

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of Universitas Indonesia,
Faculty of Nursing
for the Accreditation of the Study Program "Nursing",
Master of Nursing**

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Decision

September 25, 2025

¹ The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand.

Table of contents

1	Introduction.....	4
2	Overview	7
2.1	Procedure-related documents.....	7
2.2	Information about the University	8
2.3	Structural data of the study program	10
3	Expert Report	12
3.1	Program aims and their implementation.....	12
3.2	Structure of the study program.....	15
3.3	Admission and Feasibility	24
3.4	Examination system and transparency	27
3.5	Teaching staff and material equipment	29
3.6	Quality assurance.....	36
3.7	Gender equality and equal opportunities.....	41
4	Conclusion	43
5	Decision of the Accreditation Commission.....	45

1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfillment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Nutrition”, as well as the following Master study programs: “Nursing” and “Occupational Health and Safety”.

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the SER) of the Universitas Indonesia (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August 02, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Universitas Indonesia and the AHPGS was signed on March 20, 2024.

On March 27, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On April 16, 2025 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Universitas Indonesia follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Master study program “Nursing”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nursing”

Annex	Description
1	1-Module Description
2	2-Teaching Matrix
3	3-Teachers’ CVs
4	4-Cooperation Partners
5	5-Curriculum Matrix
6	6-Output Oriented Description by Skills
7	7-Nursing Management Residency

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
A	Circular Letter about Educational Qualification Requirements
B	Guidebook of Indonesian Freedom of Learn
C	Institutional Guidebook of RPL
D	Institutional Guidebook of RPL_Based on List
E	Institutional Guidebook of Internal QA System
F	Institutional Guidebook of Internal QA System_Based on List
G	Institutional Guidelines of Academic QA
H	Institutional Policy Brief Regarding Application of the Concept of Freedom to Learn
I	Institutional Report of Vulnerable Group Friendly in FPHUI
J	National Regulation about Lecturer Management
K	National Regulation about New Student Admission
L	National Regulation Regarding Appropriate Accommodation for Students
M	National Regulation Regarding HEI National Standard
N	National Regulation Regarding Indonesian National Qualification Framework
O	National Regulation Regarding Quality Assurance of Higher Education
P	National Regulation Regarding Recognition Prior Learning
Q	National Regulation Regarding Registration of Educators in Higher Education
R	National RI Law Regarding Lecturers and Teachers
S	Student Counselling Board
T	Student Counselling Service Board

The application, the open questions (OQ) and the answer to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

2.2 Information about the University

The University was originally established in 1849 as “The Dokter Djawa School” in Batavia before it was renamed Universitas Indonesia in 1950, therefore becoming the first university in Indonesia. At that time, the University was spread over different cities:

- Faculty of Medicine, Law, and Social and Political Science in Jakarta,
- Faculty of Engineering in Bandung,
- Faculty of Agriculture in Bogor,
- Faculty of Dentistry in Surabaya,
- Faculty of Economics in Makassar.

Between 1954 and 1963, faculties located outside Jakarta evolved into independent universities. Meanwhile, the University maintained three campuses in Jakarta located respectively in Salemba, Pegangsaan Timur, and Rawamangun. Another campus was established in 1987 in Depok. Since 2013 the health sciences faculties have been grouped together in the health sciences buildings to facilitate inter-professional education between the students. This cluster includes the faculties of medicine, dentistry, nursing, public health, and pharmacy. Overall, the University currently has 14 faculties, two interdisciplinary postgraduate schools, and one vocational program. In total, 257 study programs are offered and a total of 48,964 students are currently enrolled. Among these students, 2,130 are international students. The University shows engagement for ecology by keeping the Depok campus as a green campus and only using 25% of the area for research and academics. Moreover, learning accessibility is promoted through the development of five asynchronous learning platforms. Finally, the University is involved in seven higher education associations in the Asia-Pacific region, Europe, Southeast Asia, and other parts of the world such as the Association of Pacific Rim Universities (APRU) or the ASEAN University Network (AUN). The University was ranked first in the country in 2024 based on eight world rankings (SER 1.1).

The Bachelor study program “Nursing” was initially established inside the Faculty of Medicine in 1985. Ten years later, in 1995, the Faculty of Nursing was established as an independent faculty including the Bachelor study program “Nursing”. Then, the Master study program “Nursing” was opened in 1998. Currently, the faculty manages nine study programs including one undergraduate program and eight postgraduate programs. There were 1,342 students enrolled at the Faculty of Nursing in 2023/2024 including 775 undergraduate students, 318 master students, 122 specialist students, and 118 doctoral students. The following table shows the statistics of active students for the academic year 2023/2024:

Study Program	Total Students	Women	Men
Bachelor of Science in Nursing	775	700	75
Master of Nursing	318	253	65
Community Nursing Specialist	11	6	5
Maternity Nursing Specialist	6	6	-
Medical-Surgical Nursing Specialist	46	31	15
Psychiatric Nursing Specialist	18	10	8
Pediatric Nursing Specialist	24	21	3
Oncology Nursing Specialist	17	13	4
Doctoral	127	79	48
Total	1342		

All the study programs are nationally accredited with an excellent accreditation status by the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH). Additionally, the academic and student administration of the faculty has obtained the ISO certification 9001:2015. In 2023, the faculty was acknowledged by EduRank as the first in Indonesia, 36th in Asia, and 279th in the world. In collaboration with another university, the faculty initiated a new chapter of the international honor society of nurses called Sigma Theta Tau International in 2022. Finally, the faculty receives a high number of competitive research grants from local, national, and international institutions, which allows collaborative work with reputed overseas universities (SER 1.2).

2.3 Structural data of the study program

University	Universitas Indonesia
Faculty/Department	Faculty of Nursing
Cooperation partner	- Association of Indonesian Nurse Education Center, - Indonesian National Nurses Association, - UI Hospital, - Cipto Mangunkusumo National Central Hospital, - East Asian Nursing Education and Research Network, - Asian and Pacific Alliance for Nursing Education, - Asia-Pacific Qualitative Health Research Network, - University of Manchester, UK, - University of Illinois, Chicago, - E. Hoffmann-La Roche.
Title of the study program	"Nursing"
Degree awarded	Master of Nursing
Form of studies	Full-time, on-campus
Organizational structure	Monday to Friday from 8 am until 4 pm
Language of Studies	Indonesian

Period of education	Four semesters ²
Credit Hours (CH) according to the internal credit hour system	38 credit hours
Hours/CH	50 minutes of theory = one credit hour 170 minutes of practice = one credit hour
Workload	Total: 1,722 hours Contact hours: 266 hours Individual work: 640 hours Practice: 816 hours
CH for the final paper	Six credit hours
Launch date of the study program	1998
First accreditation	2006
Time of admission	August
Number of available places on the program	175
Number of enrolled students by now	318
Particular enrollment conditions	- Graduated from an accredited higher education institution with minimum B level, - nursing license letter or nursing competence certificate, - work experience in the nursing specialties that aligns with their preference stream, - minimum Grade Point Average (GPA) of 3,00, - minimum passing grade on the Academic Potential Test and English test based on UI regulation.
Tuition fees	22,000,000 IDR per year and an admission fee of 14,000,000 IDR (about 3,626 EUR in total)

² Students who fulfil certain criteria can complete it in three semesters. To qualify for this, students must have a minimum TPA score of 500 and a minimum TOEFL score of 500 at the time of admission. The study program ensures that students who participate in the accelerated program (3 semesters) can still undergo lectures optimally.

3 Expert Report

The site visit was carried out on June 2-3, 2025 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on June 1, 2025 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Nursing, the chair, vice chair and the teaching staff of the program “Nursing” as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Nursing and the department of Nursing serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Summary

The objectives of the Master study program “Nursing” are based on the University goals. The goals are defined depending on the needs of stakeholders at the local, national, regional, and global levels, as well as on the development of nursing sciences and technology. The programs’ learning outcomes are aligned with the

national regulations written in the Indonesian national qualification framework. Students graduating should be able to (SER 3.1.1):

- Develop logical, critical, systematic, and creative thinking through scientific research, creation of designs, or works of art in the nursing field.
- Solve problems in society and industry through inter- and multidisciplinary approaches, as well as collaborative networks.
- Learn independently and behave ethically, adaptively, and culturally sensitive.

The following table shows how the objectives of the study program meet the requirements (SER 3.1.2):

PLO	Objectives of the study program/program learning outcome (PLO)	Scientific or artistic qualification	Engage in a qualified occupation	Social responsibility	Personality development
1	Develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the field of nursing science and technology	✓	✓	✓	
2	Solve problems in society and industry, through interdisciplinary, multidisciplinary approaches, and collaborative networks	✓	✓	✓	
3	Learn independently, behave ethically, adaptively and culturally sensitive.			✓	✓

The following table shows the association of such skills and of the program learning outcomes (SER 3.1.3):

PLO	Skills			
	Departmental	Methodical	Learning & Social/Key Skills	Overarching Skills
PLO 1	✓	✓	✓	✓
PLO 2		✓	✓	✓
PLO 3	✓	✓	✓	✓

Graduates from the Master program “Nursing” are encouraged to perform their roles in three main domains being education, research, and community engagement. The following list shows the possible careers (SER 3.2.1):

- Clinical/community nurse,
- leader in healthcare facilities or related organizations,
- nurse educator,
- nursing entrepreneur,
- lecturer,

- laboratory facilitator,
- training instructor,
- nursing science speaker,
- researcher in the health sector, laboratories, universities and the WHO.

According to the University, the graduates of the Master study program “Nursing” have an employment rate close to 100%. Based on the tracer study conducted by the directorate of career development and alumni relations of the University, 90% of the 2023 graduates found jobs, under which 83% working full-time and 7% working part-time. The remaining 10% are likely to be those who are continuing their education. Almost 70% of the graduates also remain in their current jobs, while around 30% moved to new jobs. As the University explains, the majority of graduates choose to return to work in their previous institution, but with a higher career path than when they had a bachelor's degree. With a master's degree, they have the competence as advanced nurses who are able to perform roles in education, research, and community service. In addition, they also have the opportunity to be promoted to more strategic positions with increased financial welfare.

Considering the increasing demand for nurses in the country, it is expected that graduates will still be highly needed in the future. According to the “Badan Pusat Statistik” there are two nurses available for 1000 Indonesian people. By looking at the statistics for the period between 2017 and 2022, it becomes evident that the number of Indonesian nurses is growing in parallel with the increasing of the Indonesian population (SER 3.2.2).

Judgment

Under a transparent governance framework led by the Rector and Vice-Rectors for Academic Affairs, Research, Finance, and other portfolios, the University emphasizes five strategic goals for 2024–2029: empowering entrepreneurship; improving access to and quality of education; driving impactful research and innovation; enhancing global competitiveness; and promoting good governance alongside cultural transformation. As the University explains, over the next five years, UI plans to expand its international offerings by adding English-medium tracks to all currently Indonesian-taught programs, increasing beyond the existing 22 international programs. The University also aims to launch double-degree partnerships to strengthen collaboration with German and other European institutions. From the experts’ point of view, this broader internationalization effort will support more extensive student and staff exchanges and align with Indonesia’s growing

economy by attracting higher-tuition international students. Since UI's first international accreditation by AHPGS in 2022, these initiatives have already led to a rise in international enrollments and collaborative research projects, which the experts appreciate.

From the experts' point of view the Master study program "Nursing" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development. As the University explains, stream selection follows the completion of the core curriculum and is closely tied to students' affiliations with specific hospitals. Streams such as medical-surgical nursing are the most popular and are recognized as particularly essential for Indonesia's healthcare system. A specialization requires a minimum of eight students to be offered. Students can either apply independently or be referred by affiliated hospitals, allowing flexibility in the admission process.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.2 Structure of the study program

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)³ and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

³ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises between 15 and 17 modules, out of which 14 to 16 are obligatory and one is a compulsory elective module. There are between two and seven modules in total provided for each semester. All modules have to be completed within one semester. No semesters are offered as a period for exchange programs.

The Master study program "Nursing" includes the following modules:

- Core modules: 10 courses rewarded with 22 credits
- stream modules: every student chooses one of eight streams for which four to six modules are then offered and rewarded with 14 credits. The possible streams are listed as follows:
 - Nursing Leadership and Management,
 - Community Nursing,
 - Maternity Nursing,
 - Mental Health Nursing,
 - Medical-Surgical Nursing,
 - Pediatric Nursing,
 - Oncology Nursing,
 - Gerontology Nursing.
- one elective module rewarded with 2 credits.

There are no mandatory modules provided by other programs (SER 4.1.1).

The list of core modules offered:

Nr.	Title	Sem.	Credit
NSIK801001	Law and Ethics in Nursing	1	
NSIK801009	Advanced Biostatistics	1	
NSIK801002	Quantitative Research	1	

NSIK801003	Nursing Science	1	
NSIK801004	Management Information System	1	
			12-14
NSIK801005	Qualitative Research	2	
			10-12
NSIK801012	Evidence-Based Practice	3	
NSIK801006	Thesis Proposal	3	
			6-10
NSIK801008	Scientific Publications	4	
NSIK801013	Thesis	4	
			6
	Total:		38

Furthermore, the following modules are offered for the different streams:

Stream: Nursing Leadership & Management					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nursing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2	NSMK801004	Nursing Quality Management & Patient Safety	2
NSIK801010	Quantitative Research	2	NSMK801005	Strategic Management	2
NSIK801011	Nursing Science	2	NSMK801006	Management of Nursing Resources	2
NSIK801004	Management Information System	2		Electives	2
NSMK801001	Leadership and Nursing Services Policy	2			
NSMK801002	Organisational Behavior and Nursing Services	2			
Total		14	Total		10
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801012	Evidence-based Practice	2	NSIK801013	Thesis	4
NSMK801009	Nursing Management Residency	4	NSIK801007	Scientific Publications	2
NSIK801006	Thesis Proposal	2			
Total		8	Total		6

Stream: Community Nursing	
1 st Semester	2 nd Semester

Stream: Pediatric Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nursing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2	NSKA806002	Advanced Assessment in Pediatric Nursing	3
NSIK801010	Quantitative Research	2			
NSIK801011	Nursing Science	2	NSKA806003	Acute Care in Pediatric Nursing	3
NSIK801004	Management Information System	2	NSKA806004	Emergency and Critical Care in Pediatric Nuring	2
NSKA806001	Advanced Pediatric Nursing Concepts	2		Electives	2
Total		12	Total		12
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSKA806009	Chronic and End of Life Care in Pediatric	2	NSIK801013	Thesis	4
NSIK801012	Evidence-Based Practice	2	NSIK801007	Scientific Publications	2
NSKA806007	Health Promotion in Pediatric Nursing	2			
NSIK801006	Thesis Proposal	2			
Total		8	Total		6

Stream: Maternity Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nursing	2	NSIK801005	Qualitative Research	2
NSIK801010	Quantitative Research	2	NSKM803002	Women's Health Nursing	3
NSIK801009	Advanced Biostatistics	2			
NSIK801011	Nursing Science	2	NSKM803008	Family-Centered Maternity Nursing	2
NSIK801004	Management Information System	2			
NSKM803001	Advanced Maternity Nursing Assessment	12	NSKM803004	Management of Nursing Care	3
				Electives	2
Total		12	Total		12
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSKM803009	Advanced Maternity Nursing	2	NSIK801013	Thesis	4
NSIK801012	Evidence-Based Practice	2	NSIK801007	Scientific Publications	2
NSKM803007	Health promotion in Maternity Nursing	2			
NSIK801006	Thesis Proposal	2			
Total		8	Total		6

Stream: Medical-Surgical Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nurs- ing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2			
NSIK801010	Quantitative Research	2	NSMB806007	Basic Medical Surgical Nursing Specialty	3
NSIK801011	Nursing Science	2	NSMB806003	Advanced Medical- Surgical Nursing	4
NSIK801004	Management Information System	2			
NSMB806006	Advanced Medical Sur- gical Nursing As- sessment	3		Electives	2
Total		13	Total		11
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSMB806004	Medical Surgical Nursing Specialties	4	NSIK801013	Thesis	4
NSIK801012	Evidence-Based Practice	2	NSIK801007	Scientific Publications	2
NSIK801006	Thesis Proposal I	2			
Total		8	Total		6

Stream: Psychiatric Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nursing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2	NSKJ805007	Advanced Psychiatric Nursing Assessment	3
NSIK801010	Quantitative Research	2			
NSIK801011	Nursing Science	2	NSKJ805008	Mental Health Nursing in Individual Client Systems	3
NSIK801004	Management Information System	2			
NSKJ805006	Mental Health Nursing Science	2		Electives	2
Total		12	Total		10
3 rd Semester			4 th Semester		
NSKJ805004	Advanced Mental Health in Group as Client	3	NSIK801013	Thesis	4
NSKJ805005	Mental Health Nursing Science in Family Client System	3	NSIK801007	Scientific Publications	2
NSIK801012	Evidence-Based Practice	2			
NSIK801006	Thesis Proposal	2			
Total		10	Total		6

Stream: Oncology Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nurs- ing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2	NSK0807002	Oncology Nursing Care Management	4
NSIK801010	Quantitative Research	2	NSK0807003	Emergency in Oncology	2
NSIK801011	Nursing Science	2	NSK0807004	Palliative and End of Life Nursing	2
NSIK801004	Management Information System	2			
NSK0807001	Oncology Nursing Assessment	2		Electives	2
Total		12	Total		12
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801012	Evidence-Based Practice	2	NSIK801013	Thesis	4
NSK0807005	Holistic Cancer Management	2			
NSK0807006	Health Promotion in Nursing Oncology	2	NSIK801007	Scientific Publications	2
NSIK801006	Thesis Proposal	2			
Total		8	Total		6

Stream: Gerontic Nursing					
1 st Semester			2 nd Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801001	Law and Ethics in Nursing	2	NSIK801005	Qualitative Research	2
NSIK801009	Advanced Biostatistics	2	NSKG808002	Holistic Geriatric Nursing	4
NSIK801010	Quantitative Research	2	NSKG808003	Geriatric Nursing Assessment	3
NSIK801011	Nursing Science	2	NSKG808004	Therapies in Geriatric Nursing	2
NSIK801004	Management Nursing System	2			
NSKG808001	Advanced Geriatric Nursing Concept	2		Electives	2
Total		12	Total		12
3 rd Semester			4 th Semester		
Course Code	Course Content	Credit	Course Code	Course Content	Credit
NSIK801012	Evidence-Based Practice	2	NSIK801013	Thesis	4
NSKG808005	Caring for Older People	3	NSIK801007	Scientific Publications	2
NSIK801006	Thesis Proposal	2			
Total		8	Total		6

The module description/catalogue covers the following aspects: module number, module title, level/semester, credit hours, language, learning outcomes, content of the module, and examination (Annex 1).

The study program begins with core modules in the first semester, before going more focused on stream modules during the second and third semesters. All the students get to take several modules teaching methodological skills such as quantitative and qualitative research methodology. Moreover, learning and social skills are taught in modules about law and ethics, information systems, etc. Below is a brief summary of how the knowledge and skills are developed over the different stages of the program (SER 4.1.3):

Advanced skills modules (semester 1): The students get to increase their skills in courses about research, law and ethics, or for example advanced biostatistics.

Stream modules (semester 1-3): As mentioned before, every student gets to choose between eight streams specialized in a Nursing area. This allows a specialization of the students for their future professional career.

Project (Semester 4): After having selected a thesis subject during their study program, the last semester is dedicated to the realization and writing of the thesis.

Only the students choosing the stream about nursing leadership and management have an internship period during the module called residence practice module. This internship is conducted in teaching hospitals and accredited primary care centers. The information about the clinical placement can be found in the module handbook designed by the module coordinator. The coordination between the hospital and the program is carried out through meetings and program contracts before the clinical placement. Moreover, a clinical instructor is assigned by the institution to supervise the students during the internship. The clinical instructor should be certified, have at least five years of experience and hold a master's degree in nursing management. Finally, discussions with the students are organized to ensure that the expected learning outcomes are obtained (SER 4.1.4).

The Master study program in Nursing applies a student-centered active learning method. The teaching methods include problem-based learning, collaborative learning, research-based learning, simulations, demonstrations, bedside teaching, group discussions, etc. Several modules also include the realization of a project work. In general, the learning method is chosen depending on the learning outcomes of each module (SER 4.1.5).

According to the University, information, technology, and multimedia are actively integrated in the study program. Mainly, the platform called EMAS2 is used as a learning media system platform. It is managed by the directorate of information technology system of the University and includes designed topics, aims, learning outcomes, methods, learning activities, and evaluations of the study program. Distance learning is not offered in this program, but online learning is used in some special situations, like lectures given by experts external to the University (SER 4.1.6).

There are several modules related to research which are offered in the study program. These include the modules called quantitative and qualitative research methodology, advanced biostatistics, evidence-based nursing, and thesis proposal. For the thesis proposal, the students have to find a research idea aligned with the focus of the department of their chosen stream. Most of the modules are research-based and aligned with the current research results. Finally, the module coordinator uses the research findings to develop the study plan and handbook (SER 4.1.7).

The University assures that efforts for internationalization are made. The program conducts overseas benchmarking programs each year during which students visit overseas regional universities for certain objectives and periods. The destination countries include South Korea, Taiwan Thailand, the Philippines, etc. During the outbound program, students get the opportunity to present their thesis proposal and receive feedback from professors of the partner institution. Moreover, some students from Malaysia visit the University periodically and can attend classes taught in English with the students of the Master study program in Nursing. Finally, since 2023, the program has been accepting international students from Tanzania and Gambia. Therefore, some modules are delivered in dual languages. The University is currently developing joint degree programs with overseas universities with the objective of having matching curricula (SER 4.1.8).

Judgment

The Master study program “Nursing” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course specifications. The course specification for each course contains information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes. The combination and succession of the courses of the study program are consistent with the specified qualification objectives

(described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

To address emerging technologies, the program has developed dedicated AI modules for faculty and students, training them to apply AI tools responsibly. Students may use AI-generated content provided they clearly acknowledge its use. As the experts learn on-site, interprofessional collaboration is emphasized throughout the program. All students participate in shared core modules across streams, and research clusters often include faculty from at least two different specializations. Joint initiatives are also present at the undergraduate level, where nursing and health science cluster students engage in joint learning activities. The experts appreciate these efforts and recommend leveraging potential synergies with e.g. the Faculty of Medicine more intensively.

The arrangement of the internships in the study program allows the acquisition of credits. From the second semester onward, students begin practical training. This begins with intensive sessions in the skills lab, followed by two weeks of clinical practice. Practical placements are conducted in hospitals in Jakarta and Depok, but the program also accommodates students coming from other islands. Hospital-based nurse training is integrated, and students are exposed to elements of simple clinical research during these placements.

The University integrates lecturers' research and outreach outcomes into the curriculum by updating case scenarios, enriching class discussions with current findings, and incorporating public-lecture materials. Furthermore, the Graduation projects represent a key integrative element of the program. Students are encouraged to begin thinking about their thesis topics and potential supervisors as early as the first semester. Topics often stem from students' personal interests or clinical experiences and reflect practical relevance, such as studies on dementia or confusion. Both qualitative and quantitative methodologies are accepted. Students choose their supervisors from a list of faculty members, and final evaluations are conducted by a group of four academic staff members, comprising both supervisors and examiners.

The experts acknowledge the very detailed course files with their contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

The program also demonstrates international inclusivity. Two international students are currently enrolled, including one from Gambia. Instruction is delivered bilingually—likely in Bahasa Indonesia and English—ensuring that both local and international students are supported. Furthermore, students are encouraged to study abroad through the offers of the international office. Students have already taken summer courses or short courses at various overseas institutions. Finally, students can participate in various international online and offline competitions, seminars, conferences, public lectures, and short courses. The experts recommend to continue promoting and expanding these mobility and exchange activities actively to enrich intercultural learning.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.3 Admission and Feasibility

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

The admission procedure of the program follows the rules and policies of the University. The admission can only be obtained through the University entrance selection happening in March, July, and November. The admission requirements are as follows:

- To be graduated from an accredited university or equivalent with a minimum GPA of 3.00,
- Minimum Academic Potential Test score of 500,
- TOEFL with a minimum score of 500, or IELTS with a minimum score of 6, or a passing mark on the English language test of the University.

The scores obtained on the minimum academic potential test are used in the selection of the students. Moreover, interviews are organized about track record and readiness. The selection process is organized in three different stages. The first stage of the selection is overseen by the interviewer, the second stage then happens at the faculty level, before the final decision is taken at the university level (SER 5.1.1).

The University does not mention specific conditions potentially limiting the opportunities for applicants with disabilities. Therefore, the University welcomes students with disabilities who can effectively participate in learning activities. Accordingly, the University constantly ensured infrastructure development oriented to accessibility to maintain equal educational opportunities (SER 5.1.2). A

The regulations regarding acknowledgement, conversion, and assessment of credits are available in the Rector Regulation No. 5 of 2021. The credit transfer is carried out by the academic division of the University. The transfer process involves the assessment of the quality of credits obtained at other universities, which involves some experts from the department. To be accepted, the quality of an overseas university needs to be equivalent to the University (SER 5.1.3).

The students applying for the Master study program “Nursing” have to be “Ners”, a title which means that they completed the undergraduate studies as well as the internship period. Therefore, applicants are asked to submit a copy of the Ners diploma, transcript, and professional certificate or Ners registration certificate (SER 5.1.4).

Academic counselling support is offered to the students during their entire study time under the responsibility of the University academic and student affairs manager. Each student can get help from the teaching staff, the course coordinator, or the academic advisor about any academic issue. First, the student should consult the academic advisor who will help in providing alternative solutions for the future report to the course coordinator. Once the report is received by the coordinator, a meeting is organized. If the student is reluctant to meeting the course coordinator, the academic advisor will do it instead. In case of unsatisfaction regarding the decision taken, the case will be sent to the head of the study program. Moreover, online support is offered when needed. Various media such as Zoom, Google Meet, social media or phone calls can be used for communication between staff and students. Counselling is given from Monday to Friday from 8am until 4pm. Besides that, many kinds of sports and art facilities are offered to the

students. Finally, the University Crisis Center and the University Clinic provide assistance and counselling services in cases like sexual assault issues (SER 5.2.1).

Judgment

The experts observe that student selection for the “Nursing” program follows a transparent national procedure regulated by the Ministry of Education. High schools nominate top-performing graduates, and candidates may also apply independently based on their GPA and performance in the national entrance examination (SIMAK), which is scheduled on weekends to accommodate working applicants. A minimum language proficiency level is required and assessed during the admission process, ensuring that all students can engage fully in coursework. The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course specification at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue,

a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. Regarding psychological support, the University provides comprehensive services to safeguard student wellbeing. All students undergo a pre-screening to identify health concerns, and those in need receive ongoing follow-up, counselling, and psychological consultation. The program trains peer mentors in stress-management techniques, fostering a supportive community. Through these measures the University demonstrates its commitment to maintaining a healthy, resilient student body.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.4 Examination system and transparency

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

To assure the goals of every module are achieved, an assessment is conducted based on the Indonesian Ministry of Higher Education regulation No. 3 of 2020. The assessment methods used in the program include written tests, case presentations, papers, quizzes, reflective writing, laboratory examinations, scenario-based examinations, and the final thesis. Usually, the exams are timed as follows:

- Mid-term exam: week 8,
- Other tests: during the semester,
- Final exam: week 16.

To pass a module, students must get a minimum grade of 55 on a scale of 0 to 100 (SER 6.1.1).

All the information related to the study program is openly accessible on the University website. Students can find a list of the learning activities, as well as a description of the modules in the learning management system. Besides that, the website and the Instagram account are regularly updated with the latest news and events concerning the program. The admission requirements are also to be found on the University website where all prospective students are expected to create an account in order to take tests and see the announcements. The platform EMAS2 can also be used for communicating information related to examination regulations and compensation measures for students with disabilities. Finally, the platform SIAK-NG is used to record the presentations of students in every class as well as the grades obtained in each course (SER 6.2.1).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Regarding the module descriptions, the experts reviewed the stated teaching activities. The experts clarify that examinations are not classified as teaching activities and recommend revising it accordingly in the module descriptions. Furthermore, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, are appropriate. The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.5 Teaching staff and material equipment

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

Currently, the program in Indonesia has a total of 48 full-time staff members including ten professors, fifteen associate professors, fifteen assistant professors, eight lecturers, and seventeen visiting professors. The program also includes one adjunct professor specialized in mental health nursing and long-term care. The distribution of teaching staff per semester is shown in the following table:

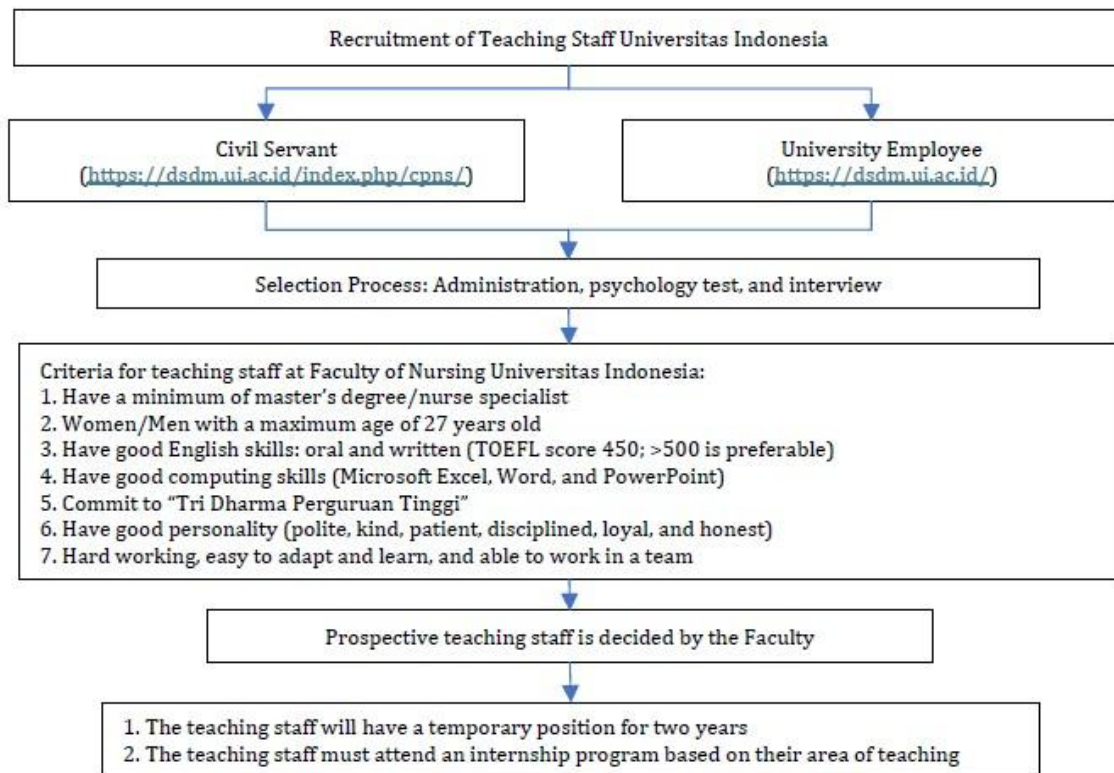
Semester	Total Credits	Core Module		Stream Module		Total Teaching Staff Required
		Total Groups in a Cohort	Total Teaching Staff Required	Total Groups in a Cohort	Total Teaching Staff Required	
1	12–13	5	31	10	17	48
2	10–14	5	11	10	37	48
3	6–8	5	11	10	37	48
4	6	1	48	-	-	48

The percentage of teaching workload of each type of teaching staff can be seen in the following table:

Study Program	Type of Teaching Staff	Total	Percentage
MNP	Professor	10	57.2%
	Associate Professor	15	48.8%
	Assistant Professor	15	35.5%
	Lecturer	8	18.8%
	Visiting Professor	17	1.38%

With 48 full-time teaching staff and 318 students, the ratio of teaching staff to students is 1:7. Within the last two years, there have been seventeen visiting professors teaching in the program. These visiting professors came from overseas institutions including universities of Sydney, Taiwan, Manchester, Texas, etc. They were involved in public lectures, research collaborations, and international conferences and acted as an associate for the student exchange program (SER 7.1.1).

The recruitment process of teaching staff begins with the planning and submitted recommendations regarding the number of staff required. The requirements are calculated based on the ratio of staff to students. The different steps of the recruitment process are described in the following figure (SER 7.1.2):



At the University, the career development of the teaching staff is based on the number of collected credit points according to the regulation of the Indonesian Ministry of Higher Education of 2019. These credit points are obtained by conducting education, research, and community empowerment. Besides that, the University offers opportunities for professional development through formal and informal activities listed as follows:

- CI training,
- Teaching skills training,
- SCAL training,
- Assessment of learning training,
- Curriculum development,
- E-learning management,
- Personal tutor training,
- Writing for publication training,
- Research methodology training.

The teaching staff also have the opportunity to continue their education and are eligible to take leave throughout their education years (SER 7.1.3).

Currently, the faculty of nursing has six departments: basic science and fundamentals of nursing, medical-surgical nursing, maternity nursing, pediatric nursing, mental health nursing, and community nursing. The quantity of teaching staff and assignments is determined by the needs of each department. The master's degree in nursing is led by a chair and a secretary, who are assisted by six secretaries who represent each stream of the program. At the beginning of each semester, a discussion between all module coordinators is organized to discuss the lecturers involved in each individual module. Each module coordinator is required to have a full-time position with at least a master's degree and teaching qualifications. He is responsible for the module handbook. Finally, the teaching and learning process is evaluated by the faculty academic quality assurance unit (SER 7.2.1).

The teaching and learning activities of the program take place in the University educational and laboratory building or in the graduate school building. In this building, there is a large lecture hall with a capacity of 275 students, as well as 14 smaller classrooms, each with a capacity of 20 to 70 students. Each classroom is equipped with a projector set, LCD TV set, whiteboard, sound system set, Wi-Fi, and air conditioning. Moreover, in 2022, the University announced the opening of a smart classroom. All those facilities are managed by the general affairs division of the University. The students also get access to several laboratories to practice their skills, including the following:

- Emergency unit laboratory,
- Intensive care unit laboratory,
- Maternity and child nursing laboratory,
- Medical and surgical nursing laboratory,
- Gerontological nursing laboratory.

Each laboratory can accommodate 15 to 30 students. The faculty rooms are divided into six parts according to their departments. Each room is designed to accommodate 73 teaching staff, and is equipped with one desk, one chair, two shelves, and one cupboard. They are located on the 7th floor of the health science cluster building. Additionally, some teaching staff have a working room in the educational and laboratory building, where there are 27 small rooms on the 2nd floor, as well as one room specific for guest lecturers. This building also has a meeting room which can be used by master students or by teaching staff (SER 7.3.1).

The University has a bunch of libraries spread over the faculties. In 2021, the library had the following collection of resources:

- 34,817 journal collections,
- 239,628 textbooks,
- 412,230 e-books,
- 2,042 classic books,
- 3,189 multimedia items,
- 99,971 undergraduate theses,
- 71,472 master theses,
- 3,750 dissertations,
- 22,854 final assignments.

According to the University, the library has one of the largest collections in Asia. The library is open every day from 8am until 9pm. Students can recommend new journals and books. The electronic database collection can be accessed online inside and outside the campus area. The faculty of nursing offers a reading room which is located in the educational and laboratory building and accessible from 10am until 3:30pm (SER 7.3.2).

In 2025, the The Faculty of Nursing UI library had the following collection of resources:

- 4,465 journal collections,
- 14,607 textbooks,
- 422,111 e-books,
- 406 multimedia items,
- 1,920 undergraduate theses,
- 2,506 master theses,
- 162 dissertations,
- 3,234 final assignments.

UI subscribe database (journal, textbooks, e-books, multimedia, theses, dissertation) for nursing: <https://www.clinicalkey.com/nursing>, search.proquest.com, www.scopus.com, ScienceDirect, Ebrary (e-books).

The Faculty of Nursing has one computer laboratory with a capacity of 66 students and one audiovisual room with a capacity of ten students. Moreover, the University offers access to computer laboratories in the Depok and Salemba Campus.

The program itself uses various information system application including the following:

- Next generation of academic information systems (SIAK-NG): storage of students' data, academic transcripts, and grade management,
- E-learning management system in EMAS1 and EMAS2: online classes,
- Online platforms open to extern students and wider communities: massive open online modules (MOOCs), open videos Universitas Indonesia (OVIS UI), center for independent learning (CIL),
- Financial system: management of students' education fees,
- Research and community empowerment system (RIMA): research, community empowerment, and publications,
- University staffing information system (SIPEG): database of teaching staff and administrative staff with functional level, personal data, etc.

Internet access is offered all over the campus area 24 hours a day. Finally, the faculty provides media equipment for learning including two studio rooms for video recording and four computers for video editing (SER 7.3.3).

The University and faculty provide resources to support the staff including scholarships to continue their education. Specifically, the faculty helps the teaching staff in obtaining scholarships from sources like the Indonesian endowment fund or other funding agencies. Therefore, the University claims to be giving equal opportunities in terms of education opportunities. Moreover, the faculty receives funding from various sources including government, faculty income, tuition fees, and support from alumni. The funds obtained support the learning process by covering the teaching staff salaries, clinical placement fees, and the purchase of media equipment (SER 7.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Universitas Indonesia shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the Universitas Indonesia the faculty staff cite good working conditions, the good reputation and the family-like feeling between the staff.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. Many lecturers hold advanced degrees from institutions in the UK, the US, and Taiwan. In addition, a significant number of faculty members bring prior experience from clinical work in hospitals, enriching their teaching with practical insights. Faculty members generally hold lifelong contracts issued by the government, though final appointment decisions are made by the University. A supportive culture is evident across the faculty, with mutual assistance among colleagues during personal circumstances, such as maternity leave, and a conscious effort to ensure protected time for research. Nonetheless, the University should continue to advance the staff-development plan, including the University's goal of ensuring every faculty member holds a PhD by 2028.

The University informs its employees about opportunities for personal and professional development transparently, and encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site. However, the staff on-site reports that the budget is often not enough to participate at well-known international conferences. The experts recommend that the University increase and flexibly manage program-specific budgets to facilitate participation in international conferences.

The experts note that academic career progression at the University follows a clear, government-regulated pathway: faculty advance through the ranks of assistant, lecturer, assistant professor, associate professor, and finally full professor, with each promotion contingent on demonstrated excellence in community engagement, research, and teaching. The University supports its teaching staff with three core didactic training programs and offers additional certificates in areas such as gamification, distance learning, and learning-management systems. Faculty may also attend specialized workshops at partner institutions such as Maastricht University's problem-based and student-centered learning courses. The experts positively acknowledge that.

The experts visited the premises of the Faculty of Nursing, where the skills labs of the Master study program "Nursing" are located. The skills labs play a central role in preparing students for clinical placements. It is organized with a teacher-to-student ratio of approximately 1:15 for skills training and 1:5 for simulation-based learning. All trainers are required to complete a university-based training program,

which the experts appreciate. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. However, the experts encourage the University to invest in equipment to better support simulation-based learning.

As a whole, it was ascertained by the experts that the Master study program "Nursing" has ample teaching facilities at its disposals.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

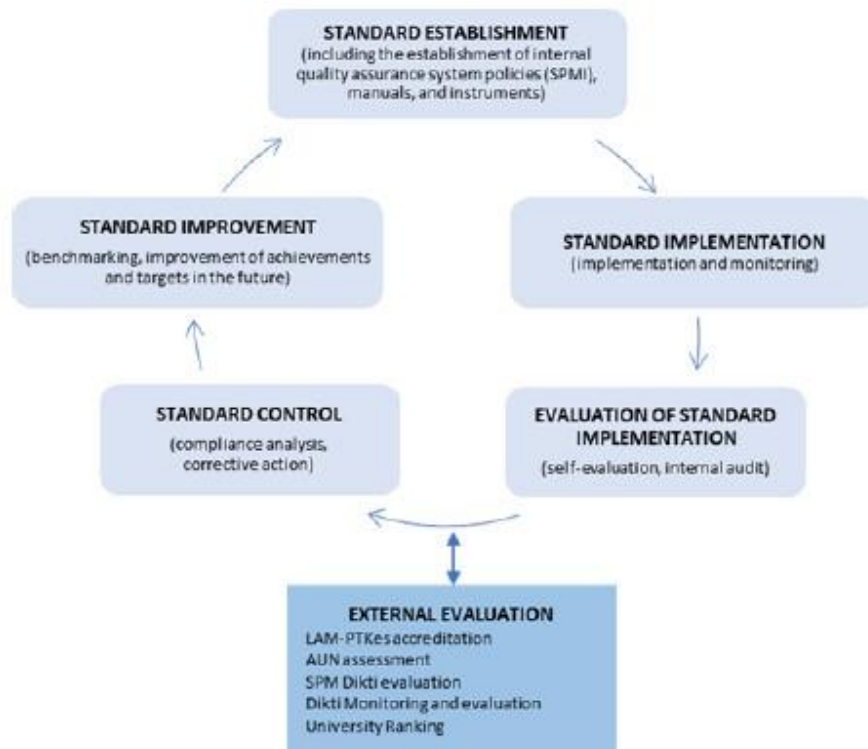
3.6 Quality assurance

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

The academic quality assurance system of the University consists of an academic quality assurance board responsible for the University level, an academic quality assurance unit for the faculty level, and an academic quality assurance team for the program study level. The process is based on a plan-do-check-act approach which is described in the following figure:



The quality assurance process is based on internal and external evaluations. The internal quality assurance measures encompass the University, faculty, and study program levels through academic internal quality audits. The different steps are listed below:

- Preparation by establishing standards and instruments for the academic quality assurance,
- Development of standard and instrument based on the specific needs of the faculty,
- Monitoring of the adherence to the standard,
- Evaluation on a semester basis at the University, faculty, and study program levels by using the developed instrument.

The results of the internal and external quality assurance evaluation are then forwarded to the heads of the study program, faculty, and University. Depending on the results obtained, a follow-up plan is then developed. Finally, a quality assurance for research is conducted when students are preparing, implementing, and presenting their thesis (SER 8.1.1).

A quality assurance process is rigorously implemented in the study program according to the University and faculty guidelines. At the University level, the assessment is conducted through comprehensive evaluation systems. At the end of

each semester, students must complete online questionnaires to evaluate their satisfaction with the learning process, instructors, and facilities (EDOM, EPKOM, AND EPTAM). Moreover, the semester internal evaluation (EWISEM) and annual internal evaluation (EVITAH) assess the quality of the study program depending on predetermined criteria and indicators. The internal quality audit (AIA) and internal evaluation (EVIN) are designed to prepare the program for external quality assurance evaluations on the national and international level. Indeed, the internal quality audit reviews all program documents according to the accreditation standard guidelines, while the internal evaluation reviews the program's instruments compared to international accreditation standards. Finally, at the faculty level, a monitoring and assessment of the quality is conducted thanks to the following elements (SER 8.1.2):

- Focus group discussions with students,
- Evaluation of the supervisors of graduate theses (EPTAM),
- Evaluation of the supervisors of clinical instructors (EPKOM),
- Evaluation meetings of the cooperation division to assess clinical learning.

External quality assurance is ensured through international and national accreditation bodies. The independent accreditation body for higher education in the health sector (LAM-PTKes or IAAHEH) is responsible for the national accreditation. The accreditation status is renewed every five years. Currently, the most recent national accreditation of the program was conducted in 2023, where the program obtained the highest predicate. The results of the external quality assurance are used to improve the business processes, learning and research activities, graduate tracer, and partnerships with other institutions. For example, the last accreditation in 2023 revealed the need to increase the pass rate. Therefore, the program has started to provide accelerated learning so that students can complete their studies in three semesters (SER 8.1.3).

The module and handbook evaluation are carried out through the online questionnaire system called EDOM. Moreover, the quality assurance team is responsible for checking the module before the start of the semester to ensure its equivalency with the faculty and University standards. The module evaluation is carried out at the end of each semester for the development of a follow-up plan. After obtaining the results, a meeting is organized between the heads of the faculty, study program and department to determine potential solutions for the eventual issues. The follow-up plan is then transmitted to the academic quality assurance unit for its implementation (SER 8.1.4).

The evaluation of the practical relevance of the study program is done through a tracer study which identifies the graduates' employability. The targets of the study are alumni who are in their second post-graduation year, whether they are already working or pursuing a higher degree. The tracer study is conducted via an electronic survey or via focus group discussions under the monitoring of the manager of alumni. Thereafter, the results are reported to the head of the faculty and academic staff for a follow-up plan (SER 8.1.5).

The student workload is evaluated through a GPA analysis conducted by the academic advisor at the end of each semester. Moreover, the academic quality assurance unit conducts focus group discussions to evaluate the student workload each semester. Annually, the student executive board of the University distributed surveys to all students regarding their workload. After that, the feedback obtained is transmitted to the dean, the head of the study program, and the module coordinators. Finally, coordination meetings are organized to eventually adjust the student workload for the next semesters (SER 8.1.6).

The number of applicants and admitted students in the past five years can be seen in the following table:

Academic Year	Quota	Applicant			Admitted			Enrolled		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
2018/2019	175	75	223	298	47	157	204	44	150	194
2019/2020	135	56	223	279	38	192	230	37	191	228
2020/2021	150	102	215	317	88	189	277	81	171	252
2021/2022	163	73	214	287	56	159	215	52	145	197
2022/2023	175	78	238	316	41	134	175	34	126	160
2023/2024	175	35	150	189	35	141	176	28	117	145

The following table shows the number of active students and graduates per semester for the academic year 2022/2023 (SER 8.1.7):

Semester	Active Students per Cohort							
	2019/2020		2020/2021		2021/2022		2022/2023	
	Men	Women	Men	Women	Men	Women	Men	Women
1	15	72	33	94	42	115	31	126
2	23	105	33	90	41	109	31	126
3	23	104	33	89	40	109		
4	23	104	33	89	40	109		
5	9	60	12	32				
6	7	32	2	10				
Graduates	330							

Judgment

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and

documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program “Nursing”.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts observe that the University takes evaluation feedback seriously. For instance, in response to student requests for clearer guidelines on field trips and practical training, the University revised its practical-work arrangements. All evaluation results are systematically reviewed and discussed by academic committees, ensuring that constructive feedback leads to tangible enhancements in teaching and program delivery.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process. To ensure accountability, the University maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.7 Gender equality and equal opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Summary

Universitas Indonesia embeds equality and nondiscrimination into every aspect of campus life, ensuring that students and community members of all backgrounds—regardless of race, ethnicity, gender, disability or religion—have equal access to academic and nonacademic opportunities. Justice, one of UI's nine core values enshrined in the 2021 statutes and the 2023 code of ethics and manners, guides policies from admissions and scholarships to daily conduct, and is reinforced through the University's website, social media channels and pocket guides on implementing these values. In support of gender equality, UI does not restrict women's access to registration, admission or financial aid, offers dedicated classes on women's roles and rights, partners with NGOs on women's issues, conducts targeted research, and provides practical support such as maternity leave, lactation rooms, on-campus childcare and safe reporting mechanisms. International students benefit from broad admissions pathways, including master's scholarships, exchange programs, and general graduate intake, all of which grant full access to campus facilities, housing and language courses. To accommodate

diverse needs, postgraduate admits may defer enrollment for up to a year for reasons ranging from financial constraints to professional commitments.

The Master study program in Nursing supports gender neutrality and equal opportunities by not applying specific requirements that would limit opportunities depending on gender, religion, ethnicity, or economic status. According to the University, acceptance is only based on objective measurements. The University explains the majority of female students with the Indonesian public perception of the nursing profession. Most of the programs' students are sponsored by their work institutions or local governments. Moreover, several students have been applying for scholarships. In 2023, the University launched a scholarship called UI Great which aims to sponsor international students for studying at the University (SER 9.1.1).

The University provides facilities adapted for students with physical limitations including wheelchairs, guiding block pathways for blind people, lifts, and restrooms/toilets accessible for disabled students (SER 9.1.2).

The University compensation measures for disabled students are based on the ministry regulation No. 46 which defines three measures listed as follows:

- General admission with specialized assistance for disabled students,
- Special admission,
- Affirmation.

The teaching methods and assessments are tailored to accommodate the needs of disabled students while maintaining the regulatory standards. The University and faculty have consistently prioritized infrastructure development with a focus on accessibility. Moreover, they have established ethical guidelines to safeguard students' rights to equal educational opportunities (SER 9.1.3).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4 Conclusion

Overall, the programs demonstrated strong curricula, with clear examination processes, generous opportunities for second attempts, and manageable workloads that students appreciate. Students expressed satisfaction with admissions and academic support.

Faculty reported high job satisfaction and commitment under new management. The University's robust quality-assurance framework responds effectively to student feedback and advances initiatives in gender equality and disability support. Progress in internationalization was evident through guest lectures and partnerships with institutions in Taiwan and Thailand. Notably, the program successfully integrates practical training with academic study.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Nursing" offered at the Universitas Indonesia fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The University should intensify the use of potential synergies with e.g. the Faculty of Medicine.
- The experts support the University in further promoting and expanding mobility and exchange activities to enrich intercultural learning.
- As examinations are not classified as teaching activities, the module descriptions should be revised accordingly.
- To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO as an addition to the graduation certificate.
- The University should continue to advance the staff-development plan, including the University's goal of ensuring most of the faculty member holds a PhD by 2028.

- The University should increase program-specific budgets and let them be more flexibly managed to facilitate participation in international conferences.
- The University should invest in equipment to better support simulation-based learning.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission September 25, 2025

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on June 2-3, 2025, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group of the University regarding the Assessment Report.

The Master study program requires the obtainment of 38 credits (SCU) according to the internal credit system. The regulated study period in the program "Nursing" is two years (four semesters). The program comprises between 15 and 17 modules, out of which 14 to 16 are obligatory and one is a compulsory elective module. The language of instruction is Indonesian. The Master study program "Nursing" is completed with awarding of the academic degree "Master of Nursing". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 1998/1999.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Master study program "Nursing" is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.