



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Nursing

Professional Programme
Nursing

Provided by
Universitas Jenderal Soedirman

Version: 12 July 2024

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Program Studi Sarjana Keperawatan	Bachelor of Science in Nursing Programme	ASIIN	--	14
Profesi Ners	Professional Nursing Programme	ASIIN	--	14
Date of the contract: 04.08.2022 Submission of the final version of the self-assessment report: 10.01.2023 Date of the onsite visit: 25.-26.05.2023 at: Faculty of Health Sciences, Dr. Soeparno Campus				
Peer panel: Prof. Dr. Christiane Kugler, University of Freiburg; Prof. Tantut Susanto, RN, MN, PHN, Ph.D, University of Jember; Antje Kula, Hannover Medical School; Kusnul Chotimah, Universitas Airlangga				
Representatives of the ASIIN headquarter: Sascha Warnke				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015				

¹ ASIIN Seal for degree programmes

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

ASIIN General Criteria, as of December 10, 2015

B Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Science in Nursing Programme	S.Kep./BS N, (Bachelor of Science in Nursing)	Nursing	6	Full time		8 semesters	264.79 ECTS	Annually; since March, 2005
Professional Nursing Programme	Ners (Professional Nurse)	Nursing	6	Full time		2 semesters	65.24 ECTS	Annually; since March, 2006

The two study programs under review here are a Bachelor's degree program and a consecutive professional program in the field of Nursing. Graduates receive a Bachelor's degree after eight semesters of study and may then participate in the professional program for two more semesters to receive the title "Ners" (Nurse), a degree in Indonesia that allows them to practice in health facilities. The two programs are independent from each other, i.e. for either there are admission requirements; Still, the university commonly treats them both as two subdivisions into an academic and a practical phase.

This is why the institution presents the following five points about the two programmes and their graduates in the self-assessment report in a summarized manner, explained in further detail on their website (<https://fikes.unsoed.ac.id/tujuan-umum/>):

"Care Provider: Graduates who can plan and provide professional nursing care to clients (individuals/families/community/society) in all service structures by paying attention to client safety, using critical thinking throughout the nursing process, and considering legal, ethical, and local wisdom aspects by utilizing technology.

Communicator: Graduates who can interact and communicate effectively with clients, colleagues, and other health care teams.

³ EQF = The European Qualifications Framework for lifelong learning

B Characteristics of the Degree Programme

Educator and Health Promoter: Graduates who can perform education and health promotion activities by utilizing resources and local wisdom to increase the client's independence and active participation in taking care of themselves.

Manager and Leader: Graduates who can apply leadership principles and manage care for a group of patients.

Researcher: Graduates who can apply a scientific approach to solving health problems while also considering local wisdom."

C Peer Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

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

Evidence:

- Self-assessment report
- Presentation of the rector
- Discussion during the audit
- Curriculum book (module handbook)
- University website (<https://fikes.unsoed.ac.id/tujuan-umum/>)

Preliminary assessment and analysis of the peers:

Universitas Jenderal Soedirman (UNSOED) is a university located in Purwokerto, a city of about 230,000 inhabitants in Central Java. Founded in 1963, the university now consists of 12 faculties and 85 study programmes with about 24,000 enrolled students.

The study programmes are commonly summarized by the university as “Nursing leading to the Professional Nursing Programme.” They consist of a Bachelor’s degree programme and a Professional programme, initiated in 2005 or 2006, respectively. Since the Faculty of Health Sciences was implemented in 2014, the Bachelor’s programme is offered at this faculty. The Bachelor’s programme comprises eight academic semesters and culminates in a Bachelor’s degree, which is a requirement for students to complete the “professional year,” i.e., another two semesters, qualifying graduates to become a professional nurse.

For the “Nursing” programmes the university has formulated the following objectives in the self-assessment report, which are also to be found on their website:

1. Plan and provide professional nursing care aimed at clients (individuals/family/community/society) in all service settings focusing on client safety, using critical thinking in the nursing process, as well as considering the legal, ethical, and local wisdom aspects by utilizing technology.

- 2. Interact and communicate effectively with clients, colleagues, and other healthcare teams.*
- 3. Conduct education and health promotion activities by utilizing local wisdom to increase the client's independence and active participation in taking care of themselves.*
- 4. Analyze the organization of health care providers and coordinate with the health team by demonstrating an honest, caring, and unyielding leadership attitude to achieve client care goals.*
- 5. Apply a scientific approach in developing nursing science and technology with local wisdom consideration.*

Furthermore, UNSOED lists the following intended learning outcomes (ILOs) for the study programme, divided into the traits of attitude, knowledge, skills, and competence:

Attitude

ILO 1. Able to show devotion to God Almighty, demonstrate a professional attitude, apply ethical principles, and have legal and cultural perspectives based on honesty, caring, and persistence in performing duties in the nursing field.

Knowledge

ILO 2. Able to master the application of nursing science and general skills in nursing.

Skills

ILO3. Able to utilize technology for the development of nursing care.

ILO4. Able to conduct continuous professional development.

Competence

ILO5. Able to provide professional nursing care based on evidence-based practice (EBP) and local wisdom to improve the quality of nursing care and client safety.

ILO6. Able to communicate effectively with patients and families and collaborate with other healthcare teams to provide nursing care.

ILO7. Able to provide education and health promotion to individuals, families, and communities.

ILO8. Able to build leadership and management capacity based on their expertise in managing nursing services.

ILO9. Able to apply scientific methods to solve health problems.

All ILOs are harmonised with the World Federation Medical Education content (WFME).

Special attention needs to be paid to the concept of local wisdom, present in the objectives 1, 3, and 5 as well as in ILO 5. Local wisdom plays a crucial part both in these study programmes and in the direction of and vision for the entire university. UNSOED plans to become a “world-recognized center for rural resource development and local wisdom” by 2034. What exactly local wisdom is supposed to comprise – especially in the context of nursing – cannot be fathomed from the university documents alone. During the audit, the expert group could get a clearer picture of the definition and the implementation of local wisdom.

For one, local wisdom in the context of nursing means to obtain knowledge about how different communities approach the concepts of diseases, medicine, and care in Indonesia – particularly rural, less secular ones that do not have equal footing on access to medical education. Local wisdom is supposed to help to approach patients and their beliefs and superstitions in order to provide care from both the angle of academic medicine and of an individualised comfort. Findings about local wisdom are supposed to be embedded in scientific contexts and used as a foundation for medical research.

Further subject of discussion is ILO 1, which states that students should be “able to show devotion to God Almighty.” This reference to piety or Pancasila has in the past been discussed controversially in the context of learning outcomes as the Technical Committee 14 – Medicine states that one might read into this learning outcome discrimination based on religion. In this specific instance, however, ILO 1 is paraphrased in a way that eliminates these readings. In fact, the university links this ILO to the WFME content of “medical ethics, human rights, and medical jurisprudence relevant to the practice of medicine.” The expert team did not take any issue with this learning outcome during the audit.

The objectives and learning outcomes are regularly reviewed every five years, most recently in 2022. Stakeholders involved in the review process are university staff, alumni, and potential employers of graduates (i.e., hospitals, senior institutions, health care centres).

The objectives and learning outcomes are readily available on the institution’s website and in the curriculum book. In the latter, each module lists the learning outcomes to be expected from taking the module. The viability of the learning outcomes in each module are regularly tested by the university’s curriculum committee.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-assessment report
- The website of the degree programme: <https://fikes.unsoed.ac.id/s1-keperawatan/>
- Discussion during the audit

Preliminary assessment and analysis of the peers:

The programmes under review are an 8-semester Bachelor's programme and a consecutive Professional Programme, consisting of two semesters. Both programmes are taught either in Indonesian or in English. The original name of the Bachelor's programme, "Program Studi Sarjana Keperawatan dan Profesi Ners" translates to "Nursing leading to Professional Nursing Programme." The denomination encapsulates both the field of study and the direction students are expected to take after completing the degree: a one-year programme focusing on practical work, the completion of which will qualify graduated to become a professional nurse. The name of the study programme is based on the Decree of the Ministry of Research, Technology, and Higher Education Number 257/M/KPT/2017.

The expert panel agrees that the name is appropriate for the programme at hand.

Criterion 1.3 Curriculum

Evidence:

- Self-assessment report
- Curriculum book / Module handbook
- Syllabus
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The Bachelor's programme under review here consists of eight semesters and awards a Bachelor of Science in Nursing after writing an undergraduate thesis. In order to become a professional nurse, it is required to take an additional practical year (two semesters) after graduating from the Bachelor's programme. All in all, the five-year programme awards 180 credits (equivalent to 330.03 ECTS) in 62 courses. The credits are subdivided as 144 credits (about 265 ECTS) falling in the first, theoretical part of the programme. Government regulations prescribe 144 of these credits for all undergraduate study programmes. For a table of the courses in this programme see p. 47.

In the first year of the Bachelor's programme the students are taught basic concepts and scientific foundations of nursing. Furthermore, they receive classes focusing on language and communication skills as well as knowledge about Indonesia and its social and religious backgrounds.

The second and third year of the programme are meant to communicate an overview of the different fields of nursing. In these four semesters students are free to choose from several electives that are either more specific nursing courses (e.g. tuberculosis nursing), or are supposed to strengthen other skill sets (e.g. language courses or academic writing).

In the seventh semester the students further their knowledge about nursing while also doing community service. These courses let nursing students collaborate with fellow students from other faculties. Together they work in projects to solve problems in communities for a month. In the last semester they write their thesis (4 credits; 7 ECTS) and take two courses.

After graduating with a Bachelor of Science students may take part in the professional stage of the programme, where they take a total of 36 credits (66 ECTS) over 11 practical courses within one year of study.

The curriculum book offered by the university contains both the objectives and the intended learning outcomes. Each course or module, respectively, contains the description of the course, the learning outcomes to be achieved, the methods, and the learning outcome evaluation to measure the expected competencies. Moreover, it features a matrix that shows what learning outcomes are expected to be taught in each module.

The university admits, however, that ILO 5 promoting the importance of local wisdom needed work to receive better representation in the curriculum. UNSOED identified as a problem that local wisdom had barely been used in research so they invited experts to conduct more research on this topic. Still, the number of studies on local wisdom is scarce and is being furthered partially by the staff of UNSOED. The experts consider the use of local wisdom in the study programme not only a good choice but also a unique feature among study programmes in nursing. They suggest that local wisdom play a more integral part in the courses and make it a flagship project for UNSOED, a goal that is already formulated in the vision of the faculty of health sciences: "Globally Recognized as a Center for the Development of Health Sciences Based on Sustainable Local Wisdom by 2030." One way to do so would be to include other faculties in research and teaching and intertwine e.g. sociology with the local wisdom part of the nursing study programme.

Student mobility is regulated by UNSOED's International Relations Office, which is responsible for policies, the selection of students and financing. Students have the opportunity to

attend courses at Prince of Naradhiwas University, Thailand, and to do practical work, e.g. in Japan. Moreover, the university encourages students to attend summer courses. In general, these possibilities are in the realm of weeks at a time but not semesters abroad.

UNSOED is in the process of internationalising, which is reflected in the vision of the university as well as the growing importance of English as a language in the classroom. UNSOED states that the student mobility on an international level remains low and identify the lack of English skill to be the main problem. They have already implemented English courses and guest lectures in English to tackle this issue. However, the students present during the interviews, who all spoke English at a conversational level at minimum, were keen on spending some time abroad but there appeared to be no possibility for them to do so. The experts identified the lack of accessible partnerships as one bigger issue. The panel suggests that there should be put into practice actual, codified regulations with partner universities to ameliorate international student mobility.

The review of the curriculum is performed by the curriculum committee. The committee reviews the curriculum every semester to assess immediate need of action and, additionally, every five years in order to assess trends and issues in the development of science and technology. The curriculum committee invites study programme managers, course coordinators, students, and alumni to their reviews. In the self-assessment report, UNSOED lists the following duties for the curriculum committee:

1. Assess and evaluate curriculum
2. Provide input to the Teaching Learning planning at the Study Programme Level
3. Provide input for curriculum development
4. Conduct evaluations, innovation, and recommendations in the field of education both at the BSN and PN phase
5. Assess learning outcomes for compliance, validity, and alignment with the programme's vision and mission
6. Coordinate the planning process and evaluation of method activities, learning, and assessment
7. Coordinate the development of human resources (training and workshops)
8. Become an advisor to the chair/director

The expert panel considered both the curriculum and its review process to be sound.

Criterion 1.4 Admission requirements

Evidence:

- Self-assessment report
- Several websites (s. text)
- Discussions during the audit

Preliminary assessment and analysis of the peers:

There are about 85 new students per cohort in the Nursing programme. In order to apply for the Bachelor's programme under review here, students can take one of three routes. Two of those, the National Selection for State University Entrance and the Joint Selection for State University Admission, are held on a national level. The former is a new addition to the university admission tests and takes into account academic and non-academic achievements and portfolios of prospective students, while the latter is a standardised written examination.

The third route, New Student Admission Selection, is organised by UNSOED. This selection process takes into account an applicant's written examination and academic and non-academic achievements. The standards for this pathway are based on Rector's Regulations.

Lastly, UNSOED takes part in the Higher Education Affirmation pathway (ADiK). This scholarship, consisting of Government Assistance, is supposed to help prospective students from disadvantaged regions or disaster areas within Indonesia to make their way into academia.

International students interested to study at UNSOED have to apply with a high school diploma or equivalent documentation. In order to get their documentation equalised they have to register it with the Ministry of Education, Culture, Research, and Technology. The international students have to have a B 2 certificate for Bahasa Indonesia or English, respectively, if they want to take part in the English programme.

All these pieces of information are readily available on the UNSOED website (e.g., about the third route of admission: <http://spmb.unsoed.ac.id/>; or about admission of international parties: <https://iro.unsoed.ac.id/how-apply/>). Information about the national admission requirements can be accessed on special websites of the Indonesian government.

The experts did not take any issues with these requirements. For one, they are, in part, required by the government and are, furthermore, available and binding. The experts did,

however, not fully comprehend the transition from the graduation with a Bachelor's degree to the professional stage of the programme.

It appears that admission to the Professional Nurse Programme is only possible after an exam. During the discussion with the students it became clear that they did not know how said exam was organised and if there were further admission requirements. Since the completion of this one-year programme is a great part in the structure of the whole degree programme – in fact, none of the students present during the audit wanted to leave the university after acquiring a Bachelor's degree – the expert panel would prefer the students to have transparent and easily accessible information on the admission requirements of the professional part of the degree programme.

Furthermore, it is unclear whether students with a Bachelor in Nursing from other universities are eligible to perform the professional stage at UNSOED and what requirements are foundational to do so.

Criterion 1.5 Workload and Credits

Evidence:

- Self-assessment report
- Syllabus
- Curriculum book / module handbook
- Curriculum website (<https://fikes.unsoed.ac.id/kurikulum/>)
- Programme specification
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The nursing programmes presented here feature a fully modularised curriculum. It consists of two phases, an academic phase of eight semesters, which is terminated with a Bachelor's thesis, and a professional phase with practice courses. Graduating from the professional year allows students to declare themselves a professional nurse. During the academic phase students take a total of 51 courses which total to 144 credit points (264 ECTS). By national decree, nursing curricula must be constructed in a way that are supposed to be achieved within five years, with 60 % of this programme's course content also being mandated by the government.

The amount of credit points to achieve per semester varies from 18 to 20 credits (32.5 to 36 ECTS). An exception is the eighth semester, in which only 10 credit points (21.7 ECTS)

are offered since students focus on their thesis in this semester. Courses during the academic phase do not surpass 5 credit points (of which there is only one, “Basic Science in Nursing II” in the second semester). Credits are weighed according to the work and performance in each module. This information is available in the syllabus as well as on the website.

UNSOED uses a credit system different from the ECTS system; all documentation (among them the curriculum book and the self-assessment report) converts the credit points into ECTS.

According to the expert panel the credit system appropriately reflects the workload. Even though the overall workload is quite high, the students did not voice concern about it. In fact, the graduation number over the last three years has been 100 %, and the average length of study was about 4 years (47.5 months) with an average GPA of 3.42. The expert panel did not doubt the adequacy of the workload put on the students.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-assessment report
- Syllabus
- Curriculum book / module handbook
- Curriculum website (<https://fikes.unsoed.ac.id/kurikulum/>)
- Module website (<https://fikes.unsoed.ac.id/modul/>)
- Discussions during the audit

Preliminary assessment and analysis of the peers:

UNSOED tries to integrate a variety of teaching methods into the study programmes. Each module in the handbook features a description of the teaching methods used and the connection to the intended learning outcomes as well as the lifelong learning competencies to be acquired in the course.

The courses, according to the experts, have fairly many teaching strategies listed, among them lectures, case- and project-based learning, discussions, role plays, and practice in the laboratories or in the field. The teaching staff confirmed that the teaching methods vary quite a lot within each module, because they want to make each course engaging and design it for every type of learner. The self-assessment report also mentions the importance of independent self-study time with at least 50 % of the whole programme being dedicated

to student centred learning. How self-study is implemented in each modules is signified in the syllabus and on the website of the curriculum.

UNSOED makes use of eLDirU (e-Learning Universitas Jenderal Soedirman) as a learning management system. In the software the teaching staff can publish, track, and report their courses and outcomes. It doubles as an online learning software, which is use for online face-to-face and blended/hybrid learning.

Scientific work and research is considered a foundational skill of the students of the nursing programme. In the first year students learn about basic science in nursing leading up to the course “English for academic purposes” in the fourth semester. Starting from the third year students learn about biostatistics and research methodologies which culminates in the writing of the undergraduate thesis in the eighth semester.

The university has a body for learning development and quality assurance which teaches all lecturers didactic skills. Courses for teaching staff are held annually to discuss new learning methods. The staff, additionally, meets every semester to discuss among themselves their experience with different teaching methods. The teaching staff is generally free to set learning methods for their respective courses. Whether or not the methods chosen reflect the learning outcomes is checked by the Curriculum Committee.

One point worthy of discussion during the audit was the time when the students first make contact with patients in the hospital. Currently, the time set is the fourth or fifth semester. The experts wondered whether this might be a little too late to introduce students to a hospital setting and, most probably, their future work environment. UNSOED stated that introducing the students to the hospital is crucial but must not be conducted at the expense of actual patients. Instead, the faculty of health sciences has a mock hospital available in order to convey what it is like to work at a hospital (s. resources).

The expert panel shares the opinion of the people responsible at UNSOED. They appreciate the broad variety of teaching methodologies applied and the time it must take to design and practise such a varied curriculum.

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

Since the on-site visit, UNSOED has published on their website a brief explanation of the concept of “local wisdom” to be found here: <https://fikes.unsoed.ac.id/visi-dan-misi/#>. It reads as follows: “Local wisdom is local cultural values that have been applied to wisely manage the social order and social life of the community.”

Furthermore, the university has provided a list of publications, social services and other works on local wisdom since 2018. They can be found in the appendix.

The university demonstrates that local wisdom is, indeed, a present topic in the department. The experts still prefer to recommend that local wisdom should be more present in the study programmes as a deductive approach for operationalisation.

UNSOED has provided a list of international cooperation agreements that are currently valid. The people responsible also shared that they are, furthermore, targeting other universities in Thailand, Taiwan, and Germany to increase internationalisation for students and staff. The experts welcome this commitment and have decided to downgrade a requirement to further student mobility to a recommendation.

A further issue that was remarked upon by the university is the admission requirements for the professional nursing programme. The university could provide several links to demonstrate that the documentation is accessible on the website (e.g. <https://fikes.unsoed.ac.id/pedomam-unum/>, where you can find general guidelines for the professional nurse programme). This documentation is in stark contrast to the students' opinions during the audit, who stated that they did not know about the admission requirements. As this is an issue of transparency it will not be discussed here, but in 4. Instead.

Apart from that one issue the experts consider this criterion fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, concept and organisation

Evidence:

- Self-assessment report
- Curriculum book / module handbook
- Syllabus
- Rubric assessment and validation
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Each module in the nursing programmes contains a midterm and a final examination, the dates of which are given in the academic calendar at the beginning of the semester alongside the method of the evaluation. The examinations are performed using all the following methods:

- Written exam (e.g., multiple choice, essays, quizzes, clinical competency exam ...)
- Logbook
- Portfolio
- Student Oral Case Analysis
- Case Reflection Discussion
- Direct Observation of Procedural Skills
- Reports (preliminary, assignments, nursing care, projects, Evidence-Based Practice, critical incidence; Extraordinary event report; Objective Structured Long Examination Record)
- Scientific paper
- Presentation of cases or articles

All forms of evaluation and their respective weight percentages are listed in the syllabus for each course and explained and agreed upon during the learning contract. The syllabus describes the learning outcomes, achievement indicators, study materials, learning methods, evaluation methods, the weight of each evaluation method, student worksheets, and the assessment rubric per evaluation form for each course. Moreover, the evaluation methods are published in a rubric assessment and validation. In it, it lists all assessment methods and the way evaluation is supposed to be performed.

In order to take the final exam students must attend at least 70 % of all face-to-face lectures or complete all practicums in practicum courses. For the exams, the university expects a minimum completeness criterion of at least 75 out of 100 points. If this threshold is not reached by a student, they may take remedial tests or do additional assignments to improve their mark. Also, tests may be retaken at a later date if the students fall ill or can prove that urgent matters forced them to be elsewhere at the time of the exam.

The form the exams in any course takes is decided by the Curriculum Committee. The body chooses the evaluation method based on the intended learning outcomes set for each module.

UNSOED has a substantial feedback loop that includes the students in the process of improving the curriculum. The integration of the Curriculum Committee into the design of the

courses helps to keep varied forms of examination in every semester. Students give feedback about the courses to the teachers and receive feedback about their success in the classes. The latter feedback is part of a greater concept of an academic advisor, explained in more detail in criterion 3.2.

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

The experts consider criterion 2 to be fulfilled.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-assessment report
- Staff handbook
- Discussions during the audit

Preliminary assessment and analysis of the peers:

The staff currently consists of 38 lecturers: one professor, two associate professors, 20 upper assistant professors, 12 assistant professors and three lecturers. Ten lecturers have a doctorate's degree and 28 a master's degree (14 of whom have a specialisation). The lecturers in the study programmes are divided into the following groups:

- Basic Nursing
- Biomedical Nursing
- Medical-Surgical Nursing
- Emergency Nursing
- Child Nursing
- Maternity Nursing
- Mental Nursing
- Family Community Nursing
- Geriatric Nursing

Since not all courses in the Bachelor's programme focus on nursing, some of the lecturers have expertise outside of the Nursing programme, especially regarding the courses of the first year, i.e., Religion or Bahasa Indonesia.

Educators at UNSOED are indicated by an “Academic Staff Certificate,” which is issued by the Ministry of Education and Culture. The self-assessment report lists over 60 % of the teaching staff as having this certificate; Additionally, all lecturers have a certificate of character and applied approach from the university’s internal learning development and quality assurance institute.

Academic staff are to follow the concept of “tri-dharma,” a philosophy of unifying teaching, research, and community service. These three parts are considered the pillars of academic work and are expected as a working baseline each semester. The achievements in the field are tracked and credited accordingly, with an amount of 12 to 16 credits being expected per semester, whereas the minimum requirement is set by the government. During the audit, the staff presented plausible, internal mechanisms to enable the achievement of required scores.

Apart from the “tri-dharma” the university offers its teaching staff further education by the name of “self-development activities.” These may be continuous studies, both domestic and international, for which the university facilitates funding. The university also encourages teachers to participate in trainings, seminars, or workshops for teaching methodology and expertise trainings in nursing. In order to further internationalisation (and to make accommodation of international students easier) the university also offers English courses to all interested lecturers to encourage them to also give courses in English.

An issue UNSOED is currently tackling is the academic ranks of the teaching staff. Their goal is to further the lecturers’ education. They have already started by increase the amount of professors (as of 2018, there was only one) and plan to make a doctorate possible for the staff that holds a Master’s degree as of now. In the future, at least 50 % of these lecturers are supposed to achieve the rank of a doctor.

Despite these precautions there remain difficulties with the plans. The teaching staff admitted during the audits that especially post-doctorate studies are not easy to come by due to the lack of funding for the specialised projects. Furthermore, the general workload of the teaching staff appears to be quite high. Sabbaticals are not possible as of now and the generally laborious concept of “tri-dharma” often restricts actual research to the time between semesters. The extensive support of the students further limits time for other projects. All in all, the university appears to be aware of these issues regarding workload of the teaching staff and the general workload does not have any negative influence on teaching, research or on the community service.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-assessment report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

According to the self-assessment report, the relation of teaching staff and students is 1:15. The support system for the students of the nursing programmes is quite extensive and fundamentally built on the concept of an academic advisor. Every student is assigned one of the lecturers as an advisor during the course of the nursing programmes. The advisor takes responsibility for the student's academic achievements and is supposed to give advice and to support the students in case help – be it academic or psychological – is requested. They are also supposed to track the progression of the students and proactively inquire about problems when the success declines throughout the programmes. The help generally comprises counselling but may also include the involvement of friends and family to ensure the well-being of students. Furthermore, there are student evaluations performed annually the answers of which are actively used to develop the faculty.

Generally, the students did not voice any concern or shortcomings with their experience at UNSOED. The communication between the students and the staff appears to be quite open, and structures that do not work too well are assessed and changed if possible. One example would be the amount of case-based learning projects per semester: The students at one point considered the amount of these courses too much work so it was effectively lowered to two to three courses per semester. During the interview with the students, one student stated that she wanted to do an internship in Japan, so the teaching staff made it possible for her to study Japanese as a preparation.

As was already mentioned in the part about student mobility, the students are keen on spending time abroad, especially for longer periods of time. Currently, UNSOED offers mostly short-term mobility such as internships or summer schools.

International students who came to UNSOED to study under the nursing programme report that the teaching staff is working toward full coverage of documentation in English. While the documentation is currently still patchy in certain instances, the documentation in English is constantly updated.

The expert panel welcomed the collaboration between staff and students.

Criterion 3.3 Funds and equipment

Evidence:

- Self-assessment report
- Discussions during the audit
- Inspection of mock hospital on-campus

Preliminary assessment and analysis of the peers:

The accountability for the university funds lies with the General Administration and Finance Bureau at UNSOED. There are annual meetings at the faculty and university levels in which the need for funding for the coming fiscal year and a budget plan are discussed. This discussion includes the needs for personnel expenditure, the infrastructure and facilities as well as the education, research and community service. The findings of these discussions are then submitted to the Ministry of Research, Technology, and Higher Education as well as to the Supreme Audit Agency of the Republic of Indonesia.

The overall impression of the experts regarding the equipment was positive. UNSOED has constructed a mock hospital on-campus in which the students may learn the everyday life of working at a hospital. It features several rooms that simulate the occurrences at various parts of a hospital, among them a paediatric room, a triage room and an ICR. Studying and practicing at the mock hospital is possible under supervision of teaching staff, elder students or on one's own.

The university has made several contracts with other institutions both internationally and domestically to improve the quality of learning resources. Among them are public health centres, a social rehabilitation unit and two special schools. The university also cooperates with Yala and Southern Colleges of Nursing Network and Emilio Aguinaldo College, Philippines. There are several cooperations that have already ended, e.g. with the Prince of Naradhiwas University, Thailand.

The auditors did not find any issues with the funding and the equipment of UNSOED. During the audit, there arose a discussion about the access to literature and international journals. The students stated that they lack access to more considerable ones. It could not ultimately be fathomed whether this was an actual issue with the amount of papers to be accessed – UNSOED has in the past invested in access to well-known and influential journals – or if this was an actual issue of accessibility. Students appeared to not know how exactly papers could be accessed. One student, for example, stated that access to the journals was only possible from within the library, while teaching staff told the auditors that being at the library is not necessary to access journals. Either way, there should be granted access to

more high-quality literature and international journals either by investing more in the library or by making the use of the library and its features more accessible to the students.

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

Since the audit the university has implemented on their website (<https://fikes.unsoed.ac.id/perpustakaan/>) information and a tutorial on how to access scientific journals and state explicitly that students can gain access to the library from personal computers anytime and anywhere. The experts welcome this change to the information about the library on the website. While the transparency issue is resolved, the experts still recommend to extend the amount of high-quality journals.

The experts consider criterion 3 to be mostly fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-assessment report
- Curriculum website (<https://fikes.unsoed.ac.id/kurikulum/>)
- Module website (<https://fikes.unsoed.ac.id/modul/>)
- Discussions during the audit

Preliminary assessment and analysis of the peers:

As was already mentioned, the module handbooks or the syllabus, respectively, contain all relevant information about the modules in the study programme. Among them are the module's title and content, the teaching methods employed, the intended learning outcomes, the workload and credits awarded, the admission and examination requirements and the form of assessment. Further statements are the recommended literature and the date of the last amendment.

The current curriculum has been amended last in 2022 and is by the time of recording not yet been implemented on the university website. Apart from this shortcoming the auditors welcomed the fleshed out curricula and syllabi provided.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-assessment report
- Exemplary diploma, diploma supplement, and transcript of records
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Students receive their diploma, a diploma supplement, and a transcript of records not more than one month after graduation. The documentation is handed out after the rank of a Bachelor is acquired and once more after graduating from the professional phase.

The documentation is issued in Indonesian and English and it identifies the name of the study programme and the degree. The transcript lists all courses taken with the credits awarded and the grades acquired. The grading is indicated in the Indonesian system (ranging from A (“Excellent”) to D (“Poor”)), as well as in grade points, listing the GPA.

The experts were content with the presented diploma and diploma supplement.

Criterion 4.3 Relevant rules

Evidence:

- Self-assessment report
- Academic manual

Preliminary assessment and analysis of the peers:

During the introductory courses at the beginning of the programme, students receive information about all their rights and duties from the faculty’s academic manual.

The expert panel did not find any lack in documentation or accessibility regarding rules and regulation in this study programme. However, it needs to be stated once more that the professional year appears to be vague in its documentation and should be made more accessible and transparent, especially regarding entry requirements.

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

As for the professional nursing programme it appears that the students who are currently enrolled in the Bachelor's programme are unaware of the entry requirements for the professional part of the programme. This discrepancy is especially striking for students that are about to enrol in the consecutive professional programme.

It is unclear where the issue in transparency lies but the experts opine that it would prove helpful to increase the transparency of the professional nursing programme, especially for students who are currently enrolled in the Bachelor's programme.

Apart from that, the experts have found fault with the lack of a current curriculum online. The university stated during the on-site visit that it will be published but this has not yet happened.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-assessment report
- Discussions during the audit

Preliminary assessment and analysis of the peers:

Quality control is a regular assessment at UNSOED with activities happening at the university level, performed by the Institute for Learning Development and Quality Assurance; and at the faculty and study programme level it is done by an own Quality Control Committee. UNSOED has implemented quality assurance in accordance with regulations of the Ministry of Education and Culture and formulated 30 quality standards, 24 of which are the main mandatory standards of study programmes that implement "tri dharma":

1. Graduate competency standards
2. Learning content standards
3. Learning planning standards
4. Learning process standards

5. Learning assessment standards
6. Standards for lecturers and educational staff
7. Standard of learning facilities and infrastructure
8. Learning management standards
9. Learning financing standards
10. Curriculum standards
11. Research result standards
12. Research content standards
13. Research process standards
14. Research assessment standards
15. Researcher standards
16. Standards of research facilities and infrastructure
17. Research management standards
18. Research funding and financing standards
19. Community service outcome standards
20. Content standards
21. Process standards
22. Assessment standards
23. Implementing standards
24. Advice and infrastructure standards
25. Management standards
26. Funding and financing standards
27. Student standards
28. Information system standards
29. Cooperation standards
30. Public service standards

Quality assurance is generally measured against these standards, but it also takes into account feedback and evaluations. These evaluations are to monitor the learning process and progress, among them the attendance rates of students, the student involvement in research, and the achievement per semester; but they also take into account the workload of the teaching staff, the ratio of lecturers to students and the “tri dharma” activities.

These evaluations are performed either each semester or annually and are discussed throughout the university to affect change if necessary. During the audit, the expert panel did not take any issue with the way quality assurance is applied at UNSOED and in the nursing study programme.

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

The university provided more information on their quality assessment and development that furthers the experts’ high regard of the way quality assurance is conducted at UNSOED and in the study programs.

D Additional Documents

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

No additional documents needed.

E Statement of the Higher Education Institution

Universitas Jenderal Soerdiman has provided the following statement:

The response for the report, as follows:

1. Criterion 1.2. Name of the degree programme

The name of the program chosen is Bachelor of Science in Nursing (BSN) leading to Professional Nurse (PN), because there are two interrelated study programs, namely the Nursing study program (Bachelor of Science in Nursing) and the Professional Nurse study program (Professional Nurse). This reflects the stages of education that students will go through or bundling between the academic stage (BSN) and profession (PN). In order to graduate as a nurse, students need to undergo education in the BSN and Professional Nurse study programs.

2. Criterion 1.3. Curriculum

The Intended Learning Outcome (ILO) regarding to Local Wisdom

We added the explanation for the concept of "Local Wisdom" in our vision and mission on the website at [Vision and Mission of S1 Nursing Program - \(unsoed.ac.id\)](http://visionandmission.s1nursingprogram.unsoed.ac.id)

A. Recommendations related to the integration of local wisdom in the learning process and student research **are welcomed**. The program has already conducted the activities regarding to local wisdom since 2018. The activities including research, social services, and learning activities that related to local wisdom area. Some examples are as follows:

Table 1.2.1 The list of research and publication in local wisdom area (Link: https://drive.google.com/drive/folders/19Cyy8ZtBAgezNvGOa0ARA-VcM3PxcDZ63?usp=drive_link)

No	YEAR	NAME OF LECTURER	RESEARCH TITLE
	1	2	3
1.	2021 (Research Re- port)	Nuriya Wahyu Ekowati Atyanti Isworo	The Effect of Benson's Dhikr and Relaxation Therapy on Blood Sugar Levels and Sleep Quality in Diabetic Elderly

2.	2021 (Research Re- port)	Wahyu Ekowati Dian Ramawati Keksi Girindra Swasti Hasby Pri Choiruna	The effectiveness of providing art education media "Bawor Ksatria Emoh Stres" on the ability to maintain mental health during the pandemic of the Banyumas community
3.	2022 (Research Re- port)	Arif Imam Hidayat Iwan Purnawan Wahyudi Mulyaningrat	Efficacy of Remembrance and Prayer (Zido) Therapy as a Non-Pharmacological Analgesic Solution in Post-Laparatomic Patients
4.	2022 (Research Re- port)	Galih Noor Alivian Sidik Awaludin Eva Rahayu	The Effect of Frirage Massage and Acupressure Warm Compresses on Low Back Pain in the Elderly
5.	2022 (Research Re- port)	Meivita Dewi Purnamasari Erni Setiyowati Izka Sofiyya Wahyurin	The Effect of MPASI Education Videos Based on Local Wisdom on the Nutritional Status of Infants 6-24 Months
6.	2021 (Research Re- port)	Arif Imam Hidayat Nina Setiawati Iwan Purnawan	The Influence of Muslim Nurses on Duty in the Special Covid-19 Isolation Room
7.	2023 (Publication)	Mekar Dwi Anggraeni Rahmi Setiyani Endang Triyanto Asep Iskandar Desiyani Nani Amin Fatoni	Exploring the antenatal care challenges faced during the COVID-19 pandemic in rural areas of Indonesia: a qualitative study . BMC Pregnancy Childbirth 23, 179 (2023). https://doi.org/10.1186/s12884-023-05495-8
8.	2023 (Publication)	Dwi Lemintu Ningsih Lutfatul Latifah Meivita Dewi Purnamasari	Wangkelang Village People's Perception of Postpartum Maternal Care Culture . Journal of Bionursing, 5(1), 1-14. https://doi.org/10.20884/1.bion.2023.5.1.164
9.	2023 (Publication)	Mekar Dwi Anggraeni Rahmi Setiyani Aprilia Kartiksari Eni Rahmawati Amin Fatoni	Understanding early complementary food practice in rural Indonesia : a qualitative study. British Journal of Midwifery 2022 30:7, 384-394. https://doi.org/10.12968/bjom.2022.30.7.384

10.	2021 (Publication)	(Publication)	Mekar Dwi Anggraeni Amin Fatoni Rahmi Setiyani	Food Consumption as a Risk Factor of Anemia among Indonesian Pregnant Women: A Cross-sectional Study among Javanese Ethnic Group . Open Access Maced J Med Sci [Internet]. 2021 Jul. 16 [cited 2023 Jul. 31];9(E):552-8. https://doi.org/10.3889/o-amjms.2021.6066
11.	2018 (publication)	(publication)	Mekar Dwi Anggraeni Budi Aji Rahmi Setiyani Aprilia Kartikasari Eni Rahmawati	How do modern parents deal with cultural beliefs about breastfeeding? A qualitative study. British Journal of Midwifery 2018 26:9, 605-613. https://doi.org/10.12968/bjom.2018.26.9.605
12.	2023 (Publication)	(Publication)	Nina Setiawati Mekar Dwi Anggraeni Meivita Dewi Purnamasari Luciana Peppy	The fulfillment of pregnancy-related needs of women in refugee camps in Indonesia : A phenomenology study. Padjadjaran Journal of Nursing, 11(2), 93–102. https://doi.org/10.24198/jkp.v11i2.2137
13.	2023 (Publication)	(Publication)	Arif Imam Hidayat Iwan Purnawan Wahyudi Mulyaningrat	Effect of Combining Dzhikr and Prayer Therapy on Pain and Vital Signs in Appendectomy Patients: A Quasi-Experimental Study. Journal of Holistic Nursing. 2023;0(0). https://doi.org/10.1177/08980101231180051
14.	2023 (Publication)	(Publication)	Purnamasari MD, Setiyowati E, Wahyurin IS.	Improvement the practices of complementary feeding through local wisdom-based complementary feeding education videos. Proceedings ICMA-SURE, [S.I.], v. 2, n. 1, p. 18-24, jan. 2023. ISSN 2808-2702. Available at: < http://jos.unsoed.ac.id/index.php/eprocicma/article/view/7788 >. DOI: https://doi.org/10.20884/2.procicma.2023.2.1.7788

15.	2018 (Publication)	Yunita Sari Iwan Purnawan Dhadhang Wahyu Kurniawan Eman Sutrisna	A comparative study of the effects of nigella sativa oil gel and aloe Vera gel on wound healing in diabetic rats . Journal of Evidence-Based Integrative Medicine, 23, 1–6. https://doi.org/10.1177/2515690X18772804
16.	2022 (Publication)	Yunita Sari Saldy Yusuf Lita Heni Kusumawardani Annas Sumeru Eman Sutrisna	The cultural beliefs and practices of diabetes self-management in Javanese diabetic patients: An ethnographic study . Heliyon, 8(2), e08873. https://doi.org/10.1016/j.heliyon.2022.e08873

Table 1.2.2 The list of social service activities related to local wisdom

(Link: https://drive.google.com/drive/folders/1S3z_kwr4e83Xh8KC-uB-VLCocD6OBw_XQ?usp=drive_link)

No	YEAR	NAME OF LECTURER	RESEARCH TITLE
	1	2	3
1.	2021	Nuriya Arif Setyo Upoyo Wahyudi Mulyaningrat Agis Taufik	Diabetes Foot Exercises and Diet Management in Diabetes Mellitus Patients as an Effort to Prevent Complications at Posyandu Mawar Mersi Village, East Purwokerto District
2.	2021	Eni Rahmawati Meivita Dewi Purnamasari Haryatiningsih Purwandari Dian Ramawati	Empowering Mothers and Posyandu Cadres in the Care of Newborns and Toddlers in the New Normal Era
3.	2021	Arif Setyo Upoyo Atyanti Isworo Wahyu Ekowati	Psychological Stress Management for Blood Pressure Control with Hypnotherapy in Hypertension Patient Group RW 1 Mersi Banyumas Regency
4.	2021	Aprilia Kartikasari Nina Setiawati Lutfatul Latifah	Application of Pranayama Exercises and Selected Yoga Restorative Postures to Health Cadres to Overcome Morning Sickness in Pregnant Women

5	2022	Lita Heni Kusumawardani Endang Triyanto Erni Setiyowati	Application of Combination of Progressive Muscle Relaxation Therapy and Music Therapy (RESIK) to Lower Blood Pressure in Clients with Hypertension
6	2020 (Publication)	Saryono Heryanto Anas Sumeru	Strengthening the Role of Elderly Posyandu through Case Study and Technology Transfer to Improve the Health Degree of the Elderly
7	2020 (Publication)	Arif Setyo Upoyo Dian Ramawati Iwan Purnawan	Efforts to increase the ability to stimulate growth and development through training cadres of posyandu toddlers
8	2020 (Publication)	Koernia Nanda Pratama Rusyanto Imaniar Vitasari	Application of Hypnocaring to Overcome Excessive Online Game Addiction in Adolescents in Kebumen Village, Baturraden
9	2021 (Publication)	Arif Setyo Upoyo Agis Taufik Eni Rahmawati	Self hypnosis with audiohypnotherapy for blood pressure control and headaches in the group of hypertensive patients Sehati Rw I Mersi Banyumas Regency
10.	2021 (Publication)	Arif Setyo Atyanti Isworo Wahyu Ekowati	Psychological Stress Management for Blood Pressure Control with Hypnotherapy in Hypertension Patient Group RW I Mersi Banyumas Regency

Table 1.2.3 The list of Intellectual Copyright Property from the Ministry of Law and Human Rights of Indonesia related to Local Wisdom (Link: https://drive.google.com/drive/folders/1shwgLYEwWCIQla_iVwe99vExKcVQwBJa?usp=drive_link)

No	TYPES OF WORKS	NAME OF LECTURER	RESEARCH TITLE
	1	2	3
1	Cinematographic works	Wahyu Ekowati, Dian Ramawati, keksi Girindra Swasti, Hasby Pri Choiruna	Bawor knight Emoh Stress (Reject Stress)
2	Cinematographic works	Meivita Dewi Purnamasari Izka Sofiyya Revelation	Complementary Food for Homemade Breast Milk, MPASI with Local Wisdom
3	Voice or Sound Re-cording Works	Iwan Purnawan Yunita Widyastuti	Dreamer Spiritual Auditory Therapy

Research and community service related to local wisdom will continue to be carried out and developed. Students and teaching staff will be directed to conduct research related to the implementation of local wisdom and its benefits for public health so that scientific evidence will be obtained related to local wisdom applied by the community.

In learning process, local wisdom is integrated through courses of Concepts of Local Wisdom and Application of Empowerment and Local Wisdom, as well as Psychosocial and Cultural in Nursing course. Topics related to local wisdom will be integrated in the following courses: Research Methodology Course, Nursing Courses (Adult, Maternity, Gerontology and Children) as well as in the final project (Thesis or Mini Research Paper of the PN) of students (learning plan are attached). This is evidenced by the compilation of learning plan which includes the topic of local wisdom in lecture materials. Local wisdom listed in the learning program (Link of Syllabus: https://drive.google.com/drive/folders/1BGbZjqJKXYZV8ttz5-ginHku2zEjHefd?usp=drive_link) are in bold.

B. ASIIN's expert recommendation on student's mobility

International cooperation agreements that are still valid at the time of ASIIN's visitation (May 26-27, 2023) are attached or can be seen on the [International Partnership - \(unsoed.ac.id\)](#). The cooperation with Prince of Naradhiwas University (PNU) Thailand, is valid from November 29 to November 29, 2027 (attached). Students can also get information for Scholarship on the program's website [at BEASISWA - \(unsoed.ac.id\)](#) and on the [International Relation Office \(IRO\) at Home - International Relation Office \(unsoed.ac.id\)](#)

Recommendations related to student mobility to abroad are accepted and will be developed to make international cooperation with more nursing education institutions outside Indonesia. Cooperation will be prepared by communicating with International Relations Office (IRO) at Unsoed to conduct further communication with foreign institutions that can conduct *exchange students* at least in 1 semester. Faculty leaders have committed to establish international cooperation with more institutions abroad as evidenced by a letter of commitment signed by the faculty leader (Link: https://drive.google.com/file/d/17rm_z9dbtvzHwBzA2QHkcsKV9avUtkZL/view?usp=drive_link). The institutions to be targeted are Mahidol University Thailand, NCKU Taiwan, Asia University, Taichung Taiwan, and the University of Heidelberg, Germany.

3. Criterion 1.4: Admission requirements (The admission process to Professional Nurse Stage).

Information related to registration for the Ners professional program is available at the link: [General Guidelines for the Ners Professional - \(unsoed.ac.id\)](#) in Chapter VII Registration. The information written is the period / time, requirements, and announcement of the results of the registration selection for the Ners Professional program. The Program adds information related to admission on the Faculty website at the link: [INFO ON NERS PROFESSIONAL REGISTRATION - \(unsoed.ac.id\)](#)

The selection process that must be undergone by the prospective student professions consist of two exams, namely a written test and an interview. The passing score will be accumulated based on the scores of the two exams. **The**

passing limit score of the written test and interview is 60, which can be seen on the Ners professional program website ([INFO PENDAFTARAN PROFESI NERS - \(unsoed.ac.id\)](https://info.pendaftar.profesi.ners.unsoed.ac.id)).

Students can access graduation information and even download the information needed, such as final grades of selection results. Students or PN's candidates can find out the selection results through the website available using the candidate's exam number which can only be seen by the student him/herself. All information related to the implementation of the Ners professional program is provided on the website and in the Ners professional manual, which can be viewed by all students and prospective students.

4. Criterion 3.1. Staff and Development

The number of lecturer staff with doctoral qualifications continues to increase, from 6 people in 2022 to 10 people in 2023 from a total of 38 teaching staff. Currently, there are 5 lecturers pursuing doctoral programs in Indonesia and abroad. The further study development plan makes a target of 28% of lecturers who will have doctoral degree qualifications by 2024. And for further planning, each year will recommend 2 lecturer staff for further doctoral degree per year (Strategic Plan 2023-2026). The strategic plan of the BSN to PN will be discussed in the Faculty Senate meeting, and then will get ratification. Currently, the draft strategic plan for the BSN to PN program will be discussed in the Faculty Senate meeting on August 31, 2023.

The program receives recommendations to provide opportunities for teaching staff who want to pursue postdoctoral education both in Indonesia and abroad and provide support in the form of granted permission (<https://fikes.unsoed.ac.id/2023/08/10/postdoctoral-program-fellowship/>), information about scholarships/ fellowships for Post Doctoral programs (scholarship information on the website). Some information related to the opportunity to do Postdoc can be seen at the following link:

1. [BRIN Talent Management - Find easily a Post Doctoral, Research Fellow and Research Assistance Program - Proposal Detail Page](#)
2. [Swiss Postdoctoral Fellowships \(snf.ch\)](https://snf.ch)

3. [MSCA Postdoctoral Fellowships - Research in Germany \(research-in-germany.org\)](https://research-in-germany.org)
4. [Guidelines-Post-Doctoral.pdf \(kemdikbud.go.id\)](https://kemdikbud.go.id/Guidelines-Post-Doctoral.pdf)
5. [Ministry of Research, Technology and Higher Education Post Doctoral Scholarships Abroad for Lecturers - Postgraduate Scholarships](#)
6. [Postdoctoral Fellowship Training Program • Center for Health Outcomes and Policy Research • Penn Nursing \(upenn.edu\)](#)
7. [Post-doctoral Opportunities - Johns Hopkins School of Nursing \(jhu.edu\)](#)
8. [Postdoctoral Fellowships | College of Nursing | University of Utah Health](#)
9. [Postdoctoral research fellows | University of Michigan School of Nursing \(umich.edu\)](#)

5. Criterion 3.3. Funds and Equipment

- A. Program cooperation agreements with other institutions have been extended and continued. The Cooperation Document can be seen at the link: at [Cooperation - \(unsoed.ac.id\)](#). The list of collaborating institutions can be seen at the same link.
- B. ASIIN's recommendations regarding student access to scientific journals are received and we have followed up. Guidelines for accessing scientific journals online can be seen at the link: <https://doaj.org/subjects> (<https://fikes.unsoed.ac.id/> - open source journals) either through the university library website at [Library - \(unsoed.ac.id\)](#) or on the website of the program. The information explains that students can access scientific journals subscribed to Unsoed through library and personal computers anytime and anywhere, without any restrictions on access time.

6. Criterion 4.1. Module Description

The program receives reports from experts stating curriculum changes in 2022. The latest curriculum used by the program is the 2021 curriculum. We have published the curriculum through the Study Program website and can be accessed by students and prospective students. The 2021 curriculum can be

seen at the link: [Modules - \(unsoed.ac.id\)](http://Modules-(unsoed.ac.id)). The English version of Curriculum Book of 2021 is attached in this email. The English version of Module Description of 2021 is available now in the program website at [Modules - \(unsoed.ac.id\)](http://Modules-(unsoed.ac.id)), please remember to click English for language option.

7. Criterion 4.3. Relevant Rules

The rules regarding to the admission of the Professional Nurse stage is described on the Criterion 1.4. for admission requirements. The program also added more information on the program's website about the Professional Nurse (PN) stage. The information can be seen at the link: [INFO ON NERS PROFESSIONAL REGISTRATION - \(unsoed.ac.id\)](http://INFO ON NERS PROFESSIONAL REGISTRATION-(unsoed.ac.id)).

The BSN to PN program gives the students to choose either to enter the Professional Nurse stage or else. However, the first the programme's objective is to *"Plan and provide professional nursing care aimed at clients (individuals/family/community/society) in all service settings focusing on client safety, using critical thinking in the nursing process, as well as considering the legal, ethical, and local wisdom aspects by utilizing technology"*, therefore program is eagerly encouraging the students to continue the study and enroll to the Professional Nurse stage.

8. Criterion 5. Quality management: quality assessment and development

The BSN to PN program conducts academic monitoring and evaluation every semester which refers to the monitoring and evaluation guidelines made by the university. The assessment items at the university refer to 9 national accreditation criteria, which include 30 university quality standards, as follows:

Table 5. The National's and University Quality Standards

No.	National Accreditation Criteria	Unsoed Quality Standard
1.	Vision, Mission, and Strategic Plan Standard	Management standard
2.	Leadership, Management, and Cooperation Standard	1. Management standard 2. Cooperation standard 3. Public services standard

3.	Students' Standard	Student standard
4.	Human Resources Standard	1. Standard for lecturers and educational staffs 2. Standards for lecturers and educational staff
5.	Finance and Infrastructure Standard	3. Standard for learning facilities and infrastructure 4. Learning financing standard 5. Advice and infrastructure standard 6. Funding and financing standard 7. Information system standard 8. Standards of research facilities and infrastructure
6.	Education/Teaching and Learning Standard	1. Graduate competency standards 2. Learning content standards 3. Learning planning standards 4. Learning process standards 5. Learning assessment standards 6. Standards for lecturers and educational staff 7. Standard of learning facilities and infrastructure 8. Learning management standards 9. Curriculum standards
7.	Research Standard	1. Research result standards 2. Research content standards 3. Research process standards 4. Research assessment standards 5. Researcher standards 6. Standards of research facilities and infrastructure 7. Research management standards 8. Research funding and financing standards
8.	Social Services Standard	1. Community service outcome standard 2. Community service content standard 3. Community service process standard 4. Community service assessment standard 5. Community service implementing standard
9.	Outcomes (Education, Research, and Social Services))	All products of standards in education, research, and social services.

We would like to confirm that we are willing to improve our program and also to enhance our teaching and learning's quality. Please consider these as one of our

serious efforts to improve our program. We hope that this letter will cover all the information that needed. If there is anything that we missed to response

F Summary: Peer recommendations

The experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	–	30.09.2029
Professional Programme Nursing	With requirements for one year	–	30.09.2029

Requirements

For all degree programmes

- A 1. (ASIIN 1.3) The current curriculum must be accessible in full, in English to every interested party.

For the Professional Nursing Programme

- A 2. (ASIIN 4.1) Transparency of the professional nursing programme, especially regarding the transition from graduation the Bachelor's degree, must be guaranteed.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to establish a better procedure for the recognition of credits gained abroad.
- E 2. (ASIIN 3.3) It is recommended to expand the subscriptions to international literature.

G Comment of the Technical Committee 14 – Medicine (08.09.2023)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee 14 – Medicine discusses the procedure and propose changes to the requirements and recommendations. For one, they are discontent with the existence of the learning objective "ILO 1. Able to show devotion to God Almighty, demonstrate a professional attitude, apply ethical principles, and have legal and cultural perspectives based on honesty, caring, and persistence in performing duties in the nursing field". With regard to discussions in the previous TC meeting in June, the TC members again find the religious reference of the learning objective to be inadequate, in contrast to the assessment of the experts. As in previous procedures, they therefore propose the addition of the following requirement: "Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors". Furthermore, the TC14 suggests a discussion of this aspect across ASIIN's Technical Committees.

Apart from the above, the explanations in the report leave the Committee of Experts wondering in what form the theoretical content of the Bachelor's degree is interlinked with the practical content of the postgraduate studies. They suggest a corresponding requirement on this aspect.

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

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	–	30.09.2029
Professional Programme Nursing	With requirements for one year	–	30.09.2029

Requirements

For all degree programmes

- A 1. (ASIIN 1.3) The current curriculum must be accessible in full, in English to every interested party.
- A 2. (ASIIN 1.3) It must be made transparent how theory- and practice-oriented components of the Ba Nursing as well as the Professional Programme Nursing are interlocked.
- A 3. (ASIIN 1.1) Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors.

For the Professional Programme Nursing

- A 4. (ASIIN 4.1) Transparency of the admission criteria and procedure for the professional nursing programme – as well as their adequate communication – must be guaranteed.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to establish a better procedure for the recognition of credits gained abroad.
- E 2. (ASIIN 3.3) It is recommended to expand the subscriptions to international literature.

H Decision of the Accreditation Commission (22.09.2023)

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

The Accreditation Commission discusses the procedure and agrees with three out of four requirements and welcomes the changes to their phrasing made by the Technical Committee 14 – Medicine.

After a longer discussion the Accreditation Commission decides to drop the requirement added by the Technical Committee 14 that reads as follows: “Reword the learning outcomes in order to make transparent that the graduates should practice their profession regardless of considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing or any other factors.” The Accreditation Commission rejects this requirement, basing their argumentation on the very phrasing of the learning outcome the Technical Committee criticizes: “Able to show devotion to God Almighty, demonstrate a professional attitude, apply ethical principles, and have legal and cultural perspectives based on honesty, caring, and persistence in performing duties in the nursing field.” The Accreditation Commission does not see any need to change the phrasing, since the gist of the proposed requirement is already present in the learning outcome. God Almighty being mentioned alongside the expected professionalism does not change or undermine its validity.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ba Nursing	With requirements for one year	–	30.09.2029
Professional Programme Nursing	With requirements for one year	–	30.09.2029

Requirements

For all degree programmes

- A 1. (ASIIN 1.3) The current curriculum must be accessible in full, in English to every interested party.
- A 2. (ASIIN 1.3) It must be made transparent how theory- and practice-oriented components of the Ba Nursing as well as the Professional Programme Nursing are interlocked.

For the Professional Programme Nursing

- A 3. (ASIIN 4.1) Transparency of the admission criteria and procedure for the professional nursing programme – as well as their adequate communication – must be guaranteed.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to establish a better procedure for the recognition of credits gained abroad.
- E 2. (ASIIN 3.3) It is recommended to expand the subscriptions to international literature.

I Fulfilment of Requirements

Analysis of the experts and the Technical Committee (04.06.2024)

Requirements

For both degree programmes

- A 1. (ASIIN 1.3) The current curriculum must be accessible in full, in English to every interested party.

Initial Treatment	
Experts	<p>Fulfilled</p> <p>Justification: The current curriculum is accessible through university's website and available in English and Indonesian. The degree program overviews are given in sufficient detail including information on the program description, program profile, intended learning outcomes subdivided into attitudes, knowledge, skill sets, and competencies. Learning strategies and assessments are outlined, student offerings including international experiences, and academic staff are provided.</p>
TC 14	fulfilled

- A 2. (ASIIN 1.3) It must be made transparent how theory- and practice-oriented components of the Ba Nursing as well as the Professional Programme Nursing are interlocked.

Initial Treatment	
Experts	<p>Fulfilled</p> <p>Justification: Theory- and practice-oriented components of the Ba Nursing and the professional Program Nursing are interconnected and are (apparently) in compliance with the Indonesian Nurses Education Association (AIPNI) and the Indonesian Nurses Education Curriculum Book as requirements for nursing education programs in Indonesia. The curriculum provides a matrix outlining the relationship between course content, structure, and intended outcomes.</p>
TC 14	fulfilled

For the Professional Programme Nursing

- A 3. (ASIIN 4.1) Transparency of the admission criteria and procedure for the professional nursing programme – as well as their adequate communication – must be guaranteed.

Initial Treatment	
Experts	<p>Fulfilled</p> <p>Justification: The student admission system at the professional education stage is open and well described in the student admission system which is integrated in the system. The registration document requirements for both graduates from UNSOED itself and from outside UNSOED are clearly described on the website.</p>
TC 14	fulfilled

Decision of the Accreditation Commission (28.06.2024)

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Nursing	All requirements fulfilled		30.09.2028
Nursing profession	All requirements fulfilled		30.09.2028

Appendix: Programme Learning Outcomes and Curricula

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

Objectives:

- 1. Plan and provide professional nursing care aimed at clients (individuals/family/community/society) in all service settings focusing on client safety, using critical thinking in the nursing process, as well as considering the legal, ethical, and local wisdom aspects by utilizing technology.*
- 2. Interact and communicate effectively with clients, colleagues, and other healthcare teams.*
- 3. Conduct education and health promotion activities by utilizing local wisdom to increase the client's independence and active participation in taking care of themselves.*
- 4. Analyze the organization of health care providers and coordinate with the health team by demonstrating an honest, caring, and unyielding leadership attitude to achieve client care goals.*
- 5. Apply a scientific approach in developing nursing science and technology with local wisdom consideration.*

Learning Outcomes:

Attitude

ILO 1. Able to show devotion to God Almighty, demonstrate a professional attitude, apply ethical principles, and have legal and cultural perspectives based on honesty, caring, and persistence in performing duties in the nursing field.

Knowledge

ILO 2. Able to master the application of nursing science and general skills in nursing.

Skills

ILO3. Able to utilize technology for the development of nursing care.

ILO4. Able to conduct continuous professional development.

Competence

ILO5. Able to provide professional nursing care based on evidence-based practice (EBP) and local wisdom to improve the quality of nursing care and client safety.

ILO6. Able to communicate effectively with patients and families and collaborate with other healthcare teams to provide nursing care.

ILO7. Able to provide education and health promotion to individuals, families, and communities.

ILO8. Able to build leadership and management capacity based on their expertise in managing nursing services.

ILO9. Able to apply scientific methods to solve health problems.

The following **curriculum** is presented for the Bachelor of Science in Nursing Programme and for the Professional Nursing Programme:

(s. overleaf)

Sem	CP	ECTS	Structure of Professional Nurse (PN)								Competency
X	16	28,96	Nursing Management Practice (2 CP)	Emergency & Critical Nursing Practice (3 CP)	Gerontology Nursing Practice (2 CP)	Family Nursing Practice (2 CP)	Community Nursing Practice (3 CP)	Independent Practice (4 CP)		Clinical Internship	
IX	20	36,2	Fundamentals of Nursing Practice (2 CP)	Medical-Surgical Nursing Practice (7 CP)	Pediatric Nursing Practice (3 CP)	Maternity Nursing Practice (4 CP)	Mental Health & Psychiatric Nursing Practice (4 CP)				
Structure of Bachelor of Science in Nursing (BSN)											
VIII	10	21.76	Undergraduate thesis (4 CP)	Nursing Management (4 CP)	Elective 5: Entrepreneurship; Introduction to Personal Branding; Dementia Nursing (2 CP)					General Nursing 3: Integrated Nursing & Research Project	
VII	20	36,2	Emergency Nursing (4 CP)	Student Community Service (3 CP)	Gerontology Nursing (4 CP)	Critical Nursing (3 CP)	Complementary Therapy in Nursing (2 CP)	Comprehensive Clinical Nursing Practice (4 CP)			
VI	20	36,2	Community Nursing II (3 CP)	Palliative & End of Life Nursing (3 CP)	Research Methodology (4 CP)	Family Nursing (4 CP)	Medical-Surgical Nursing IV (2 CP)	Disaster Nursing (2 CP)	Elective 4: Lactation Counseling; Nutrition for Chronic Disease; Tuberculosis Nursing (2 CP)		General Nursing 2 (Advanced nursing)
V	18	32,58	Medical-Surgical Nursing III (4 CP)	Pediatric Nursing II (2 CP)	Mental Health Nursing II (3 CP)	Community Nursing I (3 CP)	Biostatistics (2 CP)	Communication in Nursing III (2 CP)	Elective 3: English, Japanese; Arabic (2 CP)		
IV	19	34,39	Women's Health Nursing (2 CP)	Medical-Surgical Nursing II (4 CP)	Pediatric Nursing I (4 CP)	Mental Health Nursing I (3 CP)	HIV/AIDS Nursing (2 CP)	English II/ English for Academic Purposes (2 CP)	Elective 2: Audio-Visual Media Design; Transcultural Communication; Hospitality in Nursing (2 CP)		General Nursing 1: (clinic); Nursing Science & Technology in Nursing Care
III	20	36,2	Nursing Informatics System (2 CP)	Medical-Surgical Nursing I (3 CP)	Maternity Nursing (4 CP)	Communication in Nursing II (2 CP)	Psychosocial & Cultural in Nursing (3 CP)	Patient & Occupational Health Safety (2 CP)	English I/ English for Nurses (2 CP)	Elective 2: Scientific Writing; Sports, Recreation & Caring; Banyumas Culture & Health (2 CP)	
II	19	34,39	Communication in Nursing I (2 CP)	Indonesian (2 CP)	Fundamentals of Nursing (4 CP)	Basic Concepts of Nursing II (3 CP)	Basic Science in Nursing II (5 CP)	Education & Health Promotion (3 CP)			Introduction to Nursing: Basic Sciences & Nursing Foundation
I	18	32,58	Pancasila (2 CP)	Religion (2 CP)	Civics Education (2 CP)	Unsoed Identity/ University Identity (2 CP)	Basic Concepts of Nursing I (3 CP)	Basic Science in Nursing I (4 CP)	Philosophy & Nursing Theory (3 CP)		

