ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Public Health

Master's Degree Programme
Public Health

PhD Programme
Public Health

Provided by
Hasanuddin University (Indonesia)

Version: 08 December 2023

Table of Content

Abbreviations

DS	Diploma Supplement
ELO	Expected Learning Outcome
EQF	European Qualifications Framework
HE	Higher Education
HEI	Higher Education Institution
LO	Learning Objective
QA	Quality Assurance
SAR	Self-Assessment Report
ToR	Transcript of Records
UNHAS	Hasanuddin University Makassar

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	In-volved Tech-nical Com-mittees (TC)[2]
Sarjana Kesehatan Masyarakat	Bachelor in Public Health	ASIIN	LAM-PTKes No. 0399/LAM-PTKes/Akr/Sar/VI/2017 23 June 2017-22 June 2022	14
Magister Ilmu Kesehatan Masya-rakat	Master in Public Health	ASIIN	LAM-PTKes No. 0532/LAM-PTKes/Akr/Mag/VIII/2017 26 Agustus 2017 - 25 agustus 2022	14
Doktor Ilmu Kesehatan Masya-rakat	Doctor in Public Health	ASIIN	LAM-PTKes No. 0340/LAM-PTKes/Akr/Dok/XI/2020 13 November 2020 - 12 November 2025	14
Date of the contract: 01.02.2021 **Submission of the final version of the self-assessment report:** 30.01.2022 **Date of the ONLINE Audit:** 31.05.-02.06.2022				

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[1] ASIIN Seal for degree programmes
[2] TC: Technical Committee for the following subject areas: TC 14 – Medical Sciences

Peer panel: Pauline Ciuputri, Universitas Airlangga, Public Health Student Prof Dr Axel Olaf Kern, University of Applied Sciences Ravensburg-Weingarten; A/Prof Ira Nurmala, Universitas Airlangga, Indonesia Prof Dr Oliver Razum, Bielefeld University
Representative of the ASIIN headquarter: Dr Siegfried Hermes
Responsible decision-making committee: Accreditation Commission for Degree Programmes
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 10, 2015 Subject-Specific Criteria of the Technical Committee 10 – Life Sciences as of June 28, 2019 ASIIN Additional Criteria for Structured Doctoral Programmes as of March 15, 2021

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Public Health	SKM (Sarjana Kesehatan Masyarakat) B.PH (Bachelor of Public Health)	Public Health	Level 6	Full time	-	8 Semester	144 credits (259.2 ECTS)	Annually, 5 November 1982
Master in Public Health	M.K.M (Magister Kesehatan Masyarakat) MPH (Master of Public Health)	Public Health Science	Level 7	Full time	-	4 Semester	36 – 44 credits (64.8 – 72 ECTS)	Per semester, 5 March 1999
Doctor in Public Health	Dr (Doktor Kesehatan Masyarakat) Dr (Doctor of Public Health)	Public Health Science	Level 8	Full time	-	6 Semester	48 credits (86.4 ECTS)	Annually, 31 December 2015

For the Bachelor's degree programme Public Health, the institution has presented the following profile in the SAR and on the internet:[4]

"The aim of the Bachelor in Public Health is to produce graduates who are competent in public health in accordance with the graduate profile […] and graduate learning outcomes […]. The graduates profile allows students to take up occupation with corresponds to their qualification. This is also in line with the strategic plan of the study program, which leads to the realization of the following three objectives:

1. Improving the implementation of public health undergraduate education and high-quality learning processes

2. Improving the quality of research and community service implementation at the undergraduate level of public health

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[3] EQF = The European Qualifications Framework for lifelong learning
[4] See https://fkm.unhas.ac.id/profil-kesehatan-masyarakat-s-km/?lang=en (Access: 21.07.2022)

3.   Achieving an effective and efficient study program management. "

For the Master's degree programme Public Health, the institution has presented the following profile in the SAR and on the internet:[5]

„The Master in Public Health has a graduate profile as graduates of the Bachelor of Public Health, but has advanced analytical skills compared to the undergraduate level. The objectives of the Program are:

1.   To produce masters, who master the theories and concepts of public health broadly and deeply, in order to study and understand health problems comprehensively;

2.   To produce public health masters, who can apply health science to participate in solving problems and recommending health solutions;

3.   To produce masters who can develop methods and strategies in health programs;

4.   To produce masters who can strengthen management and good organizational governance with professionalism; as well as

5.   To generate public health masters who can collaborate with interdisciplinary teams in a program, and responsible for their work.

For the Doctoral programme Public Health, the institution has presented the following profile in the in the SAR and on the internet:[6]

„The profile of graduates of the Doctor in Public Health is differs from the Bachelor and Master levels in Public Health. At the doctoral level, the graduates are not only required to have management, communication, advocacy and leadership skills, but they also must be competent in professional ethics, cultural dimensions and critical analytical skills. The objectives of the Doctor in Public Health are:

1.   Produce doctors, who master the philosophy and theory to build the concept of public health in order to achieve the main competencies;

2.   Produce research with an international reputation which [is] conducted by lecturers and students [and] involves inter-multi-transdisciplinary teams […] responsible for the results of their research;

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[5] See ibid.
[6] See ibid.

3. Produce community services based on research results to solve public health problems involving cross-sectors;

4. Generate a wide network to build mutually beneficial inter-multi-transdisciplinary education and research partnerships;

5. Produce program management governance that is accountable, effective and efficient on an ongoing basis.

C Peer Report for the ASIIN Seal[7]

1. The Degree Programme: Concept, content & implementation

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

Evidence:

- Respective chapters of the SAR

- LOs for the respective degree programmes, available on the internet: for the Bachelor programme see https://fkm.unhas.ac.id/profil-kesehatan-masyarakat-s-km/?lang=en (Access: 21.07.2022); for the Master programme see https://fkm.unhas.ac.id/profil-ilmu-gizi-s-gz/?lang=en (Access: 21.07.2022); for the Doctoral programme see https://fkm.unhas.ac.id/ilmu-kesehatan-masyarakat-dr-km/?lang=en (Access: 21.07.2022)

- Legal foundations of the formulation of the learning outcomes of the degree programmes, Appendices 1.4 – 1.8

- Module-Objectives matrices, Appendices 15 – 16 of the SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

The Faculty of Public Health has defined learning outcomes for the degree programmes in the respective field, which are in accordance with national Higher Education requirements and at the same time meet the ASIIN standards. Remarkably, the learning objectives (hereafter LO) or intended learning outcomes have been defined thoroughly in a workshop involving different stakeholders such as faculty members, teaching staff, students, alumni and others. The resulting qualification profiles at the Bachelor, the Master and the Doctoral level are specifically tailored to the needs and demands of the Public Health sector on the Indonesian maritime continent, but generally take into account international standards of

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

the Public Health academic and professional community. From a Quality Assurance (here-after QA) perspective, it is worthwhile noting that the writing up of the LOs does not appear to be a one-time exercise only, but is rather referred to be refined on a regular basis, and has already been adapted to actual developments in the field in 2019 with the involvement of the Ministry.

The peers notice that the LOs of the programmes do entail field-specific knowledge, skills and competences on the one hand and transversal ones in the sense of personal, social, and moral competences on the other.

With respect to the subject-specific LOs, the peer group particularly can see that these are formulated in accordance with the respective qualification level. Thus, for instance, acquir-ing a basic understanding of epidemiology and biostatistics or the ability to apply "basic principles of the science of environmental health and occupational health" or "the basic principles of social science and behavioural sciences" clearly indicate the Bachelor level (EQF 6)[8] of the mentioned qualifications. Likewise, most of the LOs drafted for the Master programme do suggest the Master level of the qualification, although in a more general manner.[9] Examples for this statement – from the perspective of the peers – are the ability "to develop policies and health program planning" or the ability "to analyse environmental changes to mitigate environmental effects on health and […] to lead and cooperate with different social environments between community groups and cultures", or the ability "to apply advocacy, negotiation and leadership skills in influencing political decisions in the health sector under ethics in public health, and […] to design, develop and implement health financing systems and program management". Regarding the doctoral programmes, the peers note that the Faculty especially stresses the aspect of developing new knowledge and designing "new scientific theories/concepts/ideas in public health" along with the abil-ity "to produce publications in public health in reputable international scientific journals". In their opinion, LOs like the stated ones adequately address EQF level 8 (Doctoral level).

The overall appropriate classification of the LOs in accordance with the respective EQF level is validated through objective-matrices aligning the programme LOs to the exemplary LOs given in the respective ASIIN SSC for Bachelor and Master programmes in Life Sciences. Not fitting with this purpose is it, however, that UNHAS produced a matrix for the Doctoral

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[8] EQF stands for the European Qualifications Framework; for the EQF level descriptors see, for instance, http://www.ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf (Access: 21.07.2022).

[9] Although especially aiming towards vocational education providers and practitioners, a still useful infor-mation source for improving the formulation of LOs is the CEDEFOP (European Centre for the Development of Vocational Training") reader with its latest version stemming from 2017 announced to be replaced through an updated version in 2022; available on the internet: https://www.cedefop.eu-ropa.eu/files/4156_en.pdf (Access: 21.07.2022).

programme using essentially the learning outcomes of the SSC for the Master programme, apparently simply because there are in fact no SSC for Doctoral programmes. Yet, the peers abstain from further discussing this mismatch, as it is evident that the LOs for the Doctoral programmes are above the level of the Master programmes not only in words but also in deeds (see below sec. C-1.3).

As the additionally provided Module-objective matrices – indicating which modules/courses contribute to which LO – plausibly demonstrate, not all LOs are achieved in each possible specialisation of the Bachelor and Master programmes. This is not self-evident and should be unmistakably communicated to the relevant stakeholders, in particular in the respective Diploma Supplement (see below sec C-1.3).

The peers appreciate that the Faculty not only has drafted LOs for the respective programmes, but also has carefully aligned them with occupational fields of activities. For instance, programme coordinators report that while Master graduates are mostly working in Public Health management areas, Bachelor graduates are mainly representing the qualified workforce for regular tasks in Public Health-related enterprises or institutions.

Finally, the peers notice that the LOs are accessible for the relevant stakeholders, even in an English version on the respective websites of UNHAS. However, this is not the case for the Doctoral programme at present (for which only the "profile" is available in English). The peers suggest checking and updating the English website of the Doctoral programme accordingly.

Criterion 1.2 Name of the degree programme

Evidence:
- Respective chapter of the SAR
- For the Bachelor programme: The Decree of the Minister of Research, Technology and Higher Education No.257.M.KPT.2017 (in Indonesian language only), Appendix 1.6 of the SAR
- For the Master programme: The Decree of the Director General of Higher Education of the Ministry of Education and Culture No.115.DIKTI.Kep.1999 (in Indonesian language only), Appendix 1.7 of the SAR
- For the PhD programme: The Decree of the Director General of Higher Education of the Ministry of Education No.56.E.E2.DT.2014 (in Indonesian language only), Appendix 1.8 of the SAR

Preliminary assessment and analysis of the peers:

The peers are of the opinion that the name of the study programmes under consideration do fit with the defined learning objectives and respective curricular contents. The denomination of each degree programme conveys connotations and expectations that are in accordance with the curricular contents and meet international standards. Misleading ideas on the part of the potential applicants and stakeholders about the content of the programmes are precluded.

The peers take note that the programme names are bindingly specified in respective national provisions and assume they are consistently used in the related study documents.

Criterion 1.3 Curriculum

Evidence:

- Respective chapters of the SAR

- Study plans – Structure and Content of the Bachelor, Master and Doctoral Programmes, Appendices 2.5 – 2.7 of the SAR

- Module-Objectives matrices, Appendices 1.15 – 1.16 of the SAR

- Module descriptions, available on the internet; for the Bachelor programme see https://fkm.unhas.ac.id/modul-mata-kuliah/?lang=en; for the Master programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s2-kesmas/?lang=en; for the Doctoral programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s3-kesmas/?lang=en (Access to all: 21.07.2022)

- Recommendations Workshop Curriculum Studies Program Bachelor, Master, and Doctorate in Malino on 15-17 November 2019, Appendix 1.2 of the SAR

- 7. Workshop on Updating the Curriculum of the Faculty of Public Health on February 20, 2021, Appendix 1.14 of the SAR

- List about Educational Qualification, Employment Status, and Academic Position of Teaching Staff, Appendix 4.3

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criterion D1 *Research*), Appendix to SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers perceive the Public Health study programmes to be tailored to national and international standards and thus fitting the national labour market demands. Available employment data of graduates and alumni of the programmes do attest do this appraisal. The

peers also notice that the Bachelor, Master and Doctoral programmes of Public Health have received an A-grade ("excellent") each in their latest national accreditation through the Indonesian Accreditation Agency for Higher Education in Health (LAM-PTKes).[10]

Further, they are of the opinion that the major programme-specific LOs can be achieved in each programme. To this end, they find the Module-Objective matrices provided along with the SAR plausibly demonstrating which modules/courses contribute to the respective programme-related learning objective. In that respect however, the matrices reasonably suggest that even in the Bachelor programme not all students would achieve all expected learning outcomes (hereafter ELO). This is even more visible in case of the Master programme. In both programmes, this is due to a row of potential specialisations of which students have to choose one in the course of their studies. Other than for the Master programme, for the Bachelor programme the matrix of only one specialisation is presented (specialisation "Health Administration and Policy"). The peers do not need the missing matrices, yet they stress an issue closely linked to this plausible demonstration of potentially divergent qualification profiles of graduates of the Bachelor and Master programmes respectively. As it is obvious that the 12 respectively 14 ELOs for the Bachelor or Master programmes are acquired to a divergent extent by students of different specialisations, this should be clearly communicated to all stakeholders, especially to potential applicants and third parties like employers or universities at home and abroad. The difference in terms of not only job perspectives or the chance to being accepted at other universities, but also regarding the promotion of the programmes by UNHAS itself. In particular, the respective entries in the Diploma Supplement should reflect the important differentiation of the graduates' qualification profile.

As already indicated, the peers nevertheless welcome the general opportunity of the students in the Bachelor and Master programmes to opt for one of the specialisations at offer.

The fact of a (more or less) prescribed national framework curriculum for the Bachelor programme ensures the coverage of the major basics of Public Health, while aligning to the national standards for the discipline. Yet, in combination with some common courses provided by UNHAS and some other field-related, but Faculty-offered courses, the curriculum still leaves enough room for the departments to integrate a composition of specialisation courses in their respective fields of expertise. The resulting specialisations (Health Policy Administration, Bio-Statistics, Epidemiology, Occupational Health and Safety, Environmental Health, Hospital Management, Health Promotion and Behavioural Sciences) reflect the

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[10] See the results on the database of the agency: https://lamptkes.org/en/Search-Result-of-Accreditation-Result-Database (Access: 21.07.2022). While the accreditation period of the Bachelor programme has expired only recently and stands up for renewal, the accreditation of the Master and Doctoral programme is still valid according to the data from the register.

spectrum of the discipline and allow students to get deeper insights into a possible field of later individual profile building.

In contrast to the Bachelor programme and curriculum, which is highly standardized in Indonesia and apparently annually revised through a national Public Health faculties organisation, the Master and Doctoral curricula are more open to flexible adjustments and further development by UNHAS. Thus, the Master programme offers seven different specialisation tracks (Health Administration Policy, Reproduction Health, Epidemiology, Field Epidemiology, Nutrition, Environmental Health, and Health Promotion). The curricular concept of six courses laying out the groundwork for these different specialisations and for undertaking serious research work in the field appears overall convincing to the peer group. What surprises at a first glance is that the specialisations only partly build directly on those of the Bachelor programme. Thus, for instance, "Occupational Health" and "Hospital Management" are not explicitly taken up in the specialisation catalogue of the Master programme, while "Nutrition" is not specifically addressed in the Bachelor programme. The peers understand that this is largely resulting from UNHAS' attempt to make use of its freedom in the curriculum design where it is not impeded through national regulation. Consequently, UNHAS intends to mirror the departments' major areas of specific expertise and research capacity in the curriculum design of the Master (and Doctoral) programme as well.

Regarding the Doctoral programme, the peers positively note that students are given a plenitude of opportunities to deepen or broaden their qualifications in the departments' fields of expertise in the lecturing courses of the first study year. In addition, research skills will be consolidated and from the third semester onwards applied in his/her dissertation project. However, the peers are of the opinion that doctoral students should also have teaching competences, which will be indispensable in case they are following an academic career path. Since this competence field is not directly addressed in the ELOs of the programme (although doctoral students may actively participate in tutoring and supervising lower-grade student groups), the respective competence should be trained more proactively. Hence, the peers recommend strengthening the teaching competences of the PhD students.

Criterion 1.4 Admission requirements

Evidence:
- Respective chapters of the SAR
- Bachelor: The Rector_s Regulation of Hasanuddin University No.36621.UN4.1.PP.37.2017, Appendix 1.17 of the SAR; The Decree of Rector of the

> Hasanuddin University No.561.UN4.1.PP.37.2017, Appendix 1.18; Master: The Rector's Regulation of Hasanuddin University No.36621.UN4.1.PP.37.2017, Appendix 1.17 of the SAR; Doctoral Programme: The Regulation of The Rector of The Hasanuddin University No.2785.UN4.1.KEP.2018, Appendix 1.19 of the SAR

- Data on The Number of Students in Public Health in the last few years, Appendix 2.4 of the SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers learn that admission rules are stated for the degree programmes under consideration. These regulations are part of the SAR of UNHAS (although in the original Indonesian version only, see sec. C-5.3).

Regarding the Bachelor programme, the peers are introduced into three divergent enrolment pathways, namely (1) National Selection for State Universities; (2) Joint Selection for State University entrance; and (3) Independent Pathway. While the first admission route is based on the applicants High School performance and indicated choice of preferred university, the second is based on a nationwide selection test that is held every year for university candidates. Through the third or individual pathway, applicants are selected under special consideration of their education, local origin, social background, achievements in sports or science, and financial means.

As the peers learn, applicants for the Master programme are selected twice a year. The selection results are published according to the SAR. Applicants have to fulfil academic and administrative requirements: a) They must have a first-cycle or undergraduate degree from an accredited university and study programme, b) must not have been finally dropped out of a programme at UNHAS at Master's level before, and c) must provide a pass certificate.

Concerning the Doctoral programme, the applicants shall pass several steps of administrative and academic assessment. In addition, they shall be able to show the research plan, the financial support and the home institution, as well as family support. These different admission criteria are assessed through carrying out an interview, in which the relevant criteria get a weighted score and admission decisions are taken according to the consequent ranking of applicants.

The enrolment numbers of students in recent years show a relative constant share of Bachelor students of ca. 180 until a decrease during the pandemic situation. In the Master programme, enrolment starts with a relatively high number of nearly 220 from 2017 onwards until 2019 to shrink down to roughly 130 in 2019 and 2020 under pandemic circumstances.

Admission numbers in the Doctoral programme are nearly doubling in 2019 as compared to the years before (with figures *during* the pandemic not available).

When comparing the enrolment numbers with the graduation statistics, particularly the Bachelor programmes show that a considerable number of students complete studies in the standard duration without delay. Yet statistical data are only available until 2018, leaving the question of the potential impact of the pandemic unanswered. This impact could clearly be seen in the statistical data of the Master programme, which shows that the restrictions during the pandemic situation (and particularly the temporary full stop change of the education form to virtual teaching and learning) resulted in a sharp decrease of graduations within the standard time of study. Whether the same is holding true for the Doctoral programme cannot be judged from the available data.

From the data, the peers conclude that the admission criteria are principally appropriate to support the selection of students with adequate qualifications. The prolonged study periods, which become visible in the available statistics, are apparently caused by the pandemic and related restrictions on HE in Indonesia and worldwide.

The peers note that the double enrolment in the Master programme does not pose any problem with regard to facilities and staff. In this respect, the programme coordinators additionally explain that Master courses in the first study year are not substantially interconnected and thus can be passed in either sequence.

From the audit discussion, the peers moreover learn that there are no specific provisions stipulated for students with special needs (colour-blindness, wheelchair, or alike). However, some lecturing and seminar rooms seem to be equipped for disabled persons. Moreover, UNHAS representatives and students jointly point to the fact that despite some working spaces fall short of fully meeting the needs of disabled persons (for instance regarding colour-blindness) these students do always have alternative study and support options.

The respective admission regulations have been provided along with the SAR, but not in English language. For transparency and documentary reasons, the peers request English versions of the related regulations as a basis for their final assessment on the criterion.

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

The peers are thankful for the additional information given by UNHAS regarding the sub-criteria of criterion 1. However, they see no reason to change their preliminary conclusion, particularly with respect to the intended competence profiles (LOs) of the Master and PhD

programmes as well as the teaching competences of the PhD students/graduates. Consequently, they do *not* consider all aspects of criterion 1 *sufficiently fulfilled* already.

Learning outcomes/Curriculum / all programmes (ASIIN 1.1, 1.3)

The peer team reiterates that different overall competence profiles related to specialisations within the Bachelor and Master programmes need to be reflected in the formulations of the respective programme learning objectives/outcomes. A proposed requirement to this end is therefore maintained (see below, sec. G, requirement 4).

The programme coordinators' claim that the LOs of the PhD programme have been provided on the website in an English version could not be verified. Yet the peers trust that UNHAS will check and ensure the validity of its announcement.

Curriculum / PhD programme (ASIIN 1.3)

UNHAS indicates that a number of its PhD students is included in the teaching of the Bachelor and Master programmes by granting them the status of "Graduate Teaching Assistants". However, it is not clear and probably not a rule that all of them are involved in the teaching process. Apart from that, the peers consider the involvement as such not equivalent to imparting didactical skills to those students, who would rather be in need of such skills, when recruited as "teaching assistants". Hence, the peers reiterate their general suggestion to strengthen the teaching competences of the PhD students (see below, sec. G, recommendation 6).

Admission rules/regulation (ASIIN 1.4)

The peers take note of the English version of the admission rules provided by UNHAS. They expect that this version will also be made available on the English websites of the study programmes. The stated requirements for admission to the programmes under consideration are consonant with the assumptions underlying the peers' preliminary assessment. In particular, it is noticed that the admission numbers are explicitly decided with respect to the available personal and physical resources. Thus an overload of the faculties should be avoided and at the same time the quality of the teaching and learning process sustainably ensured (Art. 3,1 of the Admission regulation).

2. The degree programme: structures, methods and implementation

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Criterion 2.1 Structure and modules

Evidence:

- Respective chapters of the SAR

- Study plans – Structure and Content of the Bachelor, Master and Doctoral Programmes, Appendices 2.5 – 2.7 of the SAR

- Module-Objectives matrices, Appendices 15 – 16 of the SAR

- Module descriptions, available on the internet; for the Bachelor programme see https://fkm.unhas.ac.id/modul-mata-kuliah/?lang=en; for the Master programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s2-kesmas/?lang=en; for the Doctoral programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s3-kesmas/?lang=en (Access to all: 21.07.2022)

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criterion D3 *Soft Skills and Mobility*), Appendix to SAR

- The Regulation of The Rector of The Hasanuddin University No.2785.UN4.1.KEP.2018 (concerning the maximum length of the Doctoral programme), Appendix 1.19 of the SAR

- Audit discussions

Preliminary assessment and analysis of the peers:
Structure

The peers confirm that the study programmes are composed of modules/courses, which generally constitute self-contained teaching and learning units. Otherwise, the "module/course load" of students especially in the Bachelor programme is significantly high leading to a densely packed curriculum. This has consequences for the workload of students and will be dealt with more thoroughly in the respective section of this report (see below sec. C-2.2). With this reservation concerning the Bachelor programme, the composition of the individual courses as well as the sequencing of the modules/courses per semester and across the semesters is appropriate from the peers' perspective.

In line with this, the structure of the curricula is considered appropriate to achieve the intended learning outcomes. A common core of subjects at each programme level, courses in one specialisation (Bachelor and Master programmes) or cross-disciplinary specialisation courses (Doctoral programme), internships and other practice-oriented courses (in the

Bachelor and to a lesser degree in the Master programme) as well as a thesis/dissertation are the structuring elements of the curricula. The peers also take note that Bachelor and Master students – besides their option of choosing a specialisation – are offered a number of elective courses. This way, they can further deepen their knowledge in fields of individual interest.

Furthermore, the peers acknowledge that UNHAS encourages the students' scientific interest and contributes to the achievement of related scientific and research competences at the respective level of qualification through appropriate course offerings.

Practice orientation (Bachelor and Master programmes) / Research (Master and Doctoral programmes)

The peers positively note that the curricula of the Bachelor and Master programmes in Public Health are adequately tailored to the needs of the employing enterprises, institutions and organisations. Field experience courses in the Bachelor programme or Field Investigation courses in the Master programme, laboratory courses, case studies and small projects, and – not least – an obligatory internship in the Bachelor programme are the major instruments to convey to students the necessary practical skills and competences. Altogether, the peers get a favourable impression of the combination of theory and practice in the Bachelor and Master programmes.

Concerning the internship in the different specialisation tracks of the Bachelor programme, the peer group finds these topically well anchored in the respective specialisations. As the programme coordinators convincingly explain and representatives from collaborating enterprises and institutions confirm, the internships are jointly supervised, assessed and continuously evaluated to remove potential obstacles, if necessary. It is noted that students have to provide a report on an assignment in their internship. The students confirm to being supported by UNHAS in finding appropriate internship placements. In this respect, the peers see particular value in the Faculty's vast network of cooperating partners. However, they are not sure whether a regulatory framework for the internship already exists. If so, UNHAS is requested to provide it in a translated version in the course of the accreditation procedure.

Representatives of the partner organizations and institutions readily attest to the peers' positive assessment and stress the well-established and trusting collaboration and exchange with the Faculty regarding the curricular contents, the internships and the final projects/theses.

The peers further positively note the Faculty's efforts to not only provide Master and particularly doctoral students with an adequate research infrastructure, which is continuously

updated and modernized on a demand and needs basis, but also with the necessary re-search competences through appropriate research opportunities, guidance and support.

Internationalisation and Mobility

The peers acknowledge that UNHAS has already put considerable efforts into the interna-tionalization its study programmes. This particularly applies for the Faculty of Public Health as one of the most research-oriented institutions of the university. Thus, the students and lecturers concurrently confirm UNHAS' strong support of activities to study abroad, partic-ipate in research-related conferences, or engage in staff exchange programmes of national or international institutions.

For this purpose, the measures to improve the English proficiency of both students and lecturers are especially welcomed. The extra-curricular and curricular provision of English language courses, specified English admission requirements for the Master and Doctoral programmes as well as the delivery of a least some courses in English exemplify how UN-HAS is pursuing its strategic internationalization aim. Otherwise, the peers have gained the impression that there is still some room for improvement and that the students' language skills could be fostered in order to encourage and increase their mobility. Therefore, the peers recommend appropriate further steps to this end in order to increase the students' mobility in particular and to strengthen the University's internationalization strategy in general.

Criterion 2.2 Work load and credits

Evidence:
- Respective chapter of the SAR

- Study plans – Structure and Content of the Bachelor, Master and Doctoral Pro-grammes, Appendices 2.5 – 2.7 of the SAR

- Module descriptions, available on the internet; for the Bachelor programme see https://fkm.unhas.ac.id/modul-mata-kuliah/?lang=en; for the Master programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s2-kesmas/?lang=en; for the Doc-toral programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s3-kesmas/?lang=en (Access to all: 21.07.2022)

- The conversion table of the credits to ECTS credit, Appendix 2.8

- Minister of Education and Culture Regulation Number 3 of 2020 (definition of cred-its), Appendix 1.12

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criterion D2 *Duration and Credits*), Appendix to SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

According to the SAR, the University utilises the Indonesian credit point system. One SKS credit of teaching includes 50 minutes in class, 60 minutes of assignments and 60 minutes of self-study *per week and per semester*. SKS are also applied to field- or practical work, yet in the latter case are considered a weekly workload of 170 minutes. SKS are generally converted into the ECTS system with the ratio of one SKS equalling 1.8 ECTS. In order to finish the degree programmes, the students must complete a minimum of 144 SKS, amounting to roughly 245 ECTS credits in the Bachelor programme. In the Master programme students have to complete 36 – 44 SKS or 64.8 – 72 ECTS and in the Doctoral programme 48 SKS or 86.4 ECTS. In the Bachelor programme, students shall register for at least 12 credits (21.6 ECTS) and a maximum of 24 credits (43.2 ECTS) in each semester. In the Master programme, students can programme 18 credits (32.4 ECTS) at a maximum. In the Doctoral programme, students shall choose six courses with altogether 12 credits (21.6 ECTS) in the second semester, after studying five compulsory courses with 10 credits (18 ECTS) in the first semester.

As already noted, relatively small courses of mostly 2 SKS (3.6 ECTS) result especially in the Bachelor programme in a highly concentrated curriculum with many courses per semester. This leads to a significantly high average semester workload (of roughly 40 ECTS) – with the only exception of the final semester. Compared to this, the workload in the Master and the Doctoral programmes is considerably lower on average, even if more imbalanced in the Doctoral programme (at least in the exemplary curriculum).

On a first glance, the rule that the overall (GPA) grades achieved in a semester at the same time decides on the maximum number of credits (i.e. workload) to be earned in the next semester, appears to be a reasonable precaution for overburdening the students. The downside of it, however, becomes visible as soon as students lack behind the exemplary study plan due to insufficient performance in the previous semester. They will then be forced to pile up courses, with the remaining course and credit obligations per semester inevitably leading to a prolongation of their studies. Notwithstanding this possible consequence, the peer group considers the favourable aspects outweighing its potential disadvantages – an assessment supported by the high number of graduates completing the Bachelor programme within the standard time. Still, the peers are concerned whether the high credit load per semester in the Bachelor programme leaves enough room for students to substantially absorb the study content and hence achieve the intended learning outcomes. As they are unable to validate that the student workload is already subjected to a

systematic monitoring at the Faculty, for instance in surveys or the obligatory course evaluations, the peers consider using an appropriate instrument for this purpose necessary. Consequently, the Faculty should put in place a reasonable monitoring scheme for the student workload in order to check the adequacy of the credit allocation and identify significant discrepancies at an early stage.

As to the Doctoral programme, using the credit point system for calculating the students' workload appears to be reasonable from the peers' point of view. In particular, the overall length of regularly three study years with a minimum credit volume of 48 SKS (or 86.4 ECTS) and a 12 SKS (or 21.6 ECTS) "promotion examination" is considered adequate. The peers notice that the graduation rate has been constantly raising in recent years and that the graduation period, despite a substantial peek after initially matching the expected 36 months' length, has started to decrease again.

Criterion 2.3 Teaching methodology

Evidence:
- Respective chapter in the SAR.
- Courses Portfolio (relating to teaching design and reflection), Appendix 2.9 of the SAR
- Quality Procedure Measurement of Graduate Learning Achievements (ILO), Appendix 2.10 of the SAR
- Teaching Methods (mapping of learning outcomes according to the learning methods, the role of lecturers and the learning activities), Appendix 2.11 of the SAR
- Audit discussions

Preliminary assessment and analysis of the peers:
The staff members of UNHAS apply various teaching and learning methods like small group discussion, role-play and simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, problem-based learning (PBL), case study, critical analysis, fieldwork, and other equivalent methods.

The peers appreciate the explicitly student-centered learning strategy relying on a mixture of different teaching formats in each course, the implementation of which is highly esteemed by the students. In general, they see a wide variety of teaching methods and didactic means used to promote achieving the learning outcomes and support student-centered learning and teaching.

They also acknowledge that during the pandemic the teaching staff successfully moved to an online teaching and learning mode. This reportedly includes adapting practical teaching

formats like certain laboratories (including supervising and guiding services by the teaching personnel) to a virtual format.

In summary, the peer group considers the teaching methods and instruments suitable to support the students in achieving the intended learning outcomes. In addition, they confirm that the variety of teaching and learning forms are adapted to the respective subject culture. In particular, this didactical concept actively involves students in the design of teaching and learning processes (student-centred teaching and learning).

Criterion 2.4 Support and assistance

Evidence:

- Respective chapter of the SAR

- Advisory Academic control book (documentation of consultation), Appendix 2.12 of the SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

UNHAS offers a comprehensive advisory system for all students. According to the SAR, every student will be supported by an academic advisor who monitors his/her academic performance ("Advisory Academic control book"). The academic advisor shall not only give support regarding the academic process but also deals with non-academic issues that may influence the performance of the students. In addition, final project supervisors are appointed for supervising and guiding the final project/thesis (two for the Bachelor and Master programmes, three for the Doctoral programme). Apart from this, there are supporting services on the faculty and university level, including career consulting.

Students confirm in the discussion with the peers that the advisory system works very well, that they meet their academic advisors regularly and that they always may contact them personally for support or advice. In general, students stress that the teachers are open-minded, communicate well with them and take their opinions and suggestions into account and that changes are implemented, if necessary.

The peers welcome the good and trustful relationship between the students and the teaching staff and state that 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. The students are well informed about the services available to them.

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

Taking into account the additional information provided by UNHAS, the peers conclude that the requirements of criterion 2 and its diverse sub-criteria are *not yet fulfilled completely*. This judgment is relating especially to the regular check on the students workload.

Guidelines or regulation for internship (ASIIN 2.1)

The peers notice UNHAS' statement that the guidelines for internships are elaborated in the concept of "Merdeka Belajar Kampus Merdeka" (MBKM). In particular, they take note of the "Internship Guidebook and Journal" as a major information source for students, thereby assuming that the "Guidebook" is easily accessible to them (e.g. on the website of the Bachelor programme). The "Guidebook" embraces all necessary information about the intended learning objectives, organisation, conduct, supervision and assessment of the internship, and thus sufficiently fulfils the requirements.

Mobility of students ("window of mobility", ASIIN 2.1)

As already stated in their preliminary assessment, the peers highly appreciate the efforts UNHAS undertakes to promote the academic mobility of students and teachers alike. The additional evidence provided by UNHAS is therefore well noted. However, the peer team still believes that these efforts could be made *more effective* through further developing the English language skills of the students. Hence, the peers propose a recommendation to this end (see below, sec. G, recommendation 1).

Workload (ASIIN 2.2)

The peers take note of the adapted conversion ratio between Indonesian credit hours and ECTS points. However, the issue of student workload cannot be treated on purely quantitative terms. Therefore, it does not really mitigate the peers' concern on this, if the average ECTS load seems to shrink somewhat due to the new conversion ratio. Structural pressure on students should rather be monitored regularly through an appropriate mechanism in order to take timely counter-measures. Consequently, the peers consider it necessary to design and implement a monitoring instrument and, for this purpose, propose a requirement (see below, sec. G, requirement 1).

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation

Evidence:

- Respective chapter of the SAR

- Module descriptions, available on the internet; for the Bachelor programme see https://fkm.unhas.ac.id/modul-mata-kuliah/?lang=en; for the Master programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s2-kesmas/?lang=en; for the Doctoral programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s3-kesmas/?lang=en (Access to all: 21.07.2022)

- Course assessment instruments, Appendix 3.2 of the SAR

- Quality procedures for submitting follow-up exams, Appendix 3.3 of the SAR

- Flow of assessment, Appendix 3.4 of the SAR

- Minister of Education and Culture Regulation Number 3 of 2020 (relating to assessment rules and procedures), Appendix 1.12 of the SAR

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criterion D4 *Supervision and Assessment*), Appendix to SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

UNHAS has a strict policy of combining formative and summative assessment methods in the study programmes. As the peers understand, formative assessment methods are used during the semester in order to evaluate the learning progress, while summative methods are directly aimed at asserting the learning outcomes of students. They admit that the combination of formative and summative assessments, although considerably increasing the number of examinations, at the same time can foster the learning process and thus contribute to an overall improved achievement of the intended learning outcomes.

According to the SAR, formative assessment methods in this sense could be assignments given by lecturers, quizzes or pre-tests to predict student readiness, quizzes or post-tests to assess the students' achievement of LOs, or equivalent assessment instruments. As becomes clear from the list, formative instruments are essentially meant to give students (and their lecturers) feedback about the learning progress, but as such could also be used for diagnostic purposes to find out whether the learning status of the student does qualify him/her for specific follow-up courses or assignments. Summative assessment, in turn,

could be seminars where students present their solutions related to certain topics and discuss them with other students, papers or essays that must be submitted after completing a series of activities or practices, and, most crucially, the assessment of comprehensive understanding through mid-term and final examinations.

In the eyes of the peers, the principle aim of strengthening the learning process through the assessment methodology is also well served through a specific feature of the course descriptions. These do not only detail the assessment forms and requirements of each course, but also comprise samples of exam questions related to the planned exam forms in the respective course. The peers welcome the exemplary exam questions as a useful means to prepare students for the diverging assessment requirements of the courses and hence give them further clues on how to structure the individual learning process.

However, the other side of the coin of the assessment strategy is its comparatively high number of examinations during the semester, in particular in the Bachelor and Master programmes. While the peers principally laud the assessment methodology for its learning outcome-oriented approach, they also question the reasonability of an assessment approach, which essentially leaves students in an all-time pre-examination mode. As already mentioned, this concern especially applies to the Bachelor programme and – even though to a limited extent – to the Master programme. As the set of assessment instruments appears to be similar for the courses across all study programmes, one could ask at least for the Master and Doctoral programmes, whether formative assessment instruments are benefitting the learning process in the same way as they do in the Bachelor programme. After all, Master and Doctoral students have already acquired core academic competences and could (perhaps should) be expected to shape there learning course by their own, at least to a certain degree. Before this background, the peers advise the university to reconsider the assessment concept with the aim of reducing the load of examinations, particularly in the Bachelor and Master programmes.

The peers take note that UNHAS has put into effect provisions for the final projects, theses and doctoral dissertations respectively and, in addition, put in place guidelines for the production and implementation process of the thesis/dissertation. The requirement of Doctoral students – apart from writing up the dissertation, a minimum TOEFL score and proof of participation at international conferences as an oral presenter – to publish at least one paper in a Scopus indexed journal is found adequate and doable. Yet, a similar requirement for the Master students with the only discount on the publishing journal being "reputable" (instead of Scopus indexed) seems inadequate at this academic level. The peers understand the motives behind this requirement. They also agree with the expectation that Master students should be able to elaborate a thesis about a topic in the specialized field of expertise on a formally and substantially appropriate scientific level. However, publishing the

elaborated thesis is in their opinion neither a precondition nor evidence for its scientific substance. Apart from that and even more important with regard to the study success is the fact that the publication requirement puts additional stress on the students with respect to the external demands of the publication process. The students' comments about the need to begin with the planning and coordination of the thesis at a very early stage (effectively at the end of the first semester) in order to prepare for the publication in due time, attest to the peers' assumption. Otherwise, a prolongation of the study duration will be inevitable. Therefore, the peers strongly recommend waiving the publication requirement for the thesis to not impede the completion of the studies on time. In particular, any effect of the publication media on the grading of the thesis should be avoided.

The sample of examinations, theses and dissertations, the peers has inspected are on an adequate level. Contributing to this is from their perspective not least the thesis supporting structure, with academic supervisors and (in case of the Doctoral programme) promoters responsible for assessing the study and thesis/dissertation progress and (in the case of the Doctoral programme) monitoring the publication process. In this respect, the peer group generally acknowledges that the Faculty claims to seriously analyse the results of examinations and theses at different levels in order to identify possible areas of improvement and set up appropriate follow-up measures, if necessary.

Regarding the administration of the examinations, the peers take note that examination regulations are effectively pointing out, for instance, the rules for application, removal, resiting, repeating, grading, completion of study etc. The peers are convinced that study- and exam-relevant rules are included meaningfully into the respective regulations, and thus contribute to the achievement of the learning objectives within the regular study period.

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

Overall, the peers consider the requirements of the criterion concerning the examination system *fulfilled*. Notwithstanding, they still see room for improvement with respect to the issue of the "examination load" (in the Bachelor and Master programmes) as well as the presently obligatory Thesis publication requirement in the Master programme.

Examination concept / Bachelor and Master programmes in Public Health (ASIIN 3)

In their preliminary assessment, the peers have stressed the potential benefits, but also outlined the obvious disadvantages of the concept of continuous assessment prevailing especially in the Bachelor, but also in the Master programme at UNHAS. Thus, structuring and supporting the individual learning process, giving continuous feedback on the individual

learning progress and, finally, effectively fostering the preparation of the exams are unde-niable merits of this assessment approach. Otherwise, the pure fact of ubiquitous assign-ments and assessment because of this concept has its significant downsides, as indicated above. This concern is not at all aiming at the diversity of assessment forms – as the state-ment of UNHAS insinuates – but rather at the comparatively high number of exams per semester. Finding a reasonable middle way would lead to saving the best out of two worlds. Hence, the peers suggest a recommendation in this direction (see below, sec. G, recom-mendation 4).

Publication Requirement / Master programme (ASIIN 3)

The peers are thankful for UNHAS comments on the issue. They especially appreciate that the programme coordinators have obviously considered their argument and debated a re-formulation of the respective rule. The proposed new stipulation of the publication require-ment would at least significantly ease the time pressure on the graduates and save them from an unwanted prolongation of the study period. Apart from that, the peers maintain that the publication requirement does not per se correspond to nor does a missing publi-cation necessarily affect the quality level of the thesis. Nevertheless, they would see the proposed reformulation (publication "with accepted status" > publication "under review") sufficient to resolve their concern. However, since this modification has not been put into effect at present, they suggest a related recommendation (see below, sec. G, recommen-dation 5).

4. Resources

Criterion 4.1 Staff

Evidence:

- Respective chapter of the SAR

- Staff CVs, Appendix 4.8 of the SAR; see also on the internet https://fkm.un-has.ac.id/tenaga-dosen/?lang=en (Access: 12.07.2022)

- Information about educational qualification, employment status, and academic posi-tion of teaching staff, Appendix 4.3 of the SAR

- The Government Regulation Number 37 of 2009 (relating to qualification require-ments for teaching staff), Appendix 4.4 of the SAR

- The Decree of the Director General of Higher Education of the Ministry of Education No.2 of 2016 (relating to student/staff ratio), Appendix 4.1 of the SAR

- Distribution of lecturers for supervising and advisory services, Appendix 4.7 of the SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

At UNHAS, 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 instance, a full professor needs to hold a PhD degree. In addition, the responsibilities and tasks of a staff member with respect to teaching, research, and supervision depend on the academic position.

According to the Self-Assessment Report, the teaching staff involved in the three degree programmes comprises 75 lecturers, among them 63 lecturers with civil servant status, four permanent non-civil servants (NPT) Lecturers, four non-permanent non-civil servant lecturers (NPTT), and 4 emeritus lecturers. In addition, it is legally defined that permanent lecturers are lecturers who work full time and have the status of permanent educators in higher education units, while non-permanent lecturers are lecturers who work part-time with the status of non-permanent educators in higher education units. The peers further see that the vast majority of the lecturers are PhD holders (41) as well as holders of a Master degree (22). Besides 15 full professors, there are 15 associate professors and another 29 assistant professors, all of them having civil servant status. As the peer group is told the lecturers received their academic degree in reputable universities and are excellent experts in the subject areas of the study programmes. According to the UNHAS representatives, the lecturers are principally deployed in all degree programmes. Further, only PhD holders are entitled to teach in all programmes, Master graduates only to the undergraduate level (Bachelor). The reported lecturer/student ratios for teaching and supervising services appear to be plausible from the peers' point of view. The peer group notes that in order to fit the teaching demands quantitatively and qualitatively, the recruitment of permanent staff is done according to the needs of the Faculty through a specialised "National Civil Service Agency", while the Faculty itself recruits non-permanent lecturers.

All members of the teaching staff have to be actively engaged in teaching/advising, research and community service. Reportedly, the average teaching load of the lecturers spans from 12 to 16 credits per semester. In the laboratory units, a special lab staff to support the student practice is involved. According to the SAR and UNHAS statements, students are included in the teaching staff's research activities, in particular by way of final projects / theses.

In this respect, the peers also appreciate the support UNHAS apparently provides for research activities of the teaching staff. Thus, for instance, it incentivizes publishing scientific articles in reputable international journals, financially supports the participation on national and international scientific conferences, and provides grants for research projects.

On balance, the peers consider the personal resource base as adequate in number and qualifications. The availability of a meaningful number of fully employed PhD holders pursuing relevant research besides its teaching obligations is seen particularly conducive to maintain both the quality of the degree programmes and the research capacity of UNHAS.

Criterion 4.2 Staff development

Evidence:

- Respective chapter of the SAR

- List of Training, Appendix 4.9 of the SAR

- List of Memorandum of Understanding (MoU), Appendix 4.18

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers positively note the multiple measures of UNHAS and the Faculty to further develop the didactical and professional skills and competencies of the teaching staff. Offerings like courses, seminars, conference participation or similar opportunities as well as financial rewards for research publications, or scholarships and grants to encourage staff mobility, are considered supportive. These opportunities broaden the individual career perspectives of the staff members and contribute to the internationalization strategy of UNHAS.

Regarding the latter, the peers take note of UNHAS' broad partnership network with national and international training and research institutions. Maintaining and further developing the status as a major research university, as UNHAS claimed, is obviously dependant – amongst other conditions – on a productive and sustainable cooperation network with research institutions in UNHAS core fields of specialist expertise. Apart from the list of cooperating institutions (Appendix 4.18), the peers would therefore like to see an exemplary Memorandum of Understanding with a partnering *research institution* to get a better understanding of the scope and sustainability of UNHAS research environment.

Criterion 4.3 Funds and equipment

Evidence:

- Respective chapter of the SAR

- Amount of funds based on the source and utilization of funds, Appendix 4.14 of the SAR

- Rector's Regulation 51791 concerning Fund Management and Accounting Operators, Appendix 4.13 of the SAR

- Rector's Regulation 23565 concerning mechanisms and procedures for compiling RKAT (relating to the preparation of the Annual Work Plan and Budget), Appendix 4.15 of the SAR

- List of equipment of laboratory, Appendix 4.16 of the SAR

- List of study program facilities and infrastructure, Appendix 4.17 of the SAR

- <u>During the auditing process</u>: online inspection of facilities and laboratories

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criteria D5/D6 *Infrastructure* and *Funding*), Appendix to SAR

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers learn that financial sources for UNHAS originate from government funding, societal funds and tuition fees. As UNHAS and Faculty representatives confirm, as a rule 70% of the funding is administered by the faculties with the remaining 30% forming the university budget. The operational funds are distributed to the faculties based on a specific formula that is, among other things, dependent on the number of students. From the documents provided and UNHAS' strategy for the next years, the peers are convinced that the financial means are sufficient and secure for the accreditation period.

As the audit was conducted online, the peers were not able to visit the laboratories and teaching spaces. Instead, UNHAS has provided extensive documentation, including lists of laboratories and equipment and a variety of videos. In addition, during the auditing process, members of the teaching staff gave a live-tour through some of the many laboratorial spaces UNHAS hold and answered questions from the peers. In addition, the SAR also provided details regarding the overall infrastructure of the university and its campuses. The peers are convinced that the teaching and office facilities, the libraries and the computer labs are sufficient for all students and staff members.

In summary, the peers confirm that the current funding allows for maintaining the standards as well as purchasing further instruments, if necessary, and that UNHAS generally holds enough workspaces and well-equipped laboratories.

Especially with regard to <u>Doctoral programme</u>, the peer group considers the available infrastructure, IT equipment and workstations for students and the relevant laboratories adequate to carry out research projects at an advanced level. In the eyes of the peers, the facilities of the faculty thus provide a sustainable research infrastructure not only for the students, but also for the lecturers and their research activities. The explicit policy goal to maintain and strengthen UNHAS' status as a research university can rely on the capacity basis of the Faculty of Public Health, which in combination with a strategic network of collaborating research institutions is likely to increase. The general support of the rectorate for the Faculty is a crucial factor and positively noted in this regard.

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

The peer consider the requirements concerning the personal and physical resources *fulfilled*.

They take note of several "Memoranda of Understanding" provided by UNHAS, which illustrate the institution's capability of establishing a healthy, forward-oriented learning and research environment.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Respective chapter of the SAR

- Module descriptions, available on the internet; for the Bachelor programme see https://fkm.unhas.ac.id/modul-mata-kuliah/?lang=en; for the Master programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s2-kesmas/?lang=en; for the Doctoral programme see https://fkm.unhas.ac.id/modul-mata-kuliah-s3-kesmas/?lang=en (Access to all: 21.07.2022)

- Audit discussions

Preliminary assessment and analysis of the peers:
The peers confirm that course specifications are provided for all degree programmes and, according to the SAR, are presented for the students online in the learning management system SIKOLA as well as on the internet website of UNHAS.

The course specifications comprise all relevant information like, for instance, module coordinators, lecturers, credits and workload indications, content and learning outcomes, prerequisites, assessment requirements and forms, grading information etc. The defined learning outcomes per course comprehensively correspond to the respective course contents and the intended learning outcomes at programme level.

The peers principally welcome that the course specifications are available in an English version on the programme website. Yet, they also notice that translations of some course descriptions are missing fully or partly, in particular regarding the Doctoral programme (see, for instance, Module 4 *Environmental and Industrial Toxicology,* Module 14 *Advanced Statistics and Modelling,* or Module 15 *Quality Management*). With respect to the Bachelor programme, descriptions of the courses of the "National Curriculum", the "UNHAS Core Curriculum" as well as the "Faculty's Core Curriculum" cannot be found on the respective programme website. The same applies for the general courses (of the first semester) of the Master programme, and inconsistencies between study plan and descriptions regarding course/module name, availability of translation, specific information about the elective/compulsory status, the semester, etc. are frequent. In addition, descriptions for the final project/thesis and dissertation are not presented online.

Hence, the peers see the necessity to revise the English version of the module/course descriptions in order to ensure the completeness of the descriptions as well as the consistency of the documents and the information given there.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:
- Respective chapter of the SAR
- Exemplary Degree Certificate for each programme, Appendix 5.3 of the SAR
- Exemplary Diploma Supplement for Bachelor programme, Appendix 5.4 of the SAR

Preliminary assessment and analysis of the peers:
The peer group takes note that the issuance of the final documents (certificate, transcript of records, Diploma supplement) is formally and bindingly regulated. They particularly welcome that the Faculty of Public Health along with the certificate and ToR[11] issues a Diploma Supplement (DS), which contains additional information about the structure, contents, learning objectives duration and study mode as well as the individual performance of the graduate.

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[11] ToR stands for *Transcript of Records*.

However, so far the DS is available for the Bachelor programme only. As an important supplementary information for external stakeholders like universities or potential employers, especially in all cases of academic mobility, the DS could be considered even more relevant for the Master and Doctoral programmes. Hence, it should be prepared for and awarded in these programmes as well.

Criterion 5.3 Relevant rules

Evidence:
- Respective chapter of the SAR
- Audit discussions

Preliminary assessment and analysis of the peers:
The peers confirm that all study-related issues are bindingly regulated in provisions of either national, university or Faculty origin. In addition, they state that these regulations are accessible for all stakeholders on the UNHAS and Faculty websites respectively. However, no English version of these provisions is presented nor available on the UNHAS' websites – as far as peers can judge.

For documentary purposes, UNHAS is therefore requested to provide the most important study and exam regulations for the degree programmes in an English version. Translated versions of the appendices 2.2 for the Bachelor programme, 2.3 for the Master programme and 1.19 for the Doctoral programme would be sufficient in that respect.

For transparency reasons as well as with a view to a convincing internationalization policy, the peers furthermore advice UNHAS to publish the English version of the major study-related regulations and documents on the websites of the respective study programme.

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

The peers consider the requirements concerning the transparency and documentation of study-related information still *not completely fulfilled*. This applies in particular with respect to the module/course descriptions as well as Diploma supplement.

Module/course descriptions / all degree programmes (ASIIN 5.1)

In its statement, UNHAS does not provide new evidence that module/course descriptions have already been revised and consolidated according to the critical comments of the peer team. Significant deficiencies have been identified in this regard and need to be removed in the eyes of the peers who confirm a related requirement (see below, sec. G, requirement 2).

Diploma Supplement / Ma and PhD programmes (ASIIN 5.2)

The peers do not share UNHAS' view that with respect to the (usual) professional experience and scientific expertise of the graduates the Master and PhD programmes are not in need of a DS. Since the DS shall primarily inform international stakeholders (like international universities or global enterprises) about the qualification profile, expertise and individual performance of the respective degree holder, the HEIs assumption from the peers' point of view would be applying to the national labour market, if anything. Apart from being required by the accreditation criteria, it seems reasonable that UNHAS issues a DS for the Master and PhD programme too. The peer team proposes a respective requirement (see below, sec. G, requirement 4).

Completion and consistency of study-related information on the English website (ASIIN 5.3)

The peers appreciate that UNHAS has made available the English version of the study regulation of the degree programmes under review on their respective website. A random check reveals however that some information is still not translated on the English website. Consequently, the peer team considers an recommendation to this end conducive (see below, sec. G, recommendation 3).

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Respective chapter of the SAR

- Quality Procedures Manual for members of Faculty of Public Health, Appendix 6.1

- Hasanuddin University Academic Senate Regulation No. 4867-UN4.2-IT.03-2017 (relating to QA policy of the institution), Appendix 6.2

- Results of monitoring and evaluation, Appendix 6.3

- Document Additional Criteria for Structured Doctoral Programmes, Doctor in Public Health Programme (concerning criterion D7 *Quality Assurance*), Appendix to SAR

- Exemplary survey results and regulations available on the website of the QA unit, see https://fkm.unhas.ac.id/penjaminan-mutu/?lang=en (Access: 12.07.2022)

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers see that UNHAS has formulated a QA policy and established an internal QA system operating at university and faculty levels. Thereby, the main institutional actor at faculty level is the so-called Quality Assurance Unit (QAU) responsible for conducting the monitoring and evaluation of the academic services, the non-academic (administrative and management) services as well as the teaching and learning process. As the peers learn these tasks of the QAU are carried out through an array of heterogeneous methodological means. As the academic services are essentially assessed using an Internal Quality Audit, management processes are largely monitored through applying an ISO assessment standard for QA Systems (ISO 9001:2015 in this case).

As the peers further see, a dense net of evaluation and survey tools, which are practised either semester-wise or on a yearly or biannual basis, covers the teaching and learning process as the most relevant performance area with respect to the accreditation process. This set of evaluation and survey instruments includes, amongst others, a student satisfaction survey carried out every semester, a mid-semester survey, an end-of-semester survey, a graduates' survey, a tracer-study conducted two years after graduation, and a lecturer satisfaction survey at the end of the academic year. In the opinion of the peers, the complementary nature of all of these evaluation methods enable the Faculty to gather relevant data on the overall and detailed study success, supporting conditions and prerequisite requirements and at the same time to identify shortcomings and deficits when they arise. University representatives and programme coordinators have plausibly demonstrated how data collection, analysis, assessment and follow up cycles work. The peers are convinced that this explanation essentially reflects the internal QA as practiced by the Faculty, the more so as the students in the audit strongly confirmed this view. The peer group judges particularly their inclusion and active participation in the QA of the study programmes as well as the existence of efficient feedback cycles positively.

As to this, it is also notable that QAU not only publishes the regulatory body of its QA system on its website (if only in Indonesian language), but also presents exemplary survey results. Yet, the only statistical data presented to the peers along with the SAR (Appendix 6.3), are not readable for most of them (as they too are presented in Indonesian language only). The peers therefore ask the programme coordinators to submit a translated version of those results.

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

The peers conclude that the requirements regarding the QA system are *essentially met* for the study programmes under review. From the SAR, the audit discussions with the different

stakeholders and the available information, they conclude that UNHAS has the methods, instruments, personal and physical resources to collect and use relevant data about the students' study success in the programmes.

Yet the submitted English version of exemplary results presents not only highly aggregated data and not at all self-explaining conclusions, but rather sheds only light on the situation at the onset of the pandemic situation, which has been specific in many instances. In addition, this summary report does not reveal any conclusive picture on how QAU proceeds those data and only vaguely indicates the (potential) necessity and direction of possible follow-up measures.

Since the peer team is still convinced that the QA system in place is functioning and has no manifest indications to the contrary, it does not feel the need to require further steps in this regard. However, the peers decide to recommend to QAU that the analysis and documentation of the results of the QA should be communicated more comprehensively and understandably, in particular vis-á-vis the major stakeholders of the university and the faculties (see below, sec. G, recommendation 2).

D Additional Documents

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

D1. Study and exam regulations for the all degree programmes, in English

D2. Study-related results as presented in Appendix 6.3, in English

D3. If available, guidelines/regulation for the organisation, conduct and assessment of internships, in English

D4. Exemplary Memorandum of Understanding with partner institutions, in English

E Comment of the Higher Education Institution (12.09.2022)

The institution provided a statement as well as the following additional documents with additional information concerning

- Update of website information on the learning outcomes of the PhD programme
- Pedagogical competences of PhD students and graduates
- Admission requirements in English
- Guidelines for internship
- Student mobility
- Updated information of conversion of workload information to ECTS system
- Examples of partnership MoU in research
- Consistency of the study related information on the English website of the degree programmes
- Study-related survey results in English

F Summary: Peer recommendations (10.11.2022)

Taking into account the additional information and the comments given by UNHAS, the peers summarize their analysis and **final assessment** as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2028
Ma Public Health	With requirements for one year	30.09.2028
PhD Public Health	With requirements for one year	30.09.2028

Requirements

For all degree programmes

A1   (ASIIN 2.2) Put in place a reasonable monitoring scheme for the student workload in order to check the adequacy of the credit allocation (Indonesian credit points as well as ECTS points) and identify significant discrepancies at an early stage.

A2   (ASIIN 5.1) Revise and update the English version of the module/course descriptions in order to ensure the completeness of the descriptions as well as the consistency of the documents and the information given therein.

For the Bachelor and the Master programmes

A3   (ASIIN 1.1, 1.3) Make sure that diverging qualification profiles with respect to the chosen specialisation are adequately communicated to the relevant stakeholders, especially potential applicants and students. Such differences should be indicated in the Diploma Supplement as well.

For the Master and the Doctoral programmes

A4   (ASIIN 5.2) Issue a Diploma Supplement in accordance with the requirements of the ECTS Users' Guide.

Recommendations

For all degree programmes

E1   (ASIIN 2.1) It is recommended to further improve the English language proficiency of the students (e.g. courses in English, visiting lectures) and to *consistently* provide study related information and regulations in English language as well.

E2   (ASIIN 6) It is recommended to communicate the QA results more comprehensively and understandably, in particular vis-á-vis the major stakeholders of the university and the faculties.

E3   (ASIIN 5.3) It is recommended to check and update the study-related information on the English websites of the programme according to the indications in the report.

For the Bachelor and Master programmes

E4   (ASIIN 3) It is recommended to reconsider the assessment concept with the aim of reducing the examination load.

For the Master programme

E5   (ASIIN 3) It is strongly recommended to put into effect the proposed new formulation of the publication requirement for the Thesis in order to not impede the completion of the programme within the regular study period.

For the PhD programme

E6   (ASIIN 1.3) It is recommended to strengthen the teaching competences of the students.

G Comment of the Technical Committee 14 - Medicine (02.12.2022)

Assessment and analysis for the award of the ASIIN seal:

Overall, the Technical Committee is satisfied with the programmes under review; the four proposed requirements primarily concern formal aspects such as the module descriptions, the Diploma Supplement and the awarding of ECTS credits. These are all typical points of criticism in procedures with Indonesian universities. In addition, six recommendations are proposed.

The Technical Committee discusses the procedure and shares the positive assessment of the expert group. The proposed requirements and recommendations are supported.

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2028
Ma Public Health	With requirements for one year	30.09.2028
PhD Public Health	With requirements for one year	30.09.2028

H Decision of the Accreditation Commission (09.12.2022)

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

The Accreditation Commission principally agrees with the experts' assessment and recommended resolution, in line with the Technical Committee. In particular, the Commission underlines the importance of Master students to not being impaired by inappropriate publication requirements with respect to their thesis. It endorses the experts' opinion that the proposed solution by UNHAS is viable, yet considers it necessary that it is verifiably put into effect. Hence, the respective recommendation 5 is changed into an additional requirement (requirement 5) for the Master's programme.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Public Health	With requirements for one year	30.09.2028
Ma Public Health	With requirements for one year	30.09.2028
PhD Public Health	With requirements for one year	30.09.2028

Requirements

For all degree programmes

A 1. (ASIIN 2.2) Put in place a reasonable monitoring scheme for the student workload in order to check the adequacy of the credit allocation (Indonesian credit points as well as ECTS points) and identify significant discrepancies at an early stage.

A 2. (ASIIN 5.1) Revise and update the English version of the module/course descriptions in order to ensure the completeness of the descriptions as well as the consistency of the documents and the information given therein.

For the Bachelor and the Master programmes

A 3. (ASIIN 1.1, 1.3) Make sure that diverging qualification profiles with respect to the chosen specialisation are adequately communicated to the relevant stakeholders, especially potential applicants and students. Such differences should be indicated in the Diploma Supplement as well.

For the Master and the Doctoral programmes

A 4. (ASIIN 5.2) Issue a Diploma Supplement in accordance with the requirements of the ECTS Users' Guide.

For the Master programme

A 5. (ASIIN 3) Put into effect the proposed new formulation of the publication requirement for the Thesis in order to not impede the completion of the programme within the regular study period.

Recommendations

For all degree programmes

E1 (ASIIN 2.1) It is recommended to further improve the English language proficiency of the students (e.g. courses in English, visiting lectures) and to consistently provide study related information and regulations in English language as well.

E2 (ASIIN 6) It is recommended to communicate the QA results more comprehensively and understandably, in particular vis-á-vis the major stakeholders of the university and the faculties.

E3 (ASIIN 5.3) It is recommended to check and update the study-related information on the English websites of the programme according to the indications in the report.

For the Bachelor and Master programmes

E4 (ASIIN 3) It is recommended to reconsider the assessment concept with the aim of reducing the examination load.

For the PhD programme

E5 (ASIIN 1.3) It is recommended to strengthen the teaching competences of the students.

I Fulfilment of Requirements (08.12.2023)

Analysis of the Experts and the Technical Committee 14 (17.11.2023)

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ba Public Health	All requirements ful-filled	-	30.09.2028
Ma Public Health	All requirements ful-filled	-	30.09.2028
PhD Public Health	All requirements ful-filled	-	30.09.2028

Decision of the Accreditation Commission (08.12.2023)

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ba Public Health	All requirements fulfilled	-	30.09.2028
Ma Public Health	All requirements fulfilled	-	30.09.2028
PhD Public Health	All requirements fulfilled	-	30.09.2028

Appendix: Programme Learning Outcomes and Curricula

Students of the <u>Bachelor degree programme Public health</u> shall achieve the following objectives and learning outcomes (intended qualifications profile; published on the internet[12]):

The ELOs of Bachelor in Public Health

1. Contribute to the improvement of public health status independently, discipline, and responsibly based on Pancasila
2. Internalizing academic values, norms, and ethics in carrying out their professional duties
3. Able to explain the basic concepts of public health science in improving public health status
4. Able to solve public health problems according to the characteristics of the Indonesian Maritime Continent
5. Able to apply logical, critical, systematic, and innovative thinking in the context of public health development
6. Able to apply epidemiological and bio-statistical principles in the analysis of the situation in the public health sector
7. Able to implement planning and policies in the preparation of public health programs
8. Able to demonstrate effective communication in public health services and information dissemination
9. Able to identify socio-cultural determinants in public health
10. Able to practice empowerment methods in improving community health status
11. Able to apply the concept of financing in planning public health programs
12. Able to apply leadership and systems thinking in working collaboratively

The following **curriculum** is presented (published on the internet[13]):

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[12] See https://fkm.unhas.ac.id/profil-kesehatan-masyarakat-s-km/?lang=en (Access: 21.07.2022)
[13] See https://fkm.unhas.ac.id/profil/?lang=en (Access: 21.07.2022)

ECTS													Semester
												Final Essay (7.2 ECTS)	8th Semester
20 (36 ECTS)									Specialization Courses	Essay (7.2 ECTS)	Public Health Current Issues (3.6 ECTS)	KKN (7.2 ECTS)	7th Semester
22 (39.6 ECTS)								Specialization Courses	Internship (7.2 ECTS)	Field Study III (3.6 ECTS)	Scientific Writing (3.6 ECTS)	Research method (5.4 ECTS)	6th Semester
20 (36 ECTS)									Specialization Courses	Field Study II (3.6 ECTS)	Entrepreneurship (3.6 ECTS)	Coastal Public Health (3.6 ECTS)	5th Semester
22 (39,6 ECTS)		Leaderhip and System thinking (3.6 ECTS)	Epidemiology of Infectious Diseases (3.6 ECTS)	Epidemiology of NCD (3.6 ECTS)	Disaster Management (3.6 ECTS)	Data Management (3.6 ECTS)	Health Information System (3.6 ECTS)	Health Planning & Evaluation (3.6 ECTS)	Advocacy & Health Promotion (3.6 ECTS)	Field Study I (3.6 ECTS)	Basic Practicum (3.6 ECTS)	Community Nutrition (3.6 ECTS)	4th Semester
23 (41.4 ECTS)		Basic Health Care (3.6 ECTS)	Inferential Biostatistics (3.6 ECTS)	Health Financing and Budgeting (3.6 ECTS)	Quality Analysis (3.6 ECTS)	Basic Occupational health (3.6 ECTS)	Public Health Surveillance (3.6 ECTS)	Community Emmpowerment and organizing (3.6 ECTS)	Organization & Management (3.6 ECTS)	Hospital Service System (3.6 ECTS)	Clean water supply (3.6 ECTS)	Public Health English (3.6 ECTS)	3rd Semester
24 (43.2 ECTS)	Biomedical 3 (3.6 ECTS)	Biomedical 2 (3.6 ECTS)	Basic Epidemiology (3.6 ECTS)	Basic Environmental Health (3.6 ECTS)	Basic Health Economics (3.6 ECTS)	Basic Nutrition for SMEs (3.6 ECTS)	Basic KKB (3.6 ECTS)	Basic Health Promotion (3.6 ECTS)	Descriptive Biostatistics (3.6 ECTS)	Health Communication (3.6 ECTS)	Indonesian (3.6 ECTS)	Science and Technology Insights (3.6 ECTS)	2nd Semester
22 (39.6 ECTS)		Pancasila (3.6 ECTS)	Biomedical 1 (3.6 ECTS)	Basic Administration and Health Policy (3.6 ECTS)	Basic Public Health (3.6 ECTS)	Public HealthEthics (3.6 ECTS)	Anthropology and social (3.6 ECTS)	Religion (5.4 ECTS)	Civic Education (5.4 ECTS)	English (3.6 ECTS)	Logic (3.6 ECTS)	Maritime socio-cultural insight (3.6 ECTS)	1st Semester

Information:

National Curriculum	The core curriculum of FKM Unhas	Unhas Curriculum	Department

Figure 2.1 Distribution and load of credits for The Bachelor in Public Health per semester

Appendix 2.5 Structure and Content of the Curriculum of Bachelor in Public Health

No.	Code	Course	CP	SM I	SM II	SM III	SM IV	SM V	SM VI	SM VII	SM VIII
National Curriculum											
1	18Y01110102	Islam Education	2	2							
2	18Y01110202	Catholic Education	2	2							
3	18Y01110302	Protestan Education	2	2							
4	18Y01110402	Hindu Education	2	2							
5	18Y01110502	Buddha Education	2	2							
6	18Y01110602	Khonghucu Education	2	2							
7	18Y01111002	English	2	2							
8	18Y01111102	Citizenship Education	2	2							
9	18Y01111202	Pancasila	2	2							
10	101K1012	Bio Medics I	2	2							
11	103K1112	Basic Administration and Health Policy	2	2							
12	104K1112	Ethics and Law in Health	2	2							
13	106K1712	Anthropology and Sociology in Health	2	2							
14	107K1012	Basic Public Health	2	2							
15	18Y01110902	Bahasa Indonesia	2		2						
16	136K1022	Bio Medics II	2		2						
17	137K1022	Bio Medics III	2		2						
18	138K1022	Basic Nutrition Public Health	2		2						
19	139K1122	Basic Health Economics	2		2						
20	140K1222	Descriptive Biostatistics	2		2						
21	141K1222	Basic Demography	2		2						
22	142K1322	Basic Epidemiology	2		2						
23	143K1622	Basic Environmental Health	2		2						
24	144K1722	Health Communication	2		2						
25	145K1722	Basic Health Promotion	2		2						
26	203K1112	Health Financing and Budgeting	2			2					
27	204K1212	Inferential Biostatistics	2			2					
28	205K1212	Basic Reproductive Health	2			2					
29	206K1313	Public Health Surveillance	3			3					
30	207K1512	Basic Safety and Occupational Health	2			2					
31	208K1612	Analysis of Environmental Quality	2			2					

No	Code	Course	Credit									
32	210K1712	Community Empowerment and Organization	2				2					
33	236K1022	Field Experiences Course I	2					2				
34	237K1122	Leadership and System Thinking Learning Organization	2					2				
35	238K1122	Planning and Evaluation of Health Program	2					2				
36	239K1222	Data Management	2					2				
37	240K1222	Health Information System	2					2				
38	241K1322	Epidemiology of Communicable Diseases	2					2				
39	242K1322	Epidemiology of Non-Communicable Diseases	2					2				
40	243K1022	Disaster Management	2					2				
41	244K1722	Advocacy & Health Promotion	2					2				
42	301K1012	Field Experiences Course II	2						2			
43	336K1022	Field Experiences Course III	2							2		
44	337K1223	Health Research Methodology	3							3		
45	338K1022	Scientific Writing	2							2		
46	415K1034	Script/ Final Project	4								4	
		Sub total	86									
Unhas Core Curriculum												
47	18Y01110702	Maritime socio-cultural insight	2	2								
48	18Y01110802	Science and Technology Insights	2		2							
49	499U004	Community Services	4								4	
		Sub total	8									
FKM Unhas Core Curriculum												
50	105K1712	Logic	2	2								
51	201K1012	Public Health English	2				2					
52	202K1112	Organization & Management	2				2					
53	209K1612	Clean water supply	2				2					
54	211K1812	Hospital Service System	2				2					
55	245K1022	Public Health Basic Practicum	2					2				
56	246K1012	Nutrition of Coastal and Island Community	2					2				
57	302K1012	Entrepreneurship	2						2			
58	303K1612	Public Health of Coastal and Islands	2						2			

			Credit	1	2	3	4	5	6	7	8
		Sub total	18	22	24	23	22	6	7	8	0

a. Health Administration and Policy Department Curriculum

No	Code	Course	Credit	1	2	3	4	5	6	7	8
Compulsory Specialization Courses											
59	304K1112	Health Politics	2					2			
60	305K1112	Health Development Administration	2					2			
61	306K1112	Health Economics	2					2			
62	307K1112	Regional Public Health Planing	2					2			
63	308K1112	Analysis of Health Policy	2					2			
64	309K1112	Management of Health Care Quality	2					2			
65	339K1122	Strategic Management	2						2		
66	340K1122	Health Financing System	2						2		
67	341K1122	Human Resources Management	2						2		
68	342K1122	Logistic Management	2						2		
69	343K1122	Management of Health Services Marketing	2						2		
70	401K1112	Administration and Policy Health Method	2							2	
71	402K1114	Internship of Health Administration and Policy	4							4	
		Sub total	28	22	24	23	22	18	17	14	0
Elective courses											
72	310K1112	National Social Coverage System	2					2			
73	403K1112	Consumer Behavior in Health Services	2							2	
74	404K1112	Current Issue of Health Administration and Policy	2							2	
75	405K1112	Evaluation of Health Project	2							2	
76	408K1012	International Public Health Issue	2							2	
Non-credit Compulsory Courses											
77		Generic Competence	0								

b. Department of Biostatistics/KKB curriculum

No	Code	Course	Credit	1	2	3	4	5	6	7	8
Compulsory Specialization Courses											
59	304K1212	Computer Applications	2					2			
60	305K1212	Demography Analysis	2					2			
61	306K1212	Non-Parametric Statistics	2					2			
62	307K1212	Medical Records	2					2			

No	Code	Course	Cr	1	2	3	4	5	6	7	8
63	339K1222	Analysis and Evaluation of Family Planning Data	2						2		
64	340K1222	Processing and Data Analysis	2						2		
65	341K1222	Family Health	2						2		
66	342K1222	Rapid Survey	2						2		
67	343K1222	Sample Design	2						2		
68	401K1212	Program on population and family planning	2							2	
69	402K1212	Methodology	2							2	
70	403K1212	Life Survival Analysis	2							2	
71	404K1214	Internship	4							4	
		Sub total	28	22	24	23	22	14	17	18	0
Elective courses											
72	308K1212	Child Survival	2					2			
73	309K1212	Sexual Transmisson and HIV	2					2			
74	344K1222	Adolescent Reproductive Health	2						2		
75	345K1222	Elderly Reproductive Health	2						2		
76	405K1212	Management of Basic Services Reproductive Health	2							2	
77	406K1214	Internship Reproductive and Family Health	4							4	
78	408K1012	International Public Health Issue	2							2	
Non-credit Compulsory Courses											
79		Generic Competence	0								

c. Epidemiology Department Curriculum

No	Code	Course	Cr	1	2	3	4	5	6	7	8
Compulsory Specialization Courses											
59	304K1313	Epidemiology Survey	3						3		
60	305K1312	Epidemiology of Reproductive Health	2						2		
61	306K1313	Surveillance Practicum	3						3		
62	307K1312	Disease Prevention and Control Program	2						2		
63	308K1312	Practicum and Agent Biology	2						2		
64	339K1322	Management of Data Epidemiology	2							2	
65	340K1322	Epidemiology of Emergency Health	2							2	
66	341K1322	Epidemiology of Social and Behaviour	2							2	

No	Code	Course	Credit	S1	S2	S3	S4	S5	S6	S7	S8
67	342K1322	Epidemiology of Planning and Health Services	2						2		
68	343K1322	Epidemiology of Environmental Health	2						2		
69	344K1322	Seminar on Epidemiology	2						2		
70	401K1314	Internship	4							4	
		Sub total	28	22	24	23	22	18	19	12	0
Elective courses											
71	309K1332	Current Issue Epidemiologyi	2					2			
72	310K1332	HIV dan AIDS	2					2			
73	311K1332	Epizootic	2					2			
74	345K1332	Basic Genetic Epidemiology	2						2		
75	346K1332	Outbreak Investigation	2						2		
76	347K1332	GIS for Public Health	2						2		
77	408K1012	International Public Health Issue	2							2	
Non-credit Compulsory Courses											
78		Generic Competence	0								

d. Occupational Health and Safety Department Curriculum

No	Code	Course	Credit	S1	S2	S3	S4	S5	S6	S7	S8
Compulsory Specialization Courses											
59	304K1512	Occupational physiology	2					2			
60	305K1512	Ergonomics	2					2			
61	306K1512	Industrial Hygiene	2					2			
62	307K1512	Occupational Health and Safety Promotion	2					2			
63	308K1512	Industrial Psychology	2					2			
64	309K1512	Occupational Disease and Injury	2					2			
65	310K1512	Epidemiology of Occupational Health and Safety	2					2			
66	339K1522	Industrial Toxicology	2						2		
67	340K1522	Emergency Preparation of Occupational Health and Safety	2						2		
68	341K1522	Nutrition and Occupational Productivity	2						2		
69	342K1522	Standars Of Occupational Health and Safety	2						2		
70	343K1522	Ecology and Introduction	2						2		

No	Code	Course	Credit	1	2	3	4	5	6	7	8
		Waste Management									
71	344K1522	Occupational Health and Safety in Hospital	2						2		
72	345K1522	Occupational Health and Safety Practicum	2						2		
73	401K1514	Internship	2							4	
		Sub total	30	22	24	23	22	20	21	12	0
Elective Courses											
74	402K1512	Occupational Health and Safety of Construction	2							2	
75	403K1512	Occupational Health and Safety of Marine	2							2	
76	408K1012	International Public Health Issue	2							2	
Non-Credits Compulsory Courses											
77		Generic Competence									

e. Environmental Health Department Curriculum

No	Code	Course	Credit	1	2	3	4	5	6	7	8
Compulsory Specialization Courses											
59	304K1612	Public Places Sanitation	2					2			
60	307K1612	Environmental Health of Industrial Area	2					2			
61	308K1612	Environmental Toxicology	2					2			
62	309K1612	Food Safety and Protection	2					2			
63	310K1612	AMDAL of Public Health	2					2			
64	311K1612	Vector Control	2					2			
65	339K1622	Environmental Pollution	2						2		
66	340K1622	Solid Waste Management	2						2		
67	341K1622	Waste Water Management	2						2		
68	342K1622	Introduction Environmental Health Risk Analysis	2						2		
69	343K1623	Environmental Health Practicum	3						3		
70	401K1612	Management of Mitigation and Adaptation Disaster	2							2	
71	402K1614	Internship	4							4	
		Sub total	29	22	24	23	22	18	18	14	0
Elective Courses											
72	343K1322	Epidemiology of Environmental Health	2						2		

73	347K1332	GIS for Public Health	2							2	
74	408K1012	International Public Health Issue	2								2
Non-Credits Compulsory Courses											
75		Generic Competence									

f. Hospital Management Department Curriculum

No	Code	Course	C								
Compulsory Specialization Courses											
59	304K1612	Human Resource Management in Hospital	3						3		
60	307K1612	Behaviour and Organization Hospital Cultural	2						2		
61	308K1612	Management of Financial and Accounting Hospital	3						3		
62	309K1612	Information and Technology System in Hospital	2						2		
63	310K1612	Strategic Managementin Hospital	2						2		
64	311K1612	Management of Marketing and Imaging Hospital	2							2	
65	339K1622	Logistics Management and Health Technology Assement	2							2	
66	340K1622	Quality Management and Hospital Safety	3							3	
67	341K1622	Policy Analysis in Hospital	2							2	
68	342K1622	Leadership in Health Services	2							2	
69	343K1623	Study and Issue Research in Hospital	2								2
70	401K1612	Internship	3							3	
		Sub total	28	22	24	23	22	18	18	13	0
Elective Courses											
71	343K1322	Medical Records	2						2		
72	347K1332	Occupational Health and Safety in Hospital	2								2
73	408K1012	International Public Health Issue	2								2
Non-Credits Compulsory Courses											
74		Generic Competence									

g. Health Promotion and Behavioral Sciences Department Curriculum

Compulsory Specialization Courses											
59	304K1712	Dimensions of Social Cultural and Health Behaviour	2						2			
60	305K1712	Health Psychology	2						2			
61	306K1712	Social Marketing	2						2			
62	307K1712	Creative Writing	2						2			
63	308K1712	Health Education	2						2			
64	339K1722	Hospital Health Promotion + Practicum	2							2		
65	340K1722	Health Promotion in the Work-place/Institution (+Practicum)	2							2		
66	341K1722	Health Media Design (Print and Visual Media)	2							2		
67	342K1722	Interpersonal communication and Health Counseling Practicum	2							2		
68	343K1722	Principles of Behavioral Research	2							2		
69	344K1722	Group Dynamics	2							2		
70	345K1722	Current Strategic Issues Health Promotion	2							2		
71	401K1714	Internship	4								4	
		Sub total	28	22	24	23	22	16	21	12	0	
Elective Courses											
72	311K1712	Social Media in Promotion Health	2						2			
73	312K1712	Management of Health Promotion Training							2			
74	408K1012	International Public Health Issue	2								2	
Non-Credits Compulsory Courses											
75		Generic Competence										

Students of the <u>Master degree programme Public health</u> shall achieve the following objectives and learning outcomes (intended qualifications profile; not yet published on the English website[14]):

INTENDED LEARNING OUTCOMES (ILOs)

1. Able to work together and have social sensitivity and concern for society and the environment
2. Demonstrate a responsible attitude towards work in their area of expertise independently and internalize the spirit of independence and entrepreneurship
3. Mastering foundation/principal of public health in evaluation level as an instrument to improve public health status as high as possible, including epidemiology, biostatistics and population, environmental health, occupational health and safety, nutrition, health policy and management, as well as social and behavioural studies considering the essential public health functions
4. Abte to assess public health status in general and health status of maritim society in particular
5. Able to conduct studies and analysis of public health problem
6. able to communicate research finding to community and policy maker for science development
7. able to build effective communication in attempts to community empowerement
8. able to develop policies and health program planning
9. Able to analyse environmental changes to mitigate environmental impacts on health and be able to lead and cooperate with different social environments between community groups and cultures
10. Able to apply advocacy, negotiation, and leadership skills in influencing political decisions in the health sector based on public health ethics and able to design, develop and organize health financing system and program management
11. Able to solve problems using epidemiological research methods through inter or multidisciplinary approaches with other disciplines to improve the quality of preventive and promotive way on primary health services
12. Able to plan and implement counselling, social marketing, community partnerships empowerement for behaviour change using appropriate media
13. Able to carry out scientific analysis, follow-up, and evaluation of nutritional problems that exist in a community group in a certain area
14. Able to plan and implement preventive and rehabilitative services for family and reproductive health

The following **curriculum** is presented:

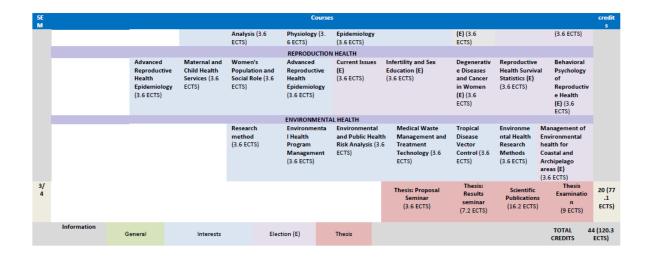| SEM	Courses										credits
1					Research Method (3.6 ECTS)	Advanced Biostatistics (3.6 ECTS)	Advanced Epidemiology (3.6 ECTS)	Social Sciences and Health Behavior (3.6 ECTS)	Health Policy and Management (3.6 ECTS)	Environmental Health and Advanced Occupational Health (3.6 ECTS)	12 (21.6 ECTS)
2					**HEALTH POLICY ADMINISTRATION**						12 (21.6 ECTS)
	Research Method (3.6 ECTS)	Health Planning and Evaluation (3.6 ECTS)	Health Economics (3.6 ECTS)	Human Resource Management (3.6 ECTS)	Health Policy Analysis (3.6 ECTS)	Study of Health Management Problems (E) (3.6 ECTS)	Health Financing System (E) (3.6 ECTS)	Health Organizational Behavior (E) (3.6 ECTS)	Bargaining & Negotiation (E) (3.6 ECTS)	Health Integrated Quality Management (E) (3.6 ECTS)	Health Insurance (E) (3.6 ECTS)	
					EPIDEMIOLOGY						
			Epidemiological Research Method (3.6 ECTS)	Current Issues in Epidemiology (3.6 ECTS)	Surveillance Analysis and Practicum (3.6 ECTS)	Advanced Epidemiological Data Management (3.6 ECTS)	Epidemiology of Tropical Diseases (E) (3.6 ECTS)	Epidemiology of Health Planning (E) (3.6 ECTS)	Epidemiology of Maternal and Child Health (E) (3.6 ECTS)	Epidemiology of Advanced Non-Communicable Diseases (E) (3.6 ECTS)	Applied Epidemiology (E) (3.6 ECTS)	
					FIELD EPIDEMIOLOGY						
			Epidemiological Research Method (3.6 ECTS)	Advanced Epidemiological Data Management (3.6 ECTS)	Field Investigation 1 (3.6 ECTS)	Field Investigation 2 (3.6 ECTS)	Evaluation of Surveillance System (3.6 ECTS)	Health Program Evaluation (E) (3.6 ECTS)	Epidemiology of Tropical Diseases (E) (3.6 ECTS)	Advanced Epidemiology of Non-Communicable Diseases (E) (3.6 ECTS)	
					HEALTH PROMOTION						
			Advocacy and Community Empowerment (3.6 ECTS)	Psychology and Health Counseling (3.6 ECTS)	Program Management and Health Promotion Concepts (3.6 ECTS)	Principles of Behavioral Research (3.6 ECTS)	Health Media Design (3.6 ECTS)	Negotiations and Partnerships in Health (3.6 ECTS)	Social Marketing (E) (3.6 ECTS)	Politics and Health (E) (3.6 ECTS)	Social Change and Health (E) (3.6 ECTS)	
					NUTRITION						
			Research Method (3.6 ECTS)	Advanced Food & Nutrition Policy	Nutritional Biochemistry and	Advanced Nutritional Biometry and	Public Health Nutrition (3.6 ECTS)	Study of Food and Nutrition Problems	Advanced Food Security and Safety (E)	Mother and Child Nutrition (E)	

SEM	Courses									credits
			Analysis (3.6 ECTS)	Physiology (3.6 ECTS)	Epidemiology (3.6 ECTS)		(E) (3.6 ECTS)		(3.6 ECTS)	
	REPRODUCTION HEALTH									
	Advanced Reproductive Health Epidemiology (3.6 ECTS)	Maternal and Child Health Services (3.6 ECTS)	Women's Population and Social Role (3.6 ECTS)	Advanced Reproductive Health Epidemiology (3.6 ECTS)	Current Issues (E) (3.6 ECTS)	Infertility and Sex Education (E) (3.6 ECTS)	Degenerative Diseases and Cancer in Women (E) (3.6 ECTS)	Reproductive Health Survival Statistics (E) (3.6 ECTS)	Behavioral Psychology of Reproductive Health (E) (3.6 ECTS)	
	ENVIRONMENTAL HEALTH									
			Research method (3.6 ECTS)	Environmental Health Program Management (3.6 ECTS)	Environmental and Public Health Risk Analysis (3.6 ECTS)	Medical Waste Management and Treatment Technology (3.6 ECTS)	Tropical Disease Vector Control (3.6 ECTS)	Environmental Health Research Methods (3.6 ECTS)	Management of Environmental health for Coastal and Archipelago areas (E) (3.6 ECTS)	
3/4						Thesis: Proposal Seminar (3.6 ECTS)	Thesis: Results seminar (7.2 ECTS)	Scientific Publications (16.2 ECTS)	Thesis Examination (9 ECTS)	20 (77.1 ECTS)
	Information	General	Interests		Election (E)	Thesis			TOTAL CREDITS	44 (120.3 ECTS)

Figure 2.2 Distribution and load of credits for master courses per semester

Curriculum Structure and Map (Master's Programme)

NO	CODE	COURSE	CATEGORY	TYPE	CP	I	II	III	IV
1.	18K01210102	Environmental Health and Advanced Occupational Health	General	COMPULSORY	2				
2.	18K01210202	Health Policy and Management	General	COMPULSORY	2				
3.	18K01210302	Advanced Biostatistics	General	COMPULSORY	2				
4.	18K01210402	Advanced Epidemiology	General	COMPULSORY	2				
5.	18K01210502	Social Sciences and Health Behavior	General	COMPULSORY	2				
6.	18K01210602	Research Method	Nutrition, Health Policy Administration, Health Promotion	COMPULSORY	2				
7.	18K01210702	Environmental Health Program Management	Environmental Health	COMPULSORY	2				
8.	18K01210802	Environmental and Public Health Risk Analysis	Environmental Health	COMPULSORY	2				
9.	18K01210902	Medical Waste Management and Treatment Technology	Environmental Health	COMPULSORY	2				
10.	18K01211002	Tropical Disease Vector Control	Environmental Health	COMPULSORY	2				
11.	18K01211102	Environmental Health Research Methods	Environmental Health	COMPULSORY	2				
12.	18K01211302	Management of Environmental health for Coastal and Archipelago areas (E)	Environmental Health	ELECTIVE	2				
13.	18K01211602	Health Planning and Evaluation	Health Policy Administration	COMPULSORY	2				
14.	18K01211702	Health Economics	Health Policy Administration	COMPULSORY	2				
15.	18K01211802	Human Resource Management	Health Policy Administration	COMPULSORY	2				
16.	18K01211902	Health Policy Analysis	Health Policy Administration	COMPULSORY	2				
17.	18K01212002	Study of Health Management Problems (E)	Health Policy Administration	ELECTIVE	2				
18.	18K01212102	Health Financing System (E)	Health Policy Administration	ELECTIVE	2				
19.	18K01212202	Health Organizational Behavior (E)	Health Policy Administration	ELECTIVE	2				

NO	CODE	COURSE	CATEGORY	TYPE	CP	I	II	III	IV
20.	18K01212302	Bargaining & Negotiation (E)	Health Policy Administration	ELECTIVE	2		▪		
21.	18K01212402	Health Integrated Quality Management (E)	Health Policy Administration	ELECTIVE	2		▪		
22.	18K01212502	Health Insurance (E)	Health Policy Administration	ELECTIVE	2		▪		
23.	18K01212602	Epidemiological Research Method	Epid/FETP	COMPULSORY	2		▪		
24.	18K01212702	Advanced Epidemiological Data Management	Epid/FETP	COMPULSORY	2		▪		
25.	18K01212802	Current Issues in Epidemiology	Epid	COMPULSORY	2		▪		
26.	18K01212902	Surveillance Analysis and Practicum	Epid	COMPULSORY	2		▪		
27.	18K01213002	Epidemiology of Tropical Diseases (E)	Epid/FETP	ELECTIVE	2		▪		
28.	18K01213102	Epidemiology of Health Planning (E)	Epid	ELECTIVE	2		▪		
29.	18K01213202	Epidemiology of Maternal and Child Health (E)	Epid	ELECTIVE	2		▪		
30.	18K01213302	Epidemiology of Advanced Non-Communicable Diseases (E)	Epid/FETP	ELECTIVE	2		▪		
31.	18K01213402	Applied Epidemiology (E)	Epid	ELECTIVE	2		▪		
32.	18K01213502	Field Investigation 1	FETP	COMPULSORY	2		▪		
33.	18K01213602	Field Investigation 2	FETP	COMPULSORY	2		▪		
34.	18K01213702	Evaluation of Surveillance System	FETP	COMPULSORY	2		▪		
35.	18K01213802	Health Program Evaluation	FETP	COMPULSORY	2		▪		
36.	18K01213902	Public Health Nutrition	Nutrition	COMPULSORY	2		▪		
37.	18K01214002	Advanced Food & Nutrition Policy Analysis	Nutrition	COMPULSORY	2		▪		
38.	18K01214102	Nutritional Biochemistry and Physiology	Nutrition	COMPULSORY	2		▪		
39.	18K01214202	Advanced Nutritional Biometry and Epidemiology	Nutrition	COMPULSORY	2		▪		
40.	18K01214302	Study of Food and Nutrition Problems (E)	Nutrition	ELECTIVE	2		▪		

NO	CODE	COURSE	CATEGORY	TYPE	CP	I	II	III	IV
41.	18K01214402	Advanced Food Security and Safety (E)	Nutrition	ELECTIVE	2		▪		
42.	18K01214502	Mother and Child Nutrition (E)	Nutrition	ELECTIVE	2		▪		
43.	18K01215502	Advanced Reproductive Health Epidemiology	Health Reproductive	COMPULSORY	2		▪		
44.	18K01215602	Maternal and Child Health Services	Health Reproductive	COMPULSORY	2		▪		
45.	18K01215702	Women's Population and Social Role	Health Reproductive	COMPULSORY	2		▪		
46.	18K01215802	Reproductive Research Method	Health Reproductive	COMPULSORY	2		▪		
47.	18K01215902	Current Issues (E)	Health Reproductive	ELECTIVE	2		▪		
48.	18K01216002	Women and Family Health	Health Reproductive	COMPULSORY	2		▪		
49.	18K01216102	Psychology and Health Counseling	Health Promotion	COMPULSORY	2		▪		
50.	18K01216202	Program Management and Health Promotion Concepts	Health Promotion	COMPULSORY	2		▪		
51.	18K01216302	Principles of Behavioral Research	Health Promotion	COMPULSORY	2		▪		
52.	18K01216402	Health Media Design	Health Promotion	COMPULSORY	2		▪		
53.	18K01216502	Social Marketing (E)	Health Promotion	ELECTIVE	2		▪		
54.	18K01216602	Politics and Health (E)	Health Promotion	ELECTIVE	2		▪		
55.	18K01216702	Social Change and Health (E)	Health Promotion	ELECTIVE	2		▪		
56.	18K01216802	System Thinking and Leadership (P)	Health Reproductive	ELECTIVE	2		▪		
57.	18K01217502	Health Promotion in Workplace and Institution	Health Promotion	COMPULSORY	2		▪		
58.	18K01217602	Advocacy and Community Empowerment	Health Promotion	COMPULSORY	2		▪		
59.	18K01217702	Negotiations and Partnerships in Health	Health Promotion	COMPULSORY	2		▪		
60.	18K01220102	Thesis: Proposal Seminar	General	COMPULSORY	2		▪		
61.	18K01220204	Thesis: Results seminar	General	COMPULSORY	4			▪	

NO	CODE	COURSE	CATEGORY	TYPE	CP	I	II	III	IV
62.	18K01220305	Scientific Publications	General	COMPULSORY	5			▪	
63.	18K01220409	Thesis Examination	General	COMPULSORY	9			▪	

According to the SAR, students of the <u>Doctoral degree programme Public health</u> shall achieve the following objectives and learning outcomes (intended qualifications profile):

"The profile of graduates of the Doctor in Public Health differs from the Bachelor and Master levels in Public Health. At the doctoral level, the graduates are not only required to have management, communication, advocacy and leadership skills, but they also must be competent in professional ethics, cultural dimensions and critical analytical skills. The objectives of the Doctor in Public Health are:

1. Produce doctors who master the philosophy and theory to build the concept of public health in order to achieve the main competencies.
2. Produce research with an international reputation conducted by lecturers and students that involves inter-multi-transdisciplinary teams responsible for the results of their research.
3. Produce community services based on research results to solve public health problems involving cross-sectors.
4. Generate a wide network to build mutually beneficial inter-multi-transdisciplinary education and research partnerships.
5. Produce program management governance that is accountable, effective and efficient on an ongoing basis."

According to the SAR, the learning objectives then are

Table 1.6 Learning Outcomes of Graduates of the Doctoral Study Program in Public Health Science

LO Order Num	Code	Learning Outcomes
LO-1	A1	Able to professional ethics in the field of public health
LO-2	A2	Able to demonstrate a leadership attitude in managing the development and improvement of resources and organizations in health services
LO-3	K1	Able to develop basic public health knowledge in improving public health status
LO-4	K2	Able to design new scientific theories/concepts/ideas in public health
LO-5	GS	Able to conduct roadmap-based research in public health with inter, multi or transdisciplinary approaches
LO-6	GS	Able to integrate the cultural dimension of the public health field with various efforts to improve the quality of public health
LO-7	GS	Able to use promotive and preventive practices in public health sciences
LO-8	GS	Able to make strategic policies for public health services
LO-9	SS	Able to build systematic thinking methods in solving public health problems
LO-10	SS	Able to produce publications in public health in reputable international scientific journals

The following **curriculum** is presented (also published on the internet[15]):

Semester	Courses												credits
I								Advanced Epidemiology (3.6 ECTS)	Advanced Statistics and Modeling (3.6 ECTS)	Research methods (3.6 ECTS)	Scientific Writing and Public Health Ethics (3.6 ECTS)	Public Health Seminar/ Literature Review (3.6 ECTS)	10 (18 ECTS)
II	Environmental Impact and Health Risk Analysis (3.6 ECTS)	Occupational Health and Safety Risk Analysis (3.6 ECTS)	Leadership and Advocacy (3.6 ECTS)	Culture and Communication (3.6 ECTS)	Health Policy Analysis (3.6 ECTS)	Health Economics and Financing Management (3.6 ECTS)	Service Quality and Patient Safety (3.6 ECTS)	Nutrition and Human Development (3.6 ECTS)	Environmental and Industrial Toxicology (3.6 ECTS)	Advanced Study on Maternal and Child Health (3.6 ECTS)	Social Epidemiology (3.6 ECTS)	Health Promotion Strategy (3.6 ECTS)	12 (21.6 ECTS)
III											Dissertation (Proposal Seminar) (3.6 ECTS)	International Conference/ Presentation/Proceedings (5.4 ECTS)	5 (9 ECTS)
IV												International Journal Article 1 (Scopus) (3.6 ECTS)	2 (3.6 ECTS)
V											Dissertation (Seminar on Results and Community Service) (7.2 ECTS)	International Journal Article 2 (5.4 ECTS)	7 (12.6 ECTS)
VI												Pre-Promotion and Promotion Examination (21.6 ECTS)	12 (21.6 ECTS)

Figure 2.3 Distribution and load of credits for Doctor in Public Health per semester

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[15] See https://fkm.unhas.ac.id/kurikulum-ilmu-kesehatan-masyarakat-dr-km/?lang=en (Access: 21.07.2022)

Appendix 2.7 Structure and Curriculullum Content Doctor in Public Health

No.	Courses Code	Courses	SKS	SM I	SM II	SM III	SM IV	SM V	SM VI
1	18K01310102	Advanced Epidemiology (*Critical Analysis*)	2	2					
2	18K01310202	Advanced Statistics and Modeling	2	2					
3	18K01310302	Research methods	2	2					
4	18K01310402	Scientific Writing and Public Health Ethics	2	2					
5	18K01310502	*Public Health* Seminar / *Literature e Review*	2	2					
6	18K01310602	Environmental Impact and Health Risk Analysis	2		2				
7	18K01310702	Occupational Health and Safety Risk Analysis	2		2				
8	18K01310802	Leadership and Advocacy	2		2				
9	18K01310902	Health Policy Analysis	2		2				
10	18K01311002	Culture and Communication	2		2				
11	18K01311102	Health Economics and Financing Management	2		2				
12	18K01311202	Service Quality and Patient Safety	2		2				
13	18K01311302	Nutrition and Human Development	2		2				
14	18K01311402	Environmental and Industrial Toxicology	2		2				
15	18K01311502	Advanced Study on Maternal and Child Health	2		2				
16	18K01311602	Social Epidemiology	2		2				
17	18K01311702	Health Promotion Strategy	2		2				
18	138K1022	Dissertation (Proposal Seminar)	2			2			
19	139K1122	International Conference	3			3			
20	140K1222	International Journal Article 1	2				2		
21	141K1222	Dissertation (Seminar on Results and Community Service)	4					4	
22	142K1322	International Journal Article 2	3					3	
23	143K1622	Pre-Promotion and Promotion Examination	12						12
			48		12	5	2	7	12

Note:

Elective courses, only 6 courses are taken with a total weight of 12 credits