

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



Assessment Report

**for the Application of
Universitas Indonesia,
Faculty of Public Health,
for the Accreditation of the Bachelor Study Program
“Public Health” (Bachelor of Public Health)**

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

On-site visit	24.10.2022
Expert group	Prof. Dr. Uta Gaidys Prof. Dr. Franz Hessel Dr. Rolf Heusser Prof. Dr. Klaus Runggaldier Mr. Leopold Beham Dr. Martina Plaumann Prof. Dr. Birgit Vosseler
Decision	16.02.2023

Table of Contents

1	Introduction	4
2	Overview	7
	2.1 Procedure-related documents	7
	2.2 Study program	7
2.2.1	Structural data	7
2.2.2	Qualification objectives and employment opportunities	9
2.2.3	Modularization and exam system	10
2.2.4	Admission requirements	17
	2.3 Study conditions and quality assurance	18
2.3.1	Human resources	18
2.3.2	Facilities	19
2.3.3	Quality assurance	21
	2.4 Information about the University	23
3	Expert report	25
	3.1 Preliminary remarks	25
	3.2 Basic information about the study program	27
	3.3 Expert Report	28
3.3.1	Program aims and their implementation	29
3.3.2	Structure of the study program	31
3.3.3	Admission and Feasibility	32
3.3.4	Examination system and transparency	34
3.3.5	Teaching staff and material equipment	34
3.3.6	Quality assurance	35
3.3.7	Gender equality and equal opportunities	37
	3.4 Summary	38
4	Decision of the accreditation commission	40

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's programs in the fields of health and social sciences, as well as in related domains, such as law or economics. By implementing 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 fulfilling the quality assurance, too.

Since 2004 the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Starting from 2009, the AHPGS has been listed in the European Quality Assurance Register (EQAR).

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 learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management

The external assessment procedure is carried out in four steps:

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 fulfill the assessment spheres as well as the AHPGS standards. As a result, the AHPGS produces a summary (see Sections 2-5), 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 an external on-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. This provides the expert group with details about the study program beyond the written documents. The task of the experts during the on-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 and methods of assessment (selection of students, assessment of achievements, students' support), as well as of the program management (program administration, external assurance of study quality).

Following the on-site visit, the expert group issues the expert report. This 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 report is made available to the University so that it can issue a response opinion.

The expert 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 summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the basis for the commission's decision regarding the recommendation for accreditation of the study program. Consequently, this decision – together with all other documentation – is forwarded to the accreditation commission for it to reach a decision regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

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 program (hereinafter the Self-evaluation report) of the Universitas Indonesia (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August, 19, 2021. The contract between the Universitas Indonesia and the AHPGS was signed on June, 30, 2021.

On January, 28, 2022 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 February, 22, 2022 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The present document presents the summary of the AHPGS for the Bachelor study program "Public Health". The faculty was opened in the year 1965. However, at that time, only the Master program was available. Therefore, the first cohort for this program was admitted in the academic year 1989/1990.

The application documentation submitted by the Universitas Indonesia follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Public Health", the following additional documents can be found in the application package.

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

2.2 Study program

2.2.1 Structural data

University	Universitas Indonesia
------------	-----------------------

Faculty/Department	Faculty of Public Health																																										
Cooperation partner	Currently, the “Public Health” program is collaborating with 149 national and 19 international institutions																																										
Title of the study program	“Public Health”																																										
Degree awarded	Bachelor of Public Health																																										
Form of studies	Full-time, on-campus																																										
Organizational structure	Monday to Saturday 08:00 – 16:00																																										
Language of Studies	Bahasa Indonesia																																										
Period of education	Eight semesters																																										
Credit Points (CP) according to the internal Credit System	144 Credits																																										
Hours/CP	<table border="1"> <thead> <tr> <th>Learning Methods</th> <th>Interactive and Cooperative Learning (mins per SCU)</th> <th>Structured Assignments (mins per SCU)</th> <th>Independent Learning (mins per SCU)</th> </tr> </thead> <tbody> <tr> <td>Lecture with an interactive discussion</td> <td>50 mins</td> <td>60 mins</td> <td>60 mins</td> </tr> <tr> <td>Practical work (fieldwork in the community and institution, seminars, practicum and elective modules)</td> <td></td> <td>170 mins</td> <td></td> </tr> </tbody> </table>	Learning Methods	Interactive and Cooperative Learning (mins per SCU)	Structured Assignments (mins per SCU)	Independent Learning (mins per SCU)	Lecture with an interactive discussion	50 mins	60 mins	60 mins	Practical work (fieldwork in the community and institution, seminars, practicum and elective modules)		170 mins																															
Learning Methods	Interactive and Cooperative Learning (mins per SCU)	Structured Assignments (mins per SCU)	Independent Learning (mins per SCU)																																								
Lecture with an interactive discussion	50 mins	60 mins	60 mins																																								
Practical work (fieldwork in the community and institution, seminars, practicum and elective modules)		170 mins																																									
Workload	<table border="1"> <thead> <tr> <th>Learning Methods</th> <th>Total SCUs</th> <th>Interactive & Cooperative Learning (hrs per week)</th> <th>Structured Assignments (hrs per week)</th> <th>Independent Learning (hrs per week)</th> <th>Total Number of Sessions per Module</th> <th>Total Workload for the Entire Program (hrs)</th> </tr> </thead> <tbody> <tr> <td>Lectures with interactive discussions</td> <td>120</td> <td>100 hrs</td> <td>120 hrs</td> <td>120 hrs</td> <td>16</td> <td>5,440 hrs</td> </tr> <tr> <td>Fieldworks (work-placement time)</td> <td>9</td> <td></td> <td>25 hrs 30 mins</td> <td></td> <td>16</td> <td>408 hrs</td> </tr> <tr> <td>Elective modules</td> <td>11</td> <td></td> <td>31 hrs 10 mins</td> <td></td> <td>16</td> <td>498 hrs 10 mins</td> </tr> <tr> <td>Final Projects</td> <td>4</td> <td></td> <td>11 hrs 18 mins</td> <td></td> <td>16</td> <td>181 hrs 18 mins</td> </tr> <tr> <td>TOTAL</td> <td>144</td> <td></td> <td>408 hrs per week</td> <td></td> <td></td> <td>6,527 hrs 28 mins</td> </tr> </tbody> </table>	Learning Methods	Total SCUs	Interactive & Cooperative Learning (hrs per week)	Structured Assignments (hrs per week)	Independent Learning (hrs per week)	Total Number of Sessions per Module	Total Workload for the Entire Program (hrs)	Lectures with interactive discussions	120	100 hrs	120 hrs	120 hrs	16	5,440 hrs	Fieldworks (work-placement time)	9		25 hrs 30 mins		16	408 hrs	Elective modules	11		31 hrs 10 mins		16	498 hrs 10 mins	Final Projects	4		11 hrs 18 mins		16	181 hrs 18 mins	TOTAL	144		408 hrs per week			6,527 hrs 28 mins
Learning Methods	Total SCUs	Interactive & Cooperative Learning (hrs per week)	Structured Assignments (hrs per week)	Independent Learning (hrs per week)	Total Number of Sessions per Module	Total Workload for the Entire Program (hrs)																																					
Lectures with interactive discussions	120	100 hrs	120 hrs	120 hrs	16	5,440 hrs																																					
Fieldworks (work-placement time)	9		25 hrs 30 mins		16	408 hrs																																					
Elective modules	11		31 hrs 10 mins		16	498 hrs 10 mins																																					
Final Projects	4		11 hrs 18 mins		16	181 hrs 18 mins																																					
TOTAL	144		408 hrs per week			6,527 hrs 28 mins																																					
CP for the final paper	4 Credits																																										
Launch date of the study program	Academic Year 1989/1990																																										
Time of admission	Winter Semester																																										
Number of available places on the program	150																																										
Number of enrolled students by now (2016 – 2020)	699																																										
Tuition fees	<table border="1"> <thead> <tr> <th>Payment Method</th> <th>Class 1</th> <th>Class 2</th> <th>Class 3</th> <th>Class 4</th> <th>Class 5</th> <th>Class 6</th> </tr> </thead> <tbody> <tr> <td>Equitable Education</td> <td>0–500,000</td> <td>> 500,000–1,000,000</td> <td>> 1,000,000–2,000,000</td> <td>> 2,000,000–4,000,000</td> <td>> 4,000,000–6,000,000</td> <td>> 6,000,000–7,500,000</td> </tr> <tr> <td>Operating Costs</td> <td>(0–€28.94)</td> <td>(≈ €28.94–≈ €57.89)</td> <td>(≈ €57.89–≈ €115.79)</td> <td>(≈ €115.79–≈ €231.58)</td> <td>(≈ €231.58–≈ €347.37)</td> <td>(≈ €347.37–≈ €434.22)</td> </tr> <tr> <td>Elective Education</td> <td>10,000,000</td> <td>12,500,000</td> <td>15,000,000</td> <td>17,500,000</td> <td>20,000,000</td> <td></td> </tr> <tr> <td>Operating Costs</td> <td>(≈ €579)</td> <td>(≈ €723)</td> <td>(≈ €868)</td> <td>(≈ €1013)</td> <td>(≈ €1158)</td> <td></td> </tr> </tbody> </table>	Payment Method	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Equitable Education	0–500,000	> 500,000–1,000,000	> 1,000,000–2,000,000	> 2,000,000–4,000,000	> 4,000,000–6,000,000	> 6,000,000–7,500,000	Operating Costs	(0–€28.94)	(≈ €28.94–≈ €57.89)	(≈ €57.89–≈ €115.79)	(≈ €115.79–≈ €231.58)	(≈ €231.58–≈ €347.37)	(≈ €347.37–≈ €434.22)	Elective Education	10,000,000	12,500,000	15,000,000	17,500,000	20,000,000		Operating Costs	(≈ €579)	(≈ €723)	(≈ €868)	(≈ €1013)	(≈ €1158)								
Payment Method	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6																																					
Equitable Education	0–500,000	> 500,000–1,000,000	> 1,000,000–2,000,000	> 2,000,000–4,000,000	> 4,000,000–6,000,000	> 6,000,000–7,500,000																																					
Operating Costs	(0–€28.94)	(≈ €28.94–≈ €57.89)	(≈ €57.89–≈ €115.79)	(≈ €115.79–≈ €231.58)	(≈ €231.58–≈ €347.37)	(≈ €347.37–≈ €434.22)																																					
Elective Education	10,000,000	12,500,000	15,000,000	17,500,000	20,000,000																																						
Operating Costs	(≈ €579)	(≈ €723)	(≈ €868)	(≈ €1013)	(≈ €1158)																																						

Chart 1: Structural data of the study program

2.2.2 Qualification objectives and employment opportunities

The Bachelor study program “Public Health” at the Faculty of Public Health of Universitas Indonesia aims to generate graduates with competencies and the ability to identify and resolve public health issues, to implement health interventions as well as a lifelong learning. The vision is that the graduates play an active role in solving public health problems at the global level, especially in the Southeast of Asia through the process of education, research and community engagement.

As the University states, the program has 7 specializations consisting of:

1. Health Insurance Management
2. Health Administration and Policy
3. Biostatistics
4. Epidemiology
5. Health Informatics Management
6. Health Promotion
7. Reproductive Health

In order to obtain the degree, students have to develop qualifications regarding “Social Responsibility”, “Personal Development”, “Scientific Development” and “Engage in a Qualified Occupation”.

The following learning outcomes are intended: Students should, among others, be able to

- Plan and manage funding sources for primary health services,
- analyze determinants of specific population health,
- analyze public health issues by considering ethical, scientific, socio-cultural and economic perspectives,
- implement health policies and program planning operationally to support first-level public health services,
- implement effective communications using various media to communicate the results of their work to the public and first-level public health service stakeholders,
- apply education and community empowerment on health and community mobilization to identify and solve public health problems at the first level,

- apply the principles of public health sciences in addressing health issues and be able to adapt health science and technology development.

Based on a tracer study that was done by the University in 2017-2019, the graduates started their first job in less than 3 months after graduation. The job opportunities are also expanding beyond the health and social service sectors and include opportunities in private cooperation, developing self-owned businesses, the educational sector and research centers as well as job opportunities in international organizations, such as the United Nations (SER 1.4.1).

Based on a survey from 2018, a majority of the “Public Health” graduates are working in government agencies, specifically in the health and social service field (65%) and government administration (45%). Meanwhile, in 2019, the percentage of the graduates working in government agencies decreased, but that of those working in private corporations increased. In addition, the domains in which these individuals work tend to be varied. The number of graduates working in the private sector, such as in the industries of construction, lodging, financial services and insurance, professional scientific services and various other services, increased (SER 1.4.2).

2.2.3 Modularization and exam system

The total number of modules taken by the “Public Health” students varies between 52 and 57, depending on their specialization.

There are 13 Credits in the first semester, 15 Credits in semester two, 12 Credits in the third semester and 4 Credits in the last semester. Each semester, the maximum Credits to be taken by each student is determined on the basis of their GPA (Grade Point Average) from the previous semester.

The list of modules offered in the Bachelor study program “Public Health” is as follows:

No.	Modules	Day and Time	Program	SCUs	Module Code
1st Semester					
1.	Religion	Islamic : Tues, 8 – 9.40 AM Christianity : Tues, 8 – 9.40 AM Catholicism : Tues, 8 – 9.40 AM Buddhism : Fri, 11 AM – 12.40 PM Hinduism : Fri, 12 – 12.50 PM	Full-time	2	UIGE600004
2.	English	Tues, 10 AM – 12.30 PM	Full-time	2	UIGE600003
3.	Basic biomedical science 1	Wed, 8 – 11 AM	Full-time	2	IBD1 – A1-A10
4.	Health communication	Tues, 1 – 3 PM	Full-time	2	KOMKES – 14-28
5.	Basic of environmental health	Thurs, 8 – 9.40 AM	Full-time	2	PHS1600111
6.	Basic biomedical science 2	Wed, 1 – 4 PM	Full-time	2	IBD2 – B21 – B29
7.	Basic of public health	Mon, 10 – 12.30 PM	Full-time	3	PHF0600111
8.	Basic of sociology and antropology in health	Mon, 1 – 3.30 PM	Full-time	3	PHS1600113
Total SCUs				18	
2nd Semester					
1.	Collaboration and team-work in health I	Wed, 1 – 3 PM	Full-time	2	IPE 1 - 14
2.	Population study	Thurs, 10 – 11.40 AM	Full-time	2	PHS1600141C
3.	Leadership and health development	Tues, 10 – 11.40 AM	Full-time	2	PHS1600141
4.	Basic biostatistic	Mon, 10 – 12.30 PM	Full-time	3	PHF0600121
5.	Biomedic	Mon, 1 – 2.40 PM Wed, 10 – 11.40 AM	Full-time	4	PHS1600121
6.	Integrated personality development	Tues, 1 – 3.30 PM Thurs, 1 – 3.30 PM	Full-time	5	UIGE600006
Total SCUs				18	
3rd Semester					
1.	Ethics and regulation in health	Tues, 1 – 2.40 PM	Full-time	2	EH 23 - 37
2.	Health promotion	Thurs, 10 – 11.40 AM	Full-time	2	PHS1600137
3.	Data management and analysis 1	Wed, 10 – 11.40 AM	Full-time	2	PHS1600133
4.	Basic occupational health and safety	Wed, 1 – 2.40 PM	Full-time	2	PHS1600135
5.	Basic reproduction health	Mon, 1 – 2.40 PM	Full-time	2	PHS1600136
6.	Health information system	Wed, 8 – 9.40 AM	Full-time	2	PHS1600137
8.	Epidemiology	Tues, 10 AM – 12.30 PM	Full-time	3	PHF0600131
9.	Basic public health nutrition	Thurs, 8 – 9.40 AM	Full-time	3	PHS1600131
10.	Organization of learning and systematic thinking	Mon, 1 – 3.30 PM	Full-time	3	PHS1600155
Total SCUs				21	
4th Semester					
1.	Disaster management	Fri, 8 – 11 AM	Full-time	2	PB 16 - 30
2.	Basic of environment quality analysis		Full-time	2	
3.	Organization and community development	Tues, 1 – 2.40 PM	Full-time	2	PHS1600143
4.	Health economics	Tues, 8 – 9.40 AM	Full-time	2	PHS1600144
5.	Public health surveillance	Wed, 1 – 2.40 PM	Full-time	2	PHS1600145
6.	Epidemiology of communicable disease	Tues, 10 – 11.40 AM	Full-time	2	PHS1600146
7.	Health research methodology	Wed, 8 – 10 AM Fri, 1 – 3.30 PM	Full-time	2	MP 35 - 48
8.	Global health	Thurs, 10 – 12.30 PM	Full-time	3	PHF0600141
9.	Health management and policy	Mon, 10 – 12.30 PM	Full-time	3	PHS1600142
Total SCUs				21	

5 th Semester					
1.	Scientific writing	Wed, 10 – 11.40 AM	Full-time	2	PHF0600151
2.	Epidemiology of non-communicable disease	Thurs, 10 – 11.40 AM	Full-time	2	PHS1600153
3.	Advocacy in health	Tues, 8 – 9.40 AM	Full-time	2	PHS1600154
4.	Health program planning, monitoring and evaluation	Tues, 10 – 11.40 AM	Full-time	2	PHS1600156
5.	Qualitative health research methodology	Wed, 1 – 2.40 PM	Full-time	2	PHS1600157
6.	National and sub-national health development	Tues, 1 – 3.30 PM	Full-time	3	PHS1600152
7.	Concentration Majors Modules (CM) (9 – 11 SCUs)				
Total SCUs				22 - 24	

6 th Semester					
1.	Field study program 1		Full-time	3	PHS1600161
2.	Field study program 2		Full-time	3	PHS1600171
3.	Concentration Majors Modules (14 – 17 SCUs)				
Total SCUs				23	
7 th Semester					
1.	Collaboration and team-work in health II	Mon, 4 – 5.40 PM Mon, 8 – 11 PM	Full-time	2	UJLS600016
2.	Public health internship		Full-time	3	PBL 3
3.	Free choices courses		Full-time	11	
Total SCUs				16	
8 th Semester					
1.	Undergraduate thesis		Full-time	4	PHS1600181
Total SCUs				4	

The module description/catalogue covers the following aspects: module title, level/semester, credit hours, language, learning outcomes/goals/skills of the module, content, examination forms.

There are some interdisciplinary modules which are taken on the university level and the health science cluster level (SER 1.2.2):

University modules (four study programs of the faculty involved): These modules aim to promote certain attributes of the students, such as having integrity, critical thinking, being creative and innovative as well as independent on the basis of ethical consideration. They are delivered in Bahasa Indonesia and English and are called “Integrated Personality and Development”, “Religion” and “English”.

Health Science Cluster modules (five faculties and eight study programs involved): These modules (namely “Basic Biomedical Science I”, “Health Communication”, “Collaboration and Team Work in Health I”, “Ethics and Regulation in Health”, “Health Research Methodology” and “Disaster Management”) aim to improve the ability to communicate and enhance the relationship among healthcare workforces and to collaborate with regard to carrying out

the management of health services for individuals, families and community and producing research proposal.

The structure of the “Public Health” program follows the logic of basic modules in the first year, followed by advanced modules in the years after. The students will receive general knowledge regarding medicine or biomedical studies, public health, character development, leadership and collaboration ethics from various health workers. This forms the foundation of higher public health studies later on. There are also special forms of studies, including community-based and institution-based field works, elective modules and seminars (SER 1.3.4).

The didactic methods and teaching strategies in the “Public Health” program are based on the program learning outcomes of each module. The following concepts are used: interactive learning, cooperative learning, independent learning or research, group assignment or project, seminars, talk shows, conferences, lecturers and fieldwork in the community (SER 1.2.4).

The “Public Health” students have to complete fieldwork in community and fieldwork in institution modules with a total of 9 Credits to adhere to the National Standard of Higher Education established by the Ministry of Education and Culture. Each student receives a guidebooks for the fieldwork and internship modules which contains details about the module requirements, objectives, logbook and field instructor requirements: The field practice experience should be done in health institutions, ranging from central and local government, private institutions on health, environmental health, etc. based in the agreement and the concentration in each department and institution. Such institutions could be: Health Centers, Hospitals, Ministry of Health, Public Health Office, Clinics, NGOs, Health Insurance Company, Donor Agencies.

The field practice experience in institution/work-place module (3 Credits) is done for 20 working days from Monday to Friday, 8 hours a day. It is done in the 7th semester or during the semester break between the 6th and 7th semester. Each student is supervised by a faculty and field advisor. The requirement for a faculty advisor is minimum a master’s degree. The field advisor must hold a bachelor degree and have minimum one year of undergraduate work experience in the work area.

For the students in the “Public Health” program, the general objective of the field practice is to have the ability to identify public health problems and provide solutions and recommendations on public health programs in an institution. Depending on the concentration, one of the seven specific objectives is also intended: The students are able to provide

- solution recommendation to managerial problem in the field of health policy administration,
- solution recommendation to managerial problem in the field of health insurance
- solution recommendation using an information systems approach, namely input, process and output,
- solution recommendation in data collection technique and data processing,
- solution recommendation in eradicating communicable and non-communicable diseases in central and local government, health centers, private institutions and NGOs,
- solution recommendation in the field of health reproduction through the development of an intervention program, counseling and education
- solution recommendation related to health promotion through communication media, information and education or through advocacy, partnership or community empowerment.

According to the University, the curriculum of the “Public Health” program is constructed based on the national agreements made in 2014 which is benchmarked to the core competencies for public health professionals in the USA, Canada, Australia and Europe. Additionally, the Faculty of Public Health is actively involved in the Asia Pacific Academic Consortium of Public Health (APACPH), the Association of Pacific Rim Universities (APRU) and the South East Asia Public Health Education Institution Network (SEAPHEIN) and continuous updates to current regional and global situations (SER 1.2.8).

According to the University, the students are able to join inbound and outbound programs at partner universities or at other universities that offer suitable courses and options through exchange or overseas schemes in which the Credits gained abroad can be converted through the credit transfer scheme. The students are also able to join international student exchange programs, conferences, training and other educational programs as well as international

research publications. In 2016 to 2020, there were 22 students who joined student exchange programs (SER 1.2.9).

The Faculty of Public Health has 10 research clusters under the Public Health Community Service Study Center. One of these is the Center for Health Administration and Policy Studies (CHAMPS), which is managed by the Department of Health Administration and Policy. The philosophy of this center is to participate in improving health development efforts in Indonesia in practical ways. The CHAMPS activities include publishing journals related to health administration and policy and organizing the International Conference of Health Administration (ICHA). The students of the "Public Health" are free to connect with any research cluster functioning under the Public Health Community Service Study Center.

The assessment of learning outcomes is based on the Indonesian Ministry of Higher Education. The “Public Health” program applies several methods of assessment, including written or oral examination as well as observation. The written tests in the form of the mid-term and the final exams are conducted in week 8 and 16. Other examination methods are implemented during the semester:

Semester	Number of Modules	Type of Examination	Timing of Examination
Module Work			
1	8	Individual essay and mind map, group discussion, oral presentation, MCQ mid-term and final-term exams	
2	6	Individual case study, problem-based learning group discussion, oral presentation, MCQ mid-term and final-term exams	Mid-term examinations are conducted during the 8 th session, while final-term examinations are conducted during the 16 th session. Meanwhile, essays, oral presentations, problem-based discussion assignments are all carried out regular in-class session.
3	10	Individual case study, problem-based learning group discussion, MCQ mid-term and final-term exams	
4	10	Problem-based learning, problem-based learning group discussion, MCQ mid-term and final-term exams	
5	9–11	Problem-based learning, MCQ mid-term and final-term exams	
6	5–8	Problem-based learning group discussion, MCQ mid-term and final-term exams	
7	1	Field group projects, problem-based learning, MCQ mid-term and final-term exams	
Fieldwork			
6	2	Field group project	The examinations (essays and presentation) are conducted during the 16 th or final session
7	2	Individual project in institution	
8	1	Individual final project	

Students who do not pass a module are allowed to repeat the module in the following year. Some modules also offer extra classes which can be taken in the short semester (July to August).

The minimum passing grade for a course is C. The following table shows the guidelines for converting scores into letter grades and the weight of letter grades:

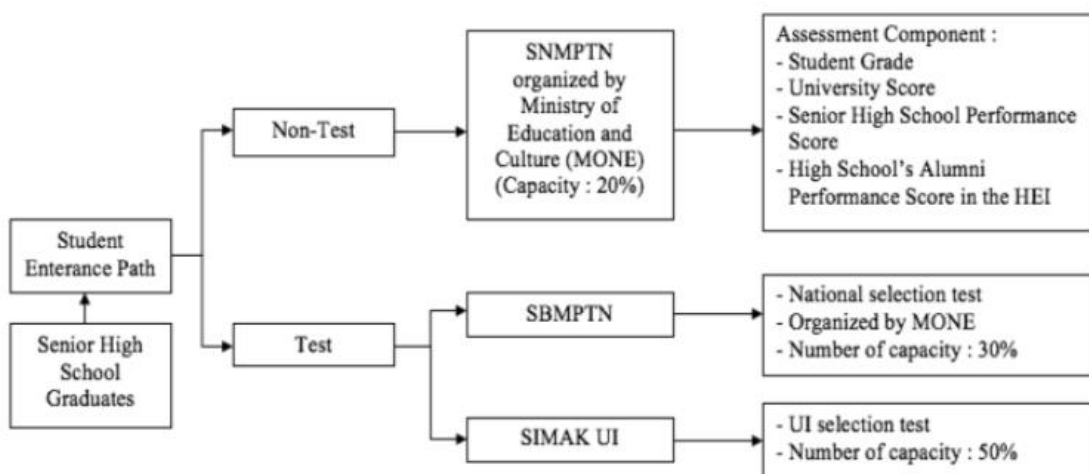
Score Value Range	Letter Grade	The Weight of Letter Grade
85 – 100	A	4,00
80 – < 85	A-	3,70
75 – < 80	B+	3,30
70 - < 75	B	3,00
65 – < 70	B-	2,70
60 – < 65	C+	2,30
55 – < 60	C	2,00
40 - < 55	D	1,00

The University has developed a Disability Service Unit. As the University states, teaching and learning activities in the form of materials, media/tools used and evaluations are adjusted according to the needs of the particular student. Aptitude assessments are done by examinations with special assistance and/or equivalent alternatives and/or extra exam time. Students are allowed to take sick leave during their studies. The students are also required to have health insurance before applying to the study program (SER 1.2.3).

2.2.4 Admission requirements

To be admitted in the “Public Health” program at the Faculty of Public Health, Universitas Indonesia, there are two different schemes:

- 1) Centrally, through the Higher Education Entrance Test Body (LTMPT) of the Indonesian Ministry of Education. The LTMPT carried out entrance test for public universities in Indonesia is conducted through the “National Entrance Selection” (SNMPTN) and the “Collective Entrance Selection” (SBMPTN). Students are selected by the National Entrance Selection based on their academic achievement or portfolio and do not require doing a written test. The selection criteria include the average grade of the high school report (must be above 8). Collective Entrance Selection students are selected based on the result of a computer-based test.
- 2) Autonomously, carried out by Universitas Indonesia. The autonomous entrance test of Universitas Indonesia is called SIMAK and is based on the rector regulation.



2.3 Study conditions and quality assurance

2.3.1 Human resources

At the Faculty of Public Health, where the “Public Health” program is located, there are 103 full-time permanent teaching staff. Out of the 103, 36 teaching staff are homebased in the “Public Health” Bachelor program (4 professors, 13 associate professors, 16 assistant professor and 3 lecturers). This fulfills the minimum standard requirement of the Ministry of Education. However, teaching staff from other study programs of the Faculty of Public Health may teach in the “Public Health” program depending on the needs and content of the modules.

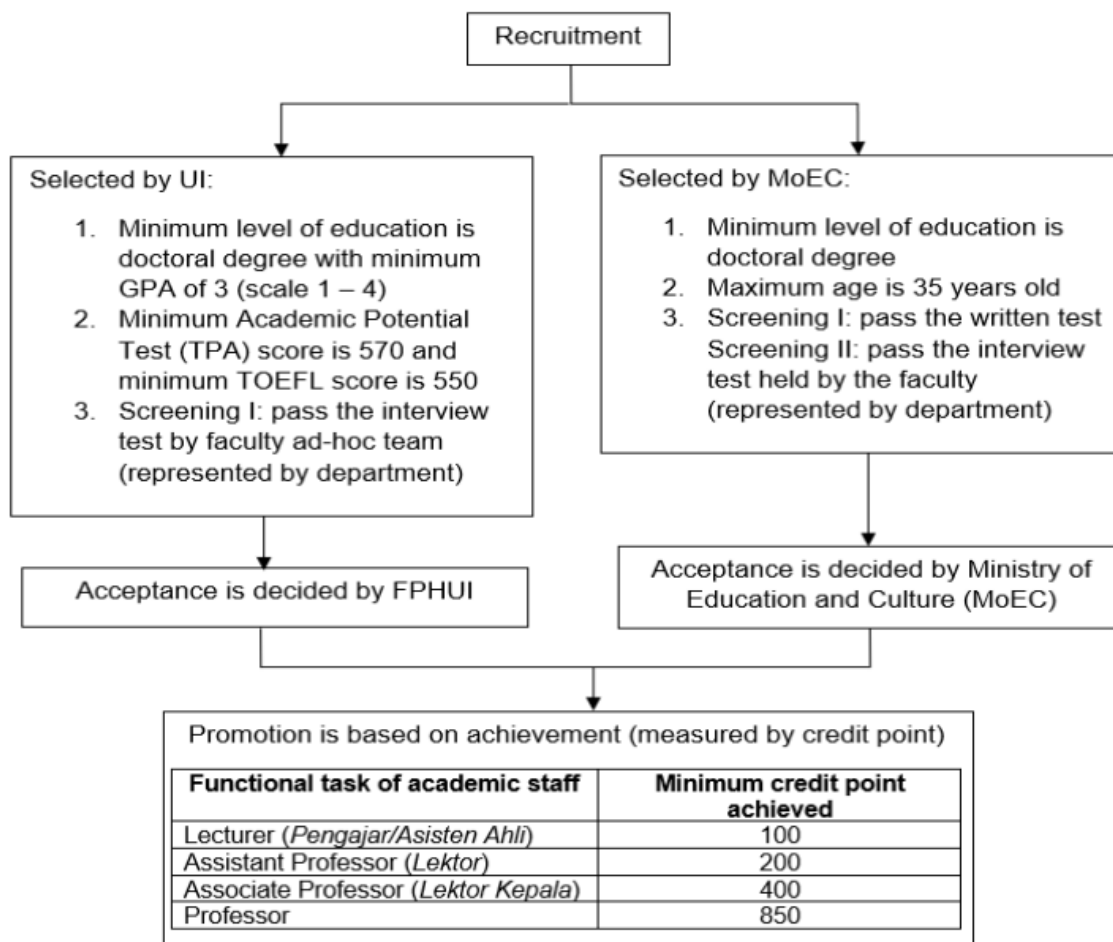
Regarding the total of 617 students and the 36 full-time teaching staff in the program, the student to faculty ratio is 1:17.

The calculation of the total staff required in the “Public Health” program is based on the total credits per semester, as well as the number of students. The following table shows the total number of teaching staff required:

Semester	Number of Students	Number of Modules	Number of Students in a Class (Interactive modules = number of students/class capacity)	Total SCUs (Interactive modules = number of class x number of module)	Number of Lecturers Required (Interactive modules = total SCUs/nine teaching SCUs)	Number of Lecturers Required for Odd Semesters	Number of Lecturers Required for Even Semesters
Interactive Modules (excluding fieldwork modules, elective modules and undergraduate thesis)							
1		8	47	103	11		
2		6	32	99	11	36	33
3		9	44	99	11		
4	150	9	44	103	11		
5		33	50	110	12		
6		40	40	99	11		
7		2	5	10	1		
Practical Modules (Fieldwork modules, elective modules and undergraduate thesis)							
6		2	15	6	15		
7	150	2	30	14	30		
8		1	30	4	30		

All the staff (except for the visiting professors, their workload is occasionally) have a total workload of 34 - 39 hours per week. The teaching workload is 17 to 22 hours per week plus 17 hours per week research and community service workload.

The recruitment process of teaching staff is designed as follows:



Competency development for teaching staff is divided into 2 channels: degree and non-degree competency development. It is done in stages according to the abilities, tasks and career path of the staff, the needs of the work unit and the budget available. Degree competency development is gained through continuing education (study duty/scholarships from government). Non-degree competency development is done through education and training programs, internships, workshops, seminars, staff exchanges, benchmarking and other activities. The faculty also aids competency development activities through funds.

2.3.2 Facilities

The teaching and learning activities of the “Public Health” program are carried out mostly at the Health Sciences Cluster building (HSC) and the Faculty of Public Health. The Faculty of Public Health has 7 buildings: 6 for academic activities and one for faculty administration. It has, amongst others, 39 lecture halls with a capacity of 20 to 80 students per hall, two seminar rooms with a

capacity of 280 to 350 students, four student workstations, 10 research centers and seven laboratories (Environmental Health Laboratory, Occupational Safety and Health Laboratory, Nutrition Laboratory (Food Chemistry), Nutrition Laboratory (Kitchen Lab), Computer Laboratory, Health Education and Communication Technology Laboratory, Human Resources Laboratory). Furthermore, there are wet and dry laboratories, shared with other faculties within the Health Science Cluster, like Environmental, Occupational Safety and Health Laboratory as well as Biomedicine Laboratory.

The Health Sciences Cluster building has adequate classrooms to support the activities, as it consists of a big lecture hall for 500 students, 17 smaller classrooms for 40-75 students, and 20 tutorial rooms for 10-15 students. Each room is equipped with a projector set (computer, projector, and screen), LCD TV set, whiteboard, sound system set, Wi-Fi, and air conditioning. Furthermore, HSC provides the students with workstations in each level of the building. The use of facilities at the HSC building is managed collectively by the four health science departments. The management of HSC will arrange the classroom for all courses across the health sciences cluster before the beginning of the semester. There are also five computer laboratories with a capacity of 60 students each located in the HSC building.

According to the University, the total number of books in the library is 868.201, of which 66.627 books are related to the "Public Health" program. The Information Center of the Faculty of Public Health, where the bachelor study program "Public Health" is located, also facilitates students in accessing literature by providing an inventory of around 54.000 books (hardcopy and softcopy).

The main library of Universitas Indonesia is one of the largest collections in Asia. Universitas Indonesia's students can also recommend new journals and books. The library opens every day from 8 am to 5 pm. During the examination weeks, the library is open until 9 pm. Students and teaching staff can also access and download the collection of journals, e-books, and other learning resources online. Although the library is not open 24 hours, but the collections can be accessed via remote for 24 hours and can be accessed from anywhere. For journals that are paid for, all academics will be sent a password that is updated every month.

2.3.3 Quality assurance

The academic quality assurance system at Universitas Indonesia consists of an academic quality assurance unit at the faculty level as well as the program at the study level. At the University, the “Plan-Do-Check-Act” (PDCA) approach is used. The quality assurance of education and research at the “Public Health” program is in accordance with the regulations of the Indonesian Ministry of Research, technology and Higher Education (SER 1.6.1).

The internal quality assurance is carried out with the scope of the university, faculty and study program through the academic internal quality audit. The external quality assurance is carried out through international and national accreditation. The national accreditation is conducted by the independent accreditation body for higher education of health. The accreditation status needs to be renewed every five years. The last national accreditation of the “Public Health” program was carried out in 2018. The program has also been accredited by the Asean University Network during 2014 to 2019.

The results of the internal and external quality assurance evaluation are forwarded to the head of the study program, the faculty and the University management. A follow-up plan will be made based on the results.

The quality assurance at the program level is carried out based on the guidelines from the university and the faculty. The measurements are conducted through different evaluation systems (SER 1.6.2):

QA Level	Unit	Internal Quality Assurance Instrument		External Accreditation	
		Instrument	Measurements	National	International
University Level	BPMA and AIA	Development of EVITAH, EVISEM and EDOM	BPMA will develop and collect QA instruments in the UI database, which will be used for evaluating study programs at the university level	LAM-PTKes	ASEAN University Network Quality Assessment (AUN-QA)
Faculty Level	UPMA	EVITAH (Annual Internal Evaluation)	Students' and graduates' quality, curriculum evaluation, lecturers' quality, research and community engagement evaluation. Measurement will be conducted annually (every two semesters) by the Dean and/or the Head of Study Program (instrument given in Appendix 17.3).		
Study Program Level		EVISEM (Semester Internal Evaluation)	Students' and graduates' quality, curriculum evaluation, lecturers' quality, research and community engagement evaluation. Measurement will be conducted every semester by the Dean and/or the Head of Study Program.		
Module Level		EDOM (Module Evaluation by Students)	Measuring learning effectiveness per module, which includes lecturer's teaching skill, relevance of the modules to the examination, lecturer's punctuality, lecturer's preparedness and the module structure, assess by the students. The EDOM form is provided in Appendix 17.2		

The evaluation of the modules is done regularly, twice a year. The head of the “Public Health” program will check the modules of the study program together with the coordinators of the modules and the head of department of health prior to the start of the semester to ensure that it corresponds with faculty and university standards (SER 1.6.3).

The evaluation of the practical relevance of the “Public Health” study program is carried out through tracer studies, which are conducted every two years. The Universitas Indonesia’s Career Development Center and the alumni division of the Faculty of Public Health run a tracer study centrally to identify the graduates’ employability. A tracer study is carried out via electronic survey and focus group discussions. Upon graduation, the graduates are sent a survey link through an electronic email. The result of the tracer study is reported to the Head of the Faculty and academic staff for follow-up, such as recommendations for the learning process and curriculum development. The process of the tracer study is monitored by the manager of alumni and the career development center. Based on the tracer study survey, during the period of 2017–2019, the graduates had a variety of job opportunities. The survey also showed high relevance (80–90%) between the “Public Health” program curriculum and the graduates’ work fields. During the period of 2017–2019, the graduates presented an increase in the proportion of graduates (5–45%) working in managerial positions, that required a higher education level than that obtained after graduating from the “Public Health” Bachelor program. Therefore, this indicates that the curriculum provides its students with a relatively higher level of skills and knowledge. Furthermore, based on the annual employer’s survey of 2021, UPPH graduates are said to have high capabilities with regard to ethics and morals, professionalism, English fluency, use of technology, communication, leadership, self-development and management skills. FPHUI also organizes an employer’s workshop with UPPH graduates’ employers.

Each student in the “Public Health” program is supported by an academic counsellor at the beginning of each semester regarding the modules to be taken. The Student Executive Board of the Faculty of Public Health also provides scheduled tutoring throughout the study period. The academic counsellor also functions as the thesis advisor and will guide the research and thesis activities of the students (SER 1.6.8).

The “Public Health” program as well as the whole University support gender equality as well as equal opportunity in the admissions process. There is no certain gender, religion, ethnicity, or economic status excluded from the admission process. Students with disabilities are provided with special support from the “Disabled Students Service Unit” (SER 1.6.10).

Furthermore, the tuition fee becomes a problem for some people. Universitas Indonesia ensures that their students receive enough economic support to finish their studies through government or non-government scholarships, such as Tuition Fee for High Achieving Economically Disadvantage Student (BIDIKMISI), The scholarship for students from the furthest and frontier, most secluded, and poorest area of Indonesia (AFIRMASI), and Alumni Association of Universitas Indonesia (ILUNI). Universitas Indonesia also works with the students who need support to pay for their tuition (SER 1.6.9).

2.4 Information about the University

The Universitas Indonesia was established in 1950. At this time, the University had faculties in Jakarta (Medicine, Law, Social and Political Sciences), Bandung (Engineering), Bogor (Agriculture), Surabaya (Dentistry) and Makassar (Economics). The faculties outside Jakarta grew independently and became separate universities between 1954 and 1963. Universitas Indonesia initially had three campuses in Jakarta, located in Salemba, Pegangsaan Timur, and Rawamangun. In 1987, the Universitas Indonesia Campus was built in Depok. Until 2000, the Faculty of Medicine, Dentistry, and a few postgraduate programs of other faculties were still located in Salemba.

The Faculty of Public Health was established in 1965, the Bachelor study program “Public Health” was established in 1989. Since 2013, all the programs of the health science cluster (Medicine, Dentistry, Nursing, Public Health and Pharmacy) are carried out in the Health Science Cluster building to strengthen interdisciplinary collaboration.

Currently, there are 291 study programs from 13 faculties with more than 47,000 students (out of which 309 are international students). Universitas Indonesia has two campuses: at the center of business in Jakarta (Salemba) and Depok (West Java), where the “Public Health” program is located. The Faculty

of Public Health has 2.166 students in four bachelor study programs, four master study programs and two doctoral degree study programs.

The Faculty of Public Health is continuously developing its academics, research and community service activities, whether regionally, nationally or internationally. For example, a annual international conference is held to build and increase enthusiasm for the study of public health and research, which is called the "Faculty of Public Health Universitas Indonesia Science Festival". More information can be found in SER 3.2.1.

3 Expert report

3.1 Preliminary remarks

The Accreditation Agency in Health and Social Sciences (hereinafter AHPGS) was commissioned by Universitas Indonesia (hereinafter the University) to accredit the study program “Public Health” (Bachelor of Public Health).

The on-site visit evaluation of the study program “Public Health,” as well as the study programs “Hospital Administration”, “Nursing” and “Public Health Science” offered at the Universitas Indonesia was carried out on October 24 and 25, 2022 at Depok, West Java, Indonesia.

The documents of the University, the feedback from the experts to the documents and the results of the discussions with the representatives of the University during the on-site visit serve as a foundation for the statements made in the Expert Report.

The following experts were appointed by the Accreditation Commission of AHPGS for the evaluation of the study program.

Prof. Dr. Uta Gaidys

Hamburg University of Applied Sciences, Germany

Professor of Nursing Science (Ethics, Communication)

Head of the Nursing and Management Department, Representative for the Master's Degree Program in Nursing

Fields of Study/ Subjects: Ethics, Communication, Nursing Science, Nursing Research, Science-Based Care, Professionalisation, Care of People with Chronic Diseases

Prof. Dr. Franz Hessel, MPH

SRH Berlin University of Applied Sciences, Germany

Professor for Healthcare Management

Program Director MBA/EMBA

Program Head MBA Healthcare Management

Berlin School of Management

SRH Berlin University of Applied Sciences

Visiting Professor University Duisburg-Essen, University Granada, Metropolia Helsinki, Technical University Ostrava

Former Director International HEOR, Abbott Diagnostics

Former Head of HEOR Germany, Sanofi

Medical Studies and Master Public Health LMU Munich

Dr. Rolf Heusser

National Research Program 74 "Smarter Health Care", University of Zurich, Switzerland

Former Director of National Institute for Cancer Epidemiology and Registration, Zurich, Switzerland

Former director of Swiss Accreditation and QA agency in Higher Education (OAQ)

Former Chairmen of the European Consortium of Accreditation in higher Education (ECA)

Prof. Dr. Klaus Runggaldier

MSH Medical School Hamburg, University of Applied Sciences and Medical University, Germany

Professor of Medical Education

Dean of the Faculty of Health Sciences,

Managing Director of Falck Rettungsdienst GmbH, former COO Emergency

Medical Services and Quality Manager of Malteser Hilfsdienst on federal

level and Managing Director and Head of School of Malteser Training Center in Nellinghof, Germany

Paramedic

Mr. Leopold Beham

Technical University of Munich, Germany

Student of Human Medicine

Dr. Martina Plaumann

Unit: Prevention of Diabetes Mellitus, associated Risk Factors and Secondary Diseases at the Federal Centre for Health Education (BZgA), Bonn, Germany

Deputy Head of the Unit

Member of the German Society for Community Medicine and Prevention

Member of the German Society of Public Health

Studies in Nutritional Sciences at the Friedrich Wilhelm University Bonn,

Christian Albrecht University Kiel, Germany, and Agricultural University of Wageningen, The Netherlands

Studies in Public Health at the Medical School Hanover, Germany

Prof. Dr. Birgit Vosseler

Eastern Switzerland University of Applied Sciences, St. Gallen, Switzerland

Professor for Nursing Sciences

Dean of the Department of Health Care, Vice President

Visiting professor at Nebraska Methodist College Omaha, NE/USA
Nursing management education at University of Applied Sciences Münster, Germany and San Jose State University, CA/USA, Doctoral Degree at Martin Luther University Halle-Wittenberg, Germany
Registered nurse

According to the Rules for the Accreditation of Study Programs and for System Accreditation (determined by the decision of the Accreditation Commission, of December 8, 2009, in the version of February 20, 2013, Drs. AR 20/2013), the task of the experts in the accreditation procedures is to evaluate the education concept of a specific study program as well as to estimate the possibility of its successful implementation. This concerns, in particular, qualification objectives of the study program, its conceptual integration into the system of education, the concept of the study program, feasibility of the content and scope of studies, the examination system, study-relevant collaborations, personnel, material and space resources, transparency and documentation, application of the results of quality assurance for further development of the study program (it is especially important to present the analyses and evaluation results of student workload, academic accomplishments and employment of graduates, which are to be documented and taken into account within the framework of continuous development of the study program), as well as the provision of gender equality and equal opportunities.

The on-site visit of the experts is carried out in accordance 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). After the announcement of the accreditation decision, the expert report will be published as a part of the Final Report.

3.2 Basic information about the study program

The main objective of the Bachelor study program “Public Health” offered at the Faculty of Public Health at Universitas Indonesia is to generate graduates with competencies and the ability to identify and resolve public health issues, implement public health interventions and a lifelong learning. The Faculty of Public Health, where the “Public Health” Bachelor study program is located, is one of the oldest Public Health faculties in Indonesia.

The study program requires the obtainment of 144 Credits (SCU) according to the internal credit system. One SCU is equal to 50 contact minutes of lecturers or 170 mins of laboratory or clinical training per week. The program applies the University's internal credit system. Thus, students' performance is evaluated based on the results of a Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA). GPA is calculated by dividing the sum of the grade points (with 4 being the best achievable grade and 0 being the worst) received in all courses registered during one semester by the total credit hours of the same courses. CGPA is calculated by dividing the total credits received from all courses a student has completed since joining the program by the sum of the credit hours of these courses. According to the University regulations, students with a GPA of at least 2.00 are considered to have successfully completed the respective course. To successfully complete the whole program, students must pass all obligatory examinations with the minimum grade of 2.00 CGPA score.

The total workload of the program constitutes of 6.627 hours, of which 5.440 hours are contact hours, 406 hours of field work, 456 hours for the elective modules and 181 hours are calculated for the final project. It is a full-time study program with a regular duration of eight semesters /four years. The program curriculum consists of between 52 and 57 modules, depending on the students' elected specialization.

There are 150 study places annually available in the program. Admission takes place every winter semester. The first batch of students was admitted to the program in the academic year 1989 / 1990.

3.3 Expert Report

The on-site visit was carried out on October 24-25, 2022, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on October 23, 2022, for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised. Furthermore, they prepared the plan of the on-site visit at the University.

During the on-site visit, experts conducted discussions with the University management (rector, secretary, vice rector of academic and student affairs, vice rector of research and innovation, vice rector of human resources and assets, head of academic quality assurance agency, director of education, director of academic development and learning resources, director of center for independent learning, director of student affairs, head of the new student admission office, head of the office of international affairs, director of budget planning, director of finance, director of human resources), representatives of the Faculty of Public Health, the dean, vice dean and the teaching staff of the program "Public Health" as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, the experts had the opportunity to see the equipment and the capacity of the laboratories as well as the teaching hospital.

The Expert Report is structured in compliance with the international accreditation criteria from AHPGS which are 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 study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback on the documents, the observations made during the on-site visit, the results of discussions with the representatives of the University, and members of the Faculty of Public Health serve as the foundation for the statements made in the expert report.

3.3.1 Program aims and their implementation

Universitas Indonesia (UI) is one of the oldest higher education institutions in Asia. With more than 400.000 alumni, UI has an important impact on the regional level. The University itself has set the goal to become a competitive center of science, technology and culture, through the effort to educate the nation's life to improve people's welfare, and thereby contributing to the development of Indonesian society. Therefore, a teaching hospital was opened at the campus in 2019, which the experts positively acknowledge (*see also 1.3.5*).

Furthermore, UI wants to establish an internationalization strategy and advance this strategy within its study programs. As the University states the government also supports the internationalization of all universities within Indonesia and would like to increase mobility in the country, especially by increasing mobility in the Bachelor programs through internships, semesters abroad or similar. For the Master programs UI wants to allocate some of its budget to invite students as well as visiting professors from foreign universities.

The experts welcome the University's plan. They appreciate the research activities and -cooperation already available at the Faculty of Public Health. However, in their view, it is necessary to establish internationalization as a cross-cutting issue at all levels. This includes the expanding of cooperation with international universities and institutions and actively using the possibility of student and faculty exchanges. To be able to do this, more courses in the study programs must be offered in English or the possibility to apply for scholarships abroad should be used more actively. On site, the experts were able to convince themselves of the language skills of both students and teachers, which is why they encourage the University to take this step. Furthermore, the internationalization strategy should be broken down to all levels and implemented so that it is clear to everyone involved what steps should be taken. The experts are convinced that the commitment, engagement and capacities are given and that the assessment of the Bachelor study program "Public Health" according to international standards was an important first step.

The Bachelor program "Public Health" pursues specific qualification objectives. The program's goal is to prepare graduates to be able to do analysis, and assessment, understand basic public health sciences, plan and develop policy (policy development and program planning), take effective communications, plan and manage funding sources (financial planning and management/resource), identify socio-cultural determinants and have a system thinking.

The Bachelor study program "Public Health" has 7 specializations, which namely are:

- 1) Health Insurance Management
- 2) Health Administration and Policy

- 3) Biostatistics
- 4) Epidemiology
- 5) Health Informatics Management
- 6) Health Promotion
- 7) Reproductive Health

The graduates shall be able to work in government agencies (especially in the health and social service field), government administration, private cooperation, educational sector and research centers.

The learning objectives of the “Public Health” program are based on “social responsibility”, “personal development”, “scientific development” and “engagement in a qualified occupation”. The experts confirm that the study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

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

3.3.2 Structure of the study program

The Bachelor study program “Public Health” is a full-time study program with a regular duration of four years / eight semesters. The program curriculum consists of between 52 and 56 modules, depending on the specialization.

In the first year, most of the modules are taught on university level or at least are common for all study programs within the health science cluster. The first year contains, amongst others, English language Skills, communication skills as well as basic science courses in biomedical sciences, ethics and law and health etc. in order to reinforce skills and knowledge to provide a strong basis upon which to build the study of “Public Health”. After that, students start accumulating more program-specific knowledge for the remaining three years. Thus, the experts conclude that students acquire specialized and program-specific knowledge as well as interdisciplinary knowledge and professional, methodological and general competences. The University reported in the interview that credits for modules taught and taken on an interdisciplinary level have been increased from 5 to 12 credits, which the experts positively acknowledge.

Furthermore, the experts acknowledge the very detailed course files with its 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. Nevertheless, the curriculum appears very detailed, consisting of many isolated courses and, therefore, a lot of examinations. Thus, the experts recommend revising the module manual and suggest combining some modules in order to reduce the number of examinations.

Practical skills are gained through fieldwork in community and institution courses with a total of 9 Credits. Each student receives a guidebook for the fieldwork internship modules which contains details about the module requirements, objectives, the logbook and the field instructor requirements. The field practice experience should be done in health institutions, ranging from central and local government, private health institutions, environmental health, etc. Each student is supervised by a faculty and field advisor. The requirement for a faculty advisor is minimum a Master's degree. The field advisor must hold a Bachelor's degree and have minimum one year of undergraduate work experience in the work area. The experts appreciate that supervisors from both the University and the institutions are assigned to oversee students during their fieldwork experiences.

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 requirements of the criterion are fulfilled.

3.3.3 Admission and Feasibility

The admission policies and procedures along with the requirements are properly documented and made publicly available. Admission requirements include two different schemes:

1. Centrally, through the Higher Education Entrance Test Body (LTMPT) of the Indonesian Ministry of Education. The LTMPT carried out entrance test for public universities in Indonesia is conducted through the "National Entrance Selection" (SNMPTN) and the "Collective Entrance Selection" (SBMPTN). Students are selected by the National Entrance Selection based on their academic achievement or portfolio and do not

require doing a written test. The selection criteria include the average grade of the high school report (must be above 8). Collective Entrance Selection students are selected based on the result of a computer-based test.

2. Autonomously, carried out by Universitas Indonesia. The autonomous entrance test of Universitas Indonesia is called SIMAK and is based on the rector regulation.

As the first year of study comprises medical foundations as well as basic knowledge in medical biology etc. in order to compensate deficiencies from secondary school, the experts determine the admission procedure and requirements to be appropriate. They correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during the “Public Health” program. The University states that the system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently at the beginning of each course. The experts confirm that the University takes 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”. In the first week of each year, students undergo an orientation which familiarizes them with available support services. An academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester.

The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

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

3.3.4 Examination system and transparency

The University uses a continuous assessment process to ensure the quality of education for its students. This is achieved by evaluating the performance of the students through a series of exams and quizzes that are scheduled during the academic semester. Students in the “Public Health” program are not required to write a Bachelor thesis or to conduct a research project. Nonetheless, the students are encouraged to write research proposals, papers and give presentations.

In the experts’ opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the great number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students’ knowledge. The requirements to students’ performance in examinations are regulated and published. The frequency of examinations, as well as their organizations, is appropriate.

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

3.3.5 Teaching staff and material equipment

The “Public Health” program is carried out by 4 professors, 13 associate professors, 16 assistant professors and 3 lecturers. They are all employed on a full-time basis. Considering the total of 617 currently enrolled students, the student-to-faculty ratio is 1:17.

Regarding the employment process, the qualification and experience of the teaching staff is closely evaluated prior to the appointment decision. Overall, the teaching and academic staff of the College of Public Health shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The expert group

concludes that there is a strong corporate identity and positive group dynamics among the University and faculty administrations.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff within the Bachelor program “Public Health” is in possession of academic and technical credentials and experience adequate to their responsibilities. The University informs its employees about opportunities for personal and professional development in clear ways, and actively encourages their participation in workshops, training courses and conferences intended to further their ability which is confirmed during the talks with the staff on site. The staff also describes that they can receive training to improve their e-learning competences, which the experts positively acknowledge. New teaching staff is thoroughly briefed about the program and their teaching responsibilities before they can start working. Students evaluate the performance of all teaching and other staff periodically.

On-site, the experts were shown around the College of Public Health’s premises at the campus as well as the teaching hospital. The College of Public Health is located in the Health Cluster building, which is managed collectively by the five health science departments. The experts welcome the local consolidation of the various health studies programs in one building. They recommend that the University makes even greater use of the opportunities this offers in terms of interdisciplinary collaboration. Students would also like to see more collaboration with other study programs. The experts conclude that the infrastructure and the equipment are suitable to guarantee a high level of teaching and research.

The University hosts one of the largest libraries in South Asia. The library offers ample print and internet resources for academic research. From the experts’ point of view, the learning resource materials and associated services are consistent with the requirements of the programs and the courses offered by them.

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

3.3.6 Quality assurance

From the experts’ point of view, the Universitas Indonesia has a well-structured system of quality assurance spread across all its units. The University

has established a quality assurance hierarchy which connects from the academic quality assurance board on university level to the academic quality assurance unit on faculty level and the academic quality assurance team within the “Public Health” study program.

The academic internal quality audit carries out internal and external quality assurance procedures on a cyclical basis, among them are course evaluations and student and teaching staff surveys. At the end of each semester, a course report is written, and course specifications may be amended according to evaluation results. There are also regular meetings in which issues and needs of the study programs are discussed. Students’ workload is assessed and regulated through the Grade Point Average (GPA). Furthermore, the student executive board distributes surveys to all students regarding their workload. The feedback from the students is forwarded to the dean, the head of the study program and the course coordinators. Coordination meetings are carried out to adjust the students’ workload in terms of the assignment for the next semester.

The experts conclude that the University has a well-established, documented and published concept of quality assurance regarding the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of its study programs and, therefore, also for further development of the “Public Health” program.

The results of the internal quality assurance management are applied to 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 as well as other relevant stakeholders.

During the round of talks on-site, the experts learned that the curriculum of the study program “Public Health” is revised every five years. Therefore, all stakeholders, including alumni and current students are involved, which the experts take positive notes of. As the University states, the inputs of alumni are very strong and the response rates of the tracer studies which are implemented every year, are quite high (over 80 %). Based on a tracer study that was done by the University in 2017-2019, the graduates started their first job in less than 3 months after graduation. The survey also showed high relevance (between

80 and 90 %) between the “Public Health” Bachelor curriculum and the graduates’ work fields.

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

3.3.7 Gender equality and equal opportunities

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social developments. The “Public Health” program as well as the whole University supports gender equality as well as equal opportunity in the admissions process. There is no gender, religion, ethnicity, or economic status excluded from the admission process. The consideration is based on objective measurements, such as examination scores.

The University states that the tuition fee can become a problem for some people. Universitas Indonesia ensures that their students receive enough economic support to finish their studies through government or non-government scholarships, such as Tuition Fee for High Achieving Economically Disadvantaged Student (BIDIKMISI), The scholarship for students from the furthest and frontier, most secluded, and poorest area of Indonesia (AFIRMASI), and Alumni Association of Universitas Indonesia (ILUNI). Universitas Indonesia also works with the students who need support to pay for their tuition.

Universitas Indonesia provides facilities for students with disabilities such as wheelchairs, guiding block pathways for blind people, lifts, and restrooms/toilets for disabled students. It has also developed a Disability Service Unit. The Faculty of Public Health has ensured consistent infrastructure oriented towards enhancing accessibility and accommodating students with disabilities and chronic illnesses in order to enable them to attend classes. Assessments are performed with special assistance and/or an equivalent alternative and/or extra time.

Overall, the experts conclude that the University’s action on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

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

3.4 Summary

The experts sum up that the overall impression of Universitas Indonesia is very positive. The experts were impressed by the engagement and commitment of the staff as well as the students. The University presents itself convincingly as an open-minded and dynamic institution with willingness to import new ideas and recommendations for further enhancement.

The experts further state that the “Public Health” Bachelor study program is a long-standing program with a large tradition built on national regulations which meets the requirements of the current job market of Indonesia as well as international standards. Especially the learning outcome approach, the competence orientation and the good eye for practice implementation makes the study program very attractive for students. The experts also positively acknowledge the research components in the curriculum. Several additional favorable characteristics and achievements of the study program “Public Health” were demonstrated, such as a strong commitment to quality assurance.

Based on the information from written documents and the results of the on-site visit, the experts concluded that the study program “Public Health” offered at the Universitas Indonesia fulfills 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:

- Internationalization should be established as a cross-cutting issue at all levels. This includes further expanding cooperation with international universities and institutions and actively using the possibility of student and faculty exchanges. To be able to do this, more courses in the study programs must be offered in English and the possibility to apply for scholarships abroad should be used more actively. Furthermore, the internationalization strategy should be broken down to all levels and implemented so that it is clear to everyone involved what steps should be taken.
- To reduce the number of examinations, some modules could be combined.

- The University should make even greater use of the opportunities the Health Science Cluster building offers in terms of interdisciplinary collaboration between the study programs.

4 Decision of the accreditation commission

Decision of the Accreditation Commission of February 16, 2023

This resolution of the Accreditation Commission of the AHPGS is based on the application, as well as the expert review and the on-site visit covered in the expert report.

The on-site visit of Universitas Indonesia took place on October 24 and 25, 2022, according to the previously agreed-upon schedule.

The accreditation decision is based on the "Accreditation Criteria for International Program Accreditation" which have been developed in close accordance 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 Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group.

The regulated study period in the program "Public Health" is four years / eight semesters. 114 Credits according to the internal credit system have to be obtained for the awarding of the academic degree. The study program consists of between 52 and 57 courses depending on their specialization. The language of instruction is Bahasa Indonesia. The bachelor study program "Public Health" is completed with awarding of the academic degree "Bachelor of Public Health". Admission takes place every fall semester. The first batch of students was admitted to the study program in the academic year 1989/1990.

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

The study program "Public Health" is accredited for the duration of five years, until September 30, 2028.

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 expert report.