

**Indonesian Accreditation Agency  
for Higher Education in Health  
(IAAHEH)**



**HANDBOOK FOR  
MASTER PROGRAM IN MEDICAL AND  
HEALTH SCIENCES**

## FOREWORD

Thanks to The God Almighty who has given the strength, so that this handbook entitled: “Handbook for Study Program - Master Program in Medicine and Health Sciences Accreditation” could be finalized. The main reason for writing this handbook is to provide thorough information of the accreditation process to the study program that are willing to be accredited by Indonesian Accreditation Agency for Higher Education in Health (IAAHEH).

The handbook was arranged to be simple and easy to read, so study program that prepare for accreditation could have a comprehensive guidance. It is expected that the handbook will provide the study program with stronger self-confidence in writing Self-Evaluation Report.

The WFME, are used as the main reference for this book to maintain its international standard for Master Program.

This book is written by a team of medical education experts who come from several well-known universities. I thank them for their hardworking in writing and finishing the book. I am pretty sure the expectation of the writers is that after understanding the handbook, the assessor team will have high motivation to review the education process of Master Program to facilitate a continuous quality improvement.

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The Chairman of IAAHEH

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## Chapter 1. Accreditation Criteria

### Criteria 1. Mission and Values

#### 1.1 Statements of purpose and outcome: The master program has a public statement that sets out its values, priorities, and goals.

Consider the role, audiences, and uses of the mission statement. Briefly and concisely describe the master program's purpose, values, educational goals, research functions, and relationships with the healthcare service and communities.

Key Questions	Criteria for Compliance
1.1.1 How does the study program formulate the purpose of the program and make it available to potential students, their sponsors, employers, or funders?	<ul style="list-style-type: none"><li>• The study program involved internal and external stakeholders in formulating the purpose and outcome of the study program.</li><li>• The statement is made publicly available on the website, or other communication means, so that potential students, their sponsors, employers, or funders could get this information.</li></ul>

#### Supporting Documents

- List of attendances and minutes of meeting for the formulation of vision and mission.
- List of multimedia links for the publication of vision and mission statements
- Curriculum blueprint
- Roadmap for research and community service

#### 1.2 Participation in the Formulation of Mission and Outcomes

Key Questions	Criteria for Compliance
1.2.1 Does the study program involve relevant stakeholders in formulating the mission and learning outcomes?	<ul style="list-style-type: none"><li>• The formulation of the mission and learning outcomes involves internal and external stakeholders. The study program should define who their external stakeholders are.</li><li>• The formulation of mission and learning outcomes also considers the trend and future development in health sciences.</li></ul>

#### Supporting Documents

- Decrees on the mission statement
- List of attendances and minutes of meeting for the formulation of vision and mission
- Reports from benchmarking processes or reports on feedback from experts or scientists in the relevant fields

#### 1.3 Autonomy and Academic Freedom

Key Questions	Criteria for Compliance
1.3.1 Does the study program formulate and implement the policies in	<ul style="list-style-type: none"><li>• The design of the curriculum is formulated and implemented autonomously.</li></ul>

teaching, academic, and administrative autonomously?	<ul style="list-style-type: none"> <li>The study program autonomously allocates the necessary resources for implementation of the curriculum.</li> </ul>
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#### **Supporting Documents**

- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members).
- The curriculum book should contain graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, allocated resources.
- Course modules should contain course learning outcomes, list of topics, learning methodology, assessment, evaluation of course completion, allocated resources, and references.
- Statutes of the university or other documents stating the policies of academic autonomy and freedom.

#### **1.4 Program Title and Description**

Key Questions	Criteria for Compliance
1.4.1 Does the study program provide description of appropriate breadth and depth of the program and publicize it?	The study program has documentation for the public that describes the breadth and depth of the program.

#### **Supporting Documents**

- Catalogue and/or brochure of the master program
- Student handbooks or study guidelines for students containing academic rules and guidance
- Quality manual and procedures
- Websites of the relevant information
- Guidance for final projects and thesis writing

## Criteria 2. Curriculum

### 2.1 Instructional and Learning Methods: The master program has defined the graduate learning outcomes that master students should have achieved by graduation, as well as the intended learning outcomes for each part of the course as partial fulfilment.

Outcomes clearly describes what is intended in terms of values, behaviours, skills, knowledge, and preparedness for being a master. Consider whether the defined outcomes align with the research's roadmap. Analyse whether the specified learning outcomes address the knowledge, skills, and behaviours that each part of the course intends its master students to attain. Consider how the outcomes can be used as the basis for the design and the delivery of content, the assessment of research and master student progress, as well as evaluation of the course.

Key Questions	Criteria for Compliance
2.1.1 How does the study program formulate graduate learning outcomes based on vision, mission, and strategy?	<ul style="list-style-type: none"><li>• The study program describes the mechanism for formulating the graduate learning outcomes based on vision, mission, and strategy.</li><li>• Master level graduate learning outcomes should include mastery of knowledge, research skills, demonstrate intellectual, personal, and professional abilities.</li><li>• The learning outcomes should align with the vision, mission, and strategy of the study program.</li></ul>
2.1.2 How does the study program design the instructional and learning methods for students?	<ul style="list-style-type: none"><li>• The study program describes the blend of instructional and learning methods, including the rationale for the methods.</li><li>• The study program uses instructional and learning methods that stimulate, prepare and support students to take responsibility for their own future professional development and learning.</li><li>• Offer a balance of carefully planned instructional methods that offer students a range of learning experiences, and individual learning support and guidance, consistent with the learning goals and objectives.</li></ul>

#### Supporting Documents

- Reports of internal and external stakeholders' involvement.
- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members).
- The curriculum book should contain the graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, and allocated resources.
- Course modules should contain course learning outcomes, list of topics, learning methodology, assessment, evaluation of course completion, allocated resources, and references.

**2.2 Academic Skills Development:** The master program consists of courses related to ethics, health and safety, animal experimentation (if applicable), research methodology, statistics and methods of qualitative analysis, as well as elective discipline-specific components to support master students in their scientific research; research activities and master thesis.

Key Questions	Criteria for Compliance
2.2.1 Does the study program ensure that the program enables each student to develop the master's level academic skills?	<ul style="list-style-type: none"> <li>• The study program designs a curriculum that ensures each student develops the Master level of academic skill.</li> <li>• The study program should describe expected standards of works, including length and presentation of assignments and other required elements.</li> </ul>

#### **Supporting Documents**

- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members).
- The curriculum book should contain graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, allocated resources.
- Course modules should contain course learning outcomes, list of topics, learning methodology, assessment, evaluation of course completion, allocated resources, and references.

### **2.3 Program Content, Scope and Contextualisation**

Key Questions	Criteria for Compliance
2.3.1 Does the study program have a clear description of the content, scope, and contextualization of the learning process?	<ul style="list-style-type: none"> <li>• The study program has a clear description of the content, scope, and contextualization of the learning process.</li> <li>• The description is accessible to student, academic staff, and stakeholders through various means.</li> </ul>

#### **Supporting Documents**

- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members).
- The curriculum book should contain graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, allocated resources.
- Course modules should contain course learning outcomes, list of topics, learning methodology, assessment, evaluation of course completion, allocated resources, and references.

## 2.4 Research and Scholarship

Key Questions	Criteria for Compliance
2.4.1 Does the study program have policies and guidelines on research and scholarship?	<ul style="list-style-type: none"><li>• The policies and guidelines on research and scholarship are well documented by the study program.</li><li>• The study program identifies skills to develop original research and scholarship appropriate to their own contexts.</li></ul>

### Supporting Documents

- Curriculum Book
- Policies on research and scholarship
- Academic guidance book
- Research guidance book

## 2.5 Program Structure and Duration

Key Questions	Criteria for Compliance
2.5.1 How does the study program design the program structure and its optimal duration of study?	<ul style="list-style-type: none"><li>• The Director of the study program and academic staff describe the mechanism in designing the program structure and its optimal duration of study in detail.</li></ul>

### Supporting Documents

- Academic guidance book.
- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members).
- The curriculum book should contain graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, allocated resources.

## 2.6 Process of Curriculum Development

Key Questions	Criteria for Compliance
2.6.1 What are the steps that the study program takes in the process of curriculum development?	<ul style="list-style-type: none"><li>• The process of curriculum development, in general, might include analysis, design, building, implementation and evaluation.</li></ul>
2.6.2 What are the considerations taken during the curriculum development?	<ul style="list-style-type: none"><li>• The study program describes considerations or references used during curriculum design and development.</li></ul>

### Supporting documents:

- Curriculum book (justification of current curriculum development, national and international regulation, curriculum development process, and team's members)
- The curriculum book should contain the graduate's profile, graduate's learning outcomes, list of topics and courses, learning methodology, assessment, evaluation of study completion, allocated resources

- Quality manuals and procedures
- Laboratory protocols
- Research protocols
- Modules or learning units

## Criteria 3. Assessment

### 3.1. Assessment Methods

Key Questions	Criteria for Compliance
3.1.1 How does the study program design and plan the assessment appropriate for the attainment of the learning outcomes?	<ul style="list-style-type: none"><li>• The principles, rationale, methods and practices used for assessment of student learning is defined, stated and published, including the criteria for standard settings, grade boundaries and number of allowed retakes.</li><li>• The assessments are open to scrutiny by external examiners, the institutional exam board, assessment committee or other authorities.</li><li>• The methods of quality assurance of the assessment and marking process is well documented.</li><li>• An appeal against the assessment results is provided.</li></ul>

#### Supporting Documents

- Assessment policies
- Assessment guidelines
- Assessment blueprint
- Procedure of appeal mechanism
- Samples of assessments

### 3.2. The Assessment System:

- a) The study program has in place a system of assessment that regularly offers master students actionable feedback that identifies their strengths and weaknesses and helps them to consolidate their learning.
- b) These formative assessments are tied to educational interventions to ensure that all master students have the opportunities to achieve their potential.
- c) Feedback is one of the biggest drivers of educational achievement. Master students need to be assessed early and regularly in courses and clinical placements for the purposes of providing feedback that guides their learning.

Key Questions	Criteria for Compliance
3.2.1 Does the study program ensure the validity and reliability of the assessment as a process of learning?	<ul style="list-style-type: none"><li>• Both formative and summative assessments are offered.</li><li>• Assessments adequately sample the program content.</li><li>• The assessments address the master's level academic skills as stated in 2.1.</li><li>• A range of assessment methods and formats is used, according to their appropriateness to the learning outcomes and learning process.</li></ul>

### **Supporting Documents**

- Academic guidance book
- Research guidance book
- Research logbook
- Portfolios
- Procedures for remediation and counselling
- Support system algorithm
- Procedure of appeal mechanism

### **3.3. Feedback to Students:**

- a) The study program has in place a system of assessment that informs decisions on progression and graduation.
  - b) These summative assessments are appropriate to measuring course outcomes.
  - c) Assessments are well-designed, producing reliable and valid judgement
- Assessment for decision-making is essential to institutional accountability. These assessments must be fair to master students and, as a group, they must attest to all aspects of competencies.

Key Questions	Criteria for Compliance
3.3.1 Does the study program ensure that personalised and detailed written feedback (or oral feedback with a written record) is given to each student after both formative and summative assessments?	<ul style="list-style-type: none"><li>• There is feedback for each assessment.</li><li>• The feedback is personalised and detailed.</li><li>• There is a standardised procedure whether the feedback is given orally or written.</li></ul>

### **Supporting Documents**

- Academic guidance book
- Assessment policies
- Assessment method procedures
- Portfolio
- Research guidance book
- Research logbook

### **3.4. Quality Assurance of the Assessment System:**

- a) **The study program has mechanisms in place to ensure the quality of its assessments.**
- b) **Assessment data are used to improve the performance of academic staff, courses, and the institution**

It is important for the study program to review its individual assessments regularly, as well as the whole assessment system. It is also important to use data and feedback from the assessments, for continuous quality improvement of the assessments, the assessment system, the course, and the institution.

Key Questions	Criteria for Compliance
3.4.1 Does the study program appoint a qualified academic external examiner to verify standards and results?	<ul style="list-style-type: none"><li>• The study program has external reviewers for their assessment system.</li><li>• The final summative assessment should include at least one external examiner.</li></ul>

**Supporting Document**

- Academic guidance book
- Assessment Policies
- Decrees for assessment committees
- Document of Quality Assurance system regarding assessment: planning and implementation
- Master student's logbook, assessment as students' learning (evaluation and monitoring students' progress) and staff feedback

## Criteria 4. Students

### 4.1. Admission Policy and Selection: The study program has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of master students.

Where selection and admissions procedures are governed by national policy, it is helpful to indicate how these rules are applied locally. Where the study program sets aspects of its own selection and admission policy and process, clarify the relationship of these to the mission statement, relevant regulatory requirements, and the local context. The following admissions issues are important in developing the policy: the relationship between the size of master student intake (including any international master student's intake) and the resources, capacity, and infrastructure available to educate them adequately; equality and diversity issues; policies for re-application, deferred entry, and transfer from other schools or courses.

Key Questions	Criteria for Compliance
4.1.1 Is the student selection based on an admission policy and process that is periodically reviewed?	<ul style="list-style-type: none"><li>• The study program formulates, implements, publishes the admission policy and process.</li><li>• The study program periodically reviews the policy and process.</li><li>• The admission policy and process are based on the principles of required prior achievements, equality and objectivity.</li><li>• The study program has a policy and implement practice for admission of disabled students.</li></ul>

#### Supporting Document

- Regulation on selection and admission policy study programs: in line with the graduate program research roadmap.
- Evaluation of past student selection process
- Number of available supervisors
- Document on research roadmaps

### 4.2. Student Intake

Key Questions	Criteria for Compliance
4.2.1 Is the size of student intake well defined?	<ul style="list-style-type: none"><li>• The study program defines the size of student intake.</li><li>• The study program relates the size of student intake to its capacity.</li></ul>

#### Supporting Document

- Document of evaluation of the study program capacity
- Minute meeting on the determination of student size
- Evaluation of past student selection process

**4.3. Student Support and Counselling: The study program provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance**

Students might require support in developing academic skills, in managing disabilities, in physical and mental health and personal welfare, in managing finances, and in career planning. Consider what emergency support services are available in the event of personal trauma or crisis. Specify a process to identify students in need of academic or personal counselling and support. Consider how such services will be published, offered, and accessed in a confidential manner. Consider how to develop support services in consultation with students' representatives.

Key Questions	Criteria for Compliance
4.1.2 Is student support and counselling available and could be accessed?	<ul style="list-style-type: none"><li>• The study program allocates resources for student support in relation to academic, social and personal needs.</li><li>• The student support system is well known and could be easily accessed by the students.</li><li>• The support and counselling system is based on the needs assessment and consulted to the students.</li></ul>

**Supporting Documents**

- Policy, regulation, and procedures on master students support.
- Policy, regulation, and procedures on master students counselling.
- Supporting resources, including manpower, facilities and finance for master students.
- Monitoring and evaluation of master students support system implementation

**4.4. Student Representation**

Key Questions	Criteria for Compliance
4.4.1 Does the study program have a policy on student representation and appropriate participation in the academic process?	<ul style="list-style-type: none"><li>• The study program formulates and implements a policy on student representation and appropriate participation in the design, management and evaluation of the curriculum.</li><li>• The student representation also participated in the design, management and evaluation in other matters relevant to students.</li><li>• The study program encourages and facilitates student activities and student organisations.</li></ul>

**Supporting Documents**

- Documents on policies of student organisations, student representatives
- List of attendance and minutes of meetings on relevant issues, e.g., curriculum, student services, facilities, etc.

#### 4.5. Graduation Requirements

Key Questions	Criteria for Compliance
4.5.1 Does the study program set out requirements for successful completion of the program?	<ul style="list-style-type: none"><li>• There are requirements for the standardised evidence of successful completion of all degree requirements (program, projects, thesis, practicum, portfolio, transcripts, etc).</li><li>• The study program set out the expected standards of work.</li><li>• The study program set out standardised evidence of research skills and critical appraisal.</li></ul>

##### Supporting Documents

- Formal document on the requirement for the completion of the study, either as a separate document or integrated to the other formal documents.
- Student's portfolios of course grades, final projects, etc for the entire study process.
- Minutes of meeting to make a decision on graduation

#### 4.6. Progress and Attrition Rates and Reasons

Key Questions	Criteria for Compliance
4.6.1 Does the study program set up requirements for progress, milestones, and records?	<ul style="list-style-type: none"><li>• The study program set up requirements for progress.</li><li>• The study program keeps records of student progress and compliance with milestones.</li><li>• The study program has a system for follow up of students whose progress gives cause for concern.</li><li>• The study program keeps records of student attrition rates.</li><li>• The study program determines and records the reasons why any student who leaves the program before completion.</li></ul>

##### Supporting Documents

- Regulation for formative and summative assignments, late submission, and resubmission.
- Records of regular evaluation of the student's progress
- Records of student consultation regarding his study progression.
- Records of student's attrition and its reasons

## Criteria 5. Staffing

### 5.1. Appointment policy for Academic Staff: The study program has the number and range of qualified academic staff required to put the school's curriculum into practice, given the number of master students and style of supervising and learning.

Determining academic staff establishment policy involves considering: the number, level, and qualifications of academic staff required to deliver the planned curriculum to the intended number of master students; the distribution of academic staff by grade and experience.

Key Questions	Criteria for Compliance
5.1.1 Does the study program have a list of full time, part-time, or consulting staff required to run the program?	<ul style="list-style-type: none"><li>• The study program provides documents consisting of a list of full-time, part-time or consulting staff.</li><li>• The study program formulates and implements appointment policies for each type of staff.</li></ul>

#### Supporting Documents

- Academic staff's list
- Academic staff CV
- Staff's job description
- Appointment policies of each staff

### 5.2. Obligations and development of academic staff: The study program implements stated policies on the continuing professional development of its academic staff.

Develop and publicise a clear description of how the study program supports and manages the academic and professional development of each member of staff.

Key Questions	Criteria for Compliance
5.2.1 Does the study program have policies on the obligations and development of staff?	<ul style="list-style-type: none"><li>• For each category of staff and each staff member individually, the study program has documented policies of staff's management and development.</li><li>• The policies and procedures of the support are clearly understood by the academic staff.</li></ul>

#### Supporting Documents

- Sample of contract of the staff, code of ethics, and code of conducts
- Policies and procedures for staff's induction and development
- Minutes of meetings and list of attendance during development of manpower plan
- Form for monitoring and evaluation of academic staff performance, sampled a filled in form from several academic staffs, result of performance appraisal each semester
- Summaries of the academic and professional development of the academic staff
- Documents of academic staff's appraisal program

### 5.3. Number and Qualifications of Teaching and Supervisory Staff

Key Questions	Criteria for Compliance
5.3.1 Does the study program ensure that the number and qualification of teaching and supervision is adequate?	<ul style="list-style-type: none"><li>• Teaching and supervisory staff have education-related academic qualifications at least one level above that for which the students are studying.</li><li>• A student-to-staff ratio is specified and sufficient to allow students appropriate access to teaching and supervisory staff</li><li>• Qualified these mentors have sufficient research experience.</li></ul>

#### Supporting Documents

- List of teaching and supervisory staff
- Teaching and supervisory' CV (education, qualification, experience)

### 5.4. Support Staff

Key Questions	Criteria for Compliance
5.4.1 Does the study program have published the arrangements that ensure the adequacy of support staff for students as well as teaching and supervisory staff?	<ul style="list-style-type: none"><li>• The study program has published policies on the arrangements of:<ul style="list-style-type: none"><li>○ Administrative support for students</li><li>○ Administrative support for teaching and supervisory staff.</li><li>○ Laboratory technical support staff</li></ul></li></ul>

#### Supporting Documents

- Policies and procedures for recruitment of administrative staff and laboratory technical support staff.
- Published Service Level Agreement of those administrative support.
- Documents of training and development of the support staff.

## **Criteria 6. Educational Resources, Settings, and Scholarship**

### **6.1. Educational Settings: The Study Program has sufficient physical facilities to ensure the research and other teaching and learning activities are carried out as planned.**

Physical facilities include the physical spaces and equipment available to implement the planned teaching, learning and research activities for the given number of master students and academic staff.

<b>Key Questions</b>	<b>Criteria for Compliance</b>
6.1.1 Does the study program have policies and standards for sufficient physical facilities and learning environment?	<ul style="list-style-type: none"><li>• The study program has policies and standards for sufficient physical facilities and learning environment to implement face-to-face or distant learning.</li></ul>

#### **Supporting Documents**

- Link to electronic library
- List of available and accessible physical facilities
- Policies on research ethical clearance reviews and application procedures
- Policies on access for people with special needs
- Policies on equipment maintenance and calibration
- Policies on the use of experimental animal handling
- Policies on safety procedures
- Policies on biosafety and biohazard measurement in laboratories
- Standard operating procedures in using laboratory equipment.
- Policies and standards for information technology and supporting staff to implement distance learning.

### **6.2. Information Technology**

<b>Key Questions</b>	<b>Criteria for Compliance</b>
6.2.1 Does the study program have policies on IT for supporting learning and communication?	<ul style="list-style-type: none"><li>• The study program should formulate and implement policies which address effective use and evaluation of appropriate information and communication technology in the educational program.</li><li>• The study program should enable lecturers and students to use appropriate information and communication technology for independent learning and accessing information.</li></ul>

#### **Supporting Documents**

- List of available IT system and its manuals
- Policy on IT for supporting the learning, research, and communication
- Documents of the utilisation of the IT system for learning, research, and communication

## Criteria 7. Monitoring and Evaluation of the Educational Process

### 7.1 Mechanism for Program Monitoring and Evaluation: The study program has implemented a quality assurance system that addresses the research and training components

Consider the purposes, role, design, and management of the study program's quality assurance system, including what the study program regards as appropriate quality in its planning and implementation practices. Prepare a written document that sets out the quality assurance system. The responsible unit designs and applies a decision-making and change management structure and process, as part of quality assurance.

Key Questions	Criteria for Compliance
7.1.1 Does the study program have operational policies and standards for program monitoring and evaluation derived from universities' Quality Assurance policies?	<ul style="list-style-type: none"><li>• The study program explains how the implementation, maintenance and continuous improvement of resources is carried out.</li><li>• The study program retains appropriate documented information as evidence of the results of the continuous quality improvement process.</li><li>• The study program identifies and selects opportunities for improvement and implements any necessary actions to meet student's needs and satisfaction.</li><li>• The study program should have a program of routine monitoring of curriculum activities, processes, and outcomes.</li><li>• The study program should establish and apply a mechanism for program evaluation that addresses the curriculum and its main components and student progress; identifies and addresses student and staff concerns; and reviews the continued appropriateness of educational and study settings.</li><li>• The study program should ensure that relevant results of monitoring and evaluation influence the program.</li><li>• The study program should ensure that stakeholders have access to results of the program evaluation.</li></ul>

#### Supporting Documents

- Organisation chart of the internal quality assurance system
- Policy and procedures of quality assurance of the study program and quality standard
- Reports on the internal quality audit
- Resources allocated to quality assurance
- Follow-up documents on the quality assurance feedback for continuous quality improvement.
- Policy of external quality assurance if applicable.

## 7.2 Feedback from Staff and Students

Key Questions	Criteria for Compliance
7.2.1 Does the study program have policies for obtaining feedback?	<ul style="list-style-type: none"><li>• The study program should systematically seek, analyse and respond to teacher, staff and student feedback.</li><li>• The study program should use feedback results for program development.</li></ul>

### Supporting Documents

- Satisfaction survey for students, academic and supporting staff
- Results of focused group discussions with staff and students
- Proposal for program improvement

## 7.3 Performance of Students and Graduates

Key Questions	Criteria for Compliance
7.3.1 Does the study program have policies for monitoring and analysing the performance of students and graduates?	<ul style="list-style-type: none"><li>• The study program should analyse the performance of cohorts of students and graduates in relation to:<ul style="list-style-type: none"><li>○ The program mission and intended educational outcomes</li><li>○ The curriculum</li><li>○ Provision of resources</li></ul></li><li>• The study program should use the analysis of student performance to provide feedback to the committees responsible for student selection, curriculum planning and student counselling.</li></ul>

### Supporting Documents

- Report of tracer study from alumni and employers of the graduate
- Report from students' formative and summative assessment
- Published scientific articles of the graduates
- Graduates' involvement in committees or teams at the faculty, university, and national levels
- National, regional and international student competitions obtained.
- Leadership roles at the school, university or national level
- Graduates continuing to PhD/Doctoral Program
- Graduates research grants obtained
- Proof of intellectual properties obtained.

## Criteria 8. Governance and Administration

### 8.1 The Program Director: The study program has a defined governance structure in relation to research, training, and resource allocation

The manner in which master programs are organised will depend on the structure of the institution which offers these programs and will also depend on university and national regulation. Relevant stakeholders would include study program director, study program administrations, master students, faculties, universities, institutions, governments and appropriate international organisations.

Key Questions	Criteria for Compliance
8.1.1 Does the study program have a program director that is accountable to specified higher management?	<ul style="list-style-type: none"><li>• The study program has the program director has a proven leadership, strong scientific background and management experience.</li><li>• The program director is accountable to specified higher management.</li></ul>

#### Supporting Documents

- Curriculum Vitae of Program Director
- Document of the authorities and job description
- Organisation structure
- Reporting procedures
- Results of internal audit at program level

### 8.2 Governance: The study program has appropriate and sufficient administrative support to achieve its goals in training and research

Study program has developed a policy and review process to ensure adequate and efficient administrative, staff, and budgetary support for all study program activities and operations.

Key Questions	Criteria for Compliance
8.2.1 Does the study program define governance structure and ensure transparency of governance processes and decisions?	<ul style="list-style-type: none"><li>• The administrative structure is designed by the institution based on its need and function in supporting the study program.</li><li>• The study program has appropriate and sufficient administrative support to achieve its goals in training and research.</li></ul>

#### Supporting Documents

- Organisation chart of the management and administrative of the study program
- Standard operating procedure for budget allocation
- Report on the school performance review
- Document on risk identification and mitigation
- Reports on master students and academic staff in decision making and functioning. Minutes of meeting of the discussion
- Standard operating procedure for decision making process
- Standard operating procedure for reporting of training and research
- Code of ethics and code of conducts
- Link of those supporting documents on the homepage

### 8.3 Academic Integrity

Academic integrity refers to the ethical principles and standards that govern behaviour in an medical and health profession educational setting, ensuring honesty, fairness, and responsibility in academic work. Upholding academic integrity is crucial for maintaining the credibility and value of educational institutions and the qualifications they award. It encompasses a variety of practices and expectations.

Key Questions	Criteria for Compliance
8.3.1 Does the study program describe the responsibilities of its academic leadership and periodically evaluate in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest?	<ul style="list-style-type: none"><li>• The study program describes the responsibilities of its academic leadership for management of the educational program.</li><li>• The study program periodically evaluates its academic leadership in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest.</li></ul>

#### Supporting Documents

- Curriculum vitae of the leader and management staff
- Performance evaluation report of the leader and management staff
- Assessment of direct superordinate and peers

### 8.4 Program Management

Key Questions	Criteria for Compliance
8.4.1 Does the study program have appropriately qualified academic leaderships and clear lines of appropriate responsibility and management?	<ul style="list-style-type: none"><li>• The study program has an appropriately qualified academic leadership including program director, and administrative staff with responsibility for planning, implementation and evaluation.</li><li>• The study program has clear lines of appropriate responsibility and management for program design and the various components of the program.</li></ul>

#### Supporting Documents

- Curriculum vitae of academic leaders and management staff
- Key performance indicators and its evaluation of the academic leader and management
- Documents of qualification and requirement of the academic leadership and administrative staff
- Curriculum book
- Document for Planning and Budgeting
- Faculty development plan
- Policy on student support and services
- Assessment Policy and procedures
- Quality manual and procedures
- Program evaluation

- Learning management system
- Stakeholder engagement plan or report

## 8.5 Funding and Resource Allocation

Key Questions	Criteria for Compliance
8.5.1 Does the study program have policies of funding and its allocation?	<ul style="list-style-type: none"> <li>• The study program defines clear lines of responsibility and authority for resourcing the curriculum, including a dedicated educational budget.</li> <li>• The study program has autonomy to allocate the resources necessary for the implementation of the curriculum.</li> </ul>

### Supporting Documents

- Budget planning and regular financial reports
- Monitoring and evaluation of financial aspect
- Financial Audit results

## 8.6 Administration

Key Questions	Criteria for Compliance
8.6.1 Is the study program supported by administrative and professional staff establishment?	<ul style="list-style-type: none"> <li>• The study program is supported by administrative and professional staff establishment that is appropriate to support implementation of its educational program and related activities.</li> <li>• The administrative and professional staff establishment is appropriate to ensure effective management and resource deployment.</li> </ul>

### Supporting Documents

- Curriculum vitae of administrative and professional staff
- Performance evaluation of administrative and professional staff
- Manpower plan of the study program.
- Job analysis documents.

## 8.7 Requirements and Regulations

Key Questions	Criteria for Compliance
8.7.1 Does the study program have a management team that ensures the implementation of the program, implementation of quality assurance and compliance with the relevant regulatory requirements?	<ul style="list-style-type: none"> <li>• The study program ensures that the administrative staff is appropriate to support the implementation of the program.</li> <li>• The study program demonstrates compliance with relevant regulatory requirements, including the award of an academic qualification.</li> </ul>

### **Supporting Documents**

- Documents on quality standards of the study program.
- Curriculum vitae of academic and administrative staff
- Job description of academic and administrative staff
- Performance evaluation of academic and administrative staff
- Regulation for awarding an academic promotion

## **8.8 Process for Start-up and Approval**

<b>Key Questions</b>	<b>Criteria for Compliance</b>
8.8.1 Does the school have policies on start-up vetting, initial approval, and subsequent review process?	<ul style="list-style-type: none"><li>• The school has a formal documented process at start-up of vetting the program and other degree requirements by a group of experts in education.</li><li>• The school has a formal initial approval and subsequent review process for the program.</li><li>• The school has a documentation and evidence of any joint participation with other institutions and/or adjunct faculty.</li><li>• The school has appropriate official approval by a university to enrol students.</li></ul>

### **Supporting Documents**

- Long term academic development program
- Documents of feasibility study of the new program
- Legal document and evidence of any joint participation with other institutions and/or adjunct faculty
- Approval from academic senate

## **8.9 Finance**

<b>Key Questions</b>	<b>Criteria for Compliance</b>
8.9.1 Does the school have finance policies and financial records?	<ul style="list-style-type: none"><li>• The school has adequate documentation of the cost of completing the program.</li><li>• The school has clearly documented fees for the program (minimum cost for receiving the degree and explicit documentation of cost for additional program components).</li><li>• The cost and fees could be easily accessed by the prospective students and their sponsors.</li><li>• The school has evidence of financial sustainability.</li></ul>

### **Supporting Documents**

- Financial policies and report
- Tuition fee is available on the website and/ or on the brochure of the program

### 8.10 Financial Management and Probity

Key Questions	Criteria for Compliance
8.10.1 Does the school have evidence of financial management and probity?	<ul style="list-style-type: none"><li>• The school has evidence of financial management and probity.</li><li>• The financial matters of the school are audited by an independent auditor.</li></ul>

#### Supporting Documents

- Financial audit report of the study program or at the institution level by an independent auditor
- A detailed budget that outlines expected income and expenditures
- Regular financial monitoring to track expenditures against the budget
- Internal controls to segregate financial duties
- Clear approval processes for expenditures, ensuring that all spending is authorized and documented
- A code of ethics that outlines expected standards of conduct for all individuals involved in financial management
- Declaration of any potential conflicts of interest.
- Clear procurement policies that ensure fair and transparent processes for purchasing goods and services.

### 8.11 Program Information

Key Questions	Criteria for Compliance
8.11.1 Does the study program provide accessible information for prospective students and registered students?	<ul style="list-style-type: none"><li>• The study program ensures provision of full and accurate accessible information for prospective students about program content, structure, cost, processes and events, including the assessment system.</li><li>• The study program uses a variety of information channels appropriate to prospective students, including a website, a brochure and helpline.</li><li>• The study program provides a comprehensive student handbook for registered students.</li></ul>

#### Supporting Documents

- Handbook for student
- Academic guidance
- Proof of academic information provision

## 8.12 Program Renewal

Key Questions	Criteria for Compliance
8.12.1 Does the study program implement a quality improvement cycle in the management of the study program?	<ul style="list-style-type: none"><li>• The study program initiates procedures for regularly reviewing and updating program structure and functions.</li><li>• The study program has a system for rectifying documented deficiencies.</li><li>• The study program bases the process of renewal on the results of the program evaluation and wider changes in educational knowledge, theory and practice, where appropriate.</li></ul>

### Supporting Documents

- Report of internal quality audit
- Minutes of meeting on audit report follow up
- Documentation of the updated program

## **Chapter 2. Guidance for Self-Evaluation Report**

This chapter describes how to conduct self-evaluation, writing a self-evaluation report, and identifying supporting documents. The study program needs to read them thoroughly to produce a readable Self-Evaluation report and a well-prepared survey visit.

### **2.1 How to conduct Self-Evaluation Activities**

The purpose of an external quality evaluation is to determine to what extent the Master program complies with the IAAHEH quality criteria for Master education program. The process of external evaluation includes studying a written self-evaluation report of the master program.

To conduct an objective and accurate self-evaluation, a series of activities need to be carried out by the study program and coordinated by the accreditation team. The study program will obtain data and information that will be used as tools to evaluate the program. All findings will be analysed and written as a self-evaluation report.

A self-evaluation report needs to represent the real condition of the Master program, specifically in the education process and to what extent the study program may maintain compliance with the IAHEH quality criteria. Therefore, a series of steps need to be conducted.

The following steps are carried out:

- Identifying the people whom, they need to communicate with in exploring and gathering the information.
- Collecting all relevant documents such as vision and mission, strategic plan, management system, curriculum implementation, data on master students (including recent tables), faculty members and their academic performance and the future expectation related to the vision achievement.
- Studying the vision and mission and the efforts of achieving the vision and mission, the strengths, and weaknesses of the study program in managing the education process which could be compared with the strategic plans of the study program. A series of interventions to manage the issues is identified as well.
- Scheduling several meetings with internal and external stakeholders to gain accurate information by exploring their perception of how far they perceive on the quality of education offered by the study program.
- Identifying and analysing the strengths, weaknesses, opportunities, and threats and how the team uses these data in developing a plan toward a better quality of education. A process of planning/determining, implementation, evaluation, controlling and improvement of the

education program needs to be reflected in the process of self-evaluation activities and be presented as a Self-Evaluation Report.

## **2.2 Guidance of Writing a Self-Evaluation Report (Preliminary and Final)**

Following the activities of self-evaluation, a written report needs to be designed by the accreditation team. There are two steps of writing a Self-Evaluation Report (SER), namely: Writing a preliminary self-evaluation report and a final Self-Evaluation Report. The preliminary SER is THE FIRST DRAFT of SER. The preliminary SER is the subject to change based on the feedback of the trainers. The following is the structure of SER.

### **2.2.1 Introduction**

Self-evaluation is the process of an organisation collecting comprehensive data about its own activities and achievements without any external assistance or pressure. Self-evaluation is undertaken within the given time-limits and for a specific purpose. Self-evaluation is a thoughtful analysis of all components of the Master program, compared against agreed and accepted criteria. The analysis should draw on the expertise of the study program and its local environment. It represents the opportunity to appreciate the strengths of the study program and to identify areas for improvement. This needs to be a formal part of the internal quality assurance that provides the opportunity to record and document changes and improvements in a master program.

The purpose of self-evaluation is to elicit the master program's description and analysis of itself, and its program in relation to the predetermined standards and criteria. Besides being the basis for the accreditation process, the self-evaluation should be recognised as an important planning instrument to enable the study program to achieve insight into its strengths and weaknesses and to identify areas for quality improvement of its program.

An effective self-evaluation is time-consuming as it requires effort and time. However, the gains from a good self-evaluation are invaluable. It gives information and facts about the quality assurance system and provides a platform for stakeholders to discuss issues on the quality of education.

There are many reasons for undertaking a self-evaluation as follows (Banda, et al., 2016):

- a. For improvement:
  - Identifies and specifies problems.
  - Identifies and specifies possible causes and means to change.
  - Identifies avenues for change and improvement.

- Providing information that may not normally be evident (such as localised innovative practices in teaching and learning).
- b. For accountability:
- If there are external criteria set by accreditation bodies, it is important to know how well the criteria are achieved.
  - Or a self-evaluation might be part of the entire review process and required by the external body. In this case, the objectives are to understand, to evaluate, and to improve.
  - To find solutions to a known problem:
    - Where problems have been highlighted or indicated, a self-evaluation can address these and help to understand the context – for example, Master students cannot achieve the education outcomes as expected, or supervisors have raised concerns about Master programs.
  - Verifying those processes are in place, and whether these are operating effectively.
  - Providing evidence of quality processes in place.
  - Enabling self-identification of improvement gaps and development of associated strategies to address these prior to external audit.
- c. As part of the Master program's managerial process:
- Self-evaluation allows the Master program to look at their educational program and services.
    - The Master program should pay attention to the master students' experience, particularly to their learning, research experience, and performance. The master program will be able to assess how well they meet the educational goals and any external criteria which apply to master program.
  - Self-evaluation allows evidence-based educational planning and management.
    - The Master program will experience the greatest benefit if the self-evaluation process becomes part of their regular planning cycle.
  - Determining whether existing policies and procedures are effective in meeting goals and identifying any gaps.
  - Enhancing the understanding (across staff, master students and/or other stakeholders) of organisational processes and outcomes.
  - Disclosing weaknesses and gaps.
  - Promoting honest communication.
  - Encouraging benchmarking, internally and/or externally.

- Identifying activities that are misaligned with organisational goals/objectives.
- Promoting an evidence-based culture.

Two principles that relate to the self-evaluation process are:

- Independence as the basis for the impartiality and objectivity of the conclusions.
- Evidence as the rational basis for reaching reliable and reproducible conclusions in a systematic process. Evidence is based on records and statements of fact or information which are relevant to the criteria and are verifiable.

Adherence to these fundamental principles is a prerequisite for providing a reliable and relevant process and outcome. The following considerations should be made before carrying out a self-evaluation:

- Management must fully support the self-evaluation and provide access to relevant information that is needed for an effective quality assurance system. The self-evaluation serves to acquire structural insight into the operation and performance of the master program.
- Gaining management support to carry out a self-evaluation is not enough. The whole organisation must prepare itself for the self-evaluation. Assessing quality is more than evaluating the performance of a program; it is also about developing and shaping the Master program. Staff members should be made responsible for the quality and all staff should be involved in the self-evaluation.
- Writing a critical self-evaluation of the quality assurance system demands good organisation and coordination. Primarily, someone must lead and coordinate the self-evaluation process. The chosen leader should have good contacts within the Master program including key management staff, faculty, and support staff; have access to obtain the required information at all levels; and have the authority to make appointments with stakeholders.
- It is desirable to install a working group in charge of the self-evaluation. It is important that the group is structured in such a way that the involvement of all sections is assured. The working group should oversee the self-evaluation, gathering and analysing data and drawing conclusions.
- As it is assumed that the self-evaluation is supported by the Master program, it is important that all staff members should be acquainted with the contents of the SER. The working group might organise a workshop or seminar to discuss or communicate the SER.

### 2.2.2 Conducting Self-Evaluation

The period of conducting self-evaluation is ten weeks. The SER team has six weeks to write the final SER. The SER team needs to accommodate input and feedback from trainers in the final SER.

Figure 1 Illustrates the approach for preparing a self-evaluation which encompasses the Plan-Do-Check-Act (PDCA) cycle of improvement.

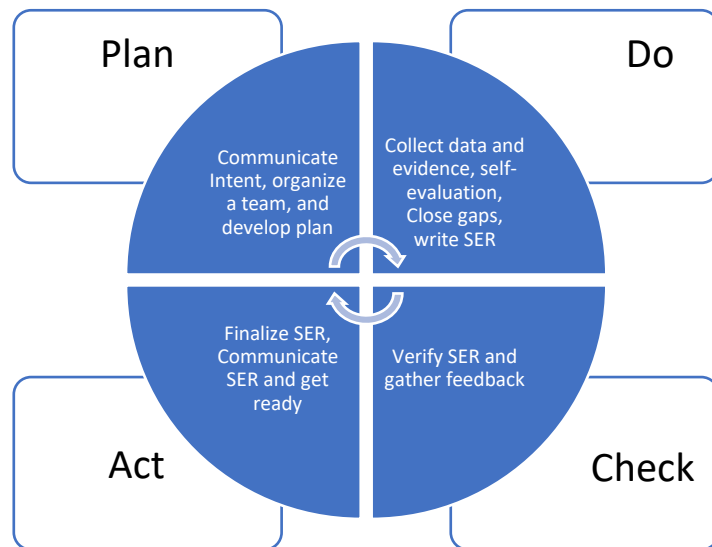


Figure 1. Plan-Do-Check-Act (PDCA) cycle of improvement

Details of each step are explained in the following paragraphs:

#### a. Plan

The “Plan” phase starts with the communication of intent for quality assessment. Appoint a group responsible for writing the SER. The group should consist of key people representing various departments and led by someone appointed by the faculty or university. This group should have financial, and staff support from the study program management. The group could then be divided into subgroups in which each subgroup is assigned to address one or several standards. As part of the change management process, early engagement with stakeholders is crucial to get their buy-in and commitment before the start of the project. A clear timetable should be set up to develop the SER. Each member in the group should be made responsible for collecting and analysing data and information, and writing the SER. Each member must have a good understanding of the accreditation criteria before proceeding to the next phase. Figure 2 is an example of a timetable that could be developed.

Activity/Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Deadline	Assigned to	Status
P L A N	Communicate Intent																			
	Organizing Team																			
	Development Plan																			
	Understanding IAAHEH Criteria and Process																			
D O	Self-assessment																			
	Collect Data & Evidence																			
	Close Gaps																			
	Write SER																			
	Review SER																			
C H E C K	Verify SER																			
	Gather Feedback																			
A C T	Improve QA																			
	Finalise SER																			
	Communicate SER																			
	Get Ready																			
Change Management																				

Figure 2. Example of a timetable to develop the SER

Note: The plan in this table is conducted during the nurturing and writing preliminary SER

In summary, the following are steps that need to be taken during the planning stage, namely (1) to appoint a group/committee with representation of relevant stakeholders, (2) to ensure sufficient financial support, (3) to ensure staffing support, (4) to clarify the task, including the standards to be addressed, (5) to plan timetable (Banda, 2016).

IAAHEH provides training and assistance in conducting self-evaluation reports during the application phase.

#### **b. Do**

The “Do” phase involves identifying the gaps in meeting the accreditation criteria. Data collection is a critical step in this phase as it helps to quantify the existing quality assurance practices as well as to identify what the institution needs to do to meet the accreditation criteria. Solutions to close the gaps should be implemented before proceeding to write and review the SER. In the process of conducting its self-evaluation, a master program brings together representatives of the administration, faculty, master student, and other constituencies to:

1. Collecting and reviewing data about the Master program and its educational program,
2. Identifying evidence that supports the achievement of accreditation criteria.
3. Identifying gaps between the existing conditions and the accreditation criteria.
4. Defining strategies to ensure that the gaps are closed, and any problems are addressed effectively.
5. Writing the draft according to the determined structure.
6. Completing the draft with an executive summary and glossary (if required)
7. Sending the draft to the reviewers.

As data collection is an important step, it is crucial that data collection is done according to sound methodology. Wherever possible, it is suggested to use the existing data. The same set of data could be used for more than one criterion. In case new data is required, data collection methods should be designed that can demonstrate achievement of the accreditation criteria.

There might be some barriers during the data collection, such as lack of access to the required documentation, low response rates, scattered information, missing information, or limited access to data. These barriers need to be overcome. All data that

has been collected needs to be analysed and presented in simple and understandable formats to answer each key question. Table, charts, graphs, narratives might be used.

Once the data collection is completed, the writing of the SER could be started. Each key question in the Accreditation Criteria needs to be answered according to the existing conditions and supported with evidence.

**c. Check**

To prepare a creditable and objective report, the assessment team must verify the evidence gathered. The “Check” phase involves verifying the SER as well as the quality assurance practices and giving feedback to improve them. An independent team should be appointed to review the SER and the existing quality assurance practices against the accreditation criteria. Recommendations to improve the SER and close the gaps in the existing quality assurance practices should be made.

**d. Act**

The “Act” phase involves implementing the recommendations raised in the “Check” phase. The SER is finalised before communicating it to relevant stakeholders and getting ready for the subsequent accreditation procedures.

## **2.3 Structure and Content of Self-Evaluation Report**

An executive summary is required to provide an overall picture of the program, follows with a glossary to clarify the specific terminologies. A brief description of the Master program is written at the beginning of a Self-Evaluation Report. Further, the self-evaluation report is developed through a specific design consisting of structure of the SER, the used format, the dissemination of SER to stakeholders and content, as described below.

**a. Structure**

In writing the Self-Evaluation Report (SER), each key question in the Accreditation Standards needs to be addressed. The evidence that supports the achievement of each substandard needs to be referred, attached, and linked in the designated google drive.

The structure of Self-Evaluation Report can be seen in **Appendix 1**.

In Chapter IV, the study program summarises the overall results for each sub criteria and determines whether it is compliance, partially compliance and non-compliance, as shown in the table below:

Table 1. Categories of Summary of the Overall Results

Accreditation Standards	Compliance	Partial Compliance	Non-Compliance
1.1. Statements of purpose and outcome			
1.2. Participation in the Formulation of Mission and Outcomes			
1.3. Autonomy and Academic Freedom			
1.4. Program Title and Description			
2.1. Instructional and Learning Methods			
...etc.			

**b. Format**

The SER should be written in size 12 Times New Roman font in A4 paper with single space. The maximum page is 80 pages excluding Executive Summary, Glossary and Appendices.

**c. Dissemination**

The study program needs to identify who will receive the full reports and the executive summary, for both internal and external stakeholders. Many have been involved in completing the Self-Evaluation and would need to be informed of the results. A communication strategy needs to be planned. The main point of this entire process should be to facilitate change where change is required. Therefore, the last element that must be addressed is the issue of securing the commitment to act on the findings of the SER.

Table 2. Description of the Term Self-Evaluation Result

<b>Compliance</b>	Almost all components in each sub criterion can be fulfilled
<b>Partial Compliance</b>	Some components in each sub criterion can be fulfilled. But there are components in some sub criteria which cannot be fulfilled. These unfilled components of sub criteria are not systemic and will not affect the education process, will not disrupt the achievement of vision, mission, objectives, and targets of the institutions, and will not hinder the achievement of learning outcomes and competencies.
<b>Non-Compliance</b>	All components in each sub criterion cannot be fulfilled

**d. Content**

IAAHEH has developed 8 (eight) criteria consisting of mission and values, curriculum, assessment, master students, academic staff, resources, quality assurance, governance and administration as described in Chapter 1.

## **Chapter 3. Guidance for Survey Visit**

### **3.1 Survey Visit Guidance**

One important step of the accreditation process is the survey visit. The survey visit aims to obtain evidence through interview and observation of all criteria in WFME standards based on the result of Self-Evaluation Report (SER) Review. The targeted sites of the survey visit include building, infrastructure, and facilities to deliver the study program. This guidance aims to provide key points for the study program in preparing the survey visit. It consists of an explanation of the assessors, survey visit, and survey visit report.

#### **Principles of the survey visit**

The survey visit should focus on:

- The continuous quality improvement, such as PDCA (*plan, do, check, and action*).
- Achievements in education, research, and public services, competition, and internationalisation.
- Compliance with WFME Standards.
- Academic and non-academic achievement, including assessment of input, process, and output.
- Availability of evidence and traceability.
- Management of the master program.
- Effectiveness of internal quality assurance system

### **3.2 Administrative Preparation for Survey Visit**

The team and the study program achieve an agreement on the schedule during the survey visit, especially schedule for interview with faculty, master students, and alumni; progress report session, the closing session, and other activities such as post accreditation meeting with dean or administrator, including confirmation of the schedule on observing master students learning activities, and assessing facilities.

- The date of survey visit is organised by the secretariat of IAAHEH.
- Invitation letter for the Assessor
- Booking accommodation for the Assessor
- Dietary requirements such as vegetarian, halal food, etc.
- Health protocol
- The interviewee cannot be replaced.
- The study program provides local transport, airport transfer.

- The study program invites study program board, senate, academic staff, Master students, alumni, user, supporting staff, and translator.
- The study program prepares facilities infrastructure (management office, classroom, laboratory, clinical practice setting, community practice setting, master students' facilities, master students counsellor office, academic staff room, etc)
- The study program prepares documents related to curriculum (curriculum map, module, syllabus, samples of master students work, sample of examinations, practical guidance, clinical rotation/clerkship guidance.
- The study program prepares documents related to internal quality assurance system (study program academic policy, academic regulations, other manual and procedures as required).
- The study program prepares information resources system (library, internet connection, IT, application, Learning Management System-LMS, etc).
- The study program provides translator if English is not native language and documents are primarily not in English.
- The study program provides working room for the assessor (LCD and screen, flipchart, internet connection, printer, paper, whiteboard marker, etc).

### **3.3 The Survey Visit Procedure**

The activities of the survey visit would include:

- An introductory meeting with the management of the master program and the faculty
- Interview sessions with:
  - Management of the study program and the study program
  - Internal quality assurance team
  - Faculty members from various departments (min. 5 faculty members)
  - Master students represented from each academic year (at least 1 for each academic year )
  - Supporting staff (8-10 staff, including laboratory technicians/analysts, IT, administration, librarians, etc.)
  - Alumni who graduated in the last 3 years. (8-10 alumni)
  - Employers of the graduates (6-8 employers preferably non-alumni)
- Observation and assessment of the teaching and learning processes (in the classroom, laboratory)
- Visitation and assessment of physical facilities: library, laboratories, master students services, and other facilities for master students
- Clarification and validation of documents

- Closing meeting with the study program management

If needed, an interpreter from a non-related party should be provided to bridge communication between the assessor team and the local staff.

*Table 3. The typical schedule for the survey visit*

<b>Day -1</b>		
08.30-09.00	:	Introductory meeting of the management of the study program and assessors
09.00-10.00	:	Presentation of the profile of the study program by the management of the study program (and Q&A session)
10.00-11.30	:	Interview and discussion with master program supervisors and co-supervisors
11.30-12.30	:	Interview with the internal and external Examiners (hybrid)
12.30-13.30	:	Lunch break
13.30-15.30	:	<ul style="list-style-type: none"> <li>○ Visitation and assessment of the library, laboratories, working room, counselling services, family support, and other facilities in the study program.</li> <li>○ Interview with the supporting staff</li> </ul>
15.30-17.00	:	Interview with master students from different batches
19.00	:	Internal discussion of the assessors
<b>Day-2</b>		
08.30-10.00	:	Observation of the academic activities
10.00-11.00	:	Discussion with the alumni of the study program
11.00-12.30		Interview and discussion with the Internal Quality Assurance team of the study program
12.30-13.00	:	Lunch break
13.00-14.00	:	Discussion with the employers of the graduates and other stakeholders
14.00-15.00	:	Ethical committee and academic committee
15.00-17.00	:	Discussion about research infrastructures and research roadmap with the management of university and faculty

17.00-18.00	:	Document verification: research proposal, official report of research proposal seminar, notes on research progress, draft manuscript for publication.
19.00	:	Internal discussion of the assessors
<b>Day-3</b>		
08.30-10.00	:	Clarification and verification of the findings with the management of the graduates' school and study program
10.00-12.00	:	Internal discussion of the assessors to draft the initial report to be presented in exit meeting
12.00-13.00	:	Lunch break
13.00-15.00	:	Closing meeting and discussion
15.00	:	Closing ceremony

The typical schedule above could be rearranged to suit the situation. However, all the agenda should be conducted.

### 3.4 Guidance for Introductory Meeting

#### a. Preparation for the Venue

The study program must provide the venue with equipment (LCD, Screen, microphone) that can accommodate all the invitees.

#### b. Preparation for the Invitee

The following are the person or the parties to be invited:

- The Dean
- Vice Dean
- Head of Study Program
- Accreditation Team
- Head of Quality Assurance Unit
- Directors of Teaching Hospitals
- Education Unit
- Research Unit
- Community Service Unit
- Heads of Departments
- Heads of Administrations

- etc.

### **c. Study program Preparation for the Presentation**

The profile of the study program will be presented during the first session of the visit.

- The Dean/ Vice Dean will prepare a presentation on the highlight of the study program's profile and the study program's strategic planning and management, resources available to run the master program, human resources and other physical and non-physical resources required for the master program, counselling, and master students supports.
- The Head of the master program will prepare a presentation on the graduate profiles, graduate competencies, curriculum, and assessment system.
- Head of the quality assurance unit to prepare a presentation on internal quality assurance system.

It is advised that the presentations will stress the important points and updated information. It is strongly suggested that the presentations will not repeat all the information that is already in the SER. In total the presentation lasts 30 minutes and Q&A session should last about 30 minutes.

## **3.5 Guidance for Interview**

This guidance is intended for assessors and the study program during the visit. The interview session will be held without the presence of school management and accreditation team. The interview will be:

- Interview with the management of the study program about governance, quality assurance, human resource management, curriculum management, finance and asset management, program development, collaboration program, academic environment, description of how research is disseminated and utilised, research rewards and incentives, ethics review board composition and functions.
- The study program appoints academic staff that will be interviewed, the academic staff represent the clinical and non-clinical departments/units (basic medical sciences, public health, bioethical and medical education), as well as representing different academic ranks. The interview with academic staff will cover leadership, faculty development program, working atmosphere, relationship with management and colleague, workloads (teaching, research, and community services), learning, teaching and research facilities, job security and satisfaction, relevant academic issues, academic and non-academic support system, ranking and promotion system, faculty orientation program, salary scale, faculty

performance evaluation, academic advising and referral system, description of how research is disseminated and utilised, research rewards and incentives

- The study program invites support staff representing different function, such as technician (Mechanical and Electrical (ME) and laboratories), librarian, administrative, IT support, finance. The interview will cover leadership, supporting staff, development program, working atmosphere, relationship with management and colleague, workloads, staff qualification relevant to the assignment, job security and satisfaction, relevant issues, information technology support system, library acquisition and collection development plan and profile of library staff.
- The study program invites master students that will be interviewed, which represent different academic years and achievement, master student's organisation. The interview will cover academic atmosphere, learning, teaching and research facilities, master students learning and teaching satisfaction, master students support system, academic advising and referral system, non-academic development program, job and career information.
- The study program invites alumni that graduated in the last five years. The interview will cover learning experiences, job preparedness, relevance of the acquired competencies with the current job, alumni feedback and contribution, time to get the first job, involvement in the academic, research, community services of the school, and internship program.
- The study program invites employer of the alumni, representing various kind of workplaces (or such as hospitals, health offices, universities, clinics, other health services, companies). Preferably the employer is not alumni. Otherwise, a maximum of 30% of the interviewees are alumni. The interview will cover hard skills and soft skills of the alumni employed, employer feedback to the school.

### **3.6 Guidance for Observation**

Observation is a way of gathering data by watching behaviour, events, process, activities, and physical setting.

- The study program prepares physical facilities of the university, hospital, and health center to be visited by assessors.
- The physical facilities of the university observed include equipment and instrument. The observation may include office, bio-medical laboratories, classroom, clinical skill labs, library (library acquisition and collection development plan and profile of library staff), IT, small room for discussion, master students lounge, master students lockers.
- The visit to the hospital may include the emergency department, OPD, IPD, ICU, CCU, surgery theatre, master students room for the night shift, and some medical departments.
- Physical facilities for master students support, such as clinics, sport facilities, dormitory, classroom size.

- Observation of some activities, such as teaching and learning, small group discussion, laboratory activities. The observations are focused to check consistencies between descriptions in the SER with the curriculum implementation.

### **3.7 Guidance for Document Checking**

If there are any new information/data/documents which had not been included in SER, the study program may display during the visit of assessors, otherwise the assessors will not require any additional document. The purposes of the document checking are:

- To verify that the evidence is genuine, valid, and current
- Sample syllabi, sample examination question, sample of theses/dissertations, capstone projects, sample of academic advising and referral system, schedule of current term, list of theses/dissertations advisers and number of advisees per adviser, performance in the licensure examinations. List of co-curricular activities, and sample of minutes of curricular review and evaluation
- Research agenda, research manual, faculty research journal/s, graduate research journal, list of faculty and master students research and publications, research budget and performance report, research contracts with government and private agency and institutions, ethics review board composition and functions
- Tuition fee schedule, admission and retention policies, enrolment figures per program and year level, statistical data on dropouts, graduation/completion rates, scholarships and grants, support and auxiliary services master students satisfaction survey visit results, health clearance certificate of canteen personnel, safety and sanitation inspection reports/documents of the canteen/cafeteria, Memorandum of Agreement (MoA) with accredited dormitories, sample minutes of meetings of master students services offices, list of graduate Master students organisations, tracer and employer satisfaction surveys and exit interviews, list of master students activities and collaborations.
- Faculty profile, samples of accomplished evaluation forms, list of visiting and/or exchange professors, list of in-services an off-campus, monitoring of online campus, sample of minutes of faculty meetings.
- Library staff development program, library fees, library budget and performance reports, instructional/Orientation program for users, list of print, non-print, electronic resources, utilisation report.
- Organisational chart, profile of Board of Trustees and key institutional and program administrators, latest institutional and program strategic plans and program operational plan, contingency plan or emergency and business continuity plan, audited financial statements for the last three years, study program budget, data privacy policy, MOA/MOUs with local

and/or international academic, professional, research, private and/or government institutions/organisations, list of chairs, grants, and donations from foundations, minutes of consultation meetings with stakeholders.

- Description of outreach activities/service-learning program, classroom utilisation statistics, list of classrooms and/or special rooms dedicated for study program activities, facilities and laboratory maintenance, sanitation and/or inspection schedule and report, documentation of the following (videos and/or photos): faculty room, consultation rooms including those used for counselling, master students lounges and master students organisation rooms, classrooms and laboratories used by the study program, co-curricular, extra-curricular, and community service activities.

### **3.8 Guidance for Closing Meeting**

A closing meeting needs to be prepared by the master Program to allow the assessor team to present their finding in front of the master Program. The study program needs to invite relevant invitees specifically their accreditation team. It is usually attended by the management of the master Program. The master program also prepares all the needs for the presentation.

The following is the procedure for the Closing Meeting:

- The draft of summary findings will be given to a study program to be read thoroughly.
- The accreditation team of the master program discusses each sub-criterion.
- The accreditation team will write comments or criticise the findings if there is any irrelevant description with the real condition.
- In the following morning, the master program prepares a representative room for discussion with the assessors, required equipment such as audio-visual, LCD, white screen, a printer with sufficient ink, etc.
- The master program invites all relevant invitees from the master program especially the accreditation team.
- The representative of the master program will open the meeting and ask the team of assessor to lead the meeting.
- The head of the assessor team assigns one of the team members to present the summary of findings.
- Each sub criteria will be read and discussed.
- All invitees will listen carefully and respond to a relevant sub-criterion.
- The master program will show related evidence/s to support their assumption on related sub-criteria.
- Each sub-criteria will have a new description based on an agreed statement from the master program.

- The master program representatives will listen to the recommendation for each sub-criteria after been adjusted with the recent changes.
- After discussing all sub criteria, and both sides agree with the findings, the accreditation team of master program will listen to the summary findings, re-describe the commendation and the recommendation.
- The head of the team concludes the summary findings, re-describe the commendation and the recommendation, then allow the assessor team to print.
- While the assessor team prints the documentation, the study program will wait for the next session.
- The head of assessor returns the session to the master Program.
- The responsible person of the master Program will receive the session and then deliver his/her closing remarks.
- The meeting is dismissed.

Executive Summary

Glossary

## **Chapter I Study Program Context**

## **Chapter II Self-Evaluation**

2.1. The Need for Self-Evaluation

2.2. The Team

2.3. The Process of Self-Evaluation (who is involved and how)

2.4. Methods (sample, data collection and analysis)

## **Chapter III Accreditation Standards**

### **1. MISSION AND VALUES**

#### **1.1 Statements of Purpose and Outcome**

- How are the study program involved internal and external stakeholders in formulating the purpose and outcome of the study program?
- How is statement made publicly available on the website, or other communication means, so that potential students, their sponsors, employers, or funders could get this information?

#### **1.1 Participation in the Formulation of Mission and Outcomes**

- How are the formulation of the mission and learning outcomes involves internal and external stakeholders. Who are the external stakeholders?
- How does the formulation of mission and learning outcomes also considers the trend and future development in health sciences?

#### **1.2 Autonomy and Academic Freedom**

- How is the design of the curriculum formulated and implemented autonomously?
- How are the study program autonomously allocating the necessary resources for implementation of the curriculum?

#### **1.4 Program Title and Description**

- Whether the study program has documentation for the public that describes the breadth and depth of the program?

#### **1.5 Recommendation**

### **2. CURRICULUM**

#### **2.1 Instructional and Learning Methods**

- How does the study program describe the mechanism for formulating the graduate learning outcomes based on vision, mission, and strategy?
- Master level graduate learning outcomes should include mastery of knowledge, research skills, demonstrate intellectual, personal, and professional abilities.
- The learning outcomes should align with the vision, mission, and strategy of the study program.

#### **2.2 Academic Skills Development**

- How does the study program design a curriculum that ensures each student develops the master level of academic skill?

- How are expected standards of works for students, including length and presentation of assignments and other required elements?
- 2.3 Program Content, Scope, and Contextualization
- What are the content, scope, and contextualization of the learning process related to the fields?
  - How do students, academic staff, and stakeholders get access to information on content, scope and contextualization?
- 2.4 Research and Scholarship
- How do the study programme document the policies and guidelines on research and scholarship?
  - How does the study program identify skills to develop original research and scholarship appropriate to their own contexts?
- 2.5 Program Structure and Duration
- How is the mechanism in designing the program structure and its optimal duration of study in detail?
- 2.6 Process of Curriculum Development
- How is the process of curriculum development which might include analysis, design, building, implementation and evaluation?
  - What are the considerations or references used during curriculum design and development?
- 2.7 Recommendation
3. ASSESSMENT
- 3.1 Assessment Methods
- How does the Study programme define the principles, rationale, methods and practices used for assessment of student learning? How are they stated and published, including the criteria for standard settings, grade boundaries and number of allowed retakes?
  - How are the assessments are scrutinized by external examiners, the institutional exam board, assessment committee or other authorities?
  - How does the Study Programme document the methods of quality assurance of the assessment and marking process?
  - How is an appeal against the assessment results?
- 3.2 The Assessment System
- How is the assessment system offered?
  - How does the Study Programme ensure that assessments adequately sample the program content?
  - How does the Study Programme ensure that the assessments address the master's level academic skills as stated in 2.1?
  - How are a range of assessment methods and formats used, according to their appropriateness to the learning outcomes and learning process?
- 3.3 Feedback to Students
- How does the Study Programme offer feedback for each assessment?
  - How is the feedback given?
  - How are the standardised procedures whether the feedback is given orally or written?
- 3.4 Quality Assurance of the Assessment System

- How do the external reviewers review their assessment system?
- How is the external examiner involved in the final summative assessment?

### 3.5 Recommendation

## 4. STUDENTS

### 4.1 Admission Policy and Selection

- How are the admission policy and process formulated, implemented, and published?
- How are the policy and process periodically reviewed?
- What are the principles used as the basis for the admission policy and process?
- How are admission of disabled students implemented based on what policies?

### 4.2 Student Intake

- Does the study program determine the size of student intake?
- How does the study program relate the size of student intake to its capacity?

### 4.3 Student Support and Counselling

- How are the allocation of resources for student support in relation to academic, social and personal needs determined?
- What are the student support system and how could they be easily accessed by the students?
- How are the support and counselling system developed based on the needs assessment and consultation to the students?

### 4.4 Student Representation

- How is a policy on student representation and appropriate participation developed and implemented? How is it related to the design, management and evaluation of the curriculum?
- How is the student representation participated in the design, management and evaluation in other matters relevant to students?
- How does the study program encourage and facilitate student activities and student organisations?

### 4.5 Graduation Requirements

- What are the requirements for the standardised evidence of successful completion of all degree requirements (program, projects, thesis, practicum, portfolio, transcripts, etc)?
- How does the study program set out the expected standards of work?
- How does the study program set out standardised evidence of research skills and critical appraisal?

### 4.6 Progress and Attrition Rates and Reasons

- How does the study program set up requirements for progress?
- How does the study program keep records of student progress and compliance with milestones?
- How does the study program have a system for follow up of students whose progress gives cause for concern?
- How does the study program keep records of student attrition rates?
- How does the study program determine and record the reasons why any student who leaves the program before completion?

### 4.7 Recommendation

## 5. STAFFING

### 5.1 Appointment Policy for Academic Staff

- How does the study program provide documents consisting of a list of full-time, part-time or consulting staff?
- How does the study program formulate and implement appointment policies for each type of staff?

### 5.2 Obligations and Development of Staff

- For each category of staff and each staff member individually, What are the policies of staff's management and development and how are they documented?
- To what extent are the policies and procedures of the support clearly understood by the academic staff?

### 5.3 Number and Qualifications of Teaching and Supervisory Staff

- What are the teaching and supervisory staffs' education-related academic qualifications (at least one level above that for which the students are studying)?
- How is the student-to-staff ratio specified? To what extent it is considered sufficient to allow students appropriate access to teaching and supervisory staff?
- What is the qualification of the mentors to ensure they have sufficient research experience?

### 5.4 Support Staff

- Does the study program have published policies on the arrangements of administrative support for students, administrative support for teaching and supervisory staff, and laboratory technical support staff?

### 5.5 Recommendation

## 6. EDUCATIONAL RESOURCES, SETTINGS, AND SCHOLARSHIP

### 6.1 Educational Settings

- What policies and standards for sufficient physical facilities and learning environment to implement face-to-face or distant learning?

### 6.2 Information Technology

- How does the study program formulate and implement policies which address effective use and evaluation of appropriate information and communication technology in the educational program.
- How does the study program enable lecturers and students to use appropriate information and communication technology for independent learning and accessing information?

### 6.3 Recommendation

## 7. MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS

### 7.1 Mechanism for Program Monitoring and Evaluation

- How are the implementation, maintenance and continuous improvement of resources?
- How does the study program retain appropriate documented information as evidence of the results of the continuous quality improvement process?
- How does the study program identify and select opportunities for improvement and implements any necessary actions to meet student's needs and satisfaction?
- How does the study program carry out routine monitoring of curriculum activities, processes, and outcomes?

- How does the study program establish and apply a mechanism for program evaluation that addresses the curriculum and its main components and student progress; identifies and addresses student and staff concerns; and reviews the continued appropriateness of educational and study settings?
- How does the study program ensure that relevant results of monitoring and evaluation influence the program?
- How does the study program ensure that stakeholders have access to results of the program evaluation?

#### 7.2 Feedback from Staff and Students

- How does the study program systematically seek, analyse and respond to teacher, staff and student feedback?
- How does the study program use feedback results for program development?

#### 7.3 Performance of Students and Graduates

- How does the study program analyse the performance of cohorts of students and graduates in relation to the program mission and intended educational outcomes, the curriculum, and provision of resources?
- How does the study program use the analysis of student performance to provide feedback to the committees responsible for student selection, curriculum planning and student counselling?

#### 7.4 Recommendation

### 8. GOVERNANCE AND ADMINISTRATION

#### 8.1 The Program Director

- How does the head of study program prove leadership, strong scientific background and management experience?
- How is the program director accountable to specified higher management?

#### 8.2 Governance

- How is the administrative structure designed by the institution based on its need and function in supporting the study program?
- How does the study program have appropriate and sufficient administrative support to achieve its goals in training and research?

#### 8.3 Academic Integrity

- How does the study program describe the responsibilities of its academic leadership for management of the educational program?
- How does the study program periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest?

#### 8.4 Program Management

- How does the study program have an appropriately qualified academic leadership including program director, and administrative staff with responsibility for planning, implementation and evaluation?
- How does the study program have clear lines of appropriate responsibility and management for program design and the various components of the program?

#### 8.5 Funding and Resource Allocation

- How does the study program define clear lines of responsibility and authority for resourcing the curriculum, including a dedicated educational budget?

- How does the study program have autonomy to allocate the resources necessary for the implementation of the curriculum?
- 8.6 Administration
- How is the study program supported by administrative and professional staff establishment that is appropriate to support implementation of its educational program and related activities.
  - How is the administrative and professional staff establishment appropriate to ensure effective management and resource deployment?
- 8.7 Requirements and Regulations
- How does the study program ensure that the administrative staff is appropriate to support the implementation of the program?
  - How does the study program demonstrate compliance with relevant regulatory requirements, including the award of an academic qualification?
- 8.8 Process for Start-up and Approval
- How does the school develop a formal documented process at start-up of vetting the program and other degree requirements by a group of experts in education?
  - How does the school carry out a formal initial approval and subsequent review process for the program?
  - How does the school develop a documentation and evidence of any joint participation with other institutions and/or adjunct faculty?
  - What is the appropriate official approval by a university to enrol students?
- 8.9 Finance
- How does the school ensure that they have adequate documentation of the cost of completing the program?
  - How does the school ensure that they have clearly documented fees for the program (minimum cost for receiving the degree and explicit documentation of cost for additional program components)?
  - How are the cost and fees easily accessed by the prospective students and their sponsors?
  - How does the school prove that they have evidence of financial sustainability?
- 8.10 Financial Management and Probity
- How does the school ensure that they have evidence of financial management and probity?
  - How does the school ensure that financial matters are audited by an independent auditor?
- 8.11 Program Information
- How does the study program ensure provision of full and accurate accessible information for prospective students about program content, structure, cost, processes and events, including the assessment system?
  - How does the study program use a variety of information channels appropriate to prospective students, including a website, a brochure and helpline?
  - How does the study program provide a comprehensive student handbook for registered students?
- 8.12 Program Renewal
- How does the study program initiate procedures for regularly reviewing and updating program structure and functions?

- How does the study program have a system for rectifying documented deficiencies?
- How does the study program base the process of renewal on the results of the program evaluation and wider changes in educational knowledge, theory and practice, where appropriate?

#### 8.13 Recommendation

### **Chapter IV Summary of the Overall Results**

### **Chapter V Appendices**