

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 Study Program "Nutrition Science",  
Bachelor of Nutrition Science (Academic and Professional Level)**

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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 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 (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 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 the 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 “Nutrition Science”, 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 “Nutrition Science”

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 Science. All study programs have gained an 'Excellent' predicate from the Indonesian Accreditation Agency for Higher Education in Health.

### 2.3 Structural data of the study program

University	Universitas Muhammadiyah Surakarta
Faculty/Department	Faculty of Health Sciences Department of Nutritional Science
Cooperation partner	- 4 international partners (i.e Kansas State University, Technology Mara University, Khon Khaen University Thailand, Management and Science Malaysia University) - 31 national partners (i.e Soeradji Tirtonegoro Klaten Hospital, Setabelan Primary Health Care, Surakarta Health Office, Aeroprime Food Service Company)
Title of the study program	Nutrition Science
Degree awarded	Bachelor of Nutrition Science (academic level), Dietitian (professional level)
Organizational structure	Full-time Monday to Friday 8:00 – 16:00
Language of Studies	Bahasa Indonesia
Period of education	8 semesters for academic level 2 semester for professional level
Credit Points (CP) according to the internal system	182 credits (144 credits for academic level and 38 credits for professional level)

Hours per Credit	<table border="1"> <thead> <tr> <th data-bbox="612 203 935 349">Learning Methods</th> <th data-bbox="935 203 1070 349">Interactive and cooperative learning (mins per 1 credit)</th> <th data-bbox="1070 203 1217 349">Structured Assignments (Mins per 1 Credit)</th> <th data-bbox="1217 203 1359 349">Independent learning (Mins per 1 Credit)</th> </tr> </thead> <tbody> <tr> <td data-bbox="612 349 935 398">Lecture with interactive discussion and tutorial</td> <td data-bbox="935 349 1070 398">50 mins</td> <td data-bbox="1070 349 1217 398">60 mins</td> <td data-bbox="1217 349 1359 398">60 mins</td> </tr> <tr> <td data-bbox="612 398 935 479">Laboratory learning clinical learning research and community empowerment</td> <td colspan="3" data-bbox="935 398 1359 479">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																																							
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<b>TOTAL</b>	<b>182</b>					<b>8011.2</b>																																												
Credits for the final paper/project	4 credits																																																	
Launch date of the study program	2004 (the professional level was established in 2024)																																																	
First accreditation	2009 for academic level, 2024 for professional level																																																	
Time of admission	Academic level: Application Period: November to August Profession level: Application periods: March-June																																																	
Number of available places on the program	160 for academic level and 40 for professional level																																																	
Number of currently enrolled students in the program	609 in academic level and 42 in professional level																																																	
Number of graduates since launch date of the study program	3,195 for academic level, 39 for professional level																																																	
Particular enrollment conditions	High school diploma, knowledge test, psychical health test																																																	
Tuition fees	Academic level USD 1400/1332.86 EUR/year <ul style="list-style-type: none"> <li>• USD 27/Credit (EUR 25.70)</li> <li>• USD 1,100/Funding Fee (1047.22 EUR)</li> </ul>																																																	

	Professional level USD 719.18/ Semester (610.53 EUR)
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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 "Nutrition Science" 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 Nutrition Science 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 Bachelor study program “Nutrition Science” is designed to produce graduates competent in prevention of nutritional problems related to non-communicable diseases. Graduates will be able to use local food for creation and development of competitive local products. The study program also strives to strengthen national and international collaboration through research and community service. This aligns with the University’s 2029 vision of becoming a superior center for education and development of Islamic 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: Conduct research and service in the field of nutrition, and critically evaluate application of nutritional science and technology in prevention of nutritional problems. Conduct applied research in the fields of clinical nutrition, community nutrition, and food service management by utilizing local potential to develop innovations and improve the quality of nutrition services, as well as to support professional duties in addressing nutrition problems.
2. Qualified occupation: Work independently and in a team with emphasis on professional ethics, manage nutrition services in process of solving individual, group and community nutrition issues, and be able to develop innovative nutritional products and services.
3. Manage communication, information, documentation and education in nutrition services, based on local prevention of non-communicable diseases. Apply nutrition, food, biomedical, and pathophysiological sciences, as well as principles of communication, technology, social sciences, and humanities, and to internalize Islamic values in solving nutrition problems as a dietitian, in accordance with cultural context, professional ethics in nutrition, and advances in science and technology.
4. Personality development: Internalize Islamic and patriotic values in nutritional services, and develop and manage science and technology based on local prevention of non-communicable diseases (SER 3.1.2).

The program focuses on gaining specialized knowledge and technical competencies in the field of nutrition science, such as performing clinical and community nutrition services. Methodological skills are emphasized through research and data analysis, which are required in preparation of monitoring and evaluation. Students

learn how to work independently and think critically to be able to adapt and solve problems. They develop social skills, such as effective communication, teamwork and leadership, which are applied in various modules, laboratory work and internships (SER 3.1.3).

The study program curriculum is designed to fit job market needs and adapt to current industry trends, based on testimonies of University alumni and external stakeholders. Graduates have the possibility to work in community nutrition, clinical nutrition, food industries and food service sectors. Possible professions include dietitian, nutrition counselor, clinical nutritionists in health services, or halal or food safety assessor in the food industry. The University traces shows that 16.7% of alumni work in governmental sectors, 20% in private sectors, and the rest in non-governmental organization, state-owned enterprises, or as entrepreneurs. Tracer data also shows that the average period of finding a job is 3.83 months (SER 3.2.1).

The government of Indonesia released a target ratio of nutrition personnel of 0.35 per 1000 population, which shows the necessity of nutrition professional and their services to the community. The University believes that advancement of information technology, research in nutrigenomics and nutrigenetics, and rising public awareness on nutrition will create new profession opportunities for their graduates. These include nutrition counselors at health-tech or start-up companies, nutritional entrepreneurs, or personalized diet experts and research assistants in patient gene research. The University identifies two main challenges in the employment of their alumni, which are increasing competition from nutrition programs graduates of other Indonesian universities, and the speed of globalization related to language and actual expertise (SER 3.2.2).

## **Judgment**

The University demonstrates a 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 Uni-

versity'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 "Nutrition Science" 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 Master program in the field of nutrition science 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)<sup>1</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).

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<sup>1</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

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.

## Summary

The study program „Nutrition Science“ is structured as a four-year undergraduate program comprising eight semesters of academic studies, followed by two semesters of professional education. The academic component amounts to 144 CP, while the professional phase comprises an additional 38 CP.

The program comprises 84 modules on the academic level: 66 are study program modules, 9 of the modules are university compulsory modules, 3 are compulsory elective modules, and 1 is faculty compulsory module. There are between 4 - 13 modules in total provided for each semester. All modules have to be completed within one semester.

The program comprises 16 modules on the professional level.

The list of modules offered:

Nr.	Title	Sem	CP
<b>Academic Level</b>			
NUT1231201	Religious Education	1	2
NUT1231202	English for Academic Purposes	1	2
NUT3231203	Basics of Physiology	1	2
NUT3231204	Food Science	1	2
NUT3231105	Food Science Practicum	1	1

NUT3231206	Basic Nutrition Science	1	2
NUT3231207	Anatomy	1	2
NUT3231208	Chemistry	1	2
NUT3231109	Chemistry Lab	1	1
NUT3231210	Basics of Nutritional Biochemistry	1	2
NUT3231212	Bioethics	1	2
			20
NUT1231213	Worship and Muamalah	2	2
NUT1231214	Civic Education	2	2
NUT1231215	Standardized Test Preparation	2	2
NUT3231116	Food Nutrient Analysis	2	1
NUT3231117	Food Nutrient Analysis Practicum	2	1
NUT3231218	Culinary Basics	2	2
NUT3231119	Basic Culinary Practicum	2	1
NUT3231220	Advanced Physiology	2	2
NUT3231221	Nutritional Anthropology	2	2
NUT3231222	Sociology of Nutrition	2	2
NUT3231223	The basis of Scientific Writing	2	2
			19
NUT1231224	Islam and Science and Technology	3	2
NUT3231125	Food Microbiology	3	1
NUT3231125	Food Microbiology Practicum	3	1
NUT3231127	Nutrition in the Life Cycle	3	2
NUT3231128	Nutrition Practicum in the Life Cycle	3	1
NUT3231229	Introduction to Communication	3	2
NUT3231330	Basic Statistics	3	3
NUT3231331	Energy Metabolism and Macronutrients	3	3
NUT3231232	Nutritional Status Assessment	3	2
NUT3231133	Nutritional Status Assessment Practicum	3	1
NUT3231234	Food Safety	3	2
NUT3231135	Food Safety Practicum	3	1

			21
NUT1231236	Muhammadiyah	4	2
NUT3231337	Micronutrient Metabolism	4	3
NUT3231238	Pathophysiology of Infectious and Deficiency Diseases	4	2
NUT3231339	Nutrition Research Methodology	4	3
NUT3231240	Food technology	4	2
NUT3231141	Food technology Practicum	4	1
NUT3231342	Nutritional Immunology and Food Drug Interactions	4	3
NUT3231143	Food Consumption Assessment	4	1
NUT3231144	Food Consumption Assessment Practicum	4	1
NUT3231245	Dietetics of Infectious and Deficiency Diseases	4	2
NUT3231146	Dietetics Practicum for Infectious and Deficiency Diseases	4	1
			21
NUT3231247	Indonesian	5	2
NUT3231248	Pathophysiology of Non-Communicable Diseases	5	2
NUT3231149	Advanced Nutrition Statistics	5	1
NUT3231150	Advanced Nutrition Statistics Practicum	5	1
NUT3231251	Management Basics	5	2
NUT3231252	Basic Nutritional Epidemiology	5	2
NUT3231253	Nutrition Proposal Seminar	5	2
NUT3231254	Dietetics of Non-Communicable Diseases	5	2
NUT3231155	Non-Communicable Disease Dietetics Practicum	5	1
NUT3231256	Nutrition Education	5	2
NUT3231157	Nutrition Education Practicum	5	1
NUT3231158	Nutrition Counseling	5	1
NUT3231159	Nutrition Counseling Practicum	5	1
			20
NUT3231260	Life Skills	6	2
NUT3231261	Nutrition Program Management	6	2
NUT3231162	Nutrition Program Management Practicum	6	1

NUT3231263	Sports Nutrition	6	2
NUT3231364	Food Service Industry Management	6	2
NUT1231265	Pancasila	6	2
NUT3231166	Development of Local Enteral Food	6	1
NUT3231167	Local Enteral Food Development Practicum	6	1
NUT3231268	Functional Food for Non-Communicable Diseases	6	2
NUT3231269	Introduction to Psychology	6	2
NUT3231270	Nutritional Epidemiology of Non-Communicable Diseases	6	2
			19
NUT3231271	Food and nutrition entrepreneurship	7	2
NUT3231472	Dietetics Internship	7	4
NUT3231473	Community Work Practice	7	4
NUT3231274	Food Service Industry Internship	7	2
NUT3231275	Halal Food	7	2
			14
NUT3231485	Thesis	8	4
	Elective Course 1	8	2
	Elective Course 2	8	2
	Elective Course 3	8	2
			10
	Total:	8	144
<b>Professional Level</b>			
PPD3241101	Orientation and introduction to the practice of community nutrition and food service	9	1
PPD3241203	Commercial Food Service Management	1	2
PPD3241404	Non-Commercial Food Service Management	1	4
PPD3241305	Nutrition Care Process in Community	1	3
PPD3241406	Nutrition Program Management in Community	1	4
PPD3241207	Homecare and Implementation of Enteral Nutrition	1	2
			20

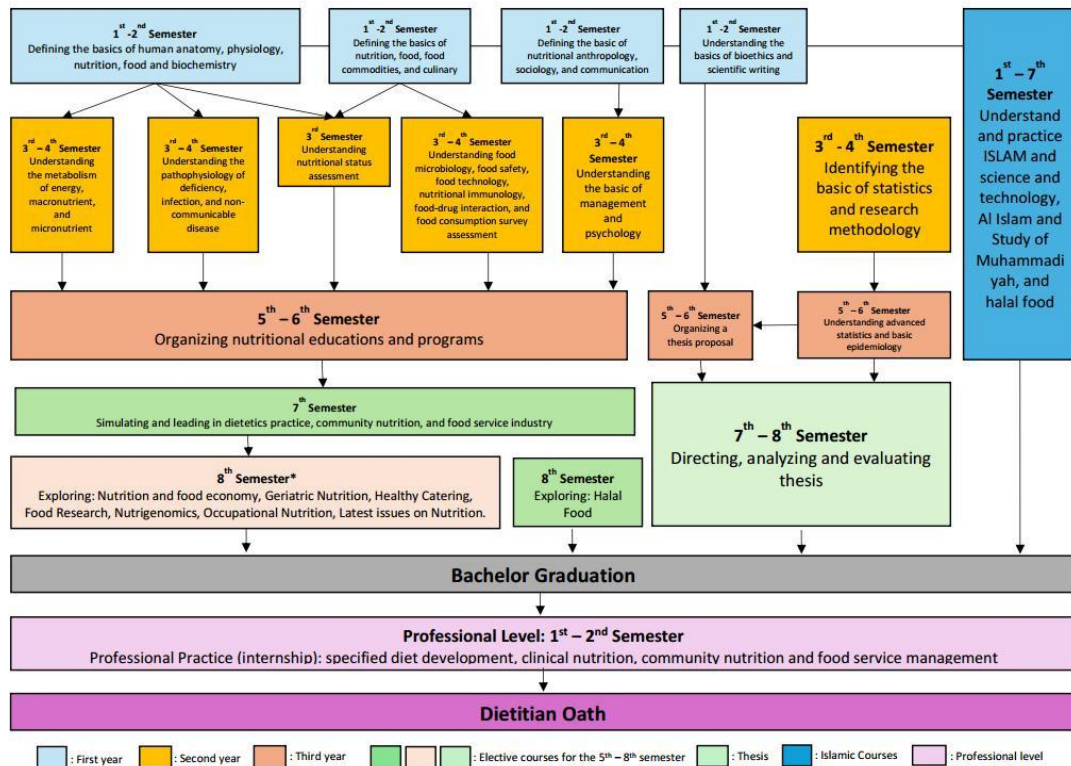
PPD3241108	Orientation and introduction to the practice of Clinical Nutrition	2	1
PPD3241309	Medical Nutrition Therapy in Internal Medicine	2	3
PPD3241210	Medical Nutrition Therapy in Perioperative Care	2	2
PPD3241211	Medical Nutrition Therapy in the Critically Ill	2	2
PPD3241212	Medical Nutrition Therapy in Pediatric	2	2
PPD3241213	Medical Nutrition Therapy in Obstetric and Gynecology	2	2
PPD3241214	Nutrition Counseling and Education in Hospital	2	2
PPD3241215	Medical Nutrition Therapy based on Local Food-based Enteral Nutrition	2	2
PPD3241216	Scientific writing	2	2
			18
	Total:	2	38

Chart 2: Module overview

The Nutrition Science study program is structured into four years of academic studies. The sequence begins with basic foundation modules in the first year, where students learn about human anatomy, nutrition, biochemistry, but also research methods like basic scientific writing. In second and third year, they progress into more advanced modules, such as Food Microbiology or Nutritional Epidemiology. The design is intended to systematically build up students' knowledge, skills, and competencies, advancing their critical thinking, problem solving, and independent research. In their final year, students integrate their learning across multiple disciplines into a capstone project that prepares them for professional career or continued academic studies. Basic competencies reached each semester are described in the graph below.

The curriculum of the study program includes 9 university modules and 1 faculty module, 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, and 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 inter-professional team-

work. The learning is implemented in a two-week village-based experience in Sukoharjo Regency, where mixed student groups are guided by interdisciplinary lecturers (SER 4.1.3).



Students complete an internship in their 7<sup>th</sup> semester. It comprises three different modules, totaling up to 10 CP, and serves to diversify expertise. The Dietetics Internship module lasts 5 weeks and is conducted in hospitals and clinics. The Community Work Practice module also lasts 5 weeks and is conducted in community health centers. The Food Service Industry Internship module lasts 3 weeks and is carried out in hospital nutrition services and health services. Each module requires active completing of internship logbooks.

The professional level of the study program "Nutrition Science" aims to prepare graduates to work as competent dietitians who are able to manage and implement evidence-based nutrition interventions for individuals, groups, and communities. Graduates are trained to apply the Nutrition Care Process, medical nutrition therapy, and nutrition support in promotive, preventive, curative, and rehabilitative settings. Furthermore, they are qualified to lead and manage nutrition services in various institutions, ensuring food safety and compliance with national and international standards. The program also emphasizes the ability to conduct applied

research (including developing local potential-based formula/specified diet), collaborate within multidisciplinary teams, and address nutrition problems using scientific, ethical, and culturally sensitive approaches.

Program management prepares essential learning materials for interns, including a general professional guidebook, which covers the learning system and credit points, and an internship logbook, which provides details on internship activities, competency targets, and assessment rubrics. Supervision of the internship is provided by Academic supervisors, who are lecturers from the study program. They visit the student at least two times during the fieldwork, and are available in case of troubles with the internship arrangement. Clinical instructors, who are nutritional professionals on site, assign tasks during the internship and assess student discipline and manners (SER 4.1.4).

The Faculty 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 also formally addressed through a Nutrition Discussion, 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 regulation 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, laboratories and clinical placement sites. There is a limited number of online classes on Zoom and Google Meet by lecturers from partner universities, facilitated by 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 University has introduced several learning platforms besides

mySPADA, such as MyEdu UMS and MyAkademik, used for academic and administrative processes, such as course registration, grading, or communication with faculty members (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 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 Basic Scientific Writing and Nutrition Research Methods, Research Methodology, and final Thesis module support these efforts. Results of student research are presented at conferences domestically and abroad, and students are supported by incentives from the University to participate at conferences. Research of lecturers has supported teaching and learning activities at the Faculty, and is integrated into modules such as the Local Enteral Food Development or Dietetics of Infectious Diseases and Deficiencies (SER 4.1.7).

The "Nutrition Science" curriculum has implemented national and international guidelines on dietetic, functional food, and food analysis modules of the Association of Nutrition Higher Education of Indonesia, and Federation of Asian Nutrition Societies. The majority of modules in the curriculum are delivered in Bahasa Indonesia, and some modules, such as English for Academic Purposes, Standardized Test Preparation, or modules taught by adjunct professors are delivered completely in English. In the academic year 2023/2024, there were two visiting professors from Malaysia and Australia. Students have also participated in classes at the IPB University in Indonesia and Universiti Malaysia Sabah (SER 4.1.8). Within the last five years, the study program has facilitated student participation in various international activities. A total of one student participated in credit transfer courses abroad (University Malaysia Sabah), one student was involved in international community service programs in Malaysia, two students participated in a summer break program in Thailand, and students participated in 14 international competitions.

## **Judgment**

The Bachelor study program “Nutrition Science” 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. However, not all course descriptions are available in English. For this reason, the experts recommend providing all course descriptions in English to improve transparency.

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.

In talks with the University staff and students on site, the topic of digital nutrition was discussed. The experts recommend strengthening training in nutrition data analysis and digital health technologies, including the use of dietary assessment software, nutritional databases, or data analysis tools. This would better prepare students for emerging developments in digital health and personalized nutrition.

The program combines theoretical education with practical parts in the form of an internship and later the professional level of the program. Internships are jointly supervised by faculty members and clinical instructors employed by the hospitals or community health centers. Faculty members are responsible for the academic supervision of internships and participate in practical examinations together with clinical instructors.

Students are supervised by academic staff at least twice per week in addition to day-to-day supervision by clinical instructors in practice settings. Students maintain a logbook documenting practical hours, achieved competencies, and the completion of a defined number of practical tasks, including reflective reports on learning outcomes. In addition to the logbook, a learning agreement is signed between the lecturers and students, which defines the learning outcomes of the module at the beginning of the semester.

The experts further inquire about the exchange between the academic and professional level of the program. According to the teaching staff, the exchange is currently limited and the responsibilities are separated between the levels. The experts recommend engaging in dialogue to improve the program as a whole.

The experts further recommend strengthening interprofessional learning and collaboration with other study programs within the Faculty of Health Sciences (e.g., Public Health, Physiotherapy, or Nursing) in order to reflect the interdisciplinary nature of healthcare practice.

The experts acknowledge the very detailed course files with their contents and aims, which allows a high level of transparency. In addition to the course files, the University also developed a comprehensive syllabus. 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. 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.

To support the internationalization efforts of the University and the language skills of the students, the experts recommend including English modules into the curriculum.

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 study program “Nutrition Science” at Universitas Muhammadiyah Surakarta is regulated by institutional policies and implemented through a centralized university admission system.

The admission process consists of general enrolment at university level and program-specific selection. Prospective students must have a high school certificate with a natural sciences major or relevant vocational field, as well as a health certificate with standard Body Mass Index.

The admission is open to students who graduated from high school in the same academic year, or who have graduated maximum two years before. Students can get accepted based on academic achievements or a computer-based test (SER 5.1.1).

While the University has implemented policies and compensatory measures to support prospective students with chronic illnesses or disabilities, the 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).

The University recognizes credits earned at other universities based on the suitability of study materials, learning outcomes, and institutional accreditations status. Additionally, students can earn credits for internships, research, service, independent learning programs, and entrepreneurial activities from outside of their study program. For the former, a minimum requirement of converted CP is 10, while for

the latter it is 4 CP. Students can also convert 4 CP towards their final assignment/thesis, and contributions to national or Scopus journals receive A grade conversion. Credit recognition is managed by the secretariat, quality guard unit, and the chairman of the study program. Requests are filled directly via a Google Form. Students whose credit recognition is not accepted can appeal the decision and will receive a response within 30 days (SER 5.1.3).

The program provides academic counseling for matters of career, study clubs, and final projects, complementing the Faculty's administrative guidance and services. The University provides psychological counseling, talent interests, career and religious guidance, scholarship advice, and mentoring activities. To make communication about support services more accessible, communication between lecturers and students is facilitated via email and chat groups during working hours on Monday to Friday, 8:00 to 16:00. In addition to academic support, the University offers social and personal development services, such as 28 university-level student organizations, 2 faculty-level student organizations, and 7 study clubs with focus on academic, artistic, and sports activities. Mentoring programs are implemented to support student engagement, and the English Tutorial Program, which is designed to strengthen language skills. Career planning, soft skills training, and professional mentoring help students to prepare for future employment. Financial aid, such as scholarships, and student housing are available through dormitory programs. Students also have access to free healthcare services at the Muhammadiyah Medical Center (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 or national law or regulations.

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 good.

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 to 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, whenever 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 to the University guidelines contained in the Learning Assessment Quality Standard. Types of assessments include written exams, presentations, paper research, portfolios, and practical exams, integrating observation, participation and demonstration assessment methods. Students are assessed with grades from A ( $\geq 80\%$ ) to E ( $\leq 40\%$ ). Students must attend 75% of lectures to be able to take the exam. Aligning with the academic calendar, the written exams take place in middle (week 8) and end of the semester (week 16), while practical exams take place at the end of the semester.

Remedial provisions are carried out during the intermediate semester. Intermediate semester is conducted for approximately 2 months with minimum 14 in-person lectures, accompanied by assignments and self-study. Remedial exams take place in the actual semester, and are available for students who meet the conditions for actual and previous semester modules (SER 6.1).

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 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 program has 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 60% 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 organization, 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 for academic level and Dietitian for professional level. 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 Nutrition Science program has 55 lecturers, consisting of:

- 4 professors,
- 27 associate professors, and
- 24 lecturers.

Additionally, there are 5 adjunct professors from University of Queensland, Kansas State University, UiTM Malaysia, University of Sultan Zainal Abidin Malaysia and University of Kebangsaan Malaysia, who are involved in online learning.

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 number of students per class at the program is 51. Depending on the semester, the required number of lecturers is 30 or 31. The student lecturer ratio is 1:10 (62:609) for the academic level and 1:5 (10:42) for the professional level (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. (SER 7.2.1).

The teaching and learning of the "Nutrition Science" study program is carried out in the Faculty of Health Sciences building at the main campus. There are 4 lecture rooms equipped with screens, projectors, and whiteboards. There is also a smart class with digital technology facility to support distance learning. The Faculty provides large room facilities in the Auditorium, the Walidah Main Building, Edutorium, and the library.

To support skill learning and research, the program provides 9 laboratories:

- Food Implementation Laboratory,
- Food Science Laboratory,
- Nutrition Education Laboratory,
- Nutrition Diagnosis and Consultation Laboratory,
- Food Quality Analysis Laboratory,
- Chemistry Laboratory,
- Organoleptic Laboratory,
- Computer Laboratory,
- Microbiology Laboratory

The laboratories are equipped with computers with practical tools for students, such as NutriClin or Nutrisurvey, nutritional practical tools, printers, projectors, and cameras. The laboratories used for research and practice are utilized for 20 hours per week. Each laboratory has a capacity of 25-30 students. The student to equipment ratio is 1:8. Additionally, the Faculty disposes of 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.

The University library is open from 8:00 am to 08:00 pm from Monday to Friday, and 8:00 to 16:00 on Saturday. It disposes of various physical media, electronic databases and digital resources. Among them are national and international journals such as Elsevier, Cambridge and Scopus. Its book collection related to the "Nutrition Science" study program contains 1330 books, 25 ebooks, 12 national journals, 11 international journals, and various electronic databases. The program also utilizes the mySPADA Learning Management System to support student learning. The University has special allocations for the acquisition of learning materials and laboratory equipment (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 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.

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 practical settings.

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. Staff are employed under permanent, long-term contracts. However, the experts recommend expanding the number of international journals available in the field of nutritional sciences.

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 "Nutrition Science" 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. The skills lab infrastructure is functional; however, parts of the technical equipment require modernization to meet current educational and technological standards.

The internship 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 “Nutrition Science” 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 give 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 related 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 four to five 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 2024	Cohort 2023	Cohort 2022	Cohort 2021	Cohort 2020	Cohort 2019	Cohort 2018	Cohort 2017
Applicants	1625	1829	2067	1988	2295	1604	1570	1519
Accepted Applicants	200	164	164	163	139	165	165	163
Male Applicants	795	610	167	219	209	147	133	157
Female Applicants	830	1219	1900	1769	2086	1457	1437	1362
International Students	0	0	0	0	0	0	0	0
Graduates	159	165	230	125	71	131	144	163
Drop Out	0	0	0	0	0	0	0	0
Average Duration of Study (years)	4.6	4.5	4.7	5	3.928	4.183	4.361	4.33
Average Grade of Final Degree	3.65	3.59	3.60	3.54	3.45	3.38	3.66	3.59

## 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 “Nutrition Science”.

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

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Curriculum development follows a participatory approach involving academic staff, students, and external stakeholders. Ideas and recommendations are discussed collaboratively and reviewed regularly.

Curricula are continuously updated in response to professional, societal, and policy developments. Development of Local Food-Based Enteral Nutrition is cited as a recent example of content newly introduced into the curriculum.

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 Nutrition Science 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, obtaining sick or rest certificates, obtaining medication services and advice from doctors, taking simple laboratory tests, and obtaining 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 Nutrition Science 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 leadership positions.

### **Decision**

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

## 4 Conclusion

The Bachelor program „Nutrition Science“ aims to educate graduates with comprehensive competencies in the prevention and management of nutrition-related health problems, particularly non-communicable diseases. The curriculum combines theoretical knowledge in nutritional science with practical training through laboratory work, internships, and research activities. This structure enables students to develop professional, methodological, and social competencies required for employment in clinical nutrition, community nutrition, and food service sectors.

The expert panel positively highlights the commitment of the academic staff, the supportive learning environment, and the adequate teaching and laboratory facilities available for students. Furthermore, the University has implemented a well-structured quality assurance system that supports the continuous development of the study 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 “Nutrition Science” 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:

- Consider establishing a Master’s program in Nutrition Science to strengthen research activities and provide graduates with opportunities for advanced academic training.
- Provide all course descriptions in English.
- Strengthen competencies in digital nutrition and data analysis to prepare students for emerging developments in digital health and personalized nutrition.
- Strengthen cooperation and dialogue between the academic and professional levels of the program in order to improve coordination and further develop the program.
- Strengthen interprofessional learning and collaboration with other study programs within the Faculty of Health Sciences.

- Expand international partnerships with universities and research institutions to increase opportunities for student and staff mobility.
- Include additional English-language modules in the curriculum to support the internationalization of the study program and enhance students' language competencies.
- Increase opportunities for short-term international mobility, such as internships, summer schools, or study visits abroad.
- Promote virtual internationalization initiatives, for example through online conferences, international guest lectures, or collaborative digital teaching formats.
- Provide a Diploma Supplement based on the European template (Council of Europe, European Commission, UNESCO) to enhance the international comparability of the degree.
- Expand opportunities for international mobility for teaching staff, including structured lecturer 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.
- Expand access to international journals in the field of nutrition sciences.
- Further develop the internship logbook towards a stronger competency-based orientation to improve alignment with the intended learning outcomes of the program.
- Make greater use of institutional autonomy in admission procedures, 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 182 credit points according to the internal system. The regulated study period in the program "Nutrition Science" is five years: 8 semesters at the University followed by a 1-year internship.

The academic level of the study program comprises 84 modules, of which 66 are study program modules, 9 are university modules, 3 are elective modules and 1 is a faculty module. The professional level of the study program comprises 16 modules.

The language of instruction is Bahasa Indonesia. The Bachelor study program "Nutrition Science" is completed with awarding of the academic degree "Bachelor of Nutrition Science". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2004/2005.

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

The Bachelor study program "Nutrition Science" 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.