



ASIIN Seal Accreditation Report

Dentistry

Academic phase

Clinical phase

Veterinary Medicine

Study Programme

Professional Education Programme

Provided by

Universitas Gadjah Mada

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A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Program Studi Kedokteran Gigi + Program Studi Pendidikan Profesi Dokter Gigi	Academic phase + clinical phase of Dental Study Programme	ASIIN	Indonesian National Accreditation	14
Program Studi Kedokteran Hewan + Program Studi Pendidikan Profesi Dokter Hewan	Veterinary Medicine Study Programme + Veterinarian Profession Education Study Programme	ASIIN	Indonesian National Accreditation ASIIN May 31, 2020 – May 31, 2024	14
<p>Date of the contract: 07.07.2023</p> <p>Submission of the final version of the self-assessment report: 06.12.2023</p> <p>Date of the onsite visit: 03.-04.07.2024</p> <p>at: Campus Universitas Gadjah Mada, Yogyakarta, Indonesia</p>				
<p>Expert panel:</p> <p>Prof. Dr. Teuku Reza Ferasyi, Universitas Syiah Kuala</p> <p>Prof. Dr. Kartika Andari Wulan, Universitas Brawijaya</p> <p>Prof. Dr. Tillmann Rūmenapf, VetMedUni Vienna</p> <p>Prof. Dr. James Field, Cardiff University, Association of Dental Education in Europe</p> <p>Nabilah Kusuma Wardhany, student at Universitas Brawijaya</p>				
<p>Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.</p>				

¹ ASIIN Seal for degree programs.

² TC: Technical Committee for the following subject areas: TC 14 – Medicine.

A About the Accreditation Process

Responsible decision-making committee: Accreditation Commission for Degree Programs	
Criteria used: European Standards and Guidelines as of May 05, 2015 ASIIN General Criteria as of March 28, 2023	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Dentistry Study Programme, Academic Phase	Sarjana Kedokteran Gigi (SKG) / Bachelor of Dental Medicine (B. Dent)	-	6	Full time	-	8 semesters	151-152 SKS / 273.31-275.12 ECTS	Once a year in August, offered for the first time
Dentistry Study Programme, Clinical Phase	Dokter Gigi (drg) / Doctor of Medicine in Dentistry (DMD)	-	-	Full time	-	4 semesters	30 SKS / 54 ECTS	4 times per year (February, May, August, November)
Veterinary Medicine Study Program	Sarjana Kedokteran Hewan (SKH)	-	6	Full time	-	8 semesters	156 SKS / 280.8 ECTS	Once a year in August
Veterinarian Profession Education Study Program	Dokter hewan (drh)	-	-	Full time	-	3 semesters	40 SKS / 72 ECTS	Twice a year in August and February

Officially founded in 1949, Universitas Gadjah Mada (UGM) is one of the oldest, largest and most prestigious institutions of higher education in Indonesia. In the 2024 QS World University Rankings, UGM is ranked 2nd in Indonesia and 263rd in the world. Currently, UGM has 18 faculties, one graduate school, and one vocational school, hosting 287 study programmes and about 61,000 students in total. Pursuing its vision “to be an excellent and innovative world class university, imbued with nation’s cultural values based on Pancasila as the state ideology and dedicated to the nation’s interest and humanity”, UGM produces about 15,000 highly qualified university graduates each year.

As UGM seeks to maintain and improve its high education and research standard, both national and international programme education is an important instrument of the institution’s quality management. All the programmes under review have been accredited by the university-intern Quality Assurance Office and the Indonesian National Accreditation Board

³ EQF = The European Qualifications Framework for lifelong learning

(LAM-PTK). Additionally, the Veterinary Medicine Programme has already been accredited by ASIIN in May 2020 and are, therefore, subject to reaccreditation.

As required by Indonesian national regulations for the structure of medicine-related study programmes in Indonesia, both programmes are divided into two stages. The first stage, called “academic phase” in the Dentistry Study Programme and “study programme” in the Veterinary Medicine Programme are equivalent to Bachelor’s degrees on EQF level 6. The second stage consists of mainly practical education and only the successful graduation from this stage allows students to work as practitioners in their respective fields. This stage is called “clinical phase” in the Dentistry Study Programme and “professional programme” in the Veterinary Medicine Programme. If in the following addressed together, the first stages of both programmes are referred to as “undergraduate stages” and the second stage as “clinical/ professional stages”.

For the Dentistry Study Programme, UGM presents the following **Vision** on its website:

“To become a world-class leading Dental Study Program in Indonesia, serving the interests of the nation and humanity inspired by the nation’s cultural values based on Pancasila”.

The **Mission** is “to improve the dental and oral health of the Indonesian people by providing superior and dignified dental education, research that has a broad impact, and community service that can encourage independence.”

The university representatives stress the importance of this programme during the on-site visit, as the awareness for dental hygiene and dental medicine has been strongly increasing in Indonesia throughout the past years, and dentists are therefore in high demand. Since dentistry is offered only in approximately 40 schools in the entire country, one of the faculty’s goals in the mid-term horizon is to increase its student intake capacity to produce more graduates in the future.

The **Vision** of the Faculty of Veterinary Medicine at UGM is to “become a center of excellence in the field of Veterinary Medicine, adhering to international standards and guided by the spirit of Pancasila.” The Veterinary Study Programme aims at producing veterinarians capable of managing animal diseases while balancing animal health, human health, and the environment. The programme pursues three **Missions**:

1. “Organize, develop, and build qualified higher veterinary medicine education, ethics, and morals.
2. Improve research quality that supports education for the development of science and technology in the field of veterinary medicine.

B Characteristics of the Degree Programmes

3. Increase the societal benefit based on analysis and research work that improving public welfare, and spread the concept of “Manusya Mriga Satwa Sewaka” (Contribute to Human Wellbeing Through Animal Welfare).”

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- UGM website:
- Websites of both faculties:
 - Dentistry: <https://fkg.ugm.ac.id/en/>
 - Veterinary Medicine: <https://fkh.ugm.ac.id/>
- Objective-module matrix
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In their Self-Assessment Report, UGM describes the vision and mission of all study programs under review, which are also prominently published on the programmes' websites. Based on these, the university has defined Program Educational Objectives (PEOs) and Program Learning Outcomes (PLOs). These consider the vision of UGM and all legal frameworks and endorsement. The PLOs are considering internal and external recommendations and were developed involving all stakeholders, including students, lecturers, staff, alumni, and industry representatives. Conversely, the curriculum was established in line with all relevant national standards of the professions.

The aim of the Dentistry Study Programme is the education of “seven star dentist” which possess the competencies as a care provider, decision maker, communicator, community leader, researcher, creator and innovator. For the dentistry programme, the **PLOs** of both phases are contained in the appendix. A competence matrix connects the PLOs with the graduate profile as well as the individual courses.

The corresponding **Graduate Profile**, which is integrated into the academic handbook and course outlines, encompasses the following roles which graduates should be able to take over:

1. Dental health provider
2. Decision maker
3. Communicator
4. Community leader
5. Manager
6. Educator/researcher
7. Creator and innovator
8. Collaborator

Moreover, the Self-Assessment report states that graduates of the programme “should be virtuous, distinguished, intelligent, creative, skillful, and competing graduates who possess characters and are conscious of their responsibility to the nation”. They must possess the competencies outlined by the Dental Doctor Competency Standards (SKDGI), which encompass six areas of competence: Professionalism, Mastery of Medical and Dental Knowledge, General Physical Examination and Stomatognathic System, Rehabilitation of Stomatognathic System Functions, Oral and Dental Public Health, and Dental Practice Management.

For the Veterinary Medicine Programme, UGM has developed an extensive list **PLOs** that regard both the National Qualification Framework issued by the Indonesian Ministry of Agriculture, and the professional Indonesian Veterinarian Association. Furthermore, the formulation of these competencies has been harmonized with the World Organisation for Animal Health competence standards. The overview of the PLOs is contained in the appendix. An objectives-module matrix relates all the courses to the respective learning outcomes.

The versatile **Graduate Profile** of this programme aligns the competencies of different national and international professional veterinary associations (Indonesian Veterinary Medical Association, World Organisation for Animal Health) which are to be reached through the outcome-based education approach of UGM. It enables students to work in various governmental institutions, including the Ministry of Agriculture, Ministry of Health, Ministry of Forestry, Ministry of Marine Affairs and Fisheries, and the Ministry of Research and Higher Education. Graduates are also well equipped for roles in research institutions, the armed forces, police, provincial and district technical agencies responsible for animal health, private livestock industries, animal conservation institutions, as well as within independent practices or animal clinics and hospitals both domestically and internationally.

The Tracer Study of UGM, which is annually conducted among graduates, confirms the manifold qualification profile and job opportunities of graduates of both programmes. During the on-site visit, the experts learn from the industry representatives that UGM graduates of both programmes are highly regarded as employees. They positively highlight their good basic knowledge, hard-working attitude and loyalty, as well as communication and decision-making skills.

In terms of a periodic review of the PEOs and PLOs, the university representatives report that such a formalized review process is conducted every five years, involving all the relevant stakeholders. The students and lecturers confirm that they are part of the process both in the preparation of the review through preparatory meetings with the goal of collecting recommendations for improvement, as well as during the process as members of the respective review committee. Also, the stakeholders confirm that their concerns and recommendations regarding the programmes' qualifications profile are taken into account as they are in close informal contact with the programme coordinators. However, it appeared that only industry representatives who work at institutions in close connection to UGM, as e.g. the university's dental hospital, know about the structured review process. As the experts opine that the viewpoint of the local industry is most important to the further development of the programmes, they recommend UGM to increase the awareness and participation of a diverse range of industry representatives for the structured review process.

In summary, the experts find the objectives and learning outcomes of both programmes are described briefly and concisely. They reflect the aspired academic qualification level of European Qualifications Framework (EQF) level 6. Additionally, the clinical/ professional stages of both programmes also fulfil level 7 of the Indonesian Qualifications Framework for professional programmes. This distinction, however, does not exist in the EQF. Therefore, the clinical/ professional stages count into the Bachelor's degree EQF level 6. They are transparently anchored and published and thus are available to students, lecturers and interested third parties. Both degree programmes have a high relevance for the society and the labour market such that graduates are well-equipped to find suitable jobs. The objectives and learning outcomes are regularly reviewed in a process that involves most of the relevant stakeholders. The participation of representatives of the professional practice should be increased.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Curricular overview of each study programme
- Academic handbooks for all study programmes
- Examples of Academic Certificates and Transcripts of Records
- Websites of both faculties
- Discussion during the audit

Preliminary assessment and analysis of the experts:

As required in the Indonesian higher education system for medical professions, the Dentistry Study Programme is divided into an academic phase and a clinical phase. Graduates of the academic phase are awarded a Bachelor of Dental Medicine (B.Dent) title, while only the successful completion of the subsequent clinical phase allows the independent practice of the dentist profession. The obtained title of the clinical phase is Doctor of Medicine in Dentistry.

The same two-part structure applies also to the Veterinary Medicine Programme (Study programme and Professional Education programme). The study programme part results in a Bachelor's degree, while the professional education programme is awarded with a Doctor of Veterinary Medicine and the permission to practice as a veterinarian.

The experts confirm that the titles of both degree programmes reflect their intended objectives and learning outcomes as well as the teaching and learning content. However, they find that the English translations of the names of both programmes and their respective stages are not used consistently in all relevant official documents. For example, different translations are used in the curriculum documents and the provided examples of Diploma Certificates and Transcripts of Records, as well as both faculties' websites.

As the experts see it, the reason for that is that the English translation leaves it unclear whether the theoretical and practical stages of the programmes belong together, as the naming of the Dentistry Study Programme induces, or whether the stages are independent programmes, which is suggested by the descriptions of the Veterinary Medicine Programme. Judging from the Bahasa terminology, the correct form would be a consequent distinction between the respective "Study Programmes" and the "Professional Programmes". This has to be consistently used in all documents.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curricular overview of both study programmes
- Samples of module descriptions of the Dentistry Study Programme
- Module handbook of the Veterinary Medicine Programme
- Agreements of student mobility
- Webpage of the Faculty of Dentistry: <https://fkg.ugm.ac.id/en/>
- Webpage of the Faculty of Veterinary Medicine: <https://fkh.ugm.ac.id/>
- Website Association for Dental Education in Europe: <https://adee.org/graduating-european-dentist/graduating-european-dentist-curriculum/professionalism>
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Structure and content of the programmes

The Dentistry Study Programme, as explained before, incorporates two stages. The academic phase incorporates a regular duration of eight semesters of structured learning activities with a minimum of 151 SKS credits (equivalent to 273.31 ECTS credits). The curriculum is structured around the PLOs using an outcome-based approach. It is designed as a full time programme with a duration of eight semesters. The curriculum is structured to cover three competence areas: basic medical science, dental/ clinical sciences, and professionalism. While the basic medical sciences dominate the curriculum in the first two years, the share of the more specific dental and clinical sciences increases with the duration of study. The area professionalism includes “English” language education, mandatory country-specific courses like “Religion” and “Pancasila” (Indonesian state philosophy), as well as “Scientific methodology and writing”. The subsequent clinical phase of three to four semesters focuses purely on clinical sciences and deepened practical education. The number of awarded credits is 30 SKS, with an ECTS converted equivalent of 54 ECTS. The following figure depicts an overview of the programme’s structure, as presented in the Self-Assessment Report:

	Year 1	Year 2	Year 3	Year 4	Year 5&6
Basic Medical Sciences	<ol style="list-style-type: none"> Individual and community health perspective Molecular and cellular biology Human body system 1 & 2 Homeostasis and clinical relevance Basic pharmacology and pharmacy Infection, Inflammation, and regeneration 	<ol style="list-style-type: none"> Health promotion and disease prevention Control infection and work safety management Health management and public policy 	<ol style="list-style-type: none"> Survey and epidemiology 	<ol style="list-style-type: none"> Full denture Special care dentistry Legal Ethics and Forensic Odontology Medical compromise disease Holistic clinical oral problem Clinical emergency 	<ol style="list-style-type: none"> Oral medicine Restorative Dentistry Prosthodontics Periodontics Clinical Radiology Oral and maxillofacial surgery Orthodontics Pedodontics Preventive and community dentistry Clinical rotation in hospital
Dental/Clinical Sciences	<ol style="list-style-type: none"> Dentocraniofacial growth and development Oral homeostasis and function Technology and material in dentistry Oral mucosa, periodontal tissue, and jaw Clinical medicine 1 	<ol style="list-style-type: none"> Cariology Basic dental clinical procedure Dentomaxillofacial anomaly 1 Clinical medicine 2 Dentomaxillofacial anomaly 2 Initial phase therapy periodontal Management of oral lesion 	<ol style="list-style-type: none"> Dental restoration Removable partial denture Preventive and interceptive orthodontics Oral surgery management 1 Curative orthodontics Endodontic Fixed partial denture Oral surgery management 2 		
Professionalism	<ol style="list-style-type: none"> English 	<ol style="list-style-type: none"> Pancasila Civic education Indonesian Religion 	<ol style="list-style-type: none"> Scientific writing 1 & 2 	<ol style="list-style-type: none"> Thesis Student community service 	
	ACADEMIC PHASE				CLINICAL PHASE

The curriculum of the academic phase is designed to introduce students to the field with fundamentals and more basic courses in the first semesters which lay the ground for more advanced contents in later semesters. Within the overall fixed study plan, the curriculum provided in the Self-Assessment Report indicates that the fourth and fifth semesters offer also the choice of different elective courses, which mainly target a deepening of the students’ research focus, or allow to broaden the perspective by means of entrepreneurial courses. Also, the programme coordinators affirm the existence of elective modules. However, there is no list of available elective modules and also no module handbook (see also section 4.1) and, therefore, it remains unclear to the experts which and how elective courses can be chosen and what are the requirements for a course to take place. Moreover, different curriculum documents contain conflicting information, in which semesters which modules have to be taken. Therefore, the experts require the university to harmonize the offered curriculum in all the relevant documents. The last semester of this phase contains only the community service project, which is obligatory for all students in Indonesia, and the final thesis, a written research project work. Each course is directed at the achievement of at least one PLO, as indicated in the module handbook and a competence-module matrix.

Conversely, in the clinical phase, clinical phases consists only of clinical sciences. Courses are segmented into three tiers: junior, intermediate, and senior, reflecting the learning accomplishments attained at each level. The senior segment consists in an integrated clinical rotation. The final step to graduation consists in a comprehensive exam, followed by the national competence examination (UKMPPDG) in the form of a computer-based test and

OSCE. This is organized by the Indonesian Dentist Collegium but conducted at the university by examiners who are appointed at the OSCE Centre by the Directorate of Higher Education – Ministry of Education, Culture, Research and Technology.

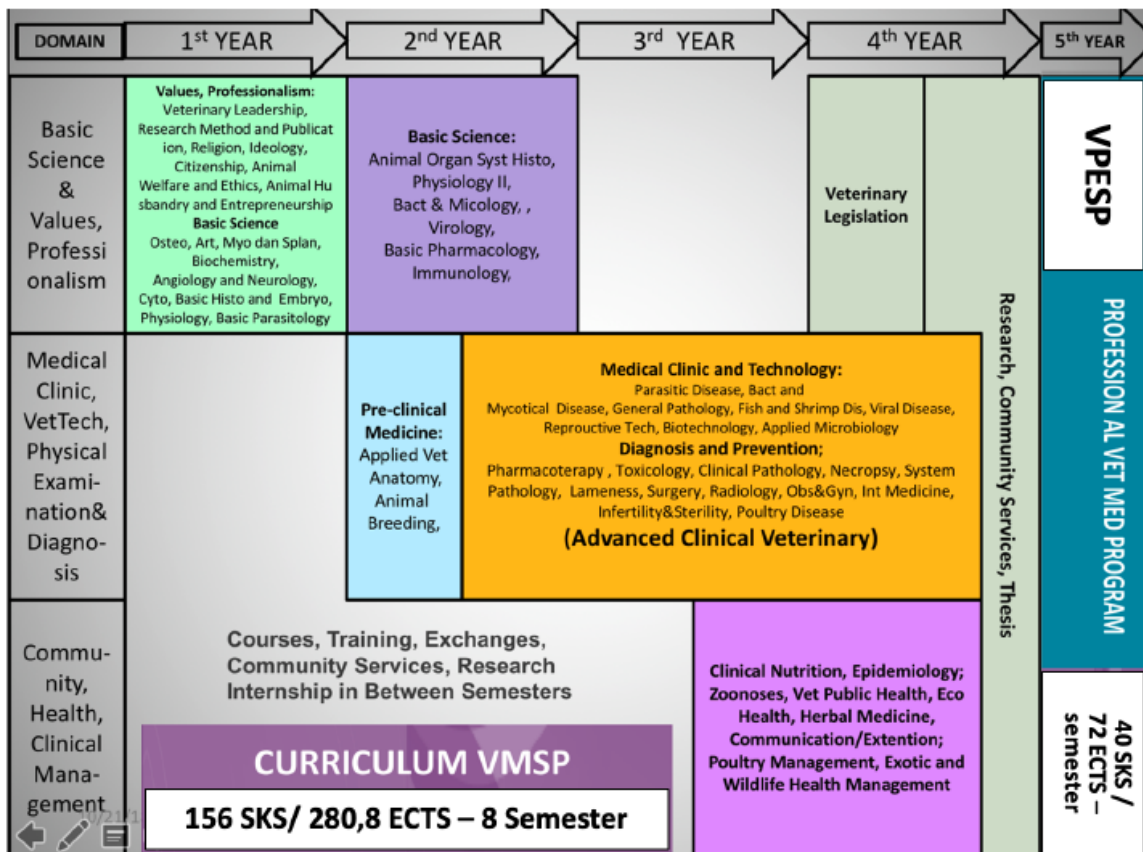
The experts are generally satisfied with the programme's structure and curriculum contents. They consider the model of an initial academic phase to learn the theoretical fundamentals followed by the clinical phase as suitable for the development of the students' competences. However, they find that the clinical phase is too short to learn all the practical skills and the routine needed to treat patients professionally. This can become a crucial problem for the students since they have to recruit their own "exercise patients" which can take a lot of time and, oftentimes, these patients are not very reliable in their commitment to the treatment. Therefore, it might happen that students have to stop an already established treatment plan and that they never execute certain treatments during the clinical phase. The experts recognize that this is a shortcoming in dental education worldwide but urge the faculty to think of strategies that will allow all students the practical execution of all treatment steps in their clinical practice. They are pleased to hear that, before obtaining a license as practitioner, graduates have to complete an additional clinical internship of 6 months duration in a primary health care centre or government hospital, which partly mitigates the before-mentioned problem. Nevertheless, they strongly recommend better interlinking both phases and including fundamentals of the clinical praxis already in the academic phase. This also relates to the wish of the students for more case-based teaching and examination, as described in section 1.6.

In terms of content, a further recommendation of the experts is the consideration of a structured teaching approach towards the topic of professionalism, which incorporates the "commitment to a set of values, behaviours and relationships, which underpin the trust that the public hold in dental care professionals" (ADEE, accessed 06.07.2024). This awareness should be gradually introduced to the students over the course of the programme. Moreover, also the industry representatives mention a number of skills, which they would like to see improved by future graduates, namely advanced research methodology, IT skills, clinic management and regulation, as well as knowledge about dental materials, composition, characteristics and modes of application. The experts consider these mentioned competences not as a core part of a dentist's professional education but rather as topics for a further Master's programme. However, as the roles of manager, researcher, and innovator are part of the intended Graduate Profile of the programme, UGM should consider strengthening the focus on these skills or revising and specifying the LOs and Graduate Profile accordingly.

The curriculum of the Veterinary Medicine Programme consists eight semesters of study programme (156 SKS credits – 280.8 ECTS credits) and the consecutive professional education programme, which lasts three semesters (40 SKS credits – 72 ECTS credits). The curricular overview parts the study programme in the following three domains:

1. Basic science, values, and professionalism
2. Medical clinic, VetTech, physical examination, and diagnosis
3. Community, health, and clinical management

The curriculum structure, learning contents and course levels are based on the guidelines of the Association of Indonesian Faculties of Veterinary Medicine. The following figure displays the structure and contents of the programme:



In the initial year of the study programme, courses cover fundamental sciences and general scientific skills, as well as the national compulsory courses. Specialized scientific skills are introduced from the second year onward. In total, there are 49 theoretical courses, added by the community service project, which is awarded with 8 SKS credits, and the final thesis (4 SKS credits). Moreover, there are 21 elective modules which allow for further individual specialization of the student's education according to their preference, out of which at least five have to be concluded from the fourth semester on to complete the curriculum.

According to the Self-Assessment Report, instruction is delivered through lectures, tutorials, practical/laboratory work activities, and fieldwork. The experts note that most of the courses have an integrated structure of lectures and practical sessions. The fourth year is mainly dedicated to the community service and the preparation and writing of the final thesis.

The professional education programme consists in six major practical courses to be completed. Five of these courses, each awarded with six SKS credits, are clinical co-assistance in the different veterinary fields: small animal medicine, large animal medicine, veterinary public health, surgery and radiology, reproduction, and laboratory diagnostic. Lastly, one course addresses the management of animal hospitals.

According to the Self-Assessment Report, different aspects of the study programme were developed and changed since the last accreditation in 2018. These changes include, most importantly, the adoption of an outcome-based education curriculum in the since 2019. This was further enhanced by integrating the Independent Learning Independent Campus (Merdeka Belajar Kampus Merdeka/ MBKM) as a component of the curriculum. MBKM engages students in learning activities that bridge the gap to employment, involving faculty partners and occasionally extending beyond campus boundaries. Another revision included the expansion of the credit allocation for Community Service (Kuliah Kerja Nyata/ KKN) from three to eight credits. This augmentation involved the addition of two courses, each worth two credits, and adjusting the fieldwork credits from three to four for two months. These new courses, “Community communication” and “Functional technology application” equip students with social communication skills and practical technology application abilities.

With respect to the last accreditation report, the experts enquire about the internship, which according to the Self-Assessment Report as well as the explanations of the programme coordinators and students is a compulsory part of the professional programme’s curriculum. It was queried that the internship as mandatory part of the curriculum has to be appropriately recognized with credits. As the experts consider an internship as crucial for the development of and understanding for the practical challenges in the veterinary field, they welcome the internship and the positive experiences reported by students and industry representatives. However, they wonder that this internship is listed in neither the curricular overview nor the module handbook of the programme. Thus, apparently also no credits are awarded. To eliminate this inconsistency, the experts require UGM to include the internship module accordingly into the curriculum and register the respectively awarded credits.

In terms of the practical components of the programme, the experts also note that the curriculum does not offer hands-on experience with living animals for students in the first semesters of study. While the structure of introducing students to first introduce new intake students into the fundamental theory is reasonable, the experts would welcome to also introduce students to the practical work with animals at the same stage. Based on their impression gained during the on-site visit, they consider that the integrated practical components in the theoretical courses do not suffice to deliver the appropriate level of exposure. Therefore, the experts recommend to give students earlier clinical exposure already during the academic phase, which would also highly benefit the transition of students into the professional programmes, which is reported to be challenging by the students.

Also, the experts find that the concept of One Health, which is a crucial topic in recent studies of all medical and health-related disciplines, should be emphasized more in the curriculum. Veterinary science is a key player in the global One health efforts, and therefore this topic is essential in the veterinary education. The experts recommend adapting and updating the curriculum and the corresponding learning objectives in this regard.

Furthermore, the industry representatives as stakeholders of this programme comment that the graduates are lacking certain soft skill like communication skills at the workplace and self-confidence. As the needs of the industry are crucial for the future orientation of the graduates, the experts recommend the programme coordinators to develop an offer of courses, e.g., electives or extracurricular activities, to address this mentioned shortcoming.

Another discussion point with respect to the curriculum is the introduction of an English-speaking international class in the Veterinary Medicine Programme. So far, most of the used teaching materials are in English but the instruction language is still Bahasa Indonesia, except in the “English language” courses. By introducing a full English programme, the faculty wants to attract international students to complete the full programme at UGM. As the allowed cap for the tuition fees is more than double of the cap for Indonesians, this would also have a positive impact on the financial standing of the programme. While the experts generally welcome this initiative of internationalization, they wonder whether the programme will be the same or whether it will actually constitute an independent programme. The programme coordinators explain that the curriculum will be the same and only the instruction language will be adapted. The experts find this a reasonable approach but point out that this is a larger change than it might appear in the first place and that the teaching staff must be supported intensely to manage this new load of teaching in a foreign language (see also section 3.1).

Moreover, the experts wonder that, in comparison to the Dentistry Study Programme, the Veterinary Medicine Programme does not offer any kind of English language course. Considering the importance of English language conduct in the academic community, which is reflected in the demands of preparing a Bachelor's thesis, for which international literature is a crucial basis, the experts strongly recommend introducing an English language module into the curriculum.

In summary, the experts confirm that each module represents a well-matched unit of teaching and learning. LOs for each module regarding knowledge, skills and competences are listed in the module handbook, respectively, module descriptions, but they have to be revised and specified for the Dentistry Study Programme. Different elective courses allow for individual focal points and at various stages of both study programmes, although this issue needs further clarification for the Dentistry Study Programme. The curriculum enables students to achieve the intended LOs, although minor changes in the curricula would benefit the qualification of the students.

Student Mobility

Increased internationalization is one of the focal points of UGM's current strategic plan. To allow academic mobility for students and teaching staff, UGM has established collaborations with various national and international institutions. As the Vice-Dean for International Affairs explains, the starting point for international collaboration at UGM is research. Through the establishment of successful joint research projects, also the foundations for student mobility shall be created. There are two approaches towards fostering international collaboration:

1. Bottom-up approach: The individual professors use their international collaborations to establish exchange opportunities specifically for students in their programmes.
2. Top-down approach: UGM seeks to establish partnerships with other institutions on the university level and all students of the university can apply for the available mobility places. So far, UGM has established more than 3000 memoranda of understanding.

As the students report, the willingness to go abroad is high but the number of places for international mobility activities is still limited and, therefore, the selection process very competitive. To take part in student exchanges, the students have to apply with a motivation letter, academic transcript, and English test, before passing an interview. The largest bottleneck in this regard is the available number of scholarships. Therefore, as the students

confirm during the on-site interview, UGM supports them also in obtaining other, usually public, grants and scholarships to finance their international studies. However, even if granted a scholarship, its size oftentimes does not compensate the high, and for Indonesians comparatively even higher, cost of traveling, living, and studying overseas. Nevertheless, the students stress the efforts of UGM to promote international mobility and highlight that the information on mobility opportunities is distributed well and that there is a good support infrastructure for students who go abroad. Recent exchange programmes lead Dentistry students to institutions in Malaysia, Japan, Hong Kong, and The Netherlands. Examples of student mobility in the Veterinary Medicine Programme are a student exchange with the university of Padova (Italy) and an outbound internship in Mexico.

Positively stressed is also that UGM offers many opportunities to take part in international exchanges through inbound mobility programmes. The main programmes are joint research seminars, annual summer schools, and international conferences. Students report that the admission to these programmes is much easier and that they benefit a lot from the incoming international partners. The Vice-Dean for International affairs explains that UGM provides multiple incentives for incoming students through the Gadjah Mada International Fellowship, which includes fully or partially funded programmes as well as free student accommodation.

Moreover, the programme coordinators explain that also national student mobility is fostered through the incorporation of the MBKM programme, which allows students to substitute up to three credits of elective courses by adequate activities outside campus, such as internships or courses at other institutions. The students confirm that the regulation for this programme is in place and that many students make use of this opportunity.

In summary, the experts confirm that UGM and both faculties promote (international) student mobility through different programmes and encourage the university to further expand the opportunities, especially in terms of funding, for the students.

Curriculum Review

According to the Self-Assessment Report, the curricula of both programmes were formulated based on frameworks of national and international professional associations in the fields of dentistry and veterinary medicine, Indonesian national regulations, and the strategic plan of UGM. They undergo regular evaluations by both internal and external stakeholders, among which are industry associations, alumni, and quality assurance agencies. Internal criteria are the mission and vision at the university and faculty level, as well as feedback by academics, lecturers, and students.

It is also regularly evaluated whether the curriculum structure and course contents meet the PLOs, the needs of stakeholders, and whether students are able to realistically complete all study obligations and general reach the PLOs within the designated time to graduation. This is monitored by means of a cohort evaluation, which is exemplarily displayed for the Veterinary Medicine Study Programme:

Input Student Years	Number of Registered Students	Resigned	Number of Students	Graduated on Time	Percentage of Students Graduating on time	Year Graduated	GPA
2015	194	22	172	170	98.83	2019/2020	3.8
2016	187	5	184	181	98.9	2020/2021	3.85
2017	176	17	162	162	100	2021/2022	3.9
2018	267	17	250	233	93.2	2022/2023	3.55

The university representatives and programme coordinators explain that the curriculum development is coupled with the structured review of the intended qualifications profile every five years. Deviating from this rhythm, the structured curriculum review is even done every two years for the clinical phase of the Dentistry Study Programme. Additionally, there is also an internal review of the curriculum at the end of each academic year which allows for short-term adaptations of the course offer and teaching methodology within the curriculum. The students confirm that they contribute to this annual review through their course questionnaires as well as through informal feedback given to the lecturers. Also, representatives of the professional practice are involved but report to mainly make use of these informal feedback channels (compare section 1.1).

In summary, the experts are generally satisfied with the curriculum review processes that are in place but again stress the importance of a close involvement of industry representatives.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Regulations for student admission to both programmes

- Rector's Decree No. 988/P/SK/HT/2014
- Academic handbook
- UGM admission website: <https://um.ugm.ac.id/en/application-requirements-for-professional-study-programs/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission mechanisms and requirements of both programmes follow the university's admission system which is defined in detail in the Rector's Decree No. 988/P/SK/HT/2014.

For the admission to the undergraduate stages, which includes the academic phase of the Dental Study Programme and the Veterinary Medicine Study Programme, there are three paths to the annual admission:

1. National Entrance Selection of State Universities (Seleksi Nasional Berdasarkan Prestasi, SNBP): a national admission system, which is based on the academic performance during the high school. 30 % of the students at UGM are admitted through this selection system.
2. Joint Entrance Selection of State Universities (Seleksi Nasional Berdasarkan Tes, SNBT): national selection test held every year for university candidates. It is a nationwide written test (subjects: mathematics, Bahasa Indonesia, English, physics, chemistry, biology, economics, history, sociology, and geography). It accounts for 30 % of the admitted students at UGM.
3. UGM's written entrance test (Ujian Masuk; UM): students selection based on a subject-specific written test (similar to SNBT) and a psychology test specifically held by UGM. 40 % of the students at UGM are admitted through this test.

Furthermore, UGM has established special entry quotas for students with exceptional achievements in arts or sports, as well as for high-performing students coming from families with low income. Furthermore, UGM actively seeks to attract and mix students from all regions from Indonesia, which the experts find laudable. The diversity of origins and backgrounds of the students present at the on-site interview confirms this policy. A separate policy regulates also the admission for international students.

Each year, UGM receives higher number of applicants than study places are available. The students name the university's reputation, achievements of UGM graduates, the location of the student city of Yogyakarta, and the good international network of the university as their main reasons to apply at UGM. The Dental Study Programme has an intake capacity of 150 students per year and an admission rate of three to five percent. For the Veterinary

Medicine Programme, the number of student places is 225 per year, but the admission rate was only around one percent over the past five years.

The admission requirements for the clinical/ professional stages are regulated separately. Only UGM graduates with a minimum GPA of 2.25 of the respective undergraduate programmes are eligible to apply for these phases. The programme coordinators specify that further additional admission criteria are the passing of an entry examination, and a psychological assessment. A point which needed clarification for the admission processes to the higher phases were the different intake rhythms and incoherent intake capacities: according to the Self-Assessment Report, the clinical phase of the Dentistry Study Programme can be started four times per year, while the VPESP takes students in only twice a year. The programme coordinators explain that this is due to the mandatory national final examination for the Bachelor's degree in Dentistry, which must be repeated in case of failure. Therefore, the faculty offers four entry dates. In practice, however, most of the students enter at the regular term starts, so in August or February.

In this regard, also the partly inconsistent intake capacities displayed in the Self-Assessment Report are explained. The maximum intake of the clinical phase of the Dentistry Study Programme is 65 students per semester while the capacity of the VPESP is 200 per year. The experts learn that almost all students of the undergraduate stages also proceed to the clinical/ professional stages. The faculties provide support like tutoring sessions for passing the entry exam and offer multiple chances for remedial exams in case of failure. The students confirm this practice and state that there are no problems with concluding the undergraduate stages in time and proceeding to the clinical stages.

The experts congratulate both faculties to the demand for their programmes and are generally satisfied with the admission regulations and requirements. They confirm that the admission requirements and procedures are binding and transparent and ensure that students are in principle able to successfully graduate from the programmes.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curricular overviews of all study programmes
- Module handbooks of all study programmes
- Examples of Transcripts of Records
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UGM refers to the Ministerial Regulation No. 3/2020 about the National Standards of Higher Education in using the Indonesian SKS credit system to evaluate the workload of the courses. One SKS credit is defined as 14 lecturing weeks and two exam weeks with a workload of each

- 50 minutes of scheduled contact with the teaching staff in learning activities,
- 60 minutes of structured activities related to lectures, such as doing the assignments, writing papers, or studying literature,
- 60 minutes of independent activities outside the class room to obtain a better understanding of the subject matters and to prepare academic assignments such as reading references.

The current curriculum of the academic phase of the Dentistry Study Programme encompasses a total of 152 SKS credit points, which is equivalent to 275.12 ECTS credits. The workload per semester is between 12 and 22 SKS credits. In the clinical phase, in line with the standard set by the Indonesian Dental School Association, each of the ten courses of the clinical rotation is awarded with one to four credits, yielding a total workload of 30 SKS credits (54 ECTS).

In the Veterinary Medicine Study Programme, the total workload is 156 SKS credits (corresponding to 280.8 ECTS). Each semester, between 17 and 26 SKS have to be completed. The professional education programme encompasses additional 40 SKS points.

While the experts regard the SKS credit system as well-funded to evaluate the students' workload, they wonder about the very imbalanced distribution of credit point in the programmes. The programme coordinators of the Faculty of Veterinary Medicine report to have harmonized their credit allocation in response to the previous accreditation report. Nevertheless, the experts are not satisfied with the credit allocation, since the current distribution induces that the workload (thus, the number of hours students have to spend on their studies) is almost twice as high in the undergraduate programme as in the professional programme. In the Dentistry Study Programme, this discrepancy is even higher.

Also the comparison of both faculties shows the inconsistency of the credit allocation: the undergraduate programmes, both eight semesters long, have similar numbers of awarded credits. However, the clinical phase of the Dentistry Study Programme is awarded 30 SKS credits for a regular study duration of four semesters (7.6 SKS credits per semester on average), while the VPESP incorporates 40 SKS credits although it is only three semesters long (13.3 SKS credits per semester on average). However, the average semester workload should be the same across programmes and phases. Therefore, the experts see the urgent

need to revise the current credit system and adapt a consistent credit allocation for all programmes.

In terms of the distribution of credits for the individual modules, the experts are generally satisfied. However, they deem the allocated number of 4 SKS credits for the final thesis to be comparatively low, given the intensive workload needed for the preparation of such a paper. Therefore, the experts suggest to reevaluate and verify the workload for the thesis and adapt the number of allocated credits accordingly.

The experts also discuss the credit conversion of SKS to ECTS. As it becomes apparent from the curriculum documents, the applied credit conversion rate is 1.81 respectively 1.8. They find the credit conversion reasonable to harmonize the induced workload of one SKS credit (170 min * 16 semester weeks = 45 hours) and one ECTS credit (defined as 25 hours). To avoid unnecessary complexation and limit the number of digits in the ECTS credits, the experts suggest to round the credit conversion rate to 1.8 for all study programmes.

According to the Self-Assessment Report, the actual student workload is monitored through semester evaluation meetings, student surveys, and periodic internal quality audits. Deviations from the planned workload will be taken into account for the future adaptation of the curriculum. Students confirm that the course surveys are conducted in the form of online questionnaires every semester and also contain questions regarding the workload. However, they also highlight that their most important channel to evaluate and influence their workload is direct feedback to the teaching staff. In general, they assess their workload to be high but manageable, which is consistent with the experts' impression. Also the statistics that show that almost all students of both programmes complete their degrees within the designated study period support the assumption that the workload is adequate.

In summary, the experts confirm that the credit system based on the student workload in terms of contact hours and also self-study time is implemented. All compulsory components of the study programmes, except the internship in the Veterinary Medicine Study Programme, are included. This deficiency needs to be resolved. However, the imbalance of credit numbers between the undergraduate programmes and the clinical/ professional phases has to be eliminated to more realistically represent the workload in all semesters. Overall, the workload is considered manageable for students and does not hinder students from graduating within the standard period of study. The workload is regularly evaluated.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Visitations of teaching facilities
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UGM describes that teachers have to apply different teaching formats which direct the students to achieving the learning outcomes in the best way.

In the courses of the academic phase of the Dentistry study programme, the teaching methodology partly follows a teacher-centred approach that uses the basic form of lectures, and a student-centred approach which encourages active learning in the form of discussions, group work, workshops, and case studies. Practice sessions in different laboratories enhance the procedural and project-practical skills of the students. In addition, the introduction to scientific research and the application of these skills in the thesis is an essential part of the programme. Lastly, the community service aims on providing the students with a first hands-on learning experience.

In the professional phase, students' learning consists in the so-called clerkship of dental clinical practice and training, which consists in the observation of clinical processes in the hospitals ("chairside observation") and their own application of these skills, mentored by the instructors ("clinical teaching"). In addition, also this phase contains academic activities like journal reading, case-based discussions and case studies.

The undergraduate stage of the Veterinary Medicine Programme focuses mainly on the student-centred learning methods. As example, utilizing a case-based approach, small group discussions constitute 25% of the learning proportion. Learning activities are blended, including face-to-face classes, laboratory work, fieldwork, and online components. This includes, among others, quizzes and online assignments organized via the eLok e-learning system UGM allows a maximum of 40% of total learning time to be allocated to online learning. The professional education programme, in contrast, employs a project-based method to provide students with hands-on experience in veterinary hospitals, such as the small animal clinic and reproduction clinics for cattle.

Based on the description, the experts discuss the teaching methodology with the lecturers and get an overall very good impression of its variety and application. This is also underlined by the high quality of the available practical teaching facilities, which constitute a perfect-environment for applied practical teaching (see also section 3.3). Particularly highlighted is the broadening of teaching methods by digital instruments that were developed during the times of the Covid-19 pandemic, which were incorporated also in the teaching processes after the return to on-site teaching. Examples are video lectures as basis for flipped classroom teaching and e-learning features in the eLok system. Especially in the Dentistry Study Programme, also Virtual Reality resources are increasingly used to give students opportunities for individual and gamified practise of dental treatment processes. Nevertheless, the experts stress that Virtual Reality cannot substitute, but only complement, the students' work with real patients which is crucial for developing the necessary routines to conduct treatments independently after graduation. Similarly, also for Veterinary Medicine students, extensive and early contact is crucial for enhancing their understanding of healthy animals and the indicators and criteria of disease. In this regard, the students express their wish to work not only with small animals but also live, especially wild animals. The experts would find this highly beneficial too, but acknowledge the difficulty of organizing this kind of teaching. A suggestion to compensate for that would be an increase of case-based study activities and the use of animal dummies. The experts underline UGM's large efforts to keeping the teaching running during the pandemic, and positively regard the developments in the teaching methodology.

Particularly enquiring about the design of the practical teaching in the clinical/ professional phases, the experts raise the question of internal benchmarking and harmonization of teaching standards between the individual lecturers that supervise the smaller clinical workgroups. It is reported that the academic staff receives training with respect to modern teaching methodologies (see also section 3.1) and that the annual meetings for the curriculum evaluation are also used to discuss assessment rubrics and possible teaching approaches in the clinical courses. However, it remains unclear how the actually applied standard operating methods and standard clinical procedures are benchmarked. To enhance the aggregate teaching methodology in the practical teaching and ensure a harmonized learning experience for all students, the experts recommend to develop a system for teaching benchmarking, e.g., by establishing workflows and standard operating procedures.

The students are also introduced to the work with and the creation of academic research in the courses "Research Methodology 1 + 2" in the Dentistry Study Programme, respectively "Scientific writing and Publication" in the Veterinary Medicine Programme. However, in contrast to the Dentistry Study Programme, the course encompasses only 1 credit point

in total. The experts deem this very little and suggest to expand this course and assign it a workload of at least 2 credits. These courses are to lay the methodological grounds for the students to conduct their own research project for the final theses. The experts comment that the theses presented appear to represent a reasonable amount of research-based activity, written up in a way that would be expected of a short course of semi-independent study.

In order to ensure that all teaching methodologies align with both faculty's requirements, the lecturers' performances are assessed by the students at the end of each semester through the Lecturer Evaluation form, which is part of the regular course survey.

In summary, the experts confirm that a variety of teaching methods and didactic means is used to promote achieving the learning outcomes, which involves a large extent of student-centred learning and teaching. Both digital and face-to-face teaching are adequately used. The teaching covers also an introduction into independent scientific work to standard level of an undergraduate degree. It is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

Criterion 1.2:

In its statement, UGM lays out that it will standardize the naming of programmes with multiple stages consistently and refer to them as two programmes. The respective naming will be incorporated into all official documents, regulations, and websites. The experts positively note this decision as it will make the educational concept between these programme structures more transparent and comprehensible.

Criterion 1.3:

UGM submitted comprehensive information and documents regarding the curricula and specifically mentioned courses, which is appreciated by the experts. Among others, the statement referred to the inclusion of regulations into the MBKM programme handbook. However, to the knowledge of the experts, making use of MBKM offers is not compulsory, other than the internship which is mandatory according to the students. Therefore, the experts see the internship still not adequately integrated into the curriculum and require a respective regulation.

Further, as recommended by the experts, an English language module is planned to be introduced in the Veterinary programme. Also, all the updated information still needs to be harmonized in all official documents as well as the programmes websites.

Criterion 1.5:

UGM recognizes the problem of the disproportionate credit distribution across the academic and professional programmes of both subjects and argues that this is partly due to government regulations. The experts appreciate that the faculties are nevertheless seeking for ways to reform this credit distribution to make it more transparent and reasonable to correctly represent the workload of students in all stages of their studies.

Criterion 1.6:

Regarding the topic of earlier practical teaching and clinical exposure, UGM states that it will consider this recommendation in the next curriculum review process, which the experts note and welcome as an important issue for enhancing the quality of the programmes.

Given the still existing above-mentioned shortcomings, the experts regard this criterion as **partly fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Self-Assessment Report
- Module handbook of each study programme
- Examples of exams seen during the on-site visit
- Examples of final theses seen during the on-site visit
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment report, there is a UGM Rector's decree inducing a university-wide examination policy and evaluation process. The examination regulations are documented in the lesson plans, modules handbooks, and clinical workbooks, all of which are provided to the students in the initial course meeting. For each course, there is at least a mid-term exam and a final exam, which are complemented by minor exam formats. Plans for mid-term and final semester exams are scheduled at the beginning of each semester before the lecturing time starts. In order to grant an appropriate preparation time for the students, there is a "quiet week" between the final lecturing week and the examinations. Common examination formats include theory exams, individual quizzes, assignments, oral

group discussions, and practical tests. The cumulative exam score determines the final grade.

Students report that, in the undergraduate stage of the Dentistry study programme, the large majority of exams in the undergraduate programmes is conducted in form of computer-based tests. Following their previously explained concerns about practical learning components in the undergraduate programmes, the experts ask about practical formats also for examinations, which they would deem useful to function as gate-keeping instances for the students in their learning process before getting to work with actual patients. The students confirm that they would appreciate more practical examinations to better prepare them for stress situations in their practical work. The experts therefore strongly recommend introducing suitable practical exams in the undergraduate programmes of both faculties.

In the undergraduate stage of the Veterinary Medicine Programme, the learning outcomes of each module are assessed through various methods, such as written examinations, oral examinations, practical/skill evaluations, seminars, scientific paper writing, quizzes, or a combination of different formats. For courses with practical components, there are also practical exam formats, as confirmed by the students. Furthermore, small group discussion are conducted as assessments to evaluate attitude, knowledge, and initiative, of the students. In certain subjects, pre-tests are conducted at the semester's outset, and some are held multiple times throughout the learning period.

The clinical phase of the Dentistry Study Programme commences with an entry examination which has to be passed by all students within a maximum of four attempts, as regulated in the academic handbook. Then, students must fulfil all requirements of each level (junior-intermediate-senior) before moving to the next level. Each clinical stage possesses unique passing criteria and prerequisites to enhance students' clinical proficiencies and activities such as presentations, journal readings, and case reports. Upon fulfilling all clinical requirements in the clinical phase, students can take the final comprehensive examination, a prerequisite for the subsequent national competence examination. This national examination is the final step to the professional degree and comprises a theoretical test using a competence-based test model and a practical evaluation using the objective structured clinical evaluation method. Students who do not pass the examination can undergo additional tutoring and participate in another trial run before retaking the national exam.

In the Veterinary Medicine Professional Education Programme, students are tested on their proficiency in skills and procedures or handling cases, presented through case reports to examiners. This direct observation of procedural skills serves the purpose of observing the

students' abilities not only in exam situations but also in a daily routine environment. Furthermore, students engage in assignments outside the institution, such as working in poultry companies, cattle farms, the Animal Husbandry Service, and the Animal Quarantine Office. This experiential learning is designed to enhance soft skills in patient care beyond the campus setting, cultivate leadership abilities, and provide insight into the working world. Course requirements and specific exam formats (with potential alternatives) are defined for each module and presented to the students at the beginning of each module. The final step for students to become veterinarians is the competency examination which is computer-based test administered by the independent national committee for veterinarian professional education.

Overall, the experts are satisfied with the examination methods, with the limitation regarding practical exams. However, they consider the number of assessments as very high, posing constant pressure on the students. Although students do not complain and assess the exam load as manageable, the experts encourage UGM to think about clustering course exams to reduce the overall number of exams.

The final exam of both undergraduate programmes is a thesis-like research project. This final project can be pursued after students have entered the seventh semester and earned a minimum of 110 credits with a GPA of at least 2.0. The scope of the final project/ thesis encompasses topics related to dentistry, respectively, veterinary medicine, spanning basic, preclinical, and clinical sciences. Faculty members are assigned to guide the students' project work according to the chosen research topic. During the on-site visits, the experts also examine provided examples of final projects and confirm their adequate quality. However, given the apparently large effort needed to prepare theses of this kind, the experts wonder about the adequacy of only 4 SKS credits to appropriately reflect the workload of the students related to the thesis. Moreover, the experts are also surprised to find that second final report is required in the clinical/ professional phase as well. As this phase consist almost exclusively of practical work, they find that a theoretical research work is not really fitting as examination method, especially since students have to prepare the before-mentioned Bachelor's theses at the end of the undergraduate programmes. However, the programme coordinators explain that these projects differ in their approach as they constitute a portfolio of different case reports as documentation of the practical work done at the hospitals, which satisfies the experts initial doubts about this exam format.

In terms of regulations, there are specific prerequisites for students to be allowed to take examinations in the undergraduate phases:

1. "Maintain a class attendance rate of no less than 75% for enrolled modules to qualify for final examinations or assignments. However, the module coordinator

may permit students even if they have not met the 75% attendance requirement.

2. In cases where students cannot submit assignments or attend scheduled examinations as planned, there are provisions for special considerations. The details of these considerations are outlined in the student academic handbook.
3. Complete all assignments for skills labs, preclinical practices, and their respective final examinations.
4. Students failing to attend exams due to their negligence will not be eligible for makeup tests. Module supervisors may provide the option for makeup tests.
5. To be eligible to start the final project, students must showcase scientific work skills. A faculty member's workshop assigns supervisors based on students' proposals."

The assessment is based on a Grade Point Average (GPA) within the range of 0-4, derived from the examination grades obtained at the end of each semester, represented by grades A to E. The conversion from alphabetical to numerical values for calculating the GPA (Indek Prestasi Akademik (IPK) in Indonesian) is presented in the following table:

Score grade	Numerical grade
A	4.00
A-	3.75
A/B	3.50
B+	3.25
B	3.00
B-	2.75
B/C	2.50
C+	2.25
C	2.00
C-	1.75
C/D	1.50
D+	1.25
D	1.00
E	0

The examination results are converted from numerical to alphabetical grades and uploaded to the SIMASTER information system within two week from the examination. Students can directly inquire about detailed assessment items from their lecturers or coordinators. Guidelines for converting students' exam scores from a numerical scale of 0-100 to alphabetical grades A to E follow the guidelines stipulated by the Dean of the Faculty of Dentistry and are depicted in the following table:

Score grade	Score range
A	76 - 100
A-	73 - 75.9
A/B	71 - 72.9
B+	68 - 70.9
B	65 - 67.9
B-	62 - 64.9
B/C	59 - 61.9
C+	56 - 58.9
C	53 - 55.9
C-	50 - 52.9
C/D	47 - 49.9
D+	44 - 46.9
D	41 - 43.9
E	0 - 40.9

As the teachers confirm, the assessment is conducted transparently based on established criteria and is a collective decision made by the teaching team of the respective course. If students are dissatisfied with their grades, they can approach the coordinator of the relevant course at any time. In case of a genuine input errors, the course coordinator can correct the grades. Furthermore, there are guidelines for make-up exams and attendance policies in case of illness are established, alongside support services for students with disabilities or special needs (e.g., pregnancy, childcare, caregiving for relatives). According to the UGM regulation, exam dispensation can be granted under the following circumstances:

1. Participation in authorized university activities as an official representative (e.g., athletic events, regional or national meetings or conferences, university-sponsored performances).
2. Unforeseen misfortunes or emergencies prevent direct communication with the supervisor.
3. Mourning the loss of a close family member.
4. Pregnancy, childcare, or caregiving for relatives with the rector's approval may entail academic leave while the period remains active for study calculations.

Students are generally satisfied with the exam regulations, the transparency and fairness of obtained grades, as well as the provisions for remedial examinations. They confirm there is an appeal system which is known to them and has been used multiple times in case of inconsistencies or doubts regarding the given marks. The students also have the opportunity to ask for personal feedback or explanations from the teaching staff.

However, despite that a system is apparently in place, the experts do not find any document or regulation in the academic handbook which transparently regulates the exams as well as the corresponding appeal process, exemptions, and special provision. As this is crucial to the transparency and integrity of examinations, the experts require UGM to formalize the provisions of the appeal system.

In summary, the experts confirm that there are module-specific exams which assess the extent to which the defined learning objectives have been achieved and provide students with feedback on their acquired competencies. A final project is integrated into both programmes as an integral part for the assessment of obtained skills in independent scientific research work. The types and weights of assessment methods are contained in the module handbook respectively module descriptions and rules for remedial exams as well as appeals appear to be in place. However, these must necessarily be formally introduced into the academic handbook or a separate examination regulation. Examinations are marked according to transparent criteria and students have the opportunity to consult their lecturers about the results of their exams.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

Regarding the increase of practical exams also in earlier stages of the programmes, the experts appreciate UGM's plan to introduce practical learning and assessment components already in the academic stage of the Dentistry programme, as this will highly benefit the students' preparation for the professional programme. Also, the experts positively

acknowledge the documentation regarding exam regulations, especially regarding remedial exams. The welcome that, to enhance transparency, these regulations will be introduced also into the academic handbook.

Given the current state of their required changes, the experts regard this criterion as **mostly fulfilled**.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- UGM staff websites: <https://acadstaff.ugm.ac.id/faculty/faculty-of-dentistry>, <https://acadstaff.ugm.ac.id/faculty/fakultas-kedokteran-hewan>
- Staff handbooks of both programmes
- List of trainings offered by the university
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Staff numbers and qualifications

At UGM, all faculty staff members have to align their activities with the “Tri Dharma”, the three pillars of Indonesian higher education. These include teaching, research, and community service duties, all within the purview of the staff’s respective areas of expertise. Besides the academic personnel, there is also support of administrative personnel with pertinent educational qualifications for their respective roles.

The Faculty of Dentistry has a total number of 108 academic staff and 11 support staff, opposite to 640 academic phase students and 548 professional phase students in 2023. This results in a favourable overall ratio of 1 academic staff per 10 students. The following tables depict the numbers for both phases independently:

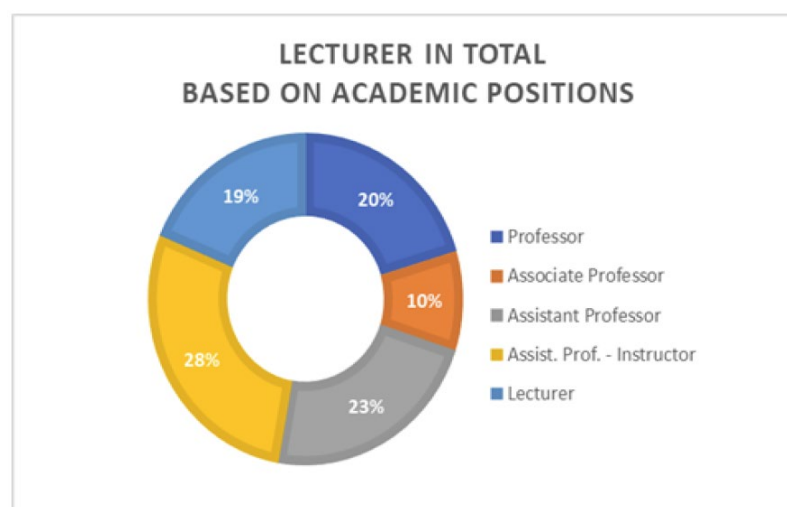
Table 3.1 Ratio of Students to Faculty Members and Administrative Staff in the Academic Phase

Study Year	Student Body	Full-time academic staff	Administration Staff	Academic staff and administrative staff	Student Body: academic staff	Student body: Administration staff	Student Body: faculty member
2021/2022	620	108	111	219	5.74	5.59	2.83
2022/2023	640	108	111	219	5.93	5.77	2.92

Table 3.2 Ratio of Students to Faculty Members and Administrative Staff in the Clinical Phase

Study Year	Student Body	Full-time academic staff	Administration Staff	Academic staff and administrative staff	Student Body: academic staff	Student body: Administration staff	Student Body: faculty member
2021/2022	512	108	111	219	4.74	4.61	2.34
2022/2023	548	108	111	219	5.07	4.94	2.50

The following figure displays the distribution of positions of the staff members:



Besides the regular teaching staff, there are also some experts from other institutions as well as industry representatives to deliver guest lectures, which the experts welcome to ensure the connection of university teaching with current work developments in the professional field. However, especially for the clinical phases, the students mention their wish to receive a larger portion of their teaching by industry professionals.

The academic engagements and teaching performances of the lecturers are closely monitored through the SIMASTER website and ongoing evaluation through Lecturer Performance Reports and student evaluations in each semester.

The Faculty of Veterinary Medicine encompasses 82 lecturers, including 14 Professors, 38 PhD holders, and 30 Master's degree holders distributed across 12 departments. Staff and student numbers are displayed in the following tables for both programmes:

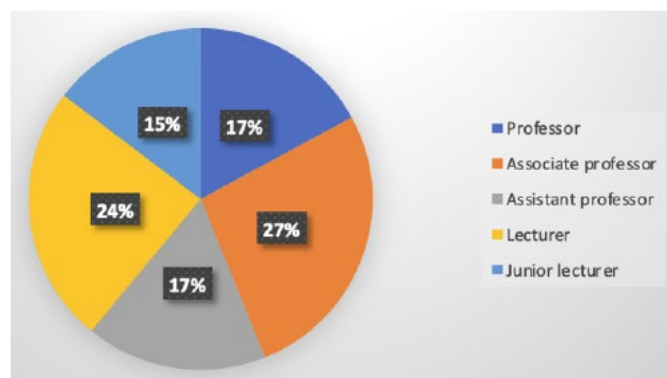
Table 3.1.3. The ratio of Students to Faculty Members and Administrative Staff in VMSP

Study Year	Student Body	Full-time academic staff	Administration Staff	Academic staff and administration staff	Student Body: academic staff	Student body: Administration staff	Student Body: faculty member
2021/2022	882	83	96	179	10.6	9.19	4.92
2022/2023	833	82	96	178	10.15	8.67	4.68

Table 3.1.4. The ratio of Students to Faculty Members and Administrative Staff in VPESP

Study Year	Student Body	Full-time academic staff	Administration Staff	Academic staff and administration staff	Student Body: academic staff	Student body: Administration staff	Student Body: faculty member
2021/2022	342	83	96	179	4.12	3.67	1.91
2022/2023	392	82	96	178	4.78	4.08	2.20

Nearly all teaching staff hold Veterinary Medicine degrees obtained in Indonesia, although additional lecturers with academic backgrounds in pharmacy and statistics have been recruited to enhance student competency in areas like veterinary pharmacology, statistics, and epidemiology. Most of the academic staff dispose of international experience in countries like the Philippines, Thailand, Australia, South Korea, Japan, Taiwan, Turkey, Germany, the United Kingdom, the Netherlands, and the USA. The distribution of staff positions is displayed in the following figure:



Besides the regular teaching staff, the faculty frequently invites reputable lecturers, such as associate professors from overseas universities, as part of the Teaching Practitioner Programme. As the programme coordinators report, these guest lecturers are professionals e.g. in industry, government bodies, and laboratories, and present advanced and practically-oriented topics in the veterinary field.

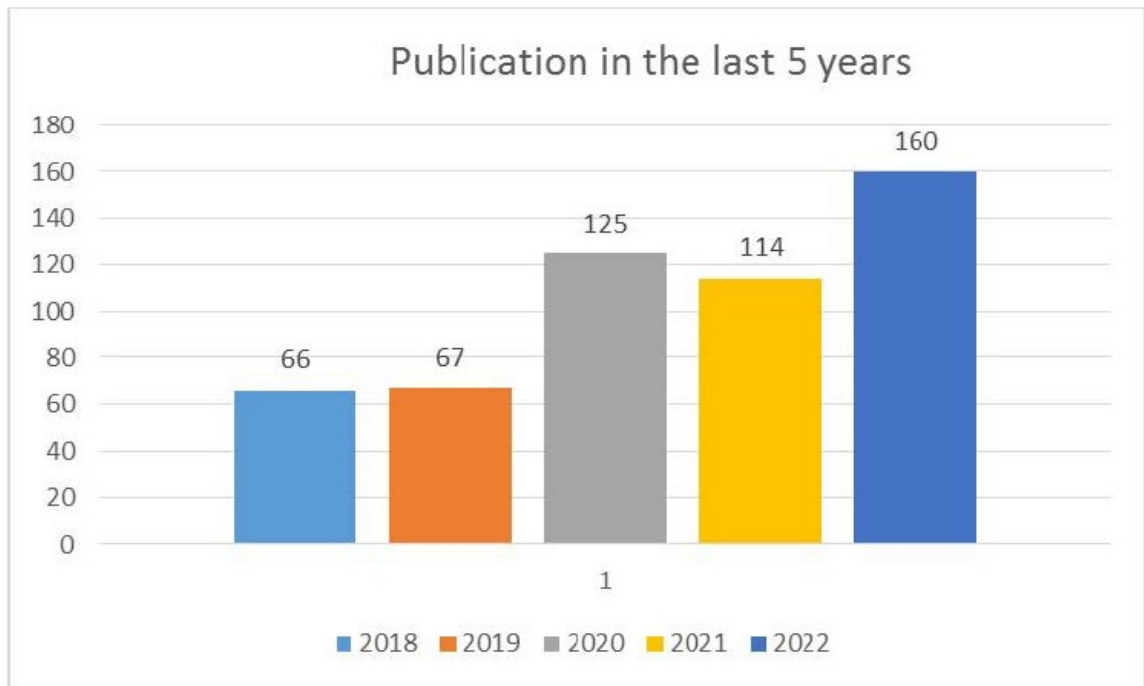
The faculty is additionally supported by 94 non-teaching staff, including laboratory assistants, technicians, analysts, programmers, librarians, administrative personnel, financial staff, security personnel, and individuals responsible for public services and logistics.

As the experts learn, the minimum qualification requirement to become lecturer in both undergraduate programmes at UGM is a Doctor/ PhD title. This distinguishes UGM from most of the other Indonesian universities which only require a Master's degree as prerequisite to become a lecturer. The experts positively comment on this policy, as they deem higher academic degrees than Master's graduates as beneficial for the instruction of students.

While the experts generally find the presented staff numbers to be adequate for handling the programmes, they intensively discuss the aspect of workload and workload distribution over the "Tri Dharma" fields with the teaching staff. The lecturers assess their workload as generally adequate and report that they are also satisfied with the amount of worktime left for their own research activities. Moreover, they highlight the good support by the non-academic staff which relieves them from many administrative tasks. As an excessive administration load is commonly reported in Indonesian universities, the experts positively regard this comment and express their satisfaction with the distribution of the academic staff's workload. Nevertheless, UGM should closely monitor the staff workload, as in both study programmes the clinical practice in labs and hospitals is crucial to the education of the studenty, which can only be successfully taught if enough staff is available to supervise and instruct small student groups.

Staff development

In terms of continuous development, staff members are offered opportunities to enhance their competencies in academic and non-academic domains such as self-development, IT skills, public speaking, and foreign languages. As documented in the Self-Assessment Report, these opportunities encompass workshops, internships, staff exchanges, participation, and conference presentations. Further, also collaborations with national and international institutions been established to enhance academic research opportunities on campus and enrich the experience and knowledge of teaching staff. The university and faculties support these activities with funding and incentives. The university's funding and reward system includes financial incentives for publications (books and articles in high-impact journals) and grants for the participation in international conferences. These incentives and support mechanisms are reflected in the constantly increasing number of publications over the past years, as displayed exemplarily for the Faculty of Dentistry in the following table:



Confirming the description in the Self-Assessment Report, the academic staff members report about multiple opportunities for their own continuous development, both in terms of research activities as well as trainings for didactic methods. Among others as a consequence of the previous accreditation report for the Veterinary Medicine Programme, the support by UGM has been improved notably. This includes more research funds offered on the university, faculty, and department level, higher grants for conference participations and travel cost, improved lab facilities (see also section 3.3), and the establishment of a

better system for interdepartmental collaboration and collaboration between the university and industry with respect to the use of available resources. Although the process for obtaining research funding by the university is competitive, also junior lecturers confirm to have good chances to obtaining the necessary resources for their projects. Highly appreciated is also the support by the university for the application for external, e.g., government-issued research funds, as well as the newly introduced possibility to take research sabbaticals.

In terms of continuous development regarding didactics and basic skills, the lecturers are offered a variety of compulsory and optional courses. The offer includes English language courses, IT skills, soft skills, as well as presentation techniques. The lecturers also report to receive specific support in case of larger changes in the educational approach of the university, such as the process of introducing student-centred learning, or the Covid-19 pandemic. Teachers received support and instruction themselves on how to implement and design their courses based on the new circumstances and based on the new teaching approach. Teachers are also encouraged to seek international benchmarking through the increased number of international fellowship programmes which allows the teachers to collect international experience at foreign universities. Collaborations with universities in Korea and The Netherlands are mentioned as recent examples of fellowships.

The experts are satisfied with the support infrastructure for lecturers provided by UGM and the individual faculties. However, as since lecturers report that the newly introduced international class of the Veterinary Medicine Programme is supposed to be taught by the same teaching staff as well, they point out the necessity of offering these lecturers special guidance and support. Although the lecturers appear not to perceive it that way (yet) the experts assess the introduction of this new class to be a major challenge since this does not only mean an overall higher number of students, but also induces new challenges regarding intercultural communication, students who potentially need closer guidance to cope with studies in a country which is foreign to them, and the task of delivering all teaching components in English without diminishing the quality of the education.

In summary, the experts confirm that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programme. The staffs' opportunities for research, professional, and personal development contribute to the desired level of education. The quality of lecturing is periodically evaluated through student surveys as well as monitoring of the lecturers achievements in the "Tri Dharma" activities by UGM.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the first reference point in case of any problems with course contents or materials are the lecturers themselves. Furthermore, each student is assigned to a lecturer in the beginning of his or her study career at UGM who serves as an academic supervisor. The supervisors provide academic assistance and advice throughout the entire programme. In the academic phases, each supervisor is responsible for up to six students, while the ratio is five students per supervisor in the clinical/ professional phases. During the on-site discussion, the students report that their largest challenges in the academic context are the pressure due to high workload as well as the manifold practical teaching component. Nevertheless, they confirm the support by the lecturers and non-academic staff to address these issues.

The students who are not originally from Yogyakarta also report that many of them face the challenge of being away from home for the first time and the corresponding needs to adapt in terms of language and culture. However, also they stress that they are well supported in their familiarization process with the new environment and student life, among other through joint activities with senior students and a buddy programme.

For their professional development, students have access to the central and subject-specific libraries, open meeting spaces, integrated research and teaching labs, as well as career development counselling. In case of health issues, they can make use of the university hospital, the dental clinic, and mental health support facilities. Further supporting and recreational facilities include, among others, sports facilities, a multipurpose hall, student dormitories, parking spaces, and local transportation facilities. Moreover, there are a campus canteen and a prayer hall. During the on-site visit, the experts also witnessed the daily routine sports session of the Faculty of Dentistry.

In summary, the experts confirm that there are sufficient resources and organisational structures for individual subject-specific and general counselling, supervision as well as support of students. The allocated advice and guidance are helpful for the students in achieving the learning outcomes and in completing the course within the scheduled time.

Criterion 3.3 Funds and equipment
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Evidence:

- Self-Assessment Report
- Websites of both departments
- UGM tuition fee website: <https://admission.ugm.ac.id/application/tuition-fee/>
- Visitation of the laboratories of both faculties
- Discussion during the audit

Preliminary assessment and analysis of the experts:

UGM is mainly funded by the government of Indonesia and by tuition fees. As a public university, UGM receives financial support by the government. These funds are mainly allocated to pay salaries and incentives of their staff and guest lecturers, cover operational costs, acquire and maintain the infrastructure, facilities, and equipment, and offer competitive research grants. Other sources of the faculties' incomes are revenues generated by the university hospital, independent ventures, donations and institutional fees. As the Vice-Dean for Financial affairs explains, each of the three income pillars constitutes about one third of UGM's overall budget.

The structure of the student tuition fees is based on individual circumstances and parental backgrounds, considering factors such as residency status, program of study, and financial need. The UGM website outlines the specific tuition fee rates applicable to different categories. The financial management processes in the study programs are executed through a performance-based management system and financial management information system. The Faculty of Dentistry's tuition fees per semester are 78.000.000 IDR, while the fee is 30.000.000 IDR per semester for the Veterinary Medicine Programme. It is explained that, as mandated by government regulations, the tuition fees are capped at 90% of the standard individual cost for delivering the education. For international students, this cap is higher; however, for the international class of the Veterinary Medicine Programme, the tuition fees website nevertheless lists the same amount for the regular as well as the international class. The students rate the tuition fees as high but justified and express their gratitude for the extensive discount system offered by the university which allows also students from households with lower incomes to study at UGM.

It is further reported that the financial planning is arranged bottom-up by the faculty team management with the involvement of academic staff via their departments and supporting units. The departments have to prepare Annual Budget and Funding Plans that must be handed in and later justified to the university's Budgeting Committee. The negotiated budget allocation is then to be approved by the UGM's Senate. Although there is always

room for improvement, both faculties are generally satisfied with their allocated budgets, which pleases the experts. They are generally satisfied with the income structure of the university and the distribution mechanism across the faculties.

However, with respect to the financial situation of both faculties, the experts discuss a document provided with the Self-Assessment Report, which indicated that the budget of the Faculty of Veterinary Medicine was cut in half between 2021 and 2022. This would constitute a very critical problem with respect to the financing of the programme. The programme coordinators state however, that they did not have to bear budget cuts throughout the past years and that this document includes wrong information. As the experts are generally satisfied with the explanations regarding the budgeting processes of UGM and gain a good impression that there is sufficient funding for all programmes under review, they acknowledge this explanation but nevertheless ask the faculty to hand in an updated overview about their budgets of the past five years.

In terms of facilities, UGM provides an adequate number of lecturing halls and seminar rooms in various sizes, all of which are equipped with a sound system, computer, and LED TV or projectors. Moreover, there are a central library, an academic teaching hospital (Rumah Sakit Akademik UGM – Friendly and Caring Hospital), the Gadjah Mada Health Center, as well as integrated research and testing labs for students and university members. The library is well equipped with a broad range of recent scientific literature in the form of book, magazines, journals, as well as online references and access to different databases. There is “eduroam” Wi-Fi access on the entire campus, which allows for the efficient use of online resources. Student lounges, workspaces and co-working spaces provide a constructive learning environment for both individual as well as group work.

Specifically for the Dentistry Study Programme, a new building has been inaugurated in 2019, which contains new lecturing rooms, computer facilities, special rooms for examinations, research labs as well as the dental learning clinic. The clinic is equipped with a different skills lab rooms that dispose of sufficient numbers of mannequin and models to conduct different practical exercises. After the on-site visitation, the experts confirm that the dental pre-clinical laboratories are of a very good standard and there is an excellent range of technologies for digital workflows and in terms of the research laboratories. The scientific laboratories are also of a good standard. Besides the teaching building, there is also UGM’s dental hospital which is used for the instruction in the clinical phase as well as teaching in various specialist education programmes. The experts are very satisfied with the hospital facilities and the witnessed practical learning processes of students. Moreover, the experts learn that another faculty building is in planning to serve the purpose of increasing the capacity of the Dentistry Study Programme in the future.

However, while the students report to be happy with the provided physical facilities, they explain that not all of them can be sufficiently used during their clinical training since, as mentioned earlier in this report, the patient base available for delivering the full range of treatments is lacking in some areas. As addressed before, the experts are aware of this problem which is present in dental education system in many countries. However, they nevertheless urge the faculty to develop a strategy how all students can gain their clinical experience in all necessary treatment steps without the threat of having to prolong their study period.

For the Veterinary Medicine Programme, the special facilities include a veterinary hospital and the Veterinary Education and Training Unit. Both buildings were recently renovated and offer a modern environment for teaching and learning. Sufficient equipment on a good quality standard is available. Furthermore, a Smart Veterinary Teaching Farm for integrated and technology-supported field education is in planning. The experts deem this an important facility, as farm animals are in the centre of veterinary education as clinical science, and teaching farm bring animal welfare, food safety security together. However, they note that the establishment of this facility was already announced during the previous accreditation visit. However, based on the provided documentation and the facilities visited on site, it remains unclear to the experts at what stage the planning and implementation of this teaching facility is. Therefore, the experts ask for further information about the farm itself, including the number and kind of patients, staff, and treatments, as well as the involved teaching processes.

A new interdisciplinary building housing, a high security BSL3 compartment, a laboratory animal facility and well-equipped molecular biology laboratories have been taken partly into operation since the last accreditation visit. The experts positively acknowledge the establishment of these labs but note that, so far, not all the necessary equipment could be acquired for financial reasons. Fully equipped, this facility will allow high level and competitive research at UGM in an unprecedented manner. In each laboratory, all academic staff actively conduct research, both as collaborations of faculty staff from different departments and with international researchers from other countries. The results of their research were published mostly in the world reputable journal.

The lab facilities are listed in the following table:

No.	Building Names	Area (m2)	Utilization (h/days)
1	Laboratory of Gross Anatomy	150	8
2	Laboratory of Histology and Embryology	200	6
3	Laboratory of Biochemistry	150	8
4	Laboratory of Physiology	150	8
5	Laboratory of Pharmacology	150	8
6	Laboratory of Parasitology	250	8
7	Laboratory of Clinical Pathology	150	8
8	Laboratory of Pathology	250	8
9	Laboratory of Epidemiology	75	6
10	Laboratory of Veterinary Public Health	250	8
11	Laboratory of Obstetric	150	8
12	Laboratory of Reproductive Technology	150	8
13	Laboratory of Internal Medicine	300	8
14	Laboratory of Surgery and Radiology	300	8
15	Laboratory of Animal Model	100	8
16	Laboratory of Information Technology	150	8 (40 pc)
17	Professor Soeparwi Animal Hospital	900	24
18	Integrated Laboratory	250	8
19	Veterinary Pharmacy	20	24
20	Patient care building at RSH Prof. Soeparwi	466	24
21	Smart Veterinary Teaching Farm	49000	24
22	Animal sample transit room	8	24
23	Open area coworking-space	100	24

In terms of digital facilities, UGM provides an internal information platform, as well access to as online collaboration systems like Cisco Webex, and Zoom meetings. The digital infrastructure was extensively updated in response to the challenges posed by the Covid pandemic. The libraries provide access to a broad range of online resources like scientific journals and platforms.

In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programmes under review. This includes secure funding and reliable financial planning as well as sufficient infrastructure in terms of both quantity and quality. Nevertheless, to clarify the open question regarding budget allocation, the experts request an updated budget overview from the Faculty of Veterinary Medicine.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

Criterion 3.1:

In terms of teaching capacities, UGM credibly assures the experts to closely monitor the staff workload, which is positively acknowledged by the experts.

Criterion 3.3:

The experts thank UGM for the explanations regarding the budget plan and the submitted income overview of the past five years which shows that the revenues have been stable. Also, the documentation of the Smart Veterinary Teaching Farm shows that this teaching facility is in place and well-used.

Given this proof, the experts regard this criterion as **fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Curricular overviews of both study programmes
- Module handbook of each study program
- Websites of both study programmes
- Course syllabi
- Discussions during the audit

Preliminary assessment and analysis of the experts:

For the Veterinary Medicine Programme, UGM offers module descriptions to each module of both stages on the faculty's website. These can be downloaded for each module or combined to a module handbook for the entire study programme by students and stakeholders.

The module handbook compiles the information on each module as prepared by the responsible lecturer(s). As the experts confirm, it contains all the relevant information including the module name, the semester, contact person, lecturer(s), language(s), relation to the curriculum and learning outcome, type of teaching, contact hours, workload, credit points, and requirements according to the examination regulation. Furthermore, each description lists the recommended prerequisites, learning outcomes and their corresponding PLOs, content study and examination requirements, forms of examination, employed media, assessment, and evaluation, reading list, and the date of the last amendments.

For Dentistry Study Programme, however, there are no module descriptions or a module handbook, but only comprehensive course handbooks which contain also detailed study materials and assignments. While the experts find these handbooks generally useful for the students to follow the courses, they find that, although the necessary information is contained there as well, these documents do not fulfil the purpose of a module handbook which has to concisely and briefly outline all the relevant administrative and learning-related information of each module. Therefore, the experts require the Faculty of Dentistry to compile a module handbook.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- UGM website: <https://ugm.ac.id/en/>
- UGM Academic regulation
- Examples of Diploma Certificates, Academic Transcripts, And Diploma Supplements
- Discussion during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report and the provided samples for both faculties, UGM issues a Diploma Certificate, Transcript of Records, and Diploma Supplement shortly after graduation. The Diploma Certificate is issued in Indonesian, and an English translation is provided upon request. It includes the serial number, degree program, program name, owner information, degree and graduation date, issuance date, and other details as stipulated in the university regulations. The provided study documentation for student is summarized in the following table:

Instruments	Description	Targeted Stakeholders
Diploma Certificate	It includes the student's name, degree programs, dates of birth, year of admission, student ID number, certificate ID number, date of issue of the certificate, and academic degree/title.	Alums, Employers, Scholarship Donors
Academic Transcript	It provides the grades for each course, course grading, academic credits, GPA, class predicate/honor, and final project title.	Alums, Employers, Scholarship Donors
Diploma Supplement	It contains student information, awarding institutions details, qualifications and achieved outcomes, and information about The Indonesian Higher Education System and the National Qualification Framework.	Alums, Employers, Scholarship Donors
Certificate of competency	It includes the certificate number, personal information of the certificate holder, and the validity date. This certificate is issued by the	Alums, Employers
	Indonesian College of Dentistry and the Indonesian Veterinary Medicine Association.	

Separate Diploma Certificates and Transcripts of Records are issued for the undergraduate stages as well as the clinical/ professional stages in both programmes. However, the experts note that the Diploma Supplement covers only the undergraduate stages. In order to make the system of the two-stage programmes and the meaning of their respective degrees transparent to all interested parties, including also international stakeholders, a Diploma Supplement has to be issued also for the clinical/ professional stages.

The experts confirm that the Transcript of Records list all the completed courses including module titles, achieved grades, cumulative GPA, thesis title. However, they note that the number of achieved credits is listed only in the SKS units. To make the transcript more informative also internationally, the experts require the university to also display the ECTS credit number on the Transcript of Records and provide respective explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement. Moreover, statistical data (e.g., cohort GPA average) has to be provided as background for stakeholders to assess the obtained GPA.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- UGM website: <https://ugm.ac.id/en/>

- UGM Academic handbook
- Discussion during the audit

Preliminary assessment and analysis of the experts:

The rights and duties of the degree program institution, faculty members, and students are outlined in the academic handbook, which is distributed to the students in the entry meeting of their programmes. Further university regulations are issued through Rector's decrees which are published on UGM's website. In addition to the module handbook, the students receive a weekly plan, which are distributed internally on the program's platform.

The experts reviewed the access to the rights and duties of both UGM and the students; they consider them as clearly defined and binding. Students confirm their awareness of the rules. All rules and regulations are published on the university's website and hence available to all relevant stakeholders. In addition, the students receive all relevant course material in the language of the degree program at the beginning of each semester.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

Criterion 4.1:

The statement did not include any information or documentation regarding the creation of a comprehensive module handbook for the Dentistry Study Programme, which therefore remains an open requirement.

Criterion 4.2:

UGM provides documentation that some statistical data has already been included in a revised version of the Diploma Supplement. However, this data does not appear to concern the distribution of grades which is crucial for stakeholders to assess the performance of a student within a cohort/ group. Therefore, this data should be added. Also, UGM states that the inclusion of ECTS points will be implemented. However, no information was given regarding the issuing of a Diploma Certificate for the professional programmes.

Given these explanations, the experts regard this criterion as **partly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- UGM website: <https://ugm.ac.id/en/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, UGM has implemented an extensive quality assurance system which operates systematically at both the university and faculty level, overseen by the University Reputation Quality Assurance Unit. It incorporates elements and mechanisms of both internal and external quality assurance. The process at the university level is displayed schematically in the following figure:



At the faculty level, there is Quality Assurance Unit, which ensures the maintenance, implementation, and improvement of education quality, research, program learning outcomes, resources, and other aspects of the study programmes.

Regularly used instruments of internal quality assurance are the following:

- Internal Quality Audit, AMI (annually)
- Academic Monitoring System, SIMONI (every three months)
- Lecturer Evaluation by Students, EDOM (every semester)
- Semester Coordination Team, TKS (every semester)
- Performance evaluation of Faculty Services (annually)

- Tracer Study (annually)

The internal audit process is mainly organized via UGM's integrated information systems. The quality assurance process assesses the study program based on seven standards: 1) vision and mission, 2) organization, 3) human resources, 4) students and alums, 5) curriculum, 6) infrastructure, and 7) research and community service. UGM highlights the importance of the feedback by students that are actively encouraged to share feedback, ideas, and perspectives. Besides the mentioned survey instruments or the evaluation of courses, lecturer performance and administrative issues, students can participating in focus groups, ore engage in representative student bodies as channels to express their opinions within the university. After the internal quality audit results are obtained, the faculty convenes a management review meeting to discuss the audit findings, provide feedback, and deliberate on the implemented improvements.

The students confirm that they can participate in the evaluation and review of their respective programmes via the course surveys, which, among others, cover the topics of contents, teaching methodology, and lecturers. The also state that they have the impression that their feedback is taken seriously by the university officials, although they do not experience the changes made in the courses themselves after successfully completing them. In this regard, the experts enquire about feedback given to the students about their evaluations and they learn, that this part of the feedback cycle is not covered. The lecturers also confirm their involvement into the process through annually held internal meetings which as designated to discuss and incorporate changes based on the feedback collected through the various channels. As the experts assess the internal quality assurance system to be very comprehensive and well-established, they comment on the need of informing students about their feedback and the respectively taken measures to address critical issues. They require the university to close this part of the feedback cycle.

According to the Self-Assessment Report, both faculties also proactively engage with various stakeholders, including students, alums, industry professionals, and professional organizations that offer input and expertise regarding current industry trends, emerging challenges, and desired competencies for graduates. These stakeholders also collaborate regarding to curriculum development, internships, research projects, and employment opportunities. In this regard, various aspects of internal quality assurance have already been discussed in earlier parts of this report, and especially the apparently little involvement of industry representatives in the development process of the learning outcomes and the curriculum has been commented by the experts. Also, while they appreciate the close informal contact of the programme coordinators with different stakeholders; however, these ties should ideally be formalized in a more transparent way.

The instruments of external quality assurance are national and international accreditation procedures by recognized quality assurance agencies:

- National accreditation by LamPTK (every five years)
 - o Last accreditation Faculty of Dentistry: 2021
 - o Last accreditation Faculty of Veterinary Medicine
- International accreditation
 - o First ASIIN accreditation of the Faculty of Dentistry
 - o Last ASIIN accreditation of the Faculty of Veterinary Medicine: 2019

The experts acknowledge UGM's efforts to increase its programmes' quality by means of international programme accreditation and encourage the university to further pursue this path.

In summary, the experts confirm that both study programmes are subject to periodical internal quality assurance which includes all stakeholders. The results of these processes are incorporated into the continuous development of the programmes through clearly structured competence units and processes. However, the feedback mechanisms should be made more transparent by formalizing the information channels between the programmes and its stakeholders, and the feedback cycle of information must be closed to ensure the students' involvement in all relevant stages of the quality assurance process.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

The experts positively note that, for the Dentistry Study Programme, the results of evaluations and feedback, as well as the measures to address them are published in reports on the faculty's website. The Faculty of Veterinary Medicine is in the process of discussing suitable instruments for communicating feedback results to students, but no system has been implemented yet.

Based on these insights, the experts regard this criterion as **fulfilled** for the Dentistry Study Programme, but not for the Veterinary Medicine Programme.

D Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- Information about the Smart Veterinary Teaching Farm
- Numbers of participants in international student exchanges, both inbound and outbound, for the past five years
- Budget plans of the Faculty of Veterinary Medicine for the past five years
- List of elective courses for the Dentistry Study Programme

E Comment of the Higher Education Institution (21.08.2024)

Besides the requested additional documents, the institution provided the following extensive statement:

No	Comments	Responses	Supplement
Criterion 1			
Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)			
1.	The experts opine that the viewpoint of the local industry is most important to the further development of the programs, they recommend UGM to increase the awareness and participation of a diverse range of industry representatives for the structured review process (page 10)	<p>We fully agree that the viewpoint of the local industry is crucial to the successful development of our programs. We appreciate the recommendation for UGM to enhance awareness and encourage greater participation from a diverse range of industry representatives in the structured review process. To effectively implement the experts' recommendations, here are the next steps:</p> <p>a. Stakeholder Mapping:</p> <p>Identify and categorize the relevant local industry representatives, including small, medium, and large enterprises across various sectors. This ensures diverse input.</p> <p>b. Outreach and Awareness Campaign:</p>	

No	Comments	Responses	Supplement
		<p>Develop a communication plan to raise awareness about the structured review process. Utilize newsletters, social media, industry forums, and direct outreach to inform industry representatives about the opportunity to participate.</p> <p>c. Form an Industry Advisory Panel:</p> <p>Establish a panel consisting of representatives from different sectors of the local industry. This panel can provide ongoing feedback and insights during the review process.</p> <p>d. Structured Review Workshops:</p> <p>Organize workshops or focus group sessions with industry representatives to gather detailed feedback on specific programs. This will allow for in-depth discussions and collaborative problem-solving.</p> <p>e. Feedback Integration:</p> <p>Develop a mechanism to systematically integrate the feedback from industry representatives into the program development process. This could include regular updates, follow-up meetings, and transparent reporting on how their input is being utilized.</p> <p>f. Continuous Engagement:</p>	

No	Comments	Responses	Supplement
		<p>Plan for ongoing engagement with the local industry beyond the initial review process. This could involve setting up regular meetings, surveys, or creating an online platform for continuous dialogue.</p> <p>g. Monitoring and Evaluation:</p> <p>Establish metrics to monitor the effectiveness of industry participation and evaluate the impact of their input on program development. Use this data to refine the process over time.</p> <p>h. Reporting Back:</p> <p>Provide regular updates to the industry stakeholders on how their input has influenced the program developments. This will foster a sense of ownership and encourage continued participation.</p> <p>Implementing these steps will ensure that the local industry’s viewpoints are effectively integrated into the program development process, leading to more relevant and impactful outcomes.</p>	
2.	The participation of representatives of the professional practice should be increased (page 10)	We agree that increasing the participation of representatives from professional practice is essential. We will make it a priority to engage more actively with professionals in the field to ensure their perspectives are well-represented in our initiatives.	
Criterion 1.2 Name of the Degree Programme			

No	Comments	Responses	Supplement
3.	<p>The experts confirm that the titles of both degree programmes reflect their intended objectives and learning outcomes as well as the teaching and learning content. However, they find that the English translations of the names of both programmes and their respective stages are not used consistently in all relevant official documents. For example, different translations are used in the curriculum documents and the provided examples of Diploma Certificates and Transcripts of Records, as well as both faculties' websites.</p> <p>As the experts see it, the reason for that is that the English translation leaves it unclear whether the theoretical and practical stages of the programmes belong together, as the naming of the Dentistry Study Programme induces, or whether the stages are independent programmes, which is suggested by the descriptions of the Veterinary Medicine Programme. Judging from the Bahasa terminology, the correct form would be a consequent distinction between the respective "Study Programmes" and the "Professional Programmes". This has to be consistently used in all documents (page 11).</p>	<p>Thank you for pointing out the inconsistencies in the English translations of our degree programs.</p> <p>We decided to standardize the terminology across all official documents by "study programme" to ensure clarity and consistency.</p> <p>This involves aligning the translations with the intended relationship between the theoretical and practical stages, as well as updating all relevant materials.</p> <p>We appreciate your feedback and are committed to promptly addressing this issue.</p>	
Criterion 1.3 Curriculum			

No	Comments	Responses	Supplement
4.	However, there is no list of available elective modules and also no module handbook (see also section 4.1) and, therefore, it remains unclear to the experts which and how elective courses can be chosen and what are the requirements for a course to take place (page 13)	<p>Dentistry (BPD-DPEP):</p> <p>We understand that this has caused some uncertainty regarding the selection process and course requirements. We have the modules for the elective courses. The elective courses are only available in 4th and 5th semesters. Students can choose the elective based on their preferences. For example, students who have the passion in conducting laboratory research, can take basic research technology in dentistry.</p>	<p>Link:</p> <p>Elective Courses</p>
5.	Moreover, different curriculum documents contain conflicting information, in which semesters which modules have to be taken. Therefore, the experts require the university to harmonize the offered curriculum in all the relevant documents (page 13)	<p>Dentistry (BPD-DPEP):</p> <p>We understand the importance of having clear and consistent information across all documents. For students before 2022, they use the 2016 curriculum while students from 2022 will use the 2022 curriculum.</p>	
6.	However, they find that the clinical phase is too short to learn all the practical skills and the routine needed to treat patients professionally. This can become a crucial problem for the students since they have to recruit their own “exercise patients” which can take a lot of time and, oftentimes, these patients are not very reliable in their commitment to the treatment (page 14)	<p>Dentistry (BPD-DPEP):</p> <p>According to national regulation, 2 years for the clinical phase is sufficient for fulfilling basic competence for a general dentist.</p> <p>The problem of finding patients is a challenge for students, but the faculty and the dental hospital have carried out several programs including:</p> <ol style="list-style-type: none"> 1. Holding a social community program to socialize the services available at the hospital 	

No	Comments	Responses	Supplement
		<p>2. Social service activities that can be assessed to fulfill the requirements</p> <p>3. Cooperation with industry to provide special patients (especially dental prosthesis) that can be done by coass students. Industry also subsidizes the cost of treatment.</p>	
7.	<p>Therefore, it might happen that students have to stop an already established treatment plan and that they never execute certain treatments during the clinical phase (page 14)</p>	<p>Dentistry (BPD-DPEP):</p> <p>While some patients may have to discontinue treatment, students can still find alternative patients to meet the requirements of their assignments.</p>	
8.	<p>Nevertheless, they strongly recommend better inter-linking both phases and including fundamentals of the clinical praxis already in the academic phase. This also relates to the wish of the students for more case-based teaching and examination, as described in section 1.6. (page 14)</p>	<p>Dentistry (BPD-DPEP):</p> <p>Students from the academic phase are now being introduced to clinical cases through case-based questions on topic exams and final exams. Case-based questions have been introduced to familiarize students with clinical scenarios. It will help the students to understand about the real clinic setting and to do entry exam before entering clinical phase</p>	
8.	<p>In terms of content, a further recommendation of the experts is the consideration of a structured teaching approach towards the topic of professionalism, which incorporates the “commitment to a set of values, behaviors and relationships, which underpin the trust</p>	<p>Dentistry (BPD-DPEP):</p> <p>Professionalism, as the foundational domain of the medical curriculum (SKDGI), is integrated into various mandatory courses throughout the undergraduate program, including individual and commu-</p>	

No	Comments	Responses	Supplement
	that the public hold in dental care professionals” (ADEE, accessed 06.07.2024) (page 14)	nity health perspective, Pancasila, etc. In the clinical phase, professionalism is assessed continuously through patient interactions, case presentations, and scholarly activities.	
9.	However, as the roles of manager, researcher, and innovator are part of the intended Graduate Profile of the program, UGM should consider strengthening the focus on these skills or revising and specifying the LOs and Graduate Profile accordingly (page 14)	<p>Dentistry (BPD-DPEP):</p> <p>The graduate profile, which is mandated by the national curriculum, will remain consistent. However, the specific learning outcomes will be refined to better prepare graduates for advanced studies at the master's level.</p>	
10.	However, they wonder that this internship is listed in neither the curricular overview nor the module handbook of the programme. Thus, apparently also no credits are awarded. To eliminate this inconsistency, the experts require UGM to include the internship module accordingly into the curriculum and register the respectively awarded credits (page 16)	<p>Veterinary (BPVM-VPEP):</p> <p>We have now included the internship module in the MBKM curricula. This update ensures that the internship is formally recognized in the curricular overview and module handbook, and the corresponding credits awarded 2 credits and registered accordingly.</p>	<p>Link:</p> <p>Academic Handbook</p>
11.	Therefore, the experts recommend to give students earlier clinical exposure already during the academic phase, which would also highly benefit the transition of students into the professional programmes, which is reported to be challenging by the students (page 17)	<p>Veterinary (BPVM-VPEP):</p> <p>We agree that earlier clinical exposure during the academic phase could significantly ease the transition into professional programs. We have involved hands-on and practical skill laboratories (surgery, small animal internal diseases, parasitology, clinical pathology etc.) as part of mandatory courses during the academic phase, integrating clinical experiences earlier in the curriculum to better prepare</p>	

No	Comments	Responses	Supplement
		students and enhance their readiness for professional practice. We appreciate your suggestion and consider it in our ongoing curriculum development.	
12.	The experts recommend adapting and updating the curriculum and the corresponding learning objectives in this regard (page 17)	<p>Veterinary (BPVM-VPEP):</p> <p>We have already started to review and update the curriculum and learning objectives to incorporate earlier clinical exposure and better support student transitions according to the World Organization of Animal Health (WOAH).</p>	<p>Link:</p> <p>OIE recommendations on the Competencies of graduating veterinarians</p>
13.	As the needs of the industry are crucial for the future orientation of the graduates, the experts recommend the programme coordinators to develop an offer of courses, e.g., electives or extracurricular activities, to address this mentioned shortcoming (page 17)	<p>Veterinary (BPVM-VPEP):</p> <p>We have developed additional courses, including electives and extracurricular activities, namely freedom of learning independent campus (MBKM), to meet industry needs and better prepare our graduates for the future.</p> <p>We currently have recognized extracurricular activities as one of the electives and credited them at 2 credits. We have already involved professionals from the industry as guest lecturers in several courses.</p>	
14.	Considering the importance of English language conduct in the academic community, which is reflected in the demands of preparing a Bachelor's thesis, for	<p>Veterinary (BPVM-VPEP):</p> <p>Introducing an English module will greatly aid students in their Bachelor's theses and international research. We will integrate it into the</p>	<p>Link:</p> <p>Draft Thesis Guideline in English</p>

No	Comments	Responses	Supplement
	<p>which international literature is a crucial basis, the experts strongly recommend introducing an English language module into the curriculum (page 18)</p>	<p>curriculum to enhance academic success. We also will provide a thesis guideline handbook in English language. Additionally, English academic writing courses are always offered by the faculty of humanities UGM.</p>	
15.	<p>In summary, the experts confirm that each module represents a well-matched unit of teaching and learning. LOs for each module regarding knowledge, skills and competences are listed in the module handbook, respectively, module descriptions, but they have to be revised and specified for the Dentistry Study Program. Different elective courses allow for individual focal points and at various stages of both study programs, although this issue needs further clarification for the Dentistry Study Program (page 18)</p>	<p>Dentistry (BPD-DPEP): We have provided the module handbooks in separate drive</p>	<p>Link: Module Handbook</p>
<p>Student Mobility</p>			
16.	<p>As the students report, the willingness to go abroad is high but the number of places for international mobility activities is still limited and, therefore, the selection process very competitive (page 18)</p> <p>Therefore, as the students C Expert Report for the ASIIN Seal 19 confirm during the on-site interview,</p>	<p>Dentistry (BPD-DPEP): Student mobility is one of elective courses for our students. To expand the reach of our exchange programs, we will increase the number of partner universities and available scholarships.</p>	<p>Link: Student Mobility</p>

No	Comments	Responses	Supplement
	UGM supports them also in obtaining other, usually public, grants and scholarships to finance their international studies. However, even if granted a scholarship, its size oftentimes does not compensate the high, and for Indonesians comparatively even higher, cost of traveling, living, and studying overseas (page 19)	The faculty has set aside money to pay for a medical checkup and health insurance for students who are going on exchange programs or similar activities. However, the students were told upfront when they signed up that they would need to pay for this themselves.	
17.	In summary, the experts confirm that UGM and both faculties promote (international) student mobility through different programmes and encourage the university to further expand the opportunities, especially in terms of funding, for the students (page 19)	<p>Veterinary (BPVM-VPEP):</p> <p>Our goal is to provide our students with enriched global experiences and foster their academic and personal growth.</p>	<p>Link:</p> <p>Student Mobility Documents</p>
Criterion 1.5 Workload and Credits			
18.	Nevertheless, the experts are not satisfied with the credit allocation, since the current distribution induces that the workload (thus, the number of hours students have to spend on their studies) is almost twice as high in the undergraduate programme as in the professional programme. In the Dentistry Study Programme, this discrepancy is even higher (page 23).	<p>Dentistry (BPD-DPEP):</p> <p>The regulations of the dental association in Indonesia in 2020 stated that the study load of professional students is 30 credits in 4 semesters. We agree that the actual student study load is greater than 30 credits because independent work, assignments, discussions, examinations and patient preparation are not included in the calculation of student workload. Based on the latest regulation, namely Permendikbudristek RI No 53 of 2023, Professional Credits become</p>	

No	Comments	Responses	Supplement
		<p>36 credits in 2 semesters. Related to this, a curriculum reconstruction workshop will be held in adjusting the student study load.</p> <p>Veterinary (BPVM-VPEP):</p> <p>We acknowledge the discrepancy in credit allocation and the disproportionate workload between the undergraduate and professional programs. This circumstance was decided by the Ministry of Higher Education through national regulation. We will review and adjust the credit distribution to ensure a more balanced workload across both programs.</p>	<p>Link:</p> <p>Indonesia Association of Faculty of Veterinary Medicine (competencies)</p>
19.	<p>However, they deem the allocated number of 4 SKS credits for the final thesis to be comparatively low, given the intensive workload needed for the preparation of such a paper. Therefore, the experts suggest to reevaluate and verify the workload for the thesis and adapt the number of allocated credits accordingly (page 24).</p>	<p>Dentistry (BPD-DPEP):</p> <p>We have evaluated that a 4-credit for the final project is adequate to accommodate the students' workload. The rationale for this is as follows:</p> <p>One credit is allocated for the proposal.</p> <p>Two credits are allocated for the research phase.</p> <p>One credit is allocated for the completion of the final project.</p>	

No	Comments	Responses	Supplement
		<p>The depth of the final project is adjusted in accordance with this workload allocation. A workload of one credit adheres to the Ministry of Education, Culture, Research, and Technology Regulation No. 53 of 2024, which equates to 45 hours.</p> <p>Veterinary (BPVM-VPEP):</p> <p>We understand that the current allocation of 4 SKS credits for the final thesis may not fully reflect the intensive workload involved. We will review the workload and adjust the credit allocation to ensure it accurately reflects the effort required. Additionally, many student research projects and theses are part of faculty projects, so the workload on students is only a portion of the overall responsibility.</p>	
Criterion 1.6 Didactic and Teaching Methodology			
20.	Nevertheless, the experts stress that Virtual Reality cannot substitute, but only complement, the students' work with real patients which is crucial for developing the necessary routines to conduct treatments independently after graduation (page 26)	<p>Dentistry (BPD-DPEP):</p> <p>We are not replacing conventional learning with virtual reality. Virtual reality is solely used as an introduction for students to the latest advancements in digital technology.</p>	
21.	To enhance the aggregate teaching methodology in the practical teaching and ensure a harmonized learning experience for all students, the experts recom-	<p>Dentistry (BPD-DPEP):</p>	

No	Comments	Responses	Supplement
	mend to develop a system for teaching benchmarking, e.g., by establishing workflows and standard operating procedures (page 26)	<p>We have conducted a workshop on clinical teaching for clinical instructor supervisors to align perceptions, held annually. The goal is to develop a teaching benchmarking system.</p> <p>This system would involve:</p> <p>Workflows: These are step-by-step processes or sequences of activities that instructors should follow during teaching. Having defined workflows ensures that all instructors teach the material in a similar way, leading to a more consistent learning experience for students.</p> <p>Standard Operating Procedures (SOPs): These are detailed, written instructions on how to carry out specific teaching activities or tasks. SOPs help maintain uniformity in teaching practices, so students across different classes or instructors receive the same level of education.</p>	
Criterion 2			
Criterion 2 Exams: System, Concept and Organisation			
22.	The experts therefore strongly recommend introducing suitable practical exams in the undergraduate program of both faculties (Page 28)	<p>Dentistry (BPD-DPEP):</p> <p>We will be implementing a revised examination format at the academic phase, commencing with the introduction of the Objective Structured Clinical Examination (OSCE) from the sixth semester onward</p>	

No	Comments	Responses	Supplement
23.	Although students do not complain and assess the exam load as manageable, the experts encourage UGM to think about clustering course exams to reduce the overall number of exams (page 29)	<p>Dentistry (BPD-DPEP):</p> <p>Examinations for each course serve as a means to assess students' competency attainment prior to the comprehensive examination, an internal form of exit exam. National regulations mandate that students undergo exit examinations in the form of OSCE and CBT as a national competency assessment before being certified as dentists. Within the curriculum, examinations from different departments are not conducted concurrently but are distributed across four semesters.</p>	
24.	However, despite that a system is apparently in place, the experts do not find any document or regulation in the academic handbook which transparently regulates the exams as well as the corresponding appeal process, exemptions, and special provision. As this is crucial to the transparency and integrity of examinations, the experts require UGM to formalize the provisions of the appeal system (page 33).	<p>Dentistry (BPD-DPEP):</p> <p>The academic handbook for the 2024/2025 academic year has incorporated regulations on grade transparency.</p> <p>Veterinary (BPVM-VPEP):</p> <p>We recognize the need for transparent regulations concerning exams, appeal processes, exemptions, and special provisions.</p> <p>We formalize and document these provisions clearly in the academic handbook to ensure transparency and integrity in our examination procedures. We appreciate your input and will address this promptly.</p>	<p>Link:</p> <p>Academic handbook</p> <p>Link:</p> <p>Academic guideline</p>
25.	In summary, the experts confirm that there are module-specific exams which assess the extent to which	<p>Veterinary (BPVM-VPEP):</p>	<p>Link:</p>

No	Comments	Responses	Supplement
	<p>the defined learning objectives have been achieved and provide students with feedback on their acquired competencies. A final project is integrated into both programmes as integral part for the assessment of obtained skills in independent scientific research work. The types and weights of assessment methods are contained in the module handbook respectively module descriptions and rules for remedial exams as well as appeals appear to be in place. However, these must necessarily be formally introduced into the academic handbook or a separate examination regulation. Examinations are marked according to transparent criteria and students have the opportunity to consult their lecturers about the results of their exams (page 33).</p>	<p>We are pleased that the assessment methods and feedback mechanisms are recognized as effective. To enhance clarity, we will formally introduce the rules for remedial exams and appeals into the academic handbook or a separate examination regulation. Actually, we have described rules for remedial exams in the official letter or announcement to students. Additional rules for remedial exams will be added to the academic handbook.</p>	<p>Remedial regulation</p>
<p>Criterion 3</p>			
<p>Criterion 3.1 Staff and Development</p>			
<p>26.</p>	<p>However, especially for the clinical phases, the students mention their wish to receive a larger portion of their teaching by industry professionals (page 35)</p>	<p>Dentistry (BPD-DPEP):</p> <p>We will augment the DSDC (Dentistry Skills and Development Center) program by inviting industry professionals to serve as guest speakers, providing insights into post-graduation careers. To further enrich this initiative, industry professionals will also be invited to conduct orientation sessions for new dental graduates. Moreover,</p>	

No	Comments	Responses	Supplement
		<p>the Dental Public Health curriculum incorporates community-based learning experiences, enabling students to gain firsthand experience as dentists in a community setting</p>	
27.	<p>As the experts learn, the minimum qualification requirement to become lecturer in both undergraduate programmes at UGM is a Doctor/ PhD title. This distinguishes UGM from most of the other Indonesian universities which only require a Master’s degree as a prerequisite to become a lecturer. The experts positively comment on this policy, as they deem higher academic degrees than Master’s graduates as beneficial for the instruction of students (page 36).</p>	<p>Veterinary (BPVM-VPEP):</p> <p>We appreciate your recognition of our data regarding policy requiring a Doctoral/PhD title for lecturers. We believe that this higher qualification standard significantly enhances the quality of instruction and benefits our students. Most of our teaching staff members holding master's degrees are currently pursuing their PhD studies abroad. Additionally, the University has regulations about taking doctoral degrees for new staff at least after 3 years after the new staff to be a lecturer in Universitas Gadjah Mada.</p>	
28.	<p>Nevertheless, UGM should closely monitor the staff workload, as in both study programmes the clinical practice in labs and hospitals is crucial to the education of the students, which can only be successfully taught if enough staff is available to supervise and instruct small student groups (page 37).</p>	<p>Veterinary (BPVM-VPEP):</p> <p>We closely monitor staff workload to ensure adequate supervision and instruction during clinical practice in labs and hospitals. Maintaining sufficient staffing is essential for effective education. Currently, we taught students into small groups as well implemented in the small group discussion class. Furthermore, lecturer workload is assessed every six months through reports in accordance with the workload requirements stipulated by DIKTI.</p> <p>Dentistry (BPD-DPEP):</p>	

No	Comments	Responses	Supplement
		<p>Besides being supervised by faculty members, students at the Dental Hospital (RSGM) also receive guidance from permanent staff who are experts in their respective fields. These staff members are assigned to assist students during their clinical practicum. With the addition of these mentors, we can meet the government's requirement of one faculty member for every five students.</p>	
<p>Criterion 3.3 Funds and equipment</p>			
29.	<p>However, with respect to the financial situation of both faculties, the experts discuss a document provided with the Self-Assessment Report, which indicated that the budget of the Faculty of Veterinary Medicine was cut in half between 2021 and 2022. This would constitute a very critical problem with respect to the financing of the programme. The programme coordinators state however, that they did not have to bear budget cuts throughout the past years and that this document includes wrong information. As the experts are generally satisfied with the explanations regarding the budgeting processes of UGM and gain a good impression that there is sufficient funding for all programmes under review, they acknowledge this explanation but nevertheless ask the faculty to hand in</p>	<p>Veterinary (BPVM-VPEP):</p> <p>Thank you for clarifying the budget issue. We are pleased that the explanation regarding funding was satisfactory. A translation error in the 2022 financial documents misrepresented the period as January through July, causing a misleading impression of a 50% decrease. To resolve this, we provide an updated overview of the faculty budget for the past five years to ensure transparency and accuracy.</p>	<p>Link:</p> <p>Budgets Plan</p>

No	Comments	Responses	Supplement
	an updated overview about their budgets of the past five years (page 41).		
30.	However, they nevertheless urge the faculty to develop a strategy how all students can gain their clinical experience in all necessary treatment steps without the threat of having to prolong their study period (page 42)	<p>Dentistry (BPD-DPEP):</p> <p>According to national regulation, 2 years for clinical phase is sufficient for fulfilling basic competence for general dentist.</p> <p>The problem of finding patients is a challenge for students, but the faculty and the dental hospital have carried out several programs including:</p> <ol style="list-style-type: none"> 1. Holding a social community program to socialize the services available at the hospital 2. Social service activities that can be assessed to fulfill the requirements 3. Cooperation with industry to provide special patients (especially dental prosthesis) that can be done by coass students. Industry also subsidizes the cost of treatment. <p>We will augment the DSDC (Dentistry Skills and Development Center) program by inviting industry professionals to serve as guest speakers, providing insights into post-graduation careers. To further enrich this initiative, industry professionals will also be invited to conduct orientation sessions for new dental graduates. Moreover,</p>	

No	Comments	Responses	Supplement
		<p>the Dental Public Health curriculum incorporates community-based learning experiences, enabling students to gain firsthand experience as dentists in a community setting.</p>	
40.	<p>For the Veterinary Medicine Programme, the special facilities include a veterinary hospital and the Veterinary Education and Training Unit. Both buildings were recently renovated and offer a modern environment for teaching and learning. Sufficient equipment on a good quality standard is available. Furthermore, a Smart Veterinary Teaching Farm for integrated and technology-supported field education is in planning. The experts deem this an important facility, as farm animals are in the center of veterinary education as clinical science, and teaching farms bring animal welfare, food safety security together. However, they note that the establishment of this facility was already announced during the previous accreditation visit. However, based on the provided documentation and the facilities visited on site, it remains unclear to the experts at what stage the planning and implementation of this teaching facility is. Therefore, the experts ask for further information about the farm itself, including the number and kind of patients, staff,</p>	<p>Veterinary (BPVM-VPEP):</p> <p>We appreciate your positive comments regarding our existing facilities and the planning of the Smart Veterinary Teaching Farm. We understand the need for clarity regarding the development of the farm.</p> <p>We will provide detailed information regarding the current status of the farm, including the number of patients, types of patients, staff, care, in small animal hospital into the medical record system database.</p>	<p>Link:</p> <p>Smart Veterinary Teaching Farm</p> <p>https://svtf.fkh.ugm.ac.id/profil/</p>

No	Comments	Responses	Supplement
	and treatments, as well as the involved teaching processes (page 42).		
41.	In summary, the experts confirm that the financial resources and the available equipment constitute a sustainable basis for delivering the degree programmes under review. This includes secure funding and reliable financial planning as well as sufficient infrastructure in terms of both quantity and quality. Nevertheless, to clarify the open question regarding budget allocation, the experts request an updated budget overview from the Faculty of Veterinary Medicine (page 44).	<p>Veterinary (BPVM-VPEP):</p> <p>Budget overview for the Faculty of Veterinary Medicine was added in the supplementary documents as well as in the annual Dean' reports to address the open question regarding budget allocation and ensure full transparency.</p>	<p>Link:</p> <p>Dean report 2023</p> <p>Dean report 2022</p>
Criterion 4			
Criterion 4. Transparency and Documentation			
Criterion 4.2 Diploma and Diploma Supplement			

No	Comments	Responses	Supplement
42.	To make the transcript more informative also internationally, the experts require the university to also display the ECTS credit number on the Transcript of Records and provide respective explanations regarding the nature of both credit allocation systems and the respective credit conversion in the Diploma Supplement. Moreover, statistical data (e.g., cohort GPA average) has to be provided as background for stakeholders to assess the obtained GPA (page 46).	<p>We add statistical data i.e cohort GPA average in in the Diploma Supplement.</p> <p>We plan to include the ECTS credit numbers on the Transcript of Records and provide detailed explanations of both credit allocation systems and their conversion in the Diploma Supplement. This will enhance the transcript's international informativeness and clarity.</p>	<p>Link:</p> <p>http://ugm.id/DippSupDen tist</p> <p>Link Veterinary:</p> <p>Cohort GPA average in diploma supplement</p>
Criterion 5			
Criterion 5 Quality management: quality assessment and development			
43.	In this regard, the experts enquire about feedback given to the students about their evaluations and they learn, that this part of the feedback cycle is not covered. The lecturers also confirm their involvement into the process through annually held internal meetings which as designated to discuss and incorporate changes based on the feedback collected through the various channels. As the experts assess the internal quality assurance system to be very comprehensive and well-established, they comment on the need of	<p>Dentistry (BPD-DPEP):</p> <p>Feedback regarding the follow-up plans for improvements based on student input about the learning process is openly communicated to students transparently through the faculty website (https://fkg.ugm.ac.id/en/unit-penjaminan-mutu/), allowing both students and all stakeholders to monitor the progress. The feedback from students is reported to the Vice Dean for Academic and Student Affairs, the Head of the Study Program, and the Department Chair for discussion and formulation of improvement plans. If any</p>	<p>Links:</p> <p>https://fkg.ugm.ac.id/en/unit-penjaminan-mutu/</p>

No	Comments	Responses	Supplement
	<p>informing students about their feedback and the respectively taken measures to address critical issues. They require the university to close this part of the feedback cycle (page 49)</p>	<p>issues remain unresolved, they will be addressed in the faculty management review meeting. Any issues that cannot be resolved at the faculty level will be escalated to the university level for further action.</p>	
44.	<p>In summary, the experts confirm that both study programmes are subject to periodical internal quality assurance which includes all stakeholders. The results of these processes are incorporated into the continuous development of the programmes through clearly structured competence units and processes. However, the feedback mechanisms should be made more transparent by formalizing the information channels between the programmes and its stakeholders, and the feedback cycle of information must be closed to ensure the students involvement in all relevant stages of the quality assurance process (page 49-50).</p>	<p>Veterinary (BPVM-VPEP):</p> <p>We are committed to enhancing the transparency of our feedback mechanisms. We will formalize the information channels between the programmes and stakeholders and ensure that the feedback cycle is closed, thereby improving student involvement in the quality assurance process. We appreciate your insights and will take steps to implement these improvements.</p>	

F Summary: Expert recommendations (03.09.2024)

Taking into account the additional information and the comments given by UGM the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Dentistry + Professional Dentist Program	With requirements for one year	30.09.2030
Ba Veterinary Medicine + Professional Veterinary Program	With requirements for one year	30.09.2031

Requirements

For all programmes

- A 1. (ASIIN 1.2) The names of the programmes as well as their different stages have to be used consistently across all official documents.
- A 2. (ASIIN 1.3/ 1.5) The distribution of allocated credit points cross programmes and the different stages has to be reviewed. The workload (=credit points) has to be in balance between the academic and the clinical phase and equally spread over the semesters.
- A 3. (ASIIN 4.1) The number of ECTS credits needs to be included in the Transcript of Records. Respective background information on the credit systems, their conversion and statistical data on the grades have to be included in the Diploma Supplement. A Diploma Supplement has to be issued for the clinical/ professional stages as well.

For the Dentistry Study Programme

- A 4. (ASIIN 1.3) The curriculum has to be harmonized in all official documents as well as the programme's website.

- A 5. (ASIIN 4.1) Create a module handbook which draws together information about the topics/modules taught and the associated learning outcomes.

For the Veterinary Medicine Programme

- A 6. (ASIIN 1.3) The compulsory internship needs to be included in the curriculum and credited appropriately.
- A 7. (ASIIN 5) The formal feedback loop has to be closed by informing students about their feedback and respectively taken measures.

Recommendations

For all programmes

- E 1. (ASIIN 1.1/ 1.3/ 5) It is recommended to strengthen the ties with the local industry representatives and expand their formal involvement into the curriculum development.
- E 2. (ASIIN 3.3) It is recommended to expand the available places and funding for (international) student exchanges. Funding strategies to support the student exchange programmes should be formulated.

For the Dentistry Study Programme

- E 3. (ASIIN 1.3) It is recommended to strengthen the programmes focus on topics including research methodology, IT skills, clinic management, regulation, material science, and professionalism, to support the skills needed in the minor roles of the intended graduate profile.
- E 4. (ASIIN 1.6/ 2) It is recommended to produce workflows or standard operating procedures for how clinical procedures are taught to ensure consistency across teaching staff. This should incorporate a more detailed formulation of requirements for student procedures in the clinical phase.

For the Veterinary Medicine Programme

- E 5. (ASIIN 1.1/ 1.3) It is recommended to adapt curriculum and the faculty's mission statement along the One health concepts and SDGs of the UN. Veterinary science is a key player in the global One health efforts which should be made clear and advertised. It will further increase the attractiveness of the faculty to future students, stakeholders and society.

- E 6. (ASIIN 1.3/ 3.2) It is recommended to develop an offer for students to train their soft skills, including workplace communication and self-confidence.

- E 7. (ASIIN 3.1) It is recommended to closely monitor the lecturers' workload for the qualitatively adequate delivery of the newly introduced international class and support them extensively in the preparation for this challenge.

G Comment of the Technical Committee 14 – Medicine (09.09.2024)

Assessment and analysis for the award of the ASIIN seal:

It is reported that one problem of this procedure was the heterogeneity of the cluster, which was evident both in the structure of the degree programmes at the various faculties and in the organisation and accreditation experience of those responsible. Overall, the experts identified an unusually high number of points of criticism for the UGM, which are reflected in the conditions and recommendations. In addition to formalities relating to the final documents and the uniformity and completeness of all relevant published information, the titles of the multi-phase study programmes and the distribution of credit points were particular topics of discussion. The technical committee discusses the procedure and shares the expert group's assessment that a total of seven conditions should be imposed. With regard to the recommendation on the preparation of teaching staff and resources for the introduction of the new, English-language 'International Class', the technical committee proposes the addition of a more concise recommendation regarding the foreign language level of the teaching staff (E8).

The Technical Committee 14 – Medicine recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Dentistry + Professional Dentist Program	With requirements for one year	30.09.2030
Ba Veterinary Medicine + Professional Veterinary Program	With requirements for one year	30.09.2031

Requirements

For all programmes

- A 1. (ASIIN 1.2) The names of the programmes as well as their different stages have to be used consistently across all official documents.

- A 2. (ASIIN 1.3/ 1.5) The distribution of allocated credit points cross programmes and the different stages has to be reviewed. The workload (=credit points) has to be in balance between the academic and the clinical phase and equally spread over the semesters.

- A 3. (ASIIN 4.1) The number of ECTS credits needs to be included in the Transcript of Records. Respective background information on the credit systems, their conversion and statistical data on the grades have to be included in the Diploma Supplement. A Diploma Supplement has to be issued for the clinical/ professional stages as well.

For the Dentistry Study Programme

- A 4. (ASIIN 1.3) The curriculum has to be harmonized in all official documents as well as the programme's website.

- A 5. (ASIIN 4.1) Create a module handbook which draws together information about the topics/modules taught and the associated learning outcomes.

For the Veterinary Medicine Programme

- A 6. (ASIIN 1.3) The compulsory internship needs to be included in the curriculum and credited appropriately.

- A 7. (ASIIN 5) The formal feedback loop has to be closed by informing students about their feedback and respectively taken measures.

Recommendations

For all programmes

- E 1.(ASIIN 1.1/ 1.3/ 5) It is recommended to strengthen the ties with the local industry representatives and expand their formal involvement into the curriculum development.

- E 2. (ASIIN 3.3) It is recommended to expand the available places and funding for (international) student exchanges. Funding strategies to support the student exchange programmes should be formulated.

For the Dentistry Study Programme

- E 3. (ASIIN 1.3) It is recommended to strengthen the programmes focus on topics including research methodology, IT skills, clinic management, regulation, material science, and professionalism, to support the skills needed in the minor roles of the intended graduate profile.
- E 4. (ASIIN 1.6/ 2) It is recommended to produce workflows or standard operating procedures for how clinical procedures are taught to ensure consistency across teaching staff. This should incorporate a more detailed formulation of requirements for student procedures in the clinical phase.

For the Veterinary Medicine Programme

- E 5. (ASIIN 1.1/ 1.3) It is recommended to adapt curriculum and the faculty's mission statement along the One health concepts and SDGs of the UN. Veterinary science is a key player in the global One health efforts which should be made clear and advertised. It will further increase the attractiveness of the faculty to future students, stakeholders and society.
- E 6. (ASIIN 1.3/ 3.2) It is recommended to develop an offer for students to train their soft skills, including workplace communication and self-confidence.
- E 7. (ASIIN 3.1) It is recommended to closely monitor the lecturers' workload for the qualitatively adequate delivery of the newly introduced international class and support them extensively in the preparation for this challenge.
- E 8. (ASIIN 3.1) It is recommended to ensure the English teaching standard of the lecturers through structured quality measures (e.g. TOEFL certificate) and offer structured personnel development.

H Decision of the Accreditation Commission (24.09.2024)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and generally supports the assessment of the experts. As minor change, the wording of recommendation E1 is changed to better reflect the stakeholders of the programmes at hand.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Dentistry + Professional Dentist Program	With requirements for one year	30.09.2030
Ba Veterinary Medicine + Professional Veterinary Program	With requirements for one year	30.09.2031

Requirements

For all programmes

- A 1. (ASIIN 1.2) The names of the programmes as well as their different stages have to be used consistently across all official documents.
- A 2. (ASIIN 1.3/ 1.5) The distribution of allocated credit points cross programmes and the different stages has to be reviewed. The workload (=credit points) has to be in balance between the academic and the clinical phase and equally spread over the semesters.
- A 3. (ASIIN 4.1) The number of ECTS credits needs to be included in the Transcript of Records. Respective background information on the credit systems, their conversion and statistical data on the grades have to be included in the Diploma Supplement. A Diploma Supplement has to be issued for the clinical/ professional stages as well.

For the Dentistry Study Programme

- A 4. (ASIIN 1.3) The curriculum has to be harmonized in all official documents as well as the programme's website.

- A 5. (ASIIN 4.1) Create a module handbook which draws together information about the topics/modules taught and the associated learning outcomes.

For the Veterinary Medicine Programme

- A 6. (ASIIN 1.3) The compulsory internship needs to be included in the curriculum and credited appropriately.

- A 7. (ASIIN 5) The formal feedback loop has to be closed by informing students about their feedback and respectively taken measures.

Recommendations

For all programmes

- E 1. (ASIIN 1.1/ 1.3/ 5) It is recommended to strengthen the ties with potential employers and professional associations and expand their formal involvement into the curriculum development.

- E 2. (ASIIN 3.3) It is recommended to expand the available places and funding for (international) student exchanges. Funding strategies to support the student exchange programmes should be formulated.

For the Dentistry Study Programme

- E 3. (ASIIN 1.3) It is recommended to strengthen the programmes focus on topics including research methodology, IT skills, clinic management, regulation, material science, and professionalism, to support the skills needed in the minor roles of the intended graduate profile.

- E 4. (ASIIN 1.6/ 2) It is recommended to produce workflows or standard operating procedures for how clinical procedures are taught to ensure consistency across teaching staff. This should incorporate a more detailed formulation of requirements for student procedures in the clinical phase.

For the Veterinary Medicine Programme

- E 5. (ASIIN 1.1/ 1.3) It is recommended to adapt curriculum and the faculty's mission statement along the One health concepts and SDGs of the UN. Veterinary science is a key player in the global One health efforts which should be made clear and advertised. It will further increase the attractiveness of the faculty to future students, stakeholders and society.
- E 6. (ASIIN 1.3/ 3.2) It is recommended to develop an offer for students to train their soft skills, including workplace communication and self-confidence.
- E 7. (ASIIN 3.1) It is recommended to closely monitor the lecturers' workload for the qualitatively adequate delivery of the newly introduced international class and support them extensively in the preparation for this challenge.
- E 8. (ASIIN 3.1) It is recommended to ensure the English teaching standard of the lecturers through structured quality measures (e.g. TOEFL certificate) and offer structured personnel development.

Appendix: Programme Learning Outcomes and Curricula

For the Academic Phase of the Dentistry Study Programme, the **PLOs** presented in the Self-Assessment Report are the following:

Graduates should be able to...

PLO 1	Analyse dental practices professionally, including ethical and legal standards, and provide patient-centred care under national values.
PLO 2	Implement medical and dental sciences to develop competencies in dental professionals.
PLO 3	Conduct effective and safe standard operating procedures to achieve excellent oral health status for individuals and communities.
PLO 4	Conceptualize dental management practices to organize systems and administrations.
PLO 5	Implement critical thinking, evidenced-based or outcomes-based clinical decision-making and technology-based information.
PLO 6	Determine interdisciplinary approaches for effective team collaboration.
PLO 7	Apply health promotion and disease prevention strategies.

The **PLOs** for the consecutive Clinical Phase of the Dentistry Study Programme are:

Graduates should be able to...

PLO 1	Professionally perform dental practices, including ethical and legal standards, while delivering patient-centred care aligned with national values.
PLO 2	Apply medical and dental sciences as the foundation for developing competent dental professionals.
PLO 3	Execute effective and safe standard operating procedures to attain excellent oral health status for individuals and communities.

0 Appendix: Programme Learning Outcomes and Curricula

PLO 4	Apply knowledge of dental practice management to govern organized systems and administrations.
PLO 5	Apply critical thinking, evidenced-based or outcomes-based clinical decision-making, and technology-based information.
PLO 6	Execute practical interdisciplinary approaches for team collaboration.
PLO 7	Execute health promotion and disease prevention strategies.

The following **curriculum** is presented:

ACADEMIC PHASE		
Code	Course Name	ECTS
1st SEMESTER		
UNU1101	English	1,81
UNU1102	Pancasila	3,62
UNU1103	Civic education	3,62
KG1101	Individual and community health perspective	3,62
KG1112	Molecular and cellular biology	5,43
KG1113	Human body system	10,86
KG1114	Homeostasis and clinical relevance	5,43
	Sub-Total	34,39
2nd SEMESTER		
KG1211	Dentocraniofacial growth and development	7,24
KG1212	Oral homeostasis and function	10,86
KG1213	Technology and material in dentistry	3,62
KG1214	Basic pharmacology and pharmacy	3,62
KG1215	Oral mucosa, periodontal tissue, and jaw	7,24
	Sub-Total	32,58
3rd SEMESTER		
KG2101	Psychiatry	1,81
KG2102	dermatovenerology	1,81
KG2103	Ophthalmology	1,81
KG2104	Neurology	1,81
KG2105	Otorhinolaryngology	1,81
KG2111	Infection, Inflammation, and regeneration	7,24
KG2112	Cariology	5,43
KG2113	Health promotion and disease prevention	7,24
KG2114	Control infection and work safety management	3,62
UNU2101 -UNU2105	Religion	3,62
	Sub-Total	36,2
4th SEMESTER		
KG2211	Basic dental clinical procedure	10,86
KG2212	Dentomaxillofacial anomaly 1	7,24
KG2213	Dentomaxillofacial anomaly 2	9,05
KG2214	Health management and public policy	5,43
	Elective 1	3,62
	Sub-Total	36,2

5th SEMESTER V		
KG3111	INITIAL PHASE THERAPY PERIODONTAL	3,62
KG3112	Dental restoration	9,05
KG3113	Removable partial denture	7,24
KG3114	Preventive and interceptive orthodontics	5,43
KG3115	Management of oral lesion	3,62
KG3116	Scientific writing 1	7,24
	Sub-Total	36,2
6th SEMESTER		
KG3211	Curative orthodontics	7,24
KG3212	Endodontics	5,43
KG3213	Fixed partial denture	5,43
KG3214	Scientific writing 2	3,62
KG3215	Survey and epidemiology	3,62
KG3216	Oral surgery management 1	7,24
KG3217	Oral surgery management 2	7,24
	Sub-Total	39,82
7th SEMESTER VII		
KG4111	Full denture	3,62
KG4112	Special care dentistry	5,43
KG4113	Legal Ethics and Forensic Odontology	7,24
KG4114	Medical compromise disease	9,05
KG4115	Holistic clinical oral problem	5,43
KG4116	Clinical emergency	5,43
	Elective 2	3,62
	Sub-Total	39,82
8th SEMESTER		
KG4201	Thesis	7,24
UNU4201	Student community service	5,43
	Sub-Total	12,67
TOTAL		267,88

The offer of elective modules includes the following options:

The clinical phase incorporates the following courses:

CLINICAL PHASE		
Code	Course Name	ECTS
KGL5904	Oral medicine	5,4
KGK5905	Conservative dentistry	7,2
KGR5904	Prosthodontics	7,2
KGP5904	Periodontics	5,4
KGU5903	Clinical radiology	1,8
KGS5906	Oral and maxillofacial surgery	7,2
KGO5905	Orthodontics	5,4
KGK5903	Pediatric dentistry	5,4
KGM5910	Preventive and community dentistry	7,2
KGL5913	Clinical rotation in hospital	1,8
	Sub-Total	54

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For the Veterinary Medicine Study Program (VMSP), the *PLOs* are displayed in the following table:

Graduates should...

PLO 1	Live and work according to general values: Faith in God; Having morals, ethics, and good behaviour in completing their duties; Excellence in academics and professional life; Responsibility for social welfare; Ability to implement, develop, and enrich the veterinary-animal science field; Maintaining an Indonesian moral value; Able to work independently or in the group, creative, innovative and having entrepreneurship skills; Highly motivated, open-minded; Possess a high working spirit, dedication, and high commitment.
PLO 2	Master knowledge about basic concepts, principles, and theories related to veterinary science.
PLO 3	Master skills in applying Science and Technology laboratory of biomedical anatomy, histology, physiology, biochemical, embryology, reproduction, clinical pathology, pathology, microbiology, parasitology, immunology, pharmacology, toxicology, radiology, and Veterinary Public Health.
PLO 4	Master skills in measuring physiological parameters and animal welfare.
PLO 5	Be able to analyse the way drugs work and toxins.
PLO 6	Be able to make agent identifications that are viruses, bacteria, parasites, fungi, and toxins, and cause determination of animal diseases.
PLO 7	Master skills in making agent identification, such as viruses, bacteria, parasites, fungi, and toxins, and cause determination of animal diseases.
PLO 8	Master and understanding knowledge about zoonotic and non-zoonotic animal diseases.
PLO 9	Be suitable for entering a professional career and able to bear responsibility for the work result achievement of biomedical laboratories, such as anatomy, histology, physiology, biochemical, embryology, reproduction, clinical pathology, pathology, microbiology, parasitology, immunology, pharmacology, toxicology, radiology, and veterinary public health.
PLO 10	Be able to compile formulas, make animal food, and make veterinary clinical nutrition or clinical dietetic.

0 Appendix: Programme Learning Outcomes and Curricula

PLO 11	Master knowledge about animal food and compiling veterinary clinical nutrition or clinical dietetic.
PLO 12	Master knowledge about the national animal health system, veterinary legislation, and authority limits of medical veterinarians.
PLO 13	Be able to analyse the epidemiology and veterinary economics and compile animal disease reporting.
PLO 14	Master skills in analysing epidemiology and veterinary economics as compiling animal disease reporting.
PLO 15	Be able to do risk analysis, veterinary economic analysis.
PLO 16	Master skills in applying care management and health management in food-producing animals or livestock, pets and companion animals, wildlife and conservations, aquatic animals, and laboratory animals.
PLO 17	Master skills in scientific study by compiling research plans and reports and forming scientific papers.

The **PLOs** for the Veterinary Professional Education Study Program (VPESP) are:

Graduates should...

PLO 1	Have insight into veterinary ethics and comprehension of the essence of the profession vow and ethics also code baseline of the veterinary profession.
PLO 2	Have skills in making: <ul style="list-style-type: none">- (a) clinical, laboratory, pathology, and epidemiologic diagnosis of animal diseases;- (b) Creating nutrition for medical health and disorder;- (c) ante-mortem and post-mortem examination;- (d) pregnancy examination, handling of reproduction disorder and application of reproduction technology;- (e) supervision and control of animal medicine quality and biological ingredients, including the usage and distribution;- (f) assessment and supervision of animal welfare.
PLO 3	Have skills in practicing <i>lege-artis</i> medical treatment.

0 Appendix: Programme Learning Outcomes and Curricula

PLO 4	Have skills in handling some diseases in large animals, small animals, poultry, and exotic animals.
PLO 5	Have skills in handling diseases of wildlife and exotic animals, as well as zoo management.
PLO 6	Have skills in control and prevention management of strategic and Zoonoses diseases, biosecurity-biosafety, and environment control.
PLO 7	Have skills in “therapeutic transaction”, doing anamnesis, medical records, informed consent of medical treatment, prescription writing, doctor’s certificate, and client education.
PLO 8	Be able to decide on therapy appropriately, master traditional medicines, mastering animal medicine quality, mastering therapy side effects
PLO 9	Have insight into actualizing food self-sufficiency.
PLO 10	Have insight into the field of national animal health system and veterinary legislation.
PLO 11	Have skills in professional communication/ dialogue.
PLO 12	Have a basic knowledge of risk analysis, veterinary economic analysis, and entrepreneurship.
PLO 13	Be able to do innovation in the field of medical veterinary aligned with the improvement of biotechnology and genetic engineering.
PLO 14	Abe able to do research, handling biological safety of animal diseases, and environment control.
PLO 15	Be able to cooperate an communicate in a team;
PLO 16	Be able to make research proposals, compile seminar materials, deliver information in the form of presentations and posters, and write according to the rules of scientific journals.
PLO 17	Be able to process research data, conduct data analyses, and make summaries and decisions correctly.
PLO 18	Master leadership management challenges.

The following **curriculum** is presented:

0 Appendix: Programme Learning Outcomes and Curricula

No	Module Name	Credit		
		Lecture	Practice	Total
Semester 1 (17 SKS = 30.6 ECTS)				
1	Religions	2	0	2
2	Ideology	2	0	2
3	Citizenship	2	0	2
4	Osteology, Arthrology, Myology dan Splanchnology	2	1	3
5	Veterinary Biochemistry I	2	0	2
6	Animal Welfare and Ethics	2	0	2
7	General Animal Husbandry	2	1	3
8	Biostatistic	1	0	1
Semester 2 (18 SKS = 32.4 ECTS)				
1	Angiology and Neurology	2	1	3
2	Cytology, Basic Histology and Embryology	2	1	3
3	Veterinary Physiology I	3	1	4
4	Veterinary Basic Parasitology	3	1	4
5	Veterinary Biochemistry II	2	1	3
6	Research Methodology and Publication	1	0	1
Semester 3 (17 SKS = 30.6 ECTS)				
1	Applied Veterinary Anatomy	1	1	2
2	Animal Organ System Histology	2	1	3
3	Veterinary Physiology II	2	1	3
4	Animal Breeding	2	0	2
5	Veterinary Bacteriology & Micrology	2	1	3
6	Veterinary Parasitic Disease	3	1	4

0 Appendix: Programme Learning Outcomes and Curricula

Semester 4 (20 SKS = 36 ECTS)				
1	Basic Pharmacology	2	0	2
2	Veterinary Reproduction & Reproductive Technology	2	1	3
3	Epidemiology & Veterinary Economy	2	1	3
4	Veterinary Bacterial and Mycotic Diseases	2	1	3
5	Veterinary General Pathology	2	1	3
6	Veterinary Clinical Nutrition	3	1	4
7	Election	2	0	2
Semester 5 (19 SKS = 34.2 ECTS)				
1	Veterinary Virology and Viral Diseases	3	1	4
2	Pharmacotherapy I	2	0	2
3	Veterinary Clinical Pathology	3	1	4
4	Veterinary Necropsy	1	1	2
5	Veterinary Systemic Pathology	3	1	4
6	Election	2	0	2
Semester 6 (26 SKS = 46.8 ECTS)				
1	Pharmacotherapy II and Toxicology	2	0	2
2	Veterinary Public Health	1	0	1
3	Zoonoses	2	0	2
4	Veterinary Immunology	2	0	2
5	Fish and Shrimp Diseases	2	1	3
6	Veterinary Clinical Diagnosis	2	1	3
7	Counseling (penyuluhan)	1	0	1
8	Laboratory Animal Science	1	1	2
9	Community services (KKN)	4	4	8
10	Election	2	0	2

0 Appendix: Programme Learning Outcomes and Curricula

Semester 7 (18 SKS = 32.4 ECTS)				
1	Veterinary Obstetrics and Gynaecology	2	1	3
2	Food Hygiene	2	1	3
3	Veterinary Basic Surgery	2	1	3
4	Large Animal Internal Medicine	3	1	4
5	Veterinary Reseptir and Pharmacy	1	1	2
6	Veterinary Legislation	1	0	1
7	Election	2	0	2
Semester 8 (21 SKS = 37.8 ECTS)				
1	Infertility and Sterility	3	1	4
2	Veterinary Special Surgery and Radiology	3	1	4
3	Small Animal Internal Medicine	3	1	4
4	Poultry Diseases	2	1	3
5	Thesis	0	4	4
6	Election	2	0	2
	Total Credit Semester	148 sks + 8 sks (156 sks)		
	Total ECTS	280.8 ECTS		

List of elective modules in the program Veterinary Medicine Study Program (VMSP)

No	Module Name	Credit		
		Lecture	Practice	Total
1	Vertebrate Comparative Anatomy	2	0	2
2	Eco-Business Aquatic Mammals	1	1	2
3	Veterinary Leadership	1	0	1
4	Veterinary Reproductive Technology	2	0	2
5	Merdeka Belajar Kampus Merdeka (MBKM)			
6	Bioinformatic and Information	2	0	2
7	Wildlife Biological and Conservation	2	0	2
8	Poultry Management	2	0	2
9	Clinical Pathology Cases and Interpretation	2	0	2
10	Applied Microbiology	2	0	2
11	Applied Molecular Biology	2	0	2
12	Safety and Halal Procedure System for Food Products of Animal			
13	Small Animal Health Management	2	0	2
14	Animal Behaviour	2	0	2
15	Veterinary Biotechnology	2	0	2
16	Animal Lameness	2	0	2
17	Applied Bovine Reproduction	2	0	2
18	Eco Health	2	0	2
19	Exotic and Wildlife Health Management	2	0	2
20	<i>Socio - Entrepreneurship Veterinary</i>	2	0	2
21	Herbal Medicine	2	0	2

List of courses Veterinary Profession Education Study Program (VPESP)

No	Co-assistance rotation	Credit		
		Rotation	Credits	Study period
1	Clinical Co-assistance (KOKLI) Small Animals Internal	1	6 (0/6)	8 weeks
2	Clinical Co-assistance (KOKLI) Large Animals Internal	1	6 (0/6)	8 weeks
3	Clinical Co-assistance (KOKLI) Surgery and Radiology	1	6 (0/6)	8 weeks
4	Co-assistance of Public Health and Administrative Agency (KODIN)	2	6 (0/6)	8 weeks
5	Co-assistance of Reproduction (KOREP)	2	6 (0/6)	8 weeks
6	Co-assistance of Laboratory Diagnosis (KODIL) (Integrated done under the coordination of the laboratory of Pathology, Clinical Pathology, Microbiology and Parasitology)	2	8 (0/8)	8 weeks
7	Management of Animal Hospital	3	2 (0/2)	2-week
	Total number of Credits		40 credits (72 ECTS)	50 weeks (3 semesters)