatistics	2	127	4,22
1	Nursing Leadership	2	111	3,69
1	Quantitative Research	2	127	4,22
1	Nursing Ethics and Law	2	111	3,69
1	Management Information System	2	127	4,22
1	Scientific Writing and Literature Review	2	127	4,22
1	Organizational Behaviour	2	127	4,22
1	Human Resources Management	2	127	4,22
2	Qualitative Research	2	127	4,22
2	Management Strategies	2	111	3,69
2	Nursing Management	3	188	6,33
2	Quality Management and Patient Safety	3	188	6,33
2	Pre-Colloquium	2	260	8,67
3	Residency 1	2	212	7,07
3	Residency 2	4	420	14,00
3	Colloquium	2	260	8,67
	Literature Study			
	Development of proposal			
	Exam			
4	Thesis Result Seminar	2	260	8,67
	Analysis Data			
	Exam			
4	Master's Thesis	6	678	22,60
	Publication			
	Literature Study			
	Exam			
	Total	**48**		**131.4**

MAJORING: MEDICAL SURGICAL NURSING

Sem	Course	Credit	Total (h)	ECTS
1	Nursing Sciences	4	257	8,44
1	Biostatistics	2	127	4,22
1	Nursing Leadership	2	111	3,69
1	Quantitative Research	2	127	4,22
1	Nursing Ethics and Law	2	111	3,69
1	Management Information System	2	127	4,22
1	Scientific Writing and Literature Review	2	127	4,22
1	Advanced Medical Surgical Nursing 1	4	253	8,43
2	Qualitative Research	2	127	4,23
2	Management Strategies	2	111	3,70
2	Advanced Medical Surgical Nursing II	4	253	8,44
2	Advanced Assessment in Medical Surgical Nursing	2	127	4,22
2	Pre-Colloquium	2	260	8.67
3	Medical Surgical Nursing Residency I	2	212	7,07
3	Medical Surgical Nursing Residency II	4	420	14,00
3	Colloquium	2	260	8,67
	Literature Study			
	Development of proposal			
	Exam			
4	Thesis Result Seminar	2	260	8,67
	Analysis Data			
	Exam			
4	Master's Thesis	6	678	22,60
	Publication			
	Literature Study			
	Exam			
	Total	**48**		**131.4**

MAJORING: PEDIATRIC NURSING

Sem	Course	Credit	Total (h)	ECTS
1	Nursing Sciences	4	257	8,44
1	Biostatistics	2	127	4,22
1	Nursing Leadership	2	111	3,69
1	Quantitative Research	2	127	4,22
1	Nursing Ethics and Law	2	111	3,69
1	Management Information System	2	127	4,22
1	Scientific Writing and Literature Review	2	127	4,22
1	Advanced Assessment in Pediatric Nursing	4	253	8,43
2	Qualitative Research	2	127	4,22
2	Management Strategies	2	111	3,69
2	Pediatric Nursing in Family Contexs	2	127	4,22
2	Advanced Pediatric Nursing	4	249	8,44
2	Pre-Colloquium	2	260	8.67
3	Pre-Residency	2	212	7,07
3	Paediatric Nursing Residency	4	420	14,00
3	Colloquium	2	260	8,67
	Literature Study			
	Development of proposal			
	Exam			
4	Thesis Result Seminar	2	260	8,67
	Analysis Data			
	Exam			
4	Master's Thesis	6	678	22,60
	Publication			
	Literature Study			
	Exam			
	Total	**48**		**131,4**