



## **Assessment Report**

**for the Application of Universitas Indonesia,  
Faculty of Public Health  
for the Accreditation of the Master Study Program  
"Occupational Health and Safety",  
Master of Occupational Health and Safety (MOHS)**

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Decision

September 25, 2025

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

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## **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 Master study programs to AHPGS: “Occupational Health and Safety” and “Nursing” as well as the Bachelor study program “Nutrition”.

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 “Occupational Health and Safety”, 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 Master study program “Occupational Health and Safety”

| Annex | Description                                |
|-------|--------------------------------------------|
| 1     | 1-Module Description                       |
| 2     | 1.1-Cooperation Partners                   |
| 3     | 2.1-Instructors’ CV                        |
| 4     | 2.1-Outcomes Based Education Program Study |
| 5     | 3-Teaching Matrix                          |

|    |                                                                                          |
|----|------------------------------------------------------------------------------------------|
| 6  | 3.1-Thesis Guidelines Book                                                               |
| 7  | 5-Training for Academic Staffs to Develop Competencies                                   |
| 8  | 6-Funds                                                                                  |
| 9  | 7-Tracer Study Report                                                                    |
| 10 | 8-Graduate User Satisfaction Survey                                                      |
| 11 | 9-Curriculum Structure                                                                   |
| 12 | 10-Book of Teaching Plans                                                                |
| 13 | 11-Student Counselling Service Board                                                     |
| 14 | 12-Facilities                                                                            |
| 15 | 13-Literature Inventory and Online Databases                                             |
| 16 | 17-Faculty Orientation & Training for Essential Skills                                   |
| 17 | 18-Students in Exchange Program                                                          |
| 18 | 19-Total Number of Credits                                                               |
| 19 | 20-Characteristics of Teaching Staff                                                     |
| 20 | 21-Student Achievement                                                                   |
| 21 | 22-Participants Attending the Round Table Discussion                                     |
| 22 | 23-Research Integration and Funding                                                      |
| 23 | 24-Competencies & Courses Sequence                                                       |
| 24 | 25-National Accreditation                                                                |
| 25 | 26-Lecturer Evaluation by Students                                                       |
| 26 | 27-Semester Internal Evaluation                                                          |
| 27 | 28-Academic Internal Audit                                                               |
| 28 | 29-Internal Annual Evaluation                                                            |
| 29 | 30-Table of Establishment, Implementation, Evaluation, Control, and Standard Improvement |

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

| <b>Annex</b> | <b>Description</b>                                           |
|--------------|--------------------------------------------------------------|
| 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                                                           |

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, 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. Lastly, 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 Faculty of Public Health at Universitas Indonesia (FPHUI) was formally established in 1965. It now comprises ten study programs—four bachelor’s, four master’s and two doctoral—and is committed to continuous improvement in curriculum quality, accreditation, international partnerships, student mobility, community service, research and innovation. The Master study program “Occupational Health and Safety” began in 1996, received its operational permit in 1998, and was integrated into FPHUI on November 8, 1999. In 2023, FPHUI enrolled 2,458 active students overall, including 145 in the Master study program “Occupational Health and Safety”. To support scholarly activity, the faculty maintains ten research and study centers and hosts the annual FPHUI science festival—featuring the international meeting of public health for postgraduates and the young scholar symposium in public health for undergraduates. Publication Efforts include ten journals, among them the “Jurnal Nasional Kesehatan Masyarakat,” indexed in Scopus (Q3) and ranked Q4 by Scimago. All FPHUI study programs have achieved excellent scores nationally, and several have obtained international accreditation. (SER 1.2).

## 2.3 Structural data of the study program

|                     |                                                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| University          | Universitas Indonesia (UI)                                                                                                                                                  |
| Faculty/Department  | Faculty of Public Health                                                                                                                                                    |
| Cooperation partner | Collaboration with 60 institutions, including nine international partnerships and 51 domestic partnerships. Details about these cooperations can be found in the Annex 1.1. |

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of the study program                                                 | "Occupational Health and Safety"                                                                                                                                                                                                                                                                                                                                                                                             |
| Degree awarded                                                             | Master of Occupational Health and Safety                                                                                                                                                                                                                                                                                                                                                                                     |
| Form of studies                                                            | Full-time, hybrid                                                                                                                                                                                                                                                                                                                                                                                                            |
| Organisational structure                                                   | From Monday to Friday, from 8am until 4pm                                                                                                                                                                                                                                                                                                                                                                                    |
| Language of Studies                                                        | Indonesian                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Period of education                                                        | Four semesters                                                                                                                                                                                                                                                                                                                                                                                                               |
| Credit Points (CP) according to the European Credit Transfer System (ECTS) | 40 credit hours                                                                                                                                                                                                                                                                                                                                                                                                              |
| Hours/CP                                                                   | 1 credit hour = 170 minutes <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                     |
| Workload                                                                   | Total: 1586 hours<br>Contact hours: 466 hours<br>Individual work: 560 hours<br>Practice: 560 hours                                                                                                                                                                                                                                                                                                                           |
| CP for the final paper                                                     | 4 credit hours                                                                                                                                                                                                                                                                                                                                                                                                               |
| Launch date of the study program                                           | 2000                                                                                                                                                                                                                                                                                                                                                                                                                         |
| First accreditation                                                        | May 3rd, 2014                                                                                                                                                                                                                                                                                                                                                                                                                |
| Time of admission                                                          | February and May                                                                                                                                                                                                                                                                                                                                                                                                             |
| Number of available places on the program                                  | Full-time: 40<br>Distance learning: 35                                                                                                                                                                                                                                                                                                                                                                                       |
| Number of enrolled students by now                                         | 145                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Particular enrollment conditions                                           | <ul style="list-style-type: none"> <li>- Holding a bachelor's degree or being a D4 health graduate,</li> <li>- Passing the screening test,</li> <li>- For foreign graduates, having a diploma equivalence,</li> <li>- Having a minimum of one year work experience in the occupational health and safety field, supported by a letter of employment,</li> <li>- Letter of intention,</li> <li>- Curriculum vitae.</li> </ul> |
| Tuition fees                                                               | <ul style="list-style-type: none"> <li>- Initial Registration Fee: 12,000,000 IDR</li> <li>- Module Fee per year: 28,000,000 IDR</li> <li>- Monitoring Assistance Fee for distance learning per semester: 6,500,000 IDR</li> </ul>                                                                                                                                                                                           |

<sup>2</sup> One Semester Credit Unit (SCU) in the learning process is equivalent to 170 minutes per week over the course of a semester. This amounts to a total of 39 hours and 40 minutes across 14 sessions. In each session, approximately 60% (100 minutes) of the allocated time is designated for theoretical learning, while the remaining 40% (70 minutes) is allocated for practical activities.

### **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 Public Health, the chair, vice chair and the teaching staff of the program “Occupational Health and Safety” 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 Public Health and the department of Occupational Health and Safety 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 Master study program “Occupational Health and Safety” at Universitas Indonesia is aligned with both UI’s and the Faculty of Public Health’s vision and mission. Its primary goal is to attain national and Southeast Asian recognition in the

field of occupational health and safety, thereby advancing the faculty's broader vision. To this end, the program is designed to equip graduates with the knowledge and skills necessary to develop, implement and manage comprehensive OHS programs across industrial, governmental and community settings. Detailed mappings of each module to specific learning outcomes are provided in the program's outcome-based education documentation (SER 3.1.1).

The Master study program "Occupational Health and Safety" is mapped explicitly to Indonesia's National Qualification Framework Level 8 (Presidential Regulation No. 8/2012), ensuring that graduates acquire (SER 3.1.2):

| PLO/Objectives of the Study Program                                                                                                                                                                    | Qualifications                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| To be able to develop concepts of occupational health and safety science and technology in the fields of industry, government, and society.                                                            | Scientific or artistic development                                                                                                                       |
| To be able to formulate current issues and problems in the field of occupational health and safety within the industrial, governmental, and societal contexts.                                         | Social responsibility                                                                                                                                    |
| To be able to recommend alternative solutions for occupational health and safety issues that are contextual, comprehensive, and applicable within the industrial, governmental, and societal contexts. | <ul style="list-style-type: none"> <li>• Engage in a qualified occupation</li> <li>• Social responsibility</li> </ul>                                    |
| To be able to manage the implementation of programs in the field of occupational health and safety using a multidimensional approach within the industrial, governmental, and societal contexts.       | <ul style="list-style-type: none"> <li>• Engage in a qualified occupation</li> <li>• Social responsibility</li> <li>• Personality development</li> </ul> |

The program's outcome-based curriculum is organized into three interrelated domains (SER 3.1.3):

1. Departmental (Knowledge/Science) Skills: Graduates demonstrate comprehensive, evidence-based mastery of advanced occupational health and safety concepts, theories and regulatory frameworks.
2. Methodical (Problem-Solving) Skills: Learners apply rigorous analytical and research methods—ranging from biostatistics and epidemiology to risk assessment techniques—to identify hazards, plan interventions and evaluate outcomes.
3. Learning/Social (Intervention Development & Soft) Skills: Professionals design, implement and continuously refine multidisciplinary OHS programs; they also exhibit leadership, communication and teamwork abilities necessary for stakeholder engagement and policy influence.

According to the 2020–2022 tracer study conducted by Universitas Indonesia's Career Development and Alumni Relations Directorate, nearly half (47.3 percent) of Occupational Health and Safety master's graduates remained in the same

positions they held before graduating. As the University states, graduates who remain in their current positions typically serve as civil servants. They are employed by institutions such as the Ministry of Health, the Ministry of Manpower, local health offices, and other governmental agencies. These individuals often receive promotions to higher-level roles, which lead to significant increases in both their professional responsibilities and compensation. Among the 30.7 percent who changed jobs, the most common new sectors were mining and quarrying (12.2 percent), health and social services (11.4 percent), manufacturing (10.0 percent), education (8.2 percent) and construction (4.2 percent). In terms of roles, 44.0 percent of alumni work as health professionals, 15.3 percent hold managerial or senior official positions, and 5.0 percent serve as professional technicians or assistants. Notably, almost a third of graduates (31.7 percent) received promotions within three years of completing the program (SER 3.2.1).

As the University explains, any company with at least 100 employees must establish an occupational health and safety management system staffed by one OHS expert per 100 employees. A 2023 employer survey of MOHS graduates revealed that the primary recruitment criteria are proficiency in computer use and English, relevant academic and organizational experience, strong interpersonal and social skills, the university's reputation, and specialized expertise including additional language abilities. In contrast, internship or overseas experience, GPA, and third-party recommendations were deemed far less important. Employers also emphasized the value of professional conduct, faculty endorsements, and soft skills—particularly leadership, public speaking, and critical thinking. Notably, 100 percent of those surveyed expressed satisfaction with FPH UI MOHS alumni and a clear preference to hire them over graduates from other institutions (SER 3.2.2).

## **Judgement**

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.

The experts note that the Master's program in Occupational Health and Safety has been well established since 2000 and holds valid national accreditation, with a complementary Bachelor level introduced in 2015 and a PhD track currently in planning. The program welcomes graduates from diverse academic backgrounds and reflects a generational leadership transition. A Master's degree is effectively required for senior safety positions—such as VP Safety—in government and industry, creating strong demand for the program. From the experts' point of view the Master study program "Occupational Health and Safety" 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.

## **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)<sup>3</sup> 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).

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<sup>3</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

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.

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

Under UI Rector Decree No. 1424/2020, students in the Master's in Occupational Health and Safety program must successfully complete seventeen obligatory modules. There are two and six modules provided for each semester. All modules have to be completed within one semester. To be awarded the degree, each student must accrue a total of 40 Semester Credit Units (SCUs): eight SCUs from faculty-wide offerings, twenty-four SCUs from program-specific courses, four SCUs for the thesis, two SCUs for the publication and two SCUs from elective modules. The exact number of SCUs taken each semester varies: students' maximum allowable course load is set according to their grade-point average from the preceding term, thereby tailoring the credit distribution to individual academic performance (SER 4.1.1).

The list of modules offered:

| Nr.            | Title                                              | Sem. | Credits   |
|----------------|----------------------------------------------------|------|-----------|
| PHF180201<br>1 | Intermediate Biostatistics                         | 1    | 3         |
| PHF180201<br>2 | Intermediate Epidemiology                          | 1    | 3         |
| PHS180201<br>3 | Intermediate Public Health                         | 1    | 2         |
| PHS180201<br>4 | Principles of Occupational Health and Safety (OHS) | 1    | 2         |
| PHS180211<br>5 | Human Aspect Management in OHS                     | 1    | 2         |
|                |                                                    |      | <b>12</b> |

|                |                                                |   |           |
|----------------|------------------------------------------------|---|-----------|
| PHS180202<br>2 | Ergonomics Assessment and Design               | 2 | 2         |
| PHS180202<br>4 | Industrial Hygiene Management                  | 2 | 2         |
| PHS180202<br>5 | Safety Principles                              | 2 | 2         |
| PHS180212<br>2 | OHS Research Methods 1                         | 2 | 2         |
| PHS180213<br>3 | Management of Occupational Diseases            | 2 | 2         |
|                |                                                |   | <b>10</b> |
| PHS180203<br>1 | Occupational Health and Safety Risk management | 3 | 2         |
| PHS180203<br>4 | Fire and Explosion Management                  | 3 | 2         |
| PHS180213<br>3 | Intermediate Industrial Toxicology             | 3 | 2         |
| PHS180203<br>5 | Occupational Health and Safety Management      | 3 | 2         |
| PHS180203<br>6 | Worker Health Promotion                        | 3 | 2         |
| X              | Chance                                         | 3 | 2         |
|                |                                                |   | <b>12</b> |
| PHS180204<br>2 | Publication                                    | 4 | 2         |
| PHS180204<br>1 | Thesis                                         | 4 | 4         |
|                |                                                |   | <b>6</b>  |
|                | Total:                                         |   | <b>40</b> |

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).

Students in the MOHS program progressively develop a coherent set of skills and competencies over four semesters, each building on the last (SER 4.1.3):

Semester 1 + 2: In the opening semester, students acquire foundational public-health competencies: they learn to frame health problems in populations, apply intermediate biostatistical techniques and conduct basic epidemiological analyses. These skills are honed through a blend of lectures, hands-on data workshops, and

small-group problem-based exercises. By the end of the second semester, learners can critically appraise scientific literature, design simple observational studies and present their findings in both written and seminar formats. Interactive workshops and group assignments instill habits of independent inquiry and peer collaboration.

Semester 3: Building on their methodological grounding, students move into core occupational-health topics: hazard identification, quantitative risk assessment, ergonomics, and occupational toxicology. Through cooperative projects and field exercises, they practice implementing workplace assessments, interpreting exposure data and recommending control measures. Concurrent research-methods modules deepen their ability to formulate research questions, select appropriate study designs and draft protocols—skills they apply in a real-world internship or simulated workplace scenario.

Semester 4: In the final phase, learners refine advanced competencies: they master occupational-disease surveillance, learn to develop and evaluate health-promotion programs, and engage with regulatory frameworks. Publication and thesis-preparation courses teach them to synthesize complex data, write for peer-review journals and defend their work before a committee. Through independent research, seminars and leadership-focused workshops, students emerge with the ability to lead multidisciplinary teams, manage health-and-safety projects end-to-end, and communicate effectively with both technical and lay audiences.

In the “Worker Health Promotion” module, students undertake supervised field trips where they design and deliver nutritious, hygienic, cost-effective meal options for working populations. These hands-on assignments are overseen by a dedicated instructor and teaching assistant, ensuring that practical logistics and dietary planning align with real-world constraints. Many participants also choose to pursue internships—often using these placements as the basis for their thesis research—where they work under the dual mentorship of a program academic advisor and a field-site instructor. These experiential learning opportunities are directly tied to the program’s objectives of equipping graduates to develop and implement comprehensive occupational health-and-safety initiatives. During seminars and workshops, students draft and pilot workplace health programs, then refine them through feedback gathered on site. Internships are led by seasoned occupational health professionals who serve as practical instructors, sharing industry best practices and overseeing day-to-day project execution. Concurrently, doctoral-level academic supervisors from the Department of Occupational Health and Safety provide regular guidance—either in person or via videoconference for

off-site placements—to help students integrate their field experiences with rigorous scholarly standards (SER 4.1.4).

As the University explains, the 560 practical hours are not exclusively allocated to the Worker Health Promotion course. Several other courses within the curriculum also include practical components. For instance, in the Fire and Explosion Management course, students participate in a simulation exercise focused on emergency response during fire incidents. In the Occupational Health and Safety (OHS) Research Methods course, students are trained to develop research proposals as part of their practical learning. Additionally, other courses assign case-based tasks that serve as practical applications of theoretical knowledge. The internship program is conducted on a voluntary basis and is intended to enhance students' practical skills and professional preparedness. Internships may also serve as a means for students to collect data for their thesis projects. To apply for an internship, students are required to submit an application form along with relevant supporting documents. Applicants must also undergo a series of selection processes prior to placement.

The Master study program "Occupational Health and Safety" 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).

The MOHS curriculum embeds research training across four progressive stages. In the earliest phase, students learn to search for and critically review scientific articles. They then move on to problem-based learning and in-depth literature reviews, before advancing to publication-level work and finally completing an original thesis under the guidance of a dedicated advisor. To support this process, the program

provides a comprehensive thesis handbook and offers competitive internal funding for student projects through UI's international publication grants. Research skills are formally developed through mandatory coursework: in Semester 1, students take Intermediate Biostatistics (3 SCUs) and Intermediate Epidemiology (2 SCUs); in Semester 3, they complete Research Methods in Occupational Health and Safety (2 SCUs); and in Semester 4, they enroll in the Publication module (2 SCUs). Throughout these stages, students gain hands-on experience in study design, data analysis, scholarly writing, and peer-review processes (SER 4.1.7).

Curriculum design workshops brought together faculty, students, alumni, employers, professional partners, government officials, and representatives from organizations such as the Indonesian Society of Occupational Health Experts, the Indonesian Industrial Hygiene Association, and Human Factors Indonesia. International standards from bodies including the U.S. National Institute for Occupational Safety and Health, the U.S. Occupational Safety and Health Administration, the U.K. Health and Safety Executive, and the U.K. Institution of Occupational Safety and Health were used as benchmarks, and an external review by the University of Queensland in Australia further informed program updates. This collaborative, standards-based approach ensures that the MOHS curriculum remains fully aligned with both regional needs and global best practices (SER 4.1.8).

Eligible students may participate in inbound and outbound exchange programs at partner or other universities offering relevant coursework. Two MOHS students are currently on exchange—at the University of Birmingham (September 2023–October 2024) and at the University of Twente (September 2023–February 2024). Students wishing to apply must first secure approval from their academic advisor and program coordinator, then submit their application to the UI International Office. MOHS students in good standing are eligible to engage in a variety of international activities, including student exchange programs, conferences, training sessions, and other educational events. Recent examples include participation in the ANOH Conference, the ITTP–COVID-19 Conference, the International Congress on Occupational Safety and Health (ICOH), and the APRU network. In addition, students are encouraged to contribute to peer-reviewed international journals, and the faculty regularly invites distinguished guest lecturers from overseas institutions to deliver specialized seminars and workshops, further broadening our students' global perspectives (SER 4.1.8).

## Judgement

The Master study program “Occupational Health and Safety” 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. The experts recommend making modern topics, such as mental health, digitalization, artificial intelligence, climate-change impacts on health and safety, and advanced occupational-safety systems for micro, small, and medium-sized enterprises, more visible throughout the curriculum. They further advise explicitly integrating global initiatives like Vision Zero to reinforce the program’s commitment to international best practices.

Interdisciplinary learning occurs within the Health Science Cluster, where especially Bachelor’s students share core modules—such as “Communication,” “Research Methodology,” and “Biomedical Statistics. Furthermore, a new “Global Health” module is planned for interdisciplinary teaching and learning. The experts appreciate the introduction of additional interdisciplinary courses and recommend leveraging potential synergies within the Health Sciences Cluster more intensively also on a Master’s level.

Close practice–academia links are maintained through staff site visits and ongoing feedback from industry partners and students. Throughout seminars and workshops, students draft workplace health programs and refine them using on-site feedback. Seasoned occupational health professionals lead these internships, sharing industry best practices and supervising day-to-day project execution. At the same time, doctoral-level supervisors from the Department of Occupational Health and Safety provide regular guidance, either in person or via videoconference for

off-site placements, to ensure that practical experiences integrate seamlessly with rigorous scholarly standards.

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 final thesis represents 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 reflect practical relevance. 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 allow a high level of transparency. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

As the University explains, 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. Instruction is formally delivered in Indonesian, yet recent cohorts containing of national and international students have led to regular English-language teaching. The program benchmarks against partners such as Queensland University and aims to establish further collaborations and double-degree options. The experts recommend considering separate Indonesian and English tracks, as well as joint online modules or an international week to enhance global engagement.

## **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.

As the University states, applicants must hold a Bachelor's degree from nationally accredited study programs. Priority is given to graduates from health-related disciplines during the student selection process. These include fields such as medicine, dentistry, pharmacy, nursing, public health, and other health sciences. However, the curriculum not only focuses on health, but also encompasses areas such as safety, ergonomics, industrial hygiene, and human factors. Therefore, applicants from other academic backgrounds—including the natural sciences and social sciences—are also encouraged to apply, provided they demonstrate exceptional academic performance, strong motivation, and relevant work experience. These qualifications may be evidenced through entrance examination scores, a letter of intention, and a curriculum vitae.

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). As the University states, there have been no applicants with disabilities or chronic illnesses in the recent years.

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).

Applicants to the Master program “Occupational Health and Safety” must document relevant professional experience—ideally in a field closely related to occupational health and safety—to tackle its case-study and applied coursework modules. A formal letter of employment serves as verification of this prerequisite. In addition, all admitted students are required to maintain valid health insurance coverage throughout their studies. (SER 5.1.4).

As the University explains, the study program offers both regular and distance learning classes, which are conducted separately. Regular students are required to attend classes on campus throughout the academic term. In contrast, the majority of sessions for distance learning students are delivered online. However, these students are also required to attend on-campus sessions organized through a one-week block system. The block system is a lecture format in which multiple weeks’ worth of classes are condensed into a single week. Activities during this period include assignment discussions and examinations. This system is implemented to minimize the financial burden on distance learning students, many of whom reside far from Universitas Indonesia, by reducing the need for frequent campus visits.

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).

## **Judgement**

The experts observe that student selection for the “Occupational Health and Safety” 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.

A detailed listing of the type and timing of examinations can be seen in the following table:

| Semester         | Number of Modules | Type of Examinations                                                                                                                               | Exam Timing                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contact Learning |                   |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1                | 5                 | 1. Computer-based questions<br>2. Paper-based questions<br>3. Presentations (and discussions)<br>4. Conducting web seminars<br>5. Project report   | <ul style="list-style-type: none"><li>- Examination is held in the 8th session of classes (midterm) and the 16th session of classes (final term).</li><li>- Examinations (paper and presentation) are conducted in the 14th and 15th sessions and during the final session</li><li>- Essays, oral presentations, and problem-based discussion assignments are held during each in-class session.</li></ul> |
| 2                | 5                 | 1. Computer-based questions<br>2. Paper-based questions<br>3. Individual assignments<br>4. Project reports<br>5. Presentation of research proposal |                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3                | 6                 | 1. Computer-based questions<br>2. Paper-based questions<br>3. Presentations (and discussions)<br>4. Project reports                                |                                                                                                                                                                                                                                                                                                                                                                                                            |
| Research         |                   |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4                | 2                 | 1. Presentation of thesis proposal<br>2. Presentation of thesis results<br>3. Thesis defense                                                       | Examination is held after the students finish their research and have passed all course subjects.                                                                                                                                                                                                                                                                                                          |

To pass a module, students must get a minimum grade of 55 on a scale of 0 to 100 and have attended at least 75% of the total 16 sessions. Students who fail to achieve the minimum cumulative score are given the opportunity to repeat the requisite components. After retaking the exam, if the student still scores below the pass mark, he is asked to retake the module in the next academic year or an extra summer class. The grades obtained from each course are used to calculate the Semester Performance Index and the Cumulative Performance Index. (SER 6.1.1).

All the information related to the study program is openly accessible on the University website. There, students can find a list of the learning activities, as well

as a description of the modules. 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).

### **Judgement**

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 organization, 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**

Each semester's teaching workload for "Occupational Health and Safety" lecturers is set at 12–16 credit equivalents (34–45 hours per week) with a minimum teaching load of 6 SCUs (16 hours/week). Staffing needs are calculated by dividing the

total SCUs required by full-time enrolment by the per-lecturer SCU capacity. In an average odd semester—when the program offers 72 SCUs—twelve lecturers are needed; in an even semester with 70 SCUs, eleven lecturers suffice.

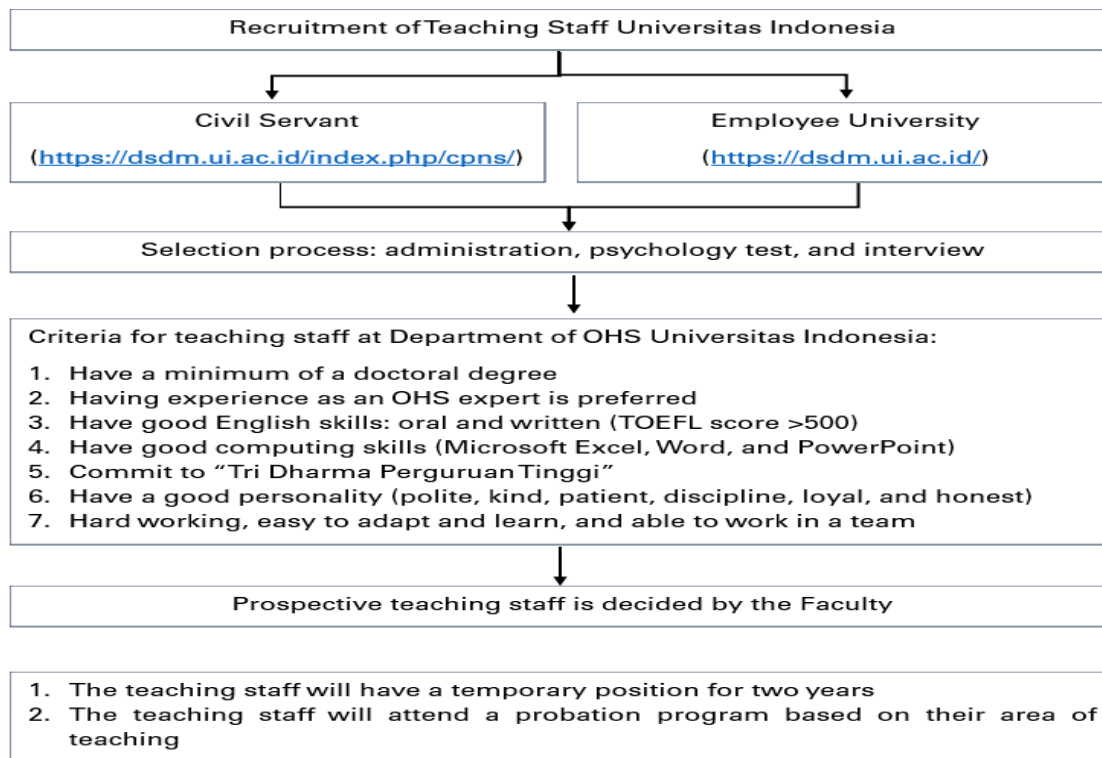
Currently, the program employs 15 full-time faculty and one temporary lecturer, all of whom balance teaching, research and community engagement. Analysis of 2024 workloads shows that full-time lecturers carry an average FTE of 12.9 SCUs (36 hours 34 minutes/week) in odd semesters and 13.48 SCUs (38 hours 11 minutes/week) in even semesters, with 6.5 SCUs (18 hours 18 minutes/week) and 8.2 SCUs (23 hours 15 minutes/week) devoted solely to teaching. An adjunct professor from Duke Kunshan University also contributes specialist sessions across all FPHUI programs.

The teaching team is 56 percent male and 44 percent female; 94 percent hold doctorates and 4 percent master’s degrees. Their ranks span professors (44 percent), associate professors (25 percent) and assistant professors (31 percent), meeting all University appointment standards. With 18 instructors for 145 students, the student-to-faculty ratio stands at 9 students per instructor—well within the 1:12 maximum mandated by national accreditation and higher-education decrees (SER 7.1.1).

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%      |

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).

The Department's laboratory facilities comprise four purpose-built spaces, all university-owned and documented in maintenance logbooks (see Annex 12).

The Industrial Hygiene Laboratory occupies over 400 m<sup>2</sup> and is fitted with a full suite of environmental monitoring instruments—ambient and personal sound level meters and dosimeters, vibration meters, wet-bulb globe thermometers, light meters, vane and velocity anemometers, multiple air-sampling pumps (DustTrak, Impinger, microbiology air sampler), direct-reading indoor air quality monitors, calibrators and a dedicated audiometry booth.

The Occupational Hygiene Laboratory is equipped for basic clinical and emergency procedure training, featuring fixed and adjustable treatment beds; first-aid, AED-trainer and CPR kits; spirometers; blood pressure monitors and stethoscopes; pulse oximeters; metronomes; stretchers; splints; and other vital-sign monitoring tools.

The Ergonomics Laboratory supports posture and movement assessment with sitting and standing anthropometers, reaction timers, calipers, goniometers and skin-fold calipers; it also contains rehabilitation apparatus such as parallel bars, wall bars, rehabilitation ladders, full-length mirrors, foam mats, exercise balls, dumbbells, sandbags, resistance bands, mobility aids (walkers, crutches, canes) and functional hand-test kits (Minnesota and Purdue Pegboard).

The Safety Laboratory provides training in personal protection and emergency response, stocking comprehensive personal protective equipment (ear plugs, safety glasses, chemical-splash goggles, gloves, coveralls, helmets, vests, boots), lock-out-tagout kits, self-contained breathing apparatus, fire-alarm systems, fire extinguishers and sprinkler heads, chemical spill kits and a CPR mannequin (SER 7.2.1).

MOHS students have full access to the shared facilities of Universitas Indonesia (UI), the Health Science Cluster (HSC), and the Faculty of Public Health (FPHUI). FPHUI itself spans seven buildings—six dedicated to teaching and research and one housing administrative offices—and offers 39 standard classrooms, three seminar rooms, six laboratories, five designated student workstations, an information center with library services, and seven smart classrooms. High-speed campus Wi-Fi and wired connections ensure that all teaching and learning spaces are fully networked. (SER 7.3.1).

At the University Library, holdings exceed 428,000 volumes and include more than 39,000 periodical titles. The Faculty of Public Health's library further supports

teaching and research with over 74,000 distinct titles and nearly 78,200 physical copies of books and journals, along with 20,411 hard-copy theses and 1,347 electronic theses. To ensure that collections remain aligned with the latest developments in occupational health and safety (and other fields), both libraries continuously acquire new books and journals based on faculty and student recommendations, curriculum changes, and emerging research priorities. On the digital side, the University Library maintains subscriptions to 25 online databases and provides five specialised research tools, all of which are regularly updated to guarantee access to current literature and data. (SER 7.3.2).

Opening hours are as follows:

| Library       | Location                                 | Opening Hours   |                                                                     | Website                                                         |
|---------------|------------------------------------------|-----------------|---------------------------------------------------------------------|-----------------------------------------------------------------|
|               |                                          |                 |                                                                     |                                                                 |
| UI Library    | Crystal of Knowledge Building, UI Campus | Monday–Friday   | 8 am to 6 pm (library)<br>8 am to 9 pm (computer room and cubicles) | <a href="http://lib.ui.ac.id/">http://lib.ui.ac.id/</a>         |
|               |                                          | Saturday        | 9 am to 4 pm                                                        |                                                                 |
|               |                                          |                 |                                                                     |                                                                 |
| FPHUI PUSINFO | 2nd floor, G Building, FPHUI             | Monday–Friday   | 8 am to 7 pm                                                        | <a href="http://lib.fkm.ui.ac.id/">http://lib.fkm.ui.ac.id/</a> |
|               |                                          | Saturday–Sunday | 9 am to 5 pm                                                        |                                                                 |

The following list shows the program-specific resources available in the library:

| No | Type                 | Number of Titles | Example of Title                                                                                                                                                                                   |
|----|----------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Undergraduate Thesis | 1.507            | Analysis of Risk Factors for Musculoskeletal Disorders (MSDs) in High School Teachers and Students Due to Distance Learning: A Case Study of a Public School and a Private School in Bogor in 2021 |
| 2. | Thesis               | 1.094            | The Effect of Hydration Status Modification Considering Body Mass Index (BMI) on Fatigue Among Ground Handling Staff at Company XYZ at Soekarno Hatta Airport in 2024.                             |
| 3. | Dissertation         | 15               | Occupational Heat Exposure Model on Indications of Kidney Function Impairment in Fishery Sector Workers in East Java                                                                               |
| 4. | Text books           | 3.452            | Labour and employment implications of the ASEAN free trade agreement                                                                                                                               |
| 5. | E-Books              | 3.129            | Industrial Relations to Human Resources and Beyond: The Evolving Process of Employee Relations Management                                                                                          |

“Occupational Health and Safety” students have full access to the faculty’s shared computer and multimedia facilities. the faculty’s main computer laboratory houses 136 workstations, and campus-wide Wi-Fi is delivered through 42 access points, ensuring connectivity in every teaching and study area. To log in, each member of the academic community uses a personalized UI single-sign-on account, provisioned by the university’s Information Systems and Technology Directorate. Nearly every classroom also has its own computer and projector, so students can both present and engage with digital learning resources directly at their desks. (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).

### **Judgement**

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 Public Health, where the Master study program "Occupational Health and Safety" is located. From the experts' point of view, the quality of the laboratories used to train students in the program are sufficient. As a whole, it was ascertained by the experts that the Master study program "Occupational Health and Safety" has ample teaching facilities at its disposals. However, with one complete set serving 100 students split into two annual cohorts of 50, the experts recommend a moderate investment in two to three additional instrument sets. This expansion would ensure smoother hands-on access for teaching, research projects, and independent study without compromising calibration standards or instructional quality.

## **Decision**

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

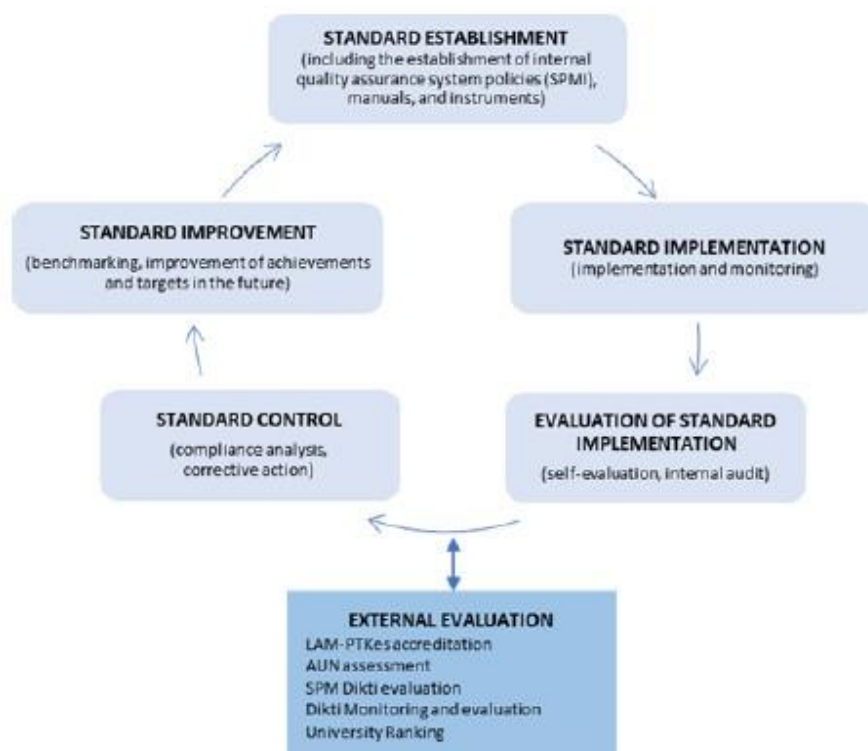
### 3.6 Quality assurance

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 (EVISEM) 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 for the Master study program “Occupational Health and Safety” is carried out via national accreditation by LAM-PTKes. MOHS and the faculty actively address the assessors’ recommendations: following the 2019 review—which noted no international enrolment—the program welcomed four international students by 2022 through the new UI Great Scholarship. To further strengthen the curriculum in line with its vision of producing high-quality, nationally outstanding graduates, MOHS also introduced a new course on occupational disease management (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).

Each year, graduate feedback is gathered through the University of Indonesia’s tracer study for alumni and its employer survey for organizations that hire our graduates. Both exercises are coordinated by the Directorate of Professional and Alumni Affairs in partnership with faculty members.

The tracer study asks former students to rate, on a scale from very high to very low, four key areas:

1. their own professional competencies;
2. how much their master’s curriculum contributed to those competencies;
3. the usefulness of the program to their current jobs;
4. the relevance of their skills to marketplace demands.

In the most recent tracer study (2022), just over half of graduates (54 percent) assessed their overall competencies as high, with leadership and program-management skills standing out (42 percent rated these as very high). About 43 percent said that their coursework made a high contribution to their professional development, although interdisciplinary knowledge, computer literacy, and policy-formulation skills tended to receive more neutral ratings. When asked how the program benefited their careers, roughly one-third (32 percent) answered “high,” while entrepreneurial skills were viewed more neutrally (42 percent).

Finally, nearly 42 percent judged their abilities to be highly relevant to their jobs, and 37 percent rated that relevance as very high. An earlier employer survey (2020) found that a little more than half of the organizations hiring our alumni were satisfied with the graduates' competencies. Taken together, these results demonstrate that the Master study program "Occupational Health and Safety" program effectively equips students with the skills and knowledge that employers value (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 student statistics can be found in the following table (SER 8.1.7):

| Academic Year | Term     | Applicants* |        | Accepted* |        | Successes |        | Resignations** |        | No. of Students |        | No. of Graduates |        |
|---------------|----------|-------------|--------|-----------|--------|-----------|--------|----------------|--------|-----------------|--------|------------------|--------|
|               |          | Male        | Female | Male      | Female | n         | Rate   | n              | Rate   | Male            | Female | Male             | Female |
| 2017/<br>2018 | 1st term | 177         |        | 27        | 28     | 49        | 89.10% | 6              | 10.91% | 27              | 28     | 2                | 0      |
|               | 2nd term |             |        |           |        |           |        |                |        | 27              | 28     | 20               | 24     |
|               | ****     |             |        |           |        |           |        |                |        | 27              | 28     | 1                | 2      |

| Total         |          |     |    | 55 |    |    |        |   |       | 55 |    | 49   |      |
|---------------|----------|-----|----|----|----|----|--------|---|-------|----|----|------|------|
| 2018/<br>2019 | 1st term | 207 |    | 53 | 28 | 77 | 95.06% | 4 | 4.94% | 52 | 27 | 1    | 2    |
|               | 2nd term |     |    |    |    |    |        |   |       | 52 | 27 | 33   | 12   |
|               | ****     |     |    |    |    |    |        |   |       | 53 | 28 | 16   | 13   |
| Total         |          |     |    | 81 |    |    |        |   |       | 81 |    | 77   |      |
| 2019/<br>2020 | 1st term | 165 |    | 39 | 30 | 67 | 97.10% | 2 | 2.90% | 37 | 27 | 0    | 0    |
|               | 2nd term |     |    |    |    |    |        |   |       | 37 | 27 | 20   | 15   |
|               | ****     |     |    |    |    |    |        |   |       | 39 | 30 | 18   | 14   |
| Total         |          |     |    | 69 |    |    |        |   |       | 69 |    | 67   |      |
| 2020/<br>2021 | 1st term | 100 | 77 | 51 | 39 | 71 | 78.89% | 3 | 3.33% | 51 | 39 | 5    | 8    |
|               | 2nd term |     |    |    |    |    |        |   |       | 50 | 38 | 30   | 16   |
|               | ****     |     |    |    |    |    |        |   |       |    |    |      |      |
| Total         |          | 177 |    | 90 |    |    |        |   |       | 88 |    | 71   |      |
| 2021/<br>2022 | 1st term | 78  | 61 | 41 | 41 | 59 | 71.95% | 1 | 1.22% | 37 | 35 | 22   | 23   |
|               | 2nd term |     |    |    |    |    |        |   |       | 37 | 35 | 8*** | 6*** |
| Total         |          | 139 |    | 82 |    |    |        |   |       | 72 |    | 59   |      |

\* Data divided according to term and several data divided per gender are unavailable

\*\* Drop Out (D.O.) data are unavailable; students are asked to resign themselves before being made to drop out by the faculty

\*\*\* In relation to this, there is still the possibility of additional data, as some students are still in the process of completing their final assignments or are on leave. The maximum study period for students is 6 semesters, with a maximum of 2 semesters for leave.

\*\*\*\* For the number of students, the data presented include the number of students who will defer their studies next year, while for the number of graduates, the data presented include the number of students who graduated late (> 2 years).

## **Judgement**

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its unit. 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 "Occupational Health and Safety".

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 possess 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 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).

### **Judgement**

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 "Occupational Health and Safety" 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:

- Modern topics, such as mental health, digitalization, artificial intelligence, climate-change impacts on health and safety, and advanced occupational-safety systems for micro, small, and medium-sized enterprises, should be made more visible throughout the curriculum. Furthermore, global initiatives like Vision Zero should be integrated.
- The University should intensify the use of potential synergies within the Health Sciences Cluster.
- 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 maintain focus on generational renewal in staffing.
- 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 two to three additional instrument sets.

## **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 40 credits (SCU) according to the internal credit system. The regulated study period in the program "Occupational Health and Safety" is two years (four semesters). The program comprises 18 modules, out of which 17 are obligatory and one is a compulsory elective module. The language of instruction is Indonesian. The Master study program "Occupational Health and Safety" is completed with awarding of the academic degree "Master of Occupational Health and Safety". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2000/2001.

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

The Master study program "Occupational Health and Safety" 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.