

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



Assessment Report

**for the Application of
Universitas Muhammadiyah Surakarta, Indonesia
for the Accreditation of the Bachelor Study Program “Nursing”,
Bachelor of Nursing (Academic and Professional Level)**

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group

Prof. Dr. Tobias Fischer
University of Applied Sciences Münster, Germany

Prof. Dr. Uta Gaidys
Hamburg University of Applied Sciences, Germany

Prof. Dr. Johannes Gräske
Alice Salomon University Berlin, Germany

Dr. Pauline Grys
Heidelberg Institute of Global Health (HIGH), Heidelberg University, Germany

Prof. Dr. Franz Hessel, MPH
SRH University of Applied Sciences, Campus Berlin, Germany

Prof. Dr. Kathrin Kohlenberg-Müller
Fulda University of Applied Sciences, Germany

Prof. Dr. Regina Susanne Nolte
ISBA – International University of Cooperative Education, Stuttgart and Saarbruecken, Germany

Jonas Rickermann
Bielefeld University, Germany

Prof. Dr. Mieke Wasner
SRH University of Applied Sciences Heidelberg, Germany

Decision

May 11, 2026

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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 fulfilment 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 the basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Physiotherapy”, “Public Health”, “Nursing” and “Nutrition Science”. In the programs “Physiotherapy”, “Nursing” and “Nutrition Science” both the academic and professional level are considered for accreditation.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Universitas Muhammadiyah Surakarta (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on May 09, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Universitas Muhammadiyah Surakarta and the AHPGS was signed on May 09, 2025.

On December 22, 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 January 05, 2026, 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 Muhammadiyah Surakarta follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Nursing”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nursing”

| Annex | Description |
|--------------|--------------------------------|
| 1 | Module Descriptions |
| 2 | Curriculum |
| 3 | Teachers’ CVs |
| 4 | Teaching Matrix |
| 5 | Student Handbook |
| 6 | Program Specifications |
| 7 | Internship Manual and Logbooks |

| | |
|----|----------------------------------|
| 8 | List of Exemplary Thesis Topics |
| 9 | Annual Program Report |
| 10 | Statistic and Evaluation Results |

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

| Annex | Description |
|-------|--|
| A | Quality Manual |
| B | Academic Guide (Student Handbook) |
| C | Examination Manuals |
| D | Admission Requirements |
| E | Conversion Policy of Credit Hours (SKS) to European Credits (ECTS) |
| F | Research Strategy Mission |
| G | Thesis Writing Guideline |
| H | Gender Equality Concept |
| I | Policy on Services for People with Special Needs |

The application, the open questions (OQ) and the answers 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

Universitas Muhammadiyah Surakarta (UMS) was established in 1981 by the Islamic organization Muhammadiyah in Central Java. At its conception, the University had five faculties: the Faculty of Training and Education, the Faculty of Economics, the Faculty of Law, the Faculty of Engineering, and the Faculty of Islamic Studies. Nowadays, the University has built up to 42,021 students enrolled across 38 undergraduate programs, 9 professional programs, 21 Master's programs, and 8 doctoral programs. At the national level, the University has been accredited by the National Board of Higher Education Accreditation.

The University operates four main campuses in Surakarta in Central Java, with the Faculty of Health Sciences located on Campus 1, in the educational, cultural, and economic hub of the region. There are 17 research institutes (RIs) across the University, such as the Gender RI, Disability RI, Halal RI or Accounting RI. The

Faculty of Health Sciences operates the Chronic Disease Research Institute. In addition, the University has established a Sustainable Development Goals Center to promote eco-friendly practices as part of their commitment to environmental sustainability (SER 1.1).

The Faculty of Health Sciences was established in 1993 and initially offered a diploma program. Currently, there are 2,750 students enrolled across six study programs: Bachelor and Master’s degree in Nursing, Bachelor and Master’s degree in Physiotherapy, Bachelor in Public Health, and Bachelor in Nutrition. All study programs have gained an ‘Excellent’ predicate from the Indonesian Accreditation Agency for Higher Education in Health. The Bachelor of Nursing has been certified in 2020 by the ASEAN University Network-Quality Assurance (AUN-QA) (SER 1.2).

2.3 Structural data of the study program

| | |
|---|--|
| University | University of Muhammadiyah Surakarta |
| Faculty/Department | Faculty of Health Sciences Department of Nursing |
| Cooperation partner | - 34 national institution partners, i.e: Prof. Soeharso Hospital, Dr. Moewardi Hospital, Sukoharjo Health Office, Kartasura Community Health Centre - 7 international institution partners, i.e: University of Leeds, University Malaysia Sabah |
| Title of the study program | Nursing |
| Degree awarded | Bachelor of Nursing (academic level), Ners (professional level) |
| Organizational structure | Two stages of program: Stage 1: Academic level (4 years) Stage 2: Professional level (1 year) |
| Language of Studies | Bahasa Indonesia |
| Period of education | 10 semesters |
| Credit Points (CP) according to the internal system | 180 credits |

| Hours per Credit | <table border="1"> <thead> <tr> <th data-bbox="614 201 933 347">Learning Methods</th> <th data-bbox="933 201 1069 347">Interactive and cooperative learning (mins per 1 credit)</th> <th data-bbox="1069 201 1212 347">Structured Assignments (Mins per 1 Credit)</th> <th data-bbox="1212 201 1356 347">Independent learning (Mins per 1 Credit)</th> </tr> </thead> <tbody> <tr> <td data-bbox="614 347 933 398">Lecture with interactive discussion and tutorial</td> <td data-bbox="933 347 1069 398">50 mins</td> <td data-bbox="1069 347 1212 398">60 mins</td> <td data-bbox="1212 347 1356 398">60 mins</td> </tr> <tr> <td data-bbox="614 398 933 477">Laboratory learning clinical learning research and community empowerment</td> <td colspan="3" data-bbox="933 398 1356 477">170 mins</td> </tr> </tbody> </table> | Learning Methods | Interactive and cooperative learning (mins per 1 credit) | Structured Assignments (Mins per 1 Credit) | Independent learning (Mins per 1 Credit) | Lecture with interactive discussion and tutorial | 50 mins | 60 mins | 60 mins | Laboratory learning clinical learning research and community empowerment | 170 mins | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|---------------------------|---|---------------------------|--|----------|--|--|--|--|-------------------------------------|----|-------|----|----|----|---------|---------------------|----|--|-----|--|----|------|---------------|---|--|----|--|----|-----|-------------------------------|--|--|--|--|--|--|--|----|--|-----|--|----|------|--------------|------------|--|--|--|--|-------------|
| Learning Methods | Interactive and cooperative learning (mins per 1 credit) | Structured Assignments (Mins per 1 Credit) | Independent learning (Mins per 1 Credit) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecture with interactive discussion and tutorial | 50 mins | 60 mins | 60 mins | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratory learning clinical learning research and community empowerment | 170 mins | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Workload | <table border="1"> <thead> <tr> <th data-bbox="614 504 742 616">Learning methods</th> <th data-bbox="742 504 813 616">Total credits</th> <th data-bbox="813 504 925 616">Interactive & cooperative learning (Hours per session)</th> <th data-bbox="925 504 1029 616">Structured Assignments (Hours per session)</th> <th data-bbox="1029 504 1149 616">Independent Learning (Hours per session)</th> <th data-bbox="1149 504 1252 616">Total sessions per Module</th> <th data-bbox="1252 504 1356 616">Total workload for the entire program (hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="614 616 742 649">The academic level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="614 649 742 705">Lecture with interactive discussion</td> <td data-bbox="742 649 813 705">98</td> <td data-bbox="813 649 925 705">81,57</td> <td data-bbox="925 649 1029 705">98</td> <td data-bbox="1029 649 1149 705">98</td> <td data-bbox="1149 649 1252 705">16</td> <td data-bbox="1252 649 1356 705">4442,67</td> </tr> <tr> <td data-bbox="614 705 742 739">Laboratory learning</td> <td data-bbox="742 705 813 739">42</td> <td></td> <td data-bbox="925 705 1029 739">119</td> <td></td> <td data-bbox="1149 705 1252 739">16</td> <td data-bbox="1252 705 1356 739">1904</td> </tr> <tr> <td data-bbox="614 739 742 772">Final project</td> <td data-bbox="742 739 813 772">4</td> <td></td> <td data-bbox="925 739 1029 772">11</td> <td></td> <td data-bbox="1149 739 1252 772">16</td> <td data-bbox="1252 739 1356 772">181</td> </tr> <tr> <td data-bbox="614 772 742 806">The professional level</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="614 806 742 840"></td> <td data-bbox="742 806 813 840">36</td> <td></td> <td data-bbox="925 806 1029 840">102</td> <td></td> <td data-bbox="1149 806 1252 840">16</td> <td data-bbox="1252 806 1356 840">1632</td> </tr> <tr> <td data-bbox="614 840 742 851">TOTAL</td> <td data-bbox="742 840 813 851">180</td> <td></td> <td></td> <td></td> <td></td> <td data-bbox="1252 840 1356 851">8160</td> </tr> </tbody> </table> | Learning methods | Total credits | Interactive & cooperative learning (Hours per session) | Structured Assignments (Hours per session) | Independent Learning (Hours per session) | Total sessions per Module | Total workload for the entire program (hours) | The academic level | | | | | | | Lecture with interactive discussion | 98 | 81,57 | 98 | 98 | 16 | 4442,67 | Laboratory learning | 42 | | 119 | | 16 | 1904 | Final project | 4 | | 11 | | 16 | 181 | The professional level | | | | | | | | 36 | | 102 | | 16 | 1632 | TOTAL | 180 | | | | | 8160 |
| Learning methods | Total credits | Interactive & cooperative learning (Hours per session) | Structured Assignments (Hours per session) | Independent Learning (Hours per session) | Total sessions per Module | Total workload for the entire program (hours) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The academic level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecture with interactive discussion | 98 | 81,57 | 98 | 98 | 16 | 4442,67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratory learning | 42 | | 119 | | 16 | 1904 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final project | 4 | | 11 | | 16 | 181 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The professional level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 36 | | 102 | | 16 | 1632 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 180 | | | | | 8160 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credits for the final paper/project | 4 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Launch date of the study program | 2003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First accreditation | 2008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time of admission | Winter Semester | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of available places on the program | 160 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of currently enrolled students in the program | 771 academic level 168 professional level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of graduates since launch date of the study program | 2,506 alumni in academic stage 1,760 alumni in professional stage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Particular enrollment conditions | High school diploma, knowledge test, physical health test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuition fees | Academic level: 1 st – 7 th semester: 9,540,00 IDR (542.80 EUR) / semester 8 th semester: 2,862,00 IDR (162.80 EUR) 477,000 IDR / credit point (24.44 EUR) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|---|
| | Professional level: 9 th – 10 th semester: 12,500,000 IDR (711.30 EUR) Facilities fee: 19,215,000 IDR (1093.40 EUR) |
|--|---|

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on January 26-27, 2026, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on January 25, 2026, 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 Health Sciences, the dean, vice dean, and the teaching staff of the program "Nursing" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, and the library. Moreover, experts had the opportunity to examine the equipment and the capacity of the skills labs and 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, and the results of discussions with the representatives of the University, Faculty of Health Sciences and the Department of Nursing serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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 “Nursing” study program is designed to produce graduates competent in nursing knowledge, technology, and art, with the ability to integrate spiritual values into their professional practice. Aligning with the University’s vision to become an institution develop quality graduates based on Islamic values, the study program emphasizes its goals of excellence in care of patients with chronic deceases, and takes in account its scientific vision, strength-weakness analysis, stakeholder needs, and the development of science, technology, and art (SER 3.1.1).

The program has established key educational objectives to develop their graduates’ skills and character in four dimensions:

1. Scientific or artistic qualification: Conducting simple research in accordance with evidence-based practice.
2. Qualification to engage in a qualified occupation: Managing professional nursing care based on Islamic values, problem solving in health care settings, and implementing principles of leadership, management, and critical and innovate thinking in nursing care organization.
3. Qualification for social responsibility: Implementing effective education, collaborating and communicating with patients, families, and health teams by respecting their cultural and spiritual backgrounds.
4. Qualifications for personality development: Applying principles of lifelong learning, and creatively, innovatively, and adaptively face challenges in the nursing field on a global scale.

The Program Learning Outcomes (PLOs) are structured to help graduates develop departmental, methodical, learning, and social skills, as well as overarching skills. These objectives are linked to the Indonesian National Qualifications Framework and AINEC learning-outcome standards. An advisory board, consisting of previously mentioned association members, stakeholders, and alumni, review and provides input in the curriculum development process to fit the qualification frameworks (SER 3.1.2).

The study program curriculum is designed to fit job market needs and adapt to current industry trends. Graduates of the program are equipped for diverse roles within the healthcare sectors, such as in clinical, community, and educational nursing, along with home care and entrepreneurship. While the University’s alumni tracer shows that 79% of graduates enter clinical nursing, the remaining graduates

pursue careers in educational or community nursing, with 5% employed outside their core profile, such as home care nurses, wound clinic owners, or herbal shop entrepreneurs (SER 3.2.1).

The faculty actively monitors and responds to the growing domestic and international demand for nurses. The Indonesian job market increased its civil service recruitment, and opportunities expanded to countries such as Singapore, Japan, Saudi Arabia, and the Netherlands, where the need for health care staff is growing. The study program has established a facilitated global employment through partnership with credible job agencies, resulting in 6 graduates working in Saudi Arabia in 2024, and ongoing preparations for employment in Germany (SER 3.2.2).

Judgment

The University demonstrates a clear strategic commitment to internationalization. By seeking international accreditation, it aims to benchmark its study programs against internationally recognized standards and best practices. This approach reflects the University's intention to position itself within a global academic environment and to ensure the comparability and competitiveness of its graduates. The fact that some graduates pursue professional activities outside of Indonesia further underlines the international orientation of the program. Overall, the initiative to undergo international accreditation can be interpreted as part of the University's broader strategy of continuous quality enhancement and global engagement, according to the expert panel. The University currently enrolls students from 36 countries. As a next step in internationalization, UMS plans to send more and more students abroad as part of the student mobility.

The experts also inquire about the Muhammadiyah association, which the University was founded under. UMS incorporates Islamic values both into the academic content and the institutional culture. Students and staff demonstrate a clear awareness of the three core values (community transformation, community enlightenment and modernity and education for all), which visibly influence students' attitudes and professional conduct, according to the University.

In the experts' point of view, the Bachelor study program "Nursing" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competencies, competencies necessary for a qualified employment, skills of social commitment and personal development.

The experts encourage the University to consider implementing a doctoral program in the field of health in order to shape the continuous education of their students and to further strengthen the research component at UMS.

Decision

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

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

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)¹ and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

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

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

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.

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

Summary

The study program „Nursing“ is structured as a four-year undergraduate program comprising eight semesters of academic study, followed by one year of professional clinical education. The academic component amounts to 144 Indonesian credits (SKS), while the professional phase comprises an additional 36 SKS. The curriculum includes general university courses, faculty courses, and core nursing courses. Clinical practice, laboratory training, and community-based learning are integrated throughout the academic phase.

The academic level comprises of 57 modules, totaling of 144 credit points. 55 modules are compulsory, consisting of 9 university courses and 46 nursing courses, alongside 2 elective modules. 118 of the credit points are designed by the Association of Indonesian Nurses Education Center (AINEC), with the remaining 26 credit points developed by the study program.

The professional level comprises of 2 semesters and 11 modules, totaling of 36 CP. 10 modules are compulsory, and 1 module is elective, allowing students to specialize in Emergency, Hemodialysis, or Intensive Care Unit competencies. 29 of the credit points are designed by AINEC, with the remaining 7 credit points developed by the study program.

The list of modules offered:

| Nr. | Title | Sem. | CP |
|------------|-------------------------------------|------|----|
| KEP1232201 | Religion | 1 | 2 |
| KEP1232202 | Pancasila | 1 | 2 |
| KEP1232203 | English for Academic Purposes (EAP) | 1 | 2 |
| KEP3232304 | Fundamental of Nursing | 1 | 3 |
| KEP3232305 | Communication in Nursing | 1 | 3 |
| KEP3232206 | Nursing Law and Ethics | 1 | 2 |
| KEP3232407 | Anatomy and Physiology | 1 | 4 |
| KEP3232208 | Philosophy and Theories of Nursing | 1 | 2 |
| | | | 20 |
| KEP1232209 | Worship and Muamalah | 2 | 2 |
| KEP1232210 | Civics Education | 2 | 2 |
| KEP1232211 | Standardized Test Preparation | 2 | 2 |

| | | | |
|------------|--|---|----|
| KEP1232212 | Indonesian Language | 2 | 2 |
| KEP3232413 | Fundamental Nursing Skill Laboratory | 2 | 4 |
| KEP3232214 | Patient Safety and Occupational Health | 2 | 2 |
| KEP3232215 | Pathophysiology | 2 | 2 |
| KEP3232216 | Pharmacology in Nursing | 2 | 2 |
| KEP3232217 | Transcultural Nursing | 2 | 2 |
| | | | 20 |
| KEP1232218 | Islam, Science and Technology | 3 | 2 |
| KEP2322419 | Medical-Surgical Nursing I | 3 | 4 |
| KEP3232420 | Maternity Nursing | 3 | 4 |
| KEP3232321 | Mental Health Nursing | 3 | 3 |
| KEP3232322 | Nursing Process and Documentation | 3 | 3 |
| KEP3232333 | Nursing Informatics and Digital Health | 3 | 3 |
| KEP3232224 | Evidence-Based Nursing | 3 | 2 |
| | | | 21 |
| KEP1232225 | Muhammadiyah Studies | 4 | 2 |
| KEP3232426 | Pediatric Nursing | 4 | 4 |
| KEP3232227 | Maternity Nursing Laboratory | 4 | 2 |
| KEP3232328 | Medical-Surgical Nursing II | 4 | 3 |
| KEP3232229 | Mental Health Nursing Laboratory | 4 | 2 |
| KEP3232330 | Medical-Surgical Nursing III | 4 | 3 |
| KEP3232431 | Medical-Surgical Nursing Laboratory | 4 | 4 |
| | | | 20 |
| KEP3232332 | Clinical Nursing Practice I | 5 | 3 |
| KEP3232233 | Pediatric Nursing Laboratory | 5 | 2 |
| KEP3232434 | Research Methodology | 5 | 4 |
| KEP3232435 | Community and Global Health Nursing | 5 | 4 |
| KEP3232236 | HIV/AIDS Nursing Concepts | 5 | 2 |
| KEP3232237 | Islamic Nursing | 5 | 2 |
| KEP3232238 | Chronic Care Nursing | 5 | 2 |
| | | | 19 |

| | | | |
|------------|--|----|----|
| KEP1232239 | Life Skills | 6 | 2 |
| KEP3232340 | Emergency and Disaster Nursing | 6 | 3 |
| KEP3232341 | Emergency and Disaster Nursing Laboratory | 6 | 3 |
| KEP3232242 | Clinical Nursing Practice II | 6 | 2 |
| KEP3232243 | Biostatistics Laboratory | 6 | 2 |
| KEP3232244 | Family Nursing | 6 | 2 |
| KEP3232245 | Gerontological Nursing | 6 | 2 |
| KEP3232246 | Critical Care Nursing | 6 | 2 |
| KEP3232247 | Nurse-preneurship | 6 | 2 |
| | | | 20 |
| KEP3232348 | Clinical Nursing Practice III | 7 | 3 |
| KEP3232249 | Palliative Nursing | 7 | 2 |
| KEP3232250 | Health Education and Promotion | 7 | 2 |
| KEP3232351 | Community, Family and Gerontological Nursing Laboratory | 7 | 3 |
| KEP3232252 | Critical Care and Nursing Laboratory | 7 | 2 |
| KEP3232253 | Nursing Management | 7 | 2 |
| KEP3232254 | Home Care Laboratory | 7 | 2 |
| | | | 16 |
| KEP3232455 | Undergraduate Thesis | 8 | 4 |
| | Elective Course I | 8 | 2 |
| | Elective Course II | 8 | 2 |
| | | | 8 |
| NRS3232301 | Professional Practice in Fundamental Nursing | 9 | 3 |
| NRS3231602 | Professional Practice in Medical-Surgical Nursing | 9 | 6 |
| NRS3231303 | Professional Practice in Pediatric Nursing | 9 | 3 |
| NRS3231304 | Professional Practice in Maternity Nursing | 9 | 3 |
| NRS3231305 | Professional Practice in Mental Health Nursing | 9 | 3 |
| | | | 18 |
| NRS3231306 | Professional Practice in Nursing Management | 10 | 2 |
| NRS3231307 | Professional Practice in Emergency and Critical Care Nursing | 10 | 3 |

| | | | |
|------------|---|----|-----|
| NRS3231208 | Professional Practice in Gerontological Nursing | 10 | 2 |
| NRS3231509 | Professional Practice in Family and Community Nursing | 10 | 5 |
| NRS3231410 | Senior Practitioner | 10 | 4 |
| NRS3231211 | Final Scientific Paper | 10 | 2 |
| | | | 18 |
| | Total: | 10 | 180 |

Table 2: module overview

The “Nursing” study program begins with basic foundation modules in the first year, such as Fundamental of Nursing, and progresses into more advanced modules in second and third years, such as Medical-Surgical Nursing I and Medical-Surgical Nursing II. The design is intended to systematically build up students’ knowledge, skills, and competencies, advancing their critical thinking, problem solving, and independent research. In the final year, students integrate their learning across multiple disciplines into a capstone project that prepares them for professional career or continued academic studies (SER 4.1.3).

The final phase of the study program consists of clinical placement or internship in the last two semesters. It is preceded by a foundational clinical practice module at the academic level, and the purposes of the internship is to offer students initial observational experience in nursing care delivery.

Students combine theoretical and laboratory learning on campus, together with clinical practice learning in partner teaching hospitals and health centers. The mandatory clinical practice is undertaken by all students in semesters 5, 6, and 7. The duration of clinical practice adjusts the number of credit points, where 1 CP is equivalent to one week. Students have the opportunity to participate in outbound programs at domestic or international universities during semesters 5 and 6, which amounts for 20 credit points. At professional level, all courses are undertaken at the practice site of partner health care facilities and community setting (SER 4.1.1).

The curriculum of the study program includes 9 university modules and 1 faculty module offered at academic level, collectively accounting for 20 credit points. These modules aim to enhance students’ soft skills, covering subjects such as

Religion, Civics Education, Islam, Science and Technology, or English for Academic Purposes. Organized together with other study programs at the Faculty of Health Sciences, the module Life Skills is held in semester 6 to build a foundation for interprofessional teamwork. Additionally, for students who wish to pursue a career in Germany or Arab countries, the respective languages are offered as elective courses (SER 4.1.2).

Program management prepares essential learning materials for interns, including a general professional guidebook, which covers the learning system and credit points, and an internship guidebook, which provides details on internship activities, competency targets, and assessment rubrics. It also handles the clinical placement and rotation schedules, ensuring students are rotated across different practice areas to meet competency targets, while the partner health care facility manages duty shift scheduling. Supervision of the internship is provided by academic clinical instructors (CI), who are lecturers from the study program, and practice area CIs, who are nurses in practice settings and have a minimum five years' experience and required qualifications. Each guidance group consists of 10 to 11 students with meetings twice a week in person or online. Additionally, the program implements several quality measures: providing a learning contract; strict monitoring of student attendance and CI guidance; ensuring CIs meet all qualifications; holding regular meetings and training sessions for CIs; and continuously collecting student feedback through surveys and focus group discussions (SER 4.1.4).

The "Nursing" study program implements student-centered learning with diverse teaching methods: lectures, seminars, exercises, project work, study groups, simulations, demonstrations, work placements, and others. This ensures that the lecturers and students stay actively involved in the teaching and learning process. After learning theory, practical skills gained through laboratory and clinical practice are integrated to provide a comprehensive educational experience.

To maintain teaching quality, students evaluate their lecturers' performance via surveys at the end of each semester. Any learning-related complaints are formally addressed through hearing activities organized by the student association, where students present grievances concerning teaching methods, facilities, or systems. The lecturer involved is required to provide a clarification, which is then reviewed during subsequent staff meetings. Student complaints about the teaching learning process can be submitted through the system provided by the Quality Assurance Center. Follow-up of student complaints will be implemented in the improvement

plan, e.g. into new regulations or workshop activities to improve teaching methods (SER 4.1.5).

The study program only offers full-time learning in-person on campus, carried out in classrooms and laboratories. There is a limited number of online classes by lecturers from partner universities, facilitated by the usage of smart classes. The mySPADA online platform is used for online learning, course materials, discussion participation, assignment submission, and other online academic activities, making the learning progress more flexible and effective. The study program has introduced several learning platforms besides mySPADA, such as Schoology and Open Learning (SER 4.1.6).

The study program integrates research in several strategies, including usage of research results in learning materials, and research activities and community service conducted by lecturers and students. Students are encouraged to conduct their own simple research through the thesis module and student creativity development activities, with some theses published in reputable national journals. A common practice is umbrella research, where lecturers conduct large-scale studies, and supervised students execute related sub-topics. Modules like Evidence-Based Learning, Research Methodology, and Biostatistics Skills Laboratory support these efforts. Additionally, students at professional level publish a final scientific paper (SER 4.1.7).

International elements are incorporated into the study program by including global perspectives in the curriculum, aligning with Association of Southeast Asian Nation graduate profiles and common core competencies, and drawing from benchmarking against international bodies such as the American Association of College of Nursing or the University of Leeds. The Faculty is also an active member of the Asian Pacific for Nursing Education. To enhance global readiness, all students take English for Academic Purposes, and a number of courses, such as Community and Global Health Nursing or Medical Surgical Nursing, are delivered in English.

The program offers an exchange semester for students with partner universities worldwide. Students have the opportunity to take part in international student mobility, exchange, internship, and various international seminars, competitions, and collaborative community service. According to the University, there are currently six international full-time students in the program and around 37 exchange

students from Malaysia and Hong Kong. The program also hosts 13 visiting professors from international universities, such as the University of Leeds or King's College London. In return, the study program staff are visiting lecturers at the University of Leeds, and mentors of doctoral students at Khulna University Bangladesh (SER 4.1.8).

Judgment

The Bachelor study program "Nursing" has a course-based structure and a course-related examination system. Descriptions of the courses contain information on module number, title, level/semester, credit hours (in lecture hours, practical hours, and self-study hours), language, learning outcomes/goals/skills, content of the module, and examination.

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.

The faculty integrates topics such as hypnotherapy, herbal therapy, and aspects of Islamic medicine (e.g., the use of honey or beetroot). These topics are rooted in religious and community traditions and are addressed through an evidence-based research perspective rather than purely traditional or cultural practice.

The program includes structured pre-clinical education prior to students' clinical placements. Practical education takes place in hospitals, community health centers, and patients' homes. Internships are jointly supervised by faculty members and clinical instructors employed by the hospitals. Faculty members are responsible for the academic supervision of internships and participate in practical examinations together with clinical instructors; both act as examiners.

Students are supervised by academic staff at least twice per week in addition to day-to-day supervision by clinical instructors in practice settings. Clinical instructors are full-time hospital employees and are formally responsible for clinical education. To be appointed, clinical instructors must hold a professional nursing degree, have completed academic and pedagogical training, possess a formal certification as clinical instructors, and have a minimum of five years of professional experience before appointment, which the experts commend.

Every semester, structured meetings are held between faculty and clinical instructors to clarify learning objectives, assessment criteria, and expectations for clinical training. Students maintain a logbook documenting practical hours, achieved competencies, and the completion of a defined number of clinical tasks, including reflective reports on learning outcomes.

The experts note that German is offered as an elective course. According to the University, the inclusion of a German language elective course is based on student demand and labor market considerations. Although Indonesia educates a sufficient number of nurses, there is a national shortage due to high international migration, with many graduates seeking employment abroad.

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

The internationalization of the University and the study program is also discussed. Current activities include student mobility, with two students presently studying in Malaysia. There is a strong institutional interest in expanding international engagement, particularly in student exchange programs, participation in international conferences, and lecturer exchange initiatives. However, the experts recommend further strengthening partnerships with other institutions to offer exchange periods to their students and staff. International cooperation in research projects is also a great opportunity to integrate into the international scientific community.

The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community. These virtual initiatives support the development of intercultural and professional competencies while promoting internationalization and mobility opportunities without requiring students to leave the campus.

Decision

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

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

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

Admission to the Bachelor program "Nursing" at Universitas Muhammadiyah Surakarta is regulated by institutional policies and implemented through a centralized University admission system.

Applicants to the academic stage of the Nursing program must have completed secondary education (Senior High School or equivalent). Applications are submitted through the official University admission portals during the annual admission period, which typically runs from December to August. The selection process is conducted by the University's New Student Admission Committee and consists of administrative screening and interviews. Depending on the admission pathway, applicants may also be required to complete academic ability tests.

The academic ability tests cover subject areas relevant to the applicant's educational background and include, among others, Mathematics, Biology, Chemistry, Physics, Indonesian language, English, and Islam and Kemuhammadiyah (teachings of Muhammadiyah). Applicants may enter the program through different admission routes, including achievement-based admission and scholarship-based pathways, which are assessed using portfolio evaluations.

For admission, applicants must also fulfil specific health-related requirements. These include being free from color blindness, meeting minimum height requirements, having an appropriate body mass index, and not presenting conditions that could interfere with the performance of nursing education and clinical practice.

Medical screening is conducted as part of the admission process for programs with professional health requirements.

Admission to the professional stage is conducted at the study program level and is restricted to students who have successfully completed the academic stage of the Nursing program at Universitas Muhammadiyah Surakarta. External graduates are not admitted to the professional stage.

Applicants to the professional stage are required to submit documentation confirming completion of the academic program, including a diploma or certificate of graduation, academic transcript, identification documents, and photographs. The selection process includes document verification and an interview aimed at confirming the applicant's readiness and commitment to the professional program. Before entering clinical placements, students are required to participate in an Objective Structured Clinical Assessment (OSCA). This assessment is used to identify baseline clinical competencies and learning needs. In addition, students attend a pre-clinical briefing designed to prepare them for professional clinical practice (SER 5.1.2). Professional certification as a nurse is only granted upon completion of the professional level.

While the University has implemented policies and compensatory measures to support prospective students with chronic illnesses or disabilities, the Nursing study program does not accept applicants with disabilities or chronic illnesses, based on the requirements for students to be in good physical and psychological conditions to take care of patients. If students encounter health problems during their studies, they are provided time to get treatment (SER 5.1.2).

Regulations governing the recognition and transfer of credits acquired at other higher education institutions are in place. Students may participate in national and international mobility programs, including student exchange, internships, humanitarian projects, entrepreneurship programs, and credit transfer schemes. Credit recognition is based on the equivalence of learning outcomes, module content, and credit value. Requests for credit transfer require official transcripts and module descriptions and are reviewed and approved by the study program leadership in accordance with University regulations. Students with a GPA higher than 3.5 and English Score higher than 450 are eligible to join the program. They can take on or more courses at other universities, and credit transfers are reviewed by the staff for conversion (SER 5.1.3).

The University provides several student services to support their academic, career, and personal developments. To increase national and international achievements, the University has implemented incentives and subsidies for academic and publication achievements, training and guidance for student organizations in research, community services, and interest developments in areas of sports, arts, and publishing. Furthermore, soft skills are enhanced through the Life Skills module, annual leadership training programs, Independent Emancipated Learning Program activities, and foreign language training. The University also provides scholarship services for students, offering 14 sources of scholarships for national and international students.

Students can access free health care services at the University health care facilities, such as the Muhammadiyah Medical Center or the Soelastrri Dental and Oral Hospital. Additionally, the University provides guidance and counseling services for students struggling with mental, academic, or financial problems. Students are assigned to an academic consultant, whom they can consult for problems related to academic and financial matters. In case of mental health and well-being, students are offered free consultations at the Student Mental Health and Well-Being Support Bureau. The University also provides prevention and handling of sexual violence on campus.

Career and entrepreneurship services are available to improve graduate careers through job fairs, workshops, and office hiring, and are managed by the Alumni Career and Employment Center. The alumni association also contributes to the faculty development through scholarships for students in need, information about job opportunities, and seminar speakers (SER 5.2.1).

Judgment

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission procedures and requirements, both for the academic and professional stage, to be appropriate, as they correspond to the standards of the study program.

The annual intake capacity is approximately 160 students in the Bachelor's program and 20 students in the Master's program. No formal specialization tracks are currently offered within either program.

Entry into the Master's program is only possible after completion of the professional nursing qualification (Ners). Bachelor's graduates are eligible to apply for the Master's program upon successful completion of an entrance examination.

The University uses a continuous assessment of one midterm exam and one final exam per module. 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 syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study program despite the high workload. The organization of the education process ensures the successful implementation of the study program.

On site, it became obvious that the teaching staff follows an "open-door-policy". According to the students, the support provided by the University's teaching staff is very positive.

Each student is assigned an academic supervisor who provides guidance on academic progress, personal challenges, and career-related issues. One supervisor is responsible for approximately 20 students. This advisory system is intended to support students holistically across different thematic areas, including academic performance, personal well-being, and professional development.

Additionally, the University provides several student services to support their academic, career, and personal developments. Students particularly appreciate the free healthcare. The experts find the support services at UMS to be good and conducive to the health and success of the student body.

The experts further inquire about the admission procedure for students with disabilities and chronic illnesses. According to the University, students need fulfil specific health-related requirements, that are established by the Ministry of Health. The requirements, for example include color blindness, or having an appropriate body mass index. The experts encourage the University to make use of its autonomy in the student selection process, wherever possible.

Decision

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

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

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

The University has established an assessment system through a structured examination mechanism in accordance with the University guidelines contained in the Learning Assessment Quality Standard. Course assessments each semester include a mid-term written exam, a final exam, and various forms of assignments, such as a case study, discussion, project, simulation, or a demonstration. Practical laboratory modules use the Objective Structured Clinical Examination (OSCE) method, while clinical modules use written tests in the form of vignette questions, presentations, and portfolios.

At an academic level, the minimum score for passing a theoretical course is 50, while laboratory skills and clinical practice require a score of 70 on a scale of 0 to 100. Students unable to take the exam due to health reasons or emergencies can take a follow-up exam, scheduled by agreement between student and staff. If students fail an exam twice, they must repeat the course the following semester. Students can improve grades of courses in actual semester through remedial exams, if they meet conditions for improving exam grades. Examinations are carried out in accordance with the University academic calendar, with written exams held in the middle and at the end of the semester.

At the professional level, students must take the Objective Structured Clinical Assessment (OSCA) and the Objective Structured Clinical Examination (OSCE) to

identify their basic abilities and need for deepening material and skills before starting their learning in the clinical area. After completing the professional level, students are required to take a computer-based national competency test organized by the Institute of Competency Test Development for Health Professionals. This test is an exit exam required in order to be sworn in as a nurse and to get a title of Ners (Registered Nurse). The institute informs when the exam will take place, usually once a year (SER 6.1.1).

The study program provides information about the study plan and the process on the University and Faculty websites, which are available in English and Indonesian. Each module provides teaching methods and assessment procedures in the syllabus. Students can monitor their grades through the STAR platform. The academic calendar is accessible on the Bureau of Academic Administration (BAA) website. Information on classes, support services, seminars, trainings, and student exchange programs are published on several platforms, including the University and Faculty website, social media, and notice boards, which ensures that key information is easily accessed by prospective students, students, alumni and the general public. (SER 6.2.2).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams, is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competencies.

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 exam due to health issues or other unforeseen circumstances are allowed to take the exam 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. Attendance requirements apply across degree levels, including Bachelor's, Master's, and PhD programs, with a minimum attendance of 75% where applicable.

The requirements to students' performance in examinations are regulated and published in the course syllabus. The frequency of examinations, as well as their organizations, is appropriate.

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. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Upon graduation, students are awarded a Bachelor graduation diploma. 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

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

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

The Nursing study program has 74 lecturers at the academic level, consisting of:

- 1 professor
- 8 associate professors
- 17 assistant professors
- 48 lecturers

There are 57 courses at the academic level and 11 courses at the professional level (68 courses in total), of which one is taught by a professor and 23 are taught by associate professors. Furthermore, the percentage of courses taught by professors was 1.47%, and the percentage of courses taught by associate professors was 33.82%.

The average teaching hours of an academic lecturer is 16 hours per week, and with research and service, the number of working hours is 40 hours / week. The University also employs 13 adjunct professors from universities abroad, such as the University of Leeds or University of Malaysia Sabah. Their method of teaching is through online classes, and their teaching hours are adjusted to the University needs each semester. The current lecturer student ratio at the academic level is 1:11 (74:711).

In the professional level, there are there are 44 academic clinical lecturers and 104 practice area clinical instructors. The maximum students per group at the professional level is 10, and the average teaching hours is 8 hours / week. The current lecturer student ration at the professional level is 1:5 (SER 7.1.1).

The criteria for prospective lecturers include knowledge of Islam and specific conditions determined by the program, such as holding a Master's degree with 3.5 GPA, an IELTS score of 5.5 or equivalent, and a series of tests including academic potential, microteaching, and research proposal assessments. Recruitment is carried through an electronic system and has several stages that range from academic tests to interviews. The lecturers' disciplinary expertise is taken in account during the recruitment process, the prospective lecturers with doctoral degrees are provided with financial incentives. Accepted lecturers are trained for one week by the

Bureau of Human Resource Development (BHRD) about their duties, rights, and University policies.

The University provides lecturers facilities to develop through the Bureau of Human Resource Development, which includes support for career development to the doctoral level whereas Research and Innovation Center provides support for international conference and other events, assistance in publishing in reputable journals and in funding proposals from external sources. The University also encourages lecturers to be educator certified, which assesses professionalism in their teaching duties.

The placement of lecturers at the Faculty is based on academic qualifications according to their educational degree and their relevance to the study program, expertise or specialization. Coordination at the study program level is carried through regular meetings and WhatsApp groups, while Faculty level coordination is carried out with all study program officials. In the promotion process, they are required meeting the criteria in teaching quality, research, and community service. The University promotes integration of teaching and research by providing mentorship through the Bureau of Learning Innovation (BLI), offering training and incentives for scholarly activities and collaborative team-teaching and research (SER 7.2).

The Nursing program's teaching and learning is carried out in the Faculty of Health Sciences building. There are 4 lecture rooms equipped with screens, projectors, and whiteboards. There is also a smart class with a digital technology facility to support distance learning. The Faculty provides large room facilities in the Auditorium, the Walidah Main Building, Edutorium, and the library. Each lecturer is provided an office with capacity of 1-2 people, and there is a staff meeting room equipped with a computer, printer and pantry.

To support skill learning and research, the program provides a skills laboratory called minihospital, which includes 12 laboratories of specialized nursing areas, such as emergency nursing, surgical nursing or pediatric nursing. Each laboratory has a capacity of 10 students per lesson. In addition, the Faculty has a Computer-Based Test (CBT) and Objective Structured Clinical Examination Competency Test (OSCE) building, with 2 CBT laboratories with 100 computers and connected printers and scanners, and 1 OSCE laboratory with 12 rooms. These laboratories are used for thesis examinations, tutorials and professional competency tests (SER 7.3.1).

The University library is open from 8:00 am to 8:00 pm from Monday to Friday and 8:00 am to 4:00 pm on Saturday. Its book collection relating to the “Nursing” study program contains 1,541 titles and 4,141 copies, subscriptions to scientific journals, and various electronic databases. The program also utilizes the mySPADA Learning Management System to support student learning (SER 7.3.3).

The University provides annual funding through Study Program Development Plan (SPDP) and Faculty Development Plan (FDP) to support study program activities, learning resources, and laboratory infrastructure based on annual operational planning. Each study program has a dedicated annual budget to support learning, facility and equipment purchases. These include workshops, training, promotion of study programs, international collaboration activities, funds for adjunct professors, seminars, research, and student community services. Extra budget income is also generated by laboratory equipment rental. The University offers 11 types of competitive research and community service grants that range from 584.601 to 5,846.058 EUR (SER 7.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at UMS show 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.

The experts find the amount 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.

Academic promotion follows transparent and clearly defined criteria based on teaching performance, community service, and scholarly publications. These criteria are perceived by staff as fair and consistently applied. The University provides financial support for publications, covering associated fees. Additionally, staff members receive support for PhD education through the coverage of tuition fees. Teaching workload is standardized at 16 hours per week per staff member, alongside additional academic duties and supervision responsibilities in clinical settings. Faculty members no longer work concurrently as clinical nurses.

Access to academic databases and scientific resources is provided. Mandatory pedagogical training is required for all lecturers, with differentiated programs for beginners and experienced staff, including specialized training for skills laboratories. Simulation training is provided in cooperation with the Indonesian Nursing Association. Staff are employed under permanent, long-term contracts.

The experts recommend offering more frequent opportunities to engage in international mobility, ideally several times per year, including structured lecturer and postdoctoral exchange programs to the University staff. Also, to further support the development of staff, the establishment of day care facilities for children should be considered as a supportive measure for both staff and students.

The experts visited the premises of the University, where the skills labs of the Bachelor study program "Nursing" are located. The study program operates a comprehensive skills laboratory that supports skills training and simulation-based learning. The didactic integration of theoretical content into skills lab activities was presented in a coherent and plausible manner. Simulation activities follow established national standards for simulation-based education. The experts recommend additionally implementing international simulation standards (e.g., INACSL) and supporting academic staff through structured didactic training in simulation education (e.g., ISEP or comparable programs). The skills lab infrastructure is functional; however, parts of the technical equipment require modernization to meet current educational and technological standards.

Two clinical placement sites were visited, first an orthopedic hospital and subsequently a general hospital. Across both sites, discussions with clinical staff confirmed a high level of congruence between the documentation provided, previous interviews, and the observed clinical practice, particularly regarding student supervision and support structures.

The clinical placement phase formally begins with an exchange between academic staff and clinical instructors to align learning objectives. This coordination process was described consistently by all stakeholders. The clinical logbook primarily documents performed activities and procedures and is strongly case-oriented. While this provides transparency regarding clinical exposure, a stronger competency-based orientation of the logbook would further enhance constructive alignment with the intended learning outcomes of the program.

Skills laboratories are available and can be booked by students for self-study time, skills training, and simulation-based learning. These resources are actively used. Overall, the site visits confirmed a well-structured practical training environment with clear communication pathways between the academic and clinical settings, while also identifying specific areas for further development.

As a whole, it was ascertained by the experts that the Bachelor study program “Nursing” has ample teaching facilities at its disposal.

Decision

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

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

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 University implements a quality assurance program in accordance with regulations of the Ministry of Education and University decrees. The Quality Assurance Center (QAC) coordinates central implementation of quality standards, which is carried out by the faculty-level Quality Assurance Group and program-level Quality Assurance Unit. The system follows the PDCA cycle (Plan, Do, Check, Act): planning involves Faculty Development and Study Program Development Plans; the execution phase ensures that curriculum and research activities align with established roadmaps; evaluation phase utilizes instruments such as the monitoring and

evaluation of teaching and learning process (METLP), student satisfaction surveys, and periodic internal audits ; quality control and improvement are achieved through faculty and University level management review to determine necessary corrective measures and focus on achieving Key Performance Indicators.

The quality assurance at program-level is carried out by the Quality Assurance Unit (QAU), which involves an internal audit to routinely assess achievement of quality standards and monitoring of the METLP. The results of the period evaluations of the audit and monitoring are analyzed in the management review sessions. To ensure compliance with national standards, the University also conducts study load evaluations. Students provide feedback through evaluation of lecturers, participate in curriculum discussions, and satisfaction and study load surveys. Alumni assess job suitability, job placement time, and employer satisfaction. Lecturers and partners evaluate the program's impact on knowledge development and strategic collaboration. The Center for Research and Innovation evaluates research quality. All evaluation instruments, results, analysis, and follow-up actions are compiled into reports and disseminated to all stakeholders. The performance in one academic year is also submitted by the Study Program Annual Report to the University (SER 8.1.2).

The study program is accredited by the Indonesia Accreditation Agency for Higher Education in Health which conducts evaluations through SWOT analysis, field assessments including data verification and on-site evaluations, and peer reviews. Follow-up includes semester evaluations of teaching processes, internal semester reviews, and regular faculty meetings. The data from internal quality assurance and external quality assurance are recorded in the Higher Education Database, which integrates them and results in improvements of accreditation outcomes (SER 8.1.3).

Modules are systematically evaluated every three years through curriculum reviews that involve experts, stakeholders, and students. The basis of the curriculum update is a SWOT analysis of modules, designed to fit the University's characteristics and values. Stakeholder input supports revisions through collaboration with national and international institutions, and the curriculum's market suitability and employer satisfaction is assessed by the alumni satisfaction surveys. The module development is based on the Program Learning Outcome (PLO) which lays out the course content and evaluation methods (SER 8.1.4).

Assessment of practical relevance of the study program includes annual graduate and graduate user surveys, alumni meetings, and curriculum reviews involving external parties. Results of the surveys are used to update the curriculum every four to five years. Student workload evaluations are conducted annually through a designated online platform (SER 8.1.6).

In section 8.1.7 of SER, the University provided the following overview of the statistics of the study program:

| | Cohort 2023 | Cohort 2022 | 2021 Cohort | Cohort 2020 | Cohort 2019 | Cohort 2018 | Cohort 2017 |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | SPNs | SPNs | SPNs | SPNs | SPNs | SPNs | SPNs |
| Applicants | 1,452 | 1,460 | 1,392 | 1,758 | 969 | 1,013 | 1,001 |
| Accepted Applicants | 278 | 354 | 348 | 248 | 281 | 333 | 255 |
| Male Applicants | 640 | 264 | 221 | 300 | 179 | 221 | 219 |
| Female Applicants | 812 | 1,196 | 1,171 | 1,458 | 790 | 792 | 789 |
| International Students | 2 | 1 | 1 | 0 | 0 | 2 | 1 |
| Graduates | 0 | 166 | 143 | 169 | 209 | 190 | 175 |
| Drop Out | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Average Duration of Study | 0 | 3.7 | 3.8 | 3.7 | 3.7 | 3.7 | 3.6 |
| Average Grade of Final Degree | 0 | 3.58 | 3.60 | 3.61 | 3.64 | 3.66 | 3.62 |

Judgment

From the experts’ point of view, the University has a well-structured system of quality assurance spread across all of its units. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program “Nursing”.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintain-

ing 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.

Curriculum development follows a participatory approach involving academic staff, students, and the national nursing association. Ideas and recommendations are discussed collaboratively and reviewed regularly. An annual meeting with the professional nursing association is held, during which recommendations for curriculum development are formulated and, where relevant, forwarded to governmental bodies.

Curricula are continuously updated in response to professional, societal, and policy developments. Palliative care is cited as a recent example of content newly introduced into the national curriculum following such consultative processes.

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.

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

The University follows a policy regarding gender equality, which prohibits all unfair gender-based treatment, sexual harassment, and gender discrimination. The concept of gender equality is implemented through non-academic measures, such as equal salary system for employees, and no exclusion based on gender, ethnicity, and economic status in the recruitment process, and through academic measures where the program curriculum integrates learning materials on gender diversity, features texts written by and about women, promotes classroom discussions about gender, and incorporates gender perspectives among the student body and staff. International students receive support through academic mentoring, language assistance, and cultural integration programs (SER 9.1.1). It also offers a complaint system to help protect victims and punish offenders.

The prospective students must be physically and psychologically fit to be accepted into the Nursing program. During their studies, students with health problems are provided support in infrastructure development and assistance. Students with chronic illnesses are offered free health services at the Muhammadiyah Medical Center. In addition, students can use this service to help them deal with their health problems, obtain sick or rest certificates, obtain medication services and advice from doctors, take simple laboratory tests, and obtain referrals if needed. The program also provides time for care or leave, as well as the opportunity to take a make-up exam based on the agreement between the student and staff.

The University provides academic flexibility for students with disabilities, allowing adjustments to lecture schedules, extended time for assignment submissions, and alternative practicum activities that cannot be done physically. Students can apply to the Disability Service and Research Center (DSRC) for compensation. Special needs students are provided individual assistance and adjusted exam formats.

The effectiveness of the policy is evaluated through surveys and discussions with the DSRC, faculty, and student organizations. The Nursing program services for students who became disabled or chronically ill during their studies include academic and examination support, such as scheduling of lectures and laboratory practices, communication with students about their needs, access to assistive technology, and provision of essential physical facilities.

The campus of the Faculty is disabled-friendly, equipped with special wheelchair access, ramps and lifts, and people with disabilities are offered assistance with reaching destinations on campus, teaching and learning applications, and carrying out activities on campus (SER 9.1.3).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students within the cultural conditions 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 transparently. The experts also acknowledge the University's progress in promoting gender equity and encourage further advancement of women in high leadership positions.

Decision

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

4 Conclusion

The Bachelor study program “Nursing” at Universitas Muhammadiyah Surakarta (UMS) is a well-structured program, which is clearly aligned with its qualification objectives and supported by appropriate academic and clinical resources.

The program is clearly oriented toward the professional qualification of nurses and combines theoretical knowledge with practical training. The curriculum is coherent, enabling students to acquire the necessary professional, methodological, and social competencies required for nursing practice. The integration of practical phases and the cooperation with clinical partners contribute significantly to the professional orientation of the program.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Nursing” offered at the Universitas Muhammadiyah Surakarta 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:

- Develop a doctoral program in health sciences to strengthen research activities and provide opportunities for graduates to continue their academic careers.
- Expand international partnerships with universities and institutions to increase opportunities for student and staff exchange.
- Create more opportunities for short-term international mobility, such as internships, summer schools, or short study visits abroad.
- Promote internationalization activities, for example through online conferences, guest lectures from international experts, or collaborative digital teaching formats.
- Provide a Diploma Supplement following the European template (Council of Europe, European Commission, UNESCO) to improve the international comparability of the degree.

- Increase opportunities for international mobility for teaching staff, including lecturer exchange and postdoctoral exchange programs.
- Consider further supporting measures for staff and students with family responsibilities, such as provision of childcare (daycare) facilities.
- Modernize parts of the technical equipment in the skills laboratories to meet current technological and educational standards.
- Strengthen the competency-based structure of the clinical logbook to better align practical training with the intended learning outcomes of the program.
- Implement international simulation standards (e.g., INACSL) and supporting academic staff through structured didactic training in simulation education (e.g., ISEP or comparable programs).
- Make greater use of institutional autonomy in admission decisions, particularly regarding health-related admission requirements where possible.
- Continue to promote gender equality, in particular by supporting the advancement of women into high leadership positions within the University.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission May 11, 2026

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 Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on January 26-27, 2026, 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 regarding the Assessment Report.

The Bachelor study program requires the obtainment of 180 credit points according to the internal system. The regulated study period in the program "Nursing" is five years: 8 semesters at the University followed by a 1-year internship.

The academic level of the study program comprises 57 modules, of which 55 are compulsory, consisting of 9 university modules and 46 nursing modules, alongside 2 elective modules. The professional level of the study program comprises 11 modules, of which 10 are compulsory and 1 is elective.

The language of instruction is Bahasa Indonesia. The Bachelor study program "Nursing" is completed with awarding of the academic degree "Bachelor of Nursing". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2003/2004.

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

The Bachelor study program "Nursing" is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

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.