

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



HANDBOOK FOR ASSESSORS
MASTER PROGRAM IN MEDICAL AND
HEALTH SCIENCES

FOREWORD

Thanks to The God Almighty who has given the strength, so that this handbook entitled: “Master Program in Medical and Health Sciences - Handbook for Assessors” could be finalized. The main reason for writing this handbook is to support the assessor team in assessing the Master programs 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 every assessor who reviews a Master Program will have the same perception as his/her colleague assessors in understanding and interpreting each criterion and to what extent he/she perceives the level of compliance of Master Program to each standard/criterion. It is expected that the handbook will provide the assessor team with stronger self-confidence in describing his/her expert judgment.

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.

Jakarta, August 5th, 2024

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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">• The study program involved internal and external stakeholders in formulating the purpose and outcome of the study program.• 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.

Guidance for Assessor

- Mission and vision statement sets out the values, priorities and goals of the study programs.
- The mission and vision statement should be acknowledged to public and become the core of the educational goals, research functions and its community services.
- The formulation of vision and mission statements should involve internal and external stakeholders to be relevant for community and stakeholders.

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">• The formulation of the mission and learning outcomes involves internal and external stakeholders. The study program should define who their external stakeholders are.• The formulation of mission and learning outcomes also considers the trend and future development in health sciences.

Guidance for Assessor

- Formulation of mission and learning outcomes involved external stakeholders (targeted employers, relevant authorities and policy makers, etc), as well as internal stakeholders (faculty members, etc).

- Experts of the fields or related scientists in the fields could be invited to provide feedback or a benchmarking could be conducted for the same purpose.

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 teaching, academic, and administrative autonomously?	<ul style="list-style-type: none"> • The design of the curriculum is formulated and implemented autonomously. • The study program autonomously allocates the necessary resources for implementation of the curriculum.

Guidance for Assessor

- The curriculum should be designed to achieve the graduate's learning outcomes
- The implementation of the curriculum should be supported by the necessary resources. The study program should be enabled to allocate such resources autonomously.
- There are policies at the school or university level on academic autonomy and freedom.

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.
- 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 a description of appropriate breadth and depth of the program and publicise it?	The study program has documentation for the public that describes the breadth and depth of the program.

Guidance for Assessor

The information should include:

- The program's purposes, philosophy, and values.
- Learning goals, objectives or outcomes, and content.
- Modes of delivery including methods of face to face, individual, group, self-directed and distance learning.
- Expected time commitment and credits to be awarded.
- Assessment policy, methods, progression and completion conditions, including arrangements for acceptable deadline extensions, penalties for late submission and conditions for resubmission of inadequate work.
- Purpose and arrangement for thesis, including design, structure, length, style, supervision and marking.
- Student support systems
- Plagiarism and collusion policy
- Conditions for admission and enrolment, including advanced standing and exemption arrangements.
- Fees and bursaries
- Advice on study and academic skills (including presentation of written assignments and referencing) and time management.
- Warnings and complaints procedures
- Program evaluation and quality assurance.

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 describe 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">• The study program describes 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.
2.1.2 How does the study program design the instructional and learning methods for students?	<ul style="list-style-type: none">• The study program describes the blend of instructional and learning methods, including the rationale for the methods.• 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.• 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.

Guidance for Assessor

- The outcomes may include the following capabilities:
 - Demonstrates mastery of the theories; concepts and practices of the field, including critical appraisal of their rationale and evidence base; comparative, contextual, and cultural analysis to determine applicability to the student's own context.
 - Understands the particular nature of theory, research and evidence in the relevant field of sciences;
 - Demonstrate intellectual, personal, and professional abilities for independent thinking, synthesising information, creative problem solving, communicating clearly,

<p>demonstrating appreciation of the social, environmental and global implications of their studies and activities.</p> <ul style="list-style-type: none"> ○ Demonstrate applied knowledge and skills to take on a variety of leadership, management or organisational roles in educational development in their institution or department. ○ Demonstrate applied knowledge and skills to conduct health professions, education, research and program evaluation. ○ To be prepared to undertake higher level study, such as doctoral level study ○ Demonstrates commitment to a professional and ethical approach to educational development, research and evaluation. <ul style="list-style-type: none"> ● The mechanism for formulating the graduate learning outcomes may include involvement internal and external stakeholders, such as alumni and user survey, focus group discussion ● The curriculum design and its delivery methods ensure the achievement of the above mentioned outcomes

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"> ● The study program designs a curriculum that ensures each student develops the Master level of academic skill. ● The study program should describe expected standards of works, including length and presentation of assignments and other required elements.

Guidance for Assessor

The Master level of academic skills includes:

- Independent thinking.
- Be able to analyse, synthesise, and offer a critique of information.
- Critical Appraisal
- Creative problem solving.
- Clear communication.

- Appreciate the social, contextual, and global implications of their studies and activities.

The study programs develop courses or modules to Master the above-mentioned academic skills.

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, and allocated resources.
- Course modules should contain course learning outcomes, list of topics, learning methodology, assessment, evaluation of course completion, allocated resources, and references.

2.3 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"> ● The study program has a clear description of the content, scope, and contextualization of the learning process related to the fields. ● The description is accessible to students, academic staff, and stakeholders through various means.

Guidance for Assessor

The description should include:

- Program content that educates students in the full breadth of concepts, theories, models, historical perspectives and practices in related fields
- Coverage of basic and advanced theories and models in each topic, methods of critique and critical-reflective application to the student's own context
- Literature in the professions related fields and on practice, models and theories from wider fields of sciences.
- The selected contents that are presented in its historical contexts and is appraised for its current applicability to the student's context.

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.
- 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">• The policies and guidelines on research and scholarship are well documented by the study program.• The study program identifies skills to develop original research and scholarship appropriate to their own contexts.

Guidance for Assessor

The policies and guidelines covers:

- Appreciation of the process, nature and limitations of related research in health and medical related fields.
- Understanding of the evidence based for any statement or program topic, especially where there is no contradictory, or little evidence.
- Demonstration of skills to make an informed critique of research and scholarship in health and medical related fields.

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">• 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.

Guidance for Assessors:

The description of program structures include the following:

- The duration of the program, and whether it is full time or part time, stated in terms of actual hours of study
- Start and completion dates
- The expected distribution of works, program activities, their duration and deadlines
- Components which are compulsory and optional and a rationale for these components
- Amount and role of independent learning
- Requirements of completion of the programs
- Arrangement of extensions and deferrals

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"> • The process of curriculum development, in general, might include analysis, design, building, implementation and evaluation.
2.6.2. What are the considerations taken during the curriculum development?	<ul style="list-style-type: none"> • The study program describes considerations or references used during curriculum design and development.

Guidance for Assessor

- The first step in curriculum development is analysis. It could include needs assessment, formulation of vision and mission, determining the educational philosophies and graduates' profiles
- The second step in curriculum development is design. In this step, the graduates' profiles are broken down into specific learning outcomes, learning units/blocks/ modules are formulated, learning and assessment strategy are decided
- The third step in curriculum development is building. This includes the development of each learning unit/block/modules into implementable shapes. Detailed instructional method is designed. Specific instructional methods might include face-to-face interactions, individual and group learning, distance learning, online education (synchronous and asynchronous), e-learning, tutorials and seminars, written program units, supervision, mentoring, blended learning and independent learning
- The fourth step in curriculum development is implementation, which includes faculty development programme, setting up internal quality assurance system, and provision of learning resources
- The fifth step in curriculum development is curriculum evaluation - including designing the evaluation, conducting the evaluation and plan of action based on the evaluation results
- In each step, references and considerations are clearly spelled out; such as vision and mission of the study program; educational philosophy adopted; data on priority health problems, etc

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">• 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.• The assessments are open to scrutiny by external examiners, the institutional exam board, assessment committee or other authorities.• The methods of quality assurance of the assessment and marking process is well documented.• An appeal against the assessment results is provided.

Guidance for Assessor

The function of the Assessment Committee is to design the assessment system and criteria of the acceptability of the Master thesis and oral defence. The names might vary between institutions. The Assessment Committee is not to be confused with a committee that may be set up by the institution as part of the award process.

To allow Master students to find employment as soon as possible after submitting the thesis, it is important that the time between submission and defence is as short as possible consistent with critical assessment.

Institutions should explore the use of information technologies to allow some members of The Assessment Committee to participate in the thesis evaluation and defence at a distance, in order to achieve an independent, competent, but also a more affordable international examination.

Study program provides an appeal mechanism against the assessment results.

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"> Both formative and summative assessments are offered. Assessments adequately sample the program content. The assessments address the Master's level academic skills as stated in 2.1. A range of assessment methods and formats is used, according to their appropriateness to the learning outcomes and learning process.

Guidance for Assessor

The study program provides feedback for summative and formative assessments. A narrative assessment such as a portfolio or logbook could be included where there is direct feedback from the supervisor to the student in a timely manner. During the study, the study program designs a system to guarantee that all students have the opportunities to obtain learning and research experiences and direct feedback from the supervisor.

Every student has an academic counsellor who evaluates and monitors students' learning progress such as students' achievement, GPA, and a portfolio. Available data is used to identify students who need support. study program provides a Master students support system that is assigned to fulfil students' needs in academic issues.

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	<ul style="list-style-type: none"> There is feedback for each assessment. The feedback is personalised and detailed.

Key Questions	Criteria for Compliance
written record) is given to each student after both formative and summative assessments?	<ul style="list-style-type: none"> There is a standardised procedure whether the feedback is given orally or written.

Guidance for Assessor

The assessment system should include decisions on progression and graduation in all educational levels across all expected graduate outcomes. The standards and procedures of assessment should be clearly stated, shared with students, and applied consistently.

The study program has developed a policy/system regarding assessment appeal, which is clear, distributed to all students, and implemented continuously. The system includes the faculty members who are responsible for reviewing and solving these issues. If an agreement is not reached among all the parties involved, it will be reported to a higher authority.

The supervisors regularly evaluate and monitor students' learning progress. The students' progress is then informed to the students that can also be monitored by their supervisor. Feedback should be provided by the supervisor to improve students' achievement.

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"> The study program has external reviewers for their assessment system. The final summative assessment should include at least one external examiner.

Guidance for Assessor

The study program assigns a quality assurance and quality team who is responsible for assuring the quality of individuals as well as the program assessment. The team includes experts in assessment who plan and implement quality assurance consistently.

Data obtained is then distributed to improve the performance of supervisors, course organisers, and institutions.

The study program develops a system to collect information regarding assessment from the students and supervisors (e.g., distributing a questionnaire or google form, focus group discussion).

The quality assurance team collects, reviews and analyzes data from course organisers for each assessment regularly. Data collected includes a portfolio or logbook based on predetermined standards of competencies, and discussions process with rubrics.

Data from assessments are shared with staff to be considered as a basis to improve the supervision and learning process.

The study program designates a quality assurance team, medical education unit, or assessment centre to review and revise the assessment system and individual assessments regularly.

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 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">• The study program formulates, implements, publishes the admission policy and process.• The study program periodically reviews the policy and process.• The admission policy and process are based on the principles of required prior achievements, equality and objectivity.• The study program has a policy and implement practice for admission of disabled students.

Guidance for Assessor

- The study program sets the admission policy and selection process criteria, regularly reviewing the policy and process.
- Prior to the decision of Master students acceptance, Master study program has to examine:
 - The quality of proposed research project for Master by research
 - The feasibility of the study to be conducted and appropriate for a thesis.
 - The possibility of the project to be completed regarding the time allocated by the Master program
 - The possibility of the project develops novelty and invention.
 - The availability of competent supervisors
 - The availability of resources includes research funding, stipend, tuition fee, and participation in an internal scientific meeting.
 - Students' academic performance and research experiences supported by documents such as publication, students' prior achievement or clinical experiences (medical students).
- If students have spent a limited time in a research project and took some courses, it is possible that their project and supervisors to be approved after enrolment.

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"> • The study program defines the size of student intake. • The study program relates the size of student intake to its capacity.

Guidance for Assessor

- The study program analyses its capacity for the student intake regarding its facilities, the number of academic staff, the availability of research projects, the number of existing students, and needs analysis of the graduates of the study program.
 - Students have rights and liabilities according to their contribution to the research project.
 - If in case the Master students have to earn money from other resources, the institution should enable Master students to allocate time for extracurricular work.
 - For Master programs performed by clinicians, leave-of absence from clinical duties should be provided.

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 if appropriate

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

Guidance for Assessor

- The study program provides effective services to all Master students to assist them in achieving graduate outcomes.
- All Master students have equal rights and receive comparable services, such as academic and career advisor, financial assistance/education financial management counselling, health and disability insurance, counselling/personal welfare program, access to health care services, interest and talent development, etc.
- The study program has service guidelines which are disseminated to Master students and supervisors which can be accessed easily.
- The study program has clear implementation procedures for the involvement of Master students' organisations to carry out these services.
- There are a variety of complete and appropriate service instructions/guidelines for Master students and supervisors to use according to local culture. Counselling procedures are in accordance with counselling principles (mechanism of handling) and tailored to the local cultures.
- The study program regularly conducts a user satisfaction survey to evaluate the services in terms of human, financial and physical resources. The feasibility of the services is judged based on the results of the survey and complaints.
- The study program conducted regular reviews together with Master students representatives to ensure the relevance, access, and confidentiality of counselling services. Procedures for these are available.

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">● The study program formulates and implements a policy on student representation and appropriate participation in the design, management and evaluation of the curriculum.● The student representation also participated in the design, management and evaluation in other matters relevant to students.● The study program encourages and facilitates student activities and student organisations.

Guidance for Assessor

- Students are important stakeholders, and their rights should be properly accommodated
- Student representatives provides input to matters relevant to students
- Student activities, academic or non-academic, and student organisations are encouraged to develop soft skills of the students.

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">• There are requirements for the standardised evidence of successful completion of all degree requirements (program, projects, thesis, practicum, portfolio, transcripts, etc).• The study program set out the expected standards of work.• The study program set out standardised evidence of research skills and critical appraisal.

Guidance for Assessor

- Graduation marks the completion and the end of formal study. The graduates should achieve the graduate learning outcomes of the study programs. There should be an evaluation of the outcome's achievement.
- The requirements for the completion of the study should be written clearly and disseminated to students and other stakeholders.
- The fulfilment of the requirements is ensured through assessments and standardised processes to ensure the completion of the study.

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">• The study program set up requirements for progress.• The study program keeps records of student progress and compliance with milestones.• The study program has a system for follow up of students whose progress gives cause for concern.• The study program keeps records of student attrition rates.

Key Questions	Criteria for Compliance
	<ul style="list-style-type: none"> The study program determines and records the reasons why any student who leaves the program before completion.

Guidance for Assessor:

Requirements for progress include:

- Range and role of formative and summative assignments
- Deadlines for assignments
- Arrangements and acceptable reasons for late submission
- Arrangements for resubmission, including deadlines and maximum possible marks on submission.

Attrition of student include:

- Student that has not finished their study after maximal study duration possible
- Student that does not continue their study due to academic regulation or due to personal reasons
- The study program should have records and analyse the attrition rate of the students.

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 policies 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">• The study program provides documents consisting of a list of full-time, part-time or consulting staff.• The study program formulates and implements appointment policies for each type of staff.

Guidance for Assessor

Categories of staff include:

- Academic program design staff
- Academic teaching staff
- Staff involved in assessment
- The program director

Appointment policies for each type of academic staff includes:

- The expertise and level of qualification required
- Criteria for scientific, educational, and experiential merit, including the balance of teaching, research and service qualifications
- The responsibilities of the staff include hours and distribution of work, communication with students, and submission of records and reports of activity

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.

Develops and publishes 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">• For each category of staff and each staff member individually, the study program has documented policies of staff's management and development.

Key Questions	Criteria for Compliance
	<ul style="list-style-type: none"> The policies and procedures of the support are clearly understood by the academic staff.

Guidance for Assessor

Policies of academic staff's management and development:

- Provides a list of duties and responsibilities.
- Specifies the program policies on staff induction, training and support.
- Provides appropriate monitoring and feedback procedures.
- Makes provision for all staff to provide feedback to the program director on their roles, responsibilities and the support provided.
- Accommodates and supports the continuing professional development of the academic staff.
- Monitors, evaluates, and reviews the continuing professional development program of the academic staff.
- Appraises and rewards academic staff related to their continuing professional development.
- Supports its academic staff in their continuing professional development.
- Provides funds and permits for continuing professional development.
- Distributes the policies of staff's management and development.

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"> Teaching and supervisory staff have education-related academic qualifications at least one level above that for which the students are studying. A student-to-staff ratio is specified and sufficient to allow students appropriate access to teaching and supervisory staff Qualified these mentors have sufficient research experience.

Guidance for Assessors

Number and qualifications of teaching and supervision:

- The study program provides an adequate number of teaching and supervisory staff by considering the number of Master students registered.
- The study program provides qualified teaching and supervisory staff based on their education and experiences.

Supervisory staff is function as supervisor of the students in doing research but not categorized as teaching staff, e.g., post-doctoral position in a research project, etc.

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"> • The study program has published policies on the arrangements of: <ul style="list-style-type: none"> ○ Administrative support for students ○ Administrative support for teaching and supervisory staff. ○ Laboratory technical support staff

Guidance for Assessors

- Categories of support staff includes:
 - Administrative staff: to support students and to support teaching and supervisory.
 - Laboratory technical support staff
- The study program provides policies on administrative matters for students, such as registration, selection, enrolment, academic transcripts, certificates, financial support/funds, tuition fees, and others.
- The study program provides policies on administrative matters for teaching and supervisory staff, such as: promotion (continuing professional development/career development), reward for achievement.
- The study program has policies on the development and training of the laboratory technical support staff.
- The above-mentioned policies are published and available to the public.

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.

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

Guidance for Assessor

- For face-to-face program, the study program should have:
 - Sufficient physical facilities such as office, discussion/meeting rooms, student rooms for staff and students to ensure that the curriculum can be delivered adequately.
 - A learning environment which is safe for staff and students.
- For distant learning program, the study program should have:
 - Materials that are provided in formats accessible to all students.
 - Clear guidance about materials, resources and study requirements is provided.
 - Guidance for practical works in laboratory whether it is to be held in campus or other relevant facilities

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

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

Guidance for Assessors

Study program provides documented policies regarding:

- The standard operational procedure/manuals in using, monitoring and evaluating IT facilities for students and staff
- Access to information communication technology for students and staff for independent learning

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">• The study program explains how the implementation, maintenance and continuous improvement of resources is carried out.• The study program retains appropriate documented information as evidence of the results of the continuous quality improvement process.• The study program identifies and selects opportunities for improvement and implements any necessary actions to meet student's needs and satisfaction.• The study program should have a program of routine monitoring of curriculum activities, processes, and outcomes.• 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.• The study program should ensure that relevant results of monitoring and evaluation influence the program.• The study program should ensure that stakeholders have access to results of the program evaluation.

Guidance for Assessor

A study program should have policies on internal quality assurance systems which can be derived from the University Quality Assurance Policies.

The system could be internal driven as in internal monitoring and evaluation with periodical internal quality audit or additionally, also having regular external quality audits.

The result of such quality audits is used to plan a corrective action for non-conformity or improvement of the educational process and the study program.

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">• The study program should systematically seek, analyse and respond to teacher, staff and student feedback.• The study program should use feedback results for program development.

Guidance for Assessors

The study program provides evidence of a systematic process and activities of obtaining feedback from staff and students. The feedback are documented, analysed, and followed up.

Effective collection and utilisation of feedback from students and staff are vital for continuous improvement and development within an educational institution. By employing a variety of methods to gather feedback and rigorously analysing the data, institutions can make informed decisions that enhance the learning and working environment. Ensuring a transparent feedback loop where individuals are informed about the outcomes of their feedback fosters trust and encourages continuous engagement.

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">• The study program should analyse the performance of cohorts of students and graduates in relation to:<ul style="list-style-type: none">○ The program mission and intended educational outcomes○ The curriculum○ Provision of resources• The study program should use the analysis of student performance to provide feedback to the

Key Questions	Criteria for Compliance
	committees responsible for student selection, curriculum planning and student counselling.

Guidance for Assessors

The leadership of the study program appoints a specific committee that maintains and analyses the record of student selection, assessment, resources utility, counselling and alumni performance.

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">• The study program has the program director has a proven leadership, strong scientific background and management experience.• The program director is accountable to specified higher management.

Guidance for Assessor

The study program has an organogram reflecting the program director's position at the department and school level. The authorities and job description of the program director are well defined. The qualification and requirement for program director is clearly described. The procedure and mechanism of selection for the position is clearly documented.

The program director has a good academic and scientific track record, well respected by peers.

Supporting Documents

- Curriculum Vitae of Program Director
- List of publications
- 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">• The administrative structure is designed by the institution based on its need and function in supporting the study program.• The study program has appropriate and sufficient administrative support to achieve its goals in training and research.

Guidance for Assessor

- The study program defines program governance structures including the managing committee structures, relationships, conflicts of interest and accountability.
- The study program ensures transparency of governance processes and decisions

- The reporting structure for administration in relation to training and research includes administrative, staff, budget, outcomes, and obstacles (plan and realisation).

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 a 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"> • The study program describes the responsibilities of its academic leadership for management of the educational program. • The study program periodically evaluates its academic leadership in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest.

Guidance for Assessors

There is a clear and definite function and job description of program director and other leadership.

The study program implements regular and continuous monitoring and evaluation of the performance of all staff including the leadership.

The program director maintains his objectivities and is free of conflicts of interest in decision making.

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">• The study program has an appropriately qualified academic leadership including program director, and administrative staff with responsibility for planning, implementation and evaluation.• The study program has clear lines of appropriate responsibility and management for program design and the various components of the program.

Guidance for Assessors

Program management involves academic leaders in organising, administering, and overseeing of academic programs to ensure they meet educational standards and fulfil institutional goals. Effective study program management encompasses various aspects, including curriculum design, resource allocation, faculty coordination, student support, and continuous improvement processes

Key elements of program management include curriculum design and development, resource allocation, faculty coordination and development, student support and services, student assessment, continuous improvement, regulatory compliance, the integration use of technology, stakeholder engagement.

The program has a policy for the qualification and requirement of the academic leadership and administrative staff

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">• The study program defines clear lines of responsibility and authority for resourcing the curriculum, including a dedicated educational budget.• The study program has autonomy to allocate the resources necessary for the implementation of the curriculum.

Guidance for Assessor

Effective funding and resource allocation are essential for the sustainability and success of a study program. By carefully planning and managing resources, educational institutions can ensure that their programs provide high-quality education and meet the needs of students and faculty

Study program provides policies and procedures to obtain funding and other resources allocation to enable the implementation of the curriculum.

Study program has a detailed budget plan that outlines all anticipated expenses and income sources for the study program. This should include costs for salaries, facilities, equipment, materials, and student services.

Study program allocates funds for hiring and retaining qualified faculty members. Competitive salaries are essential for attracting and retaining talent.

Adequate funds are allocated for maintaining and upgrading classrooms, laboratories, and other educational facilities.

Allocated budget for faculty development.

Funds for scholarships and financial aid to attract and support talented students, especially those from underrepresented or economically disadvantaged backgrounds.

Establish metrics and evaluation processes to assess the impact of resource allocation on program outcomes and student success.

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">• The study program is supported by administrative and professional staff establishment that is appropriate to support implementation of its educational program and related activities.• The administrative and professional staff establishment is appropriate to ensure effective management and resource deployment.

Guidance for Assessors

The study program has evidence of qualifications and competency requirements of administrative and professional staff.

The study program has job analysis and manpower plan to ensure effective management and resource deployment.

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">• The study program ensures that the administrative staff is appropriate to support the implementation of the program.• The study program demonstrates compliance with relevant regulatory requirements, including the award of an academic qualification.

Guidance for Assessors

Managing a study program requires adherence to various requirements and regulations to ensure quality, compliance, and effectiveness. These requirements and regulations can vary depending on the educational institution, accrediting bodies, and government agencies.

Ensure that the study program is accredited by recognized accrediting bodies, which evaluates the overall quality and effectiveness of the study program.

Adhere to regulations set by governmental agencies, including those related to education standards, health and safety, and data protection. The study program prepares students for

relevant professional licensing exams and meets the requirements of professional regulatory bodies.

Regular internal audits to ensure compliance with university policies and accreditation standards.

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

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

Guidance for Assessors

Starting and gaining approval for a new study program involves several critical steps, from initial planning and development to final approval and implementation. This process typically requires collaboration among various stakeholders, including faculty, administrators, accrediting bodies, and sometimes external partners.

The school has an academic committee that evaluates and approves the proposed study program.

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

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

Guidance for Assessors

The school provides evidence of financial planning, proportion of funds from various sources, program or activity for securing funds.

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">• The school has evidence of financial management and probity.• The financial matters of the school are audited by an independent auditor.

Guidance for Assessors

Financial management and probity are critical aspects of managing a study program to ensure fiscal responsibility, transparency, and ethical use of resources. Proper financial management involves budgeting, resource allocation, monitoring expenditures, and ensuring compliance with financial regulations. Probity, on the other hand, emphasizes integrity, fairness, and accountability in financial dealings.

By integrating sound financial management practices and emphasizing probity, educational institutions can ensure the sustainable and ethical operation of their study programs. This approach not only enhances financial health but also builds trust and credibility with students, faculty, and external stakeholders.

The program carried out continuous monitoring and evaluation of financial planning and execution

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">● 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.● The study program uses a variety of information channels appropriate to prospective students, including a website, a brochure and helpline.● The study program provides a comprehensive student handbook for registered students.

Guidance for Assessor

Program information in study program management refers to the structured details and essential components of an academic program offered by an educational institution. This information is crucial for prospective students, current students, faculty, administrators, and other stakeholders to understand the program's goals, curriculum, requirements, and outcomes.

Program information is very important to ensure **transparency and clarity** by providing clear and comprehensive program information that helps prospective students make informed decisions about their education. Program information can also provide **accountability** by ensuring accuracy and consistency that enhances institutional credibility and accountability. It also help **student success**. Detailed program information can facilitate academic planning, career preparation, and access to support services.

The study program provides student handbook with informations on:

- Program philosophy
- Program aims and values
- Learning goals and objectives
- Program structure
- Study times
- Approaches to teaching and learning

- Learning materials and resources
- Feedback and supervision
- Assessment policies and practices
- Coursework requirements
- Description of assessments at each program level
- Admission and enrolment
- Requirements for admission with advanced standing
- Specific requirements for approving module exemptions
- Course fees and bursaries
- Course materials
- Available faculty and staff for teaching and student administrative support
- Study skills
- Academic, personal and technical support for students

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"> • The study program initiates procedures for regularly reviewing and updating program structure and functions. • The study program has a system for rectifying documented deficiencies. • 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.

Guidance for Assessors

Program renewal in study program management refers to the process of reviewing, evaluating, and updating an existing academic program to ensure its continued relevance, quality, and effectiveness. This process is essential for educational institutions to adapt to changing educational needs, industry trends, technological advancements, and regulatory requirements

Program renewal is a dynamic process that requires collaboration, careful planning, and ongoing evaluation to ensure educational programs remain relevant, effective, and competitive in today's evolving higher education landscape. By prioritising continuous improvement and stakeholder engagement, educational institutions can enhance program quality and student outcomes over time.

Program evaluation and renewal was carried on regular basis and appropriately documented
Procedure for program renewal is standardized

The school allocated resources for program evaluation and renewal.

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.

Table 1. The Structure of Self-Evaluation Report

Executive Summary
Glossary
Chapter I Study Program Context

Chapter II Self-Evaluation

- 1.1. The Need for Self-Evaluation
- 1.2. The Team
- 1.3. The Process of Self-Evaluation (who is involved and how)
- 1.4. Methods (sample, data collection and analysis)

Chapter III Accreditation Standards

1. MISSION AND VALUES

- 1.1 Statements of Purpose and Outcome
- 1.1 Participation in the Formulation of Mission and Outcomes
- 1.2 Autonomy and Academic Freedom
- 1.3 Program Title and Description
- 1.4 Recommendation

2. CURRICULUM

- 2.1 Instructional and Learning Methods
- 2.2 Academic Skills Development
- 2.3 Program Content, Scope, and Contextualization
- 2.4 Research and Scholarship
- 2.5 Program Structure and Duration
- 2.6 Process of Curriculum Development
- 2.7 Recommendation

3. ASSESSMENT

- 3.1 Assessment Methods
- 3.2 The Assessment System
- 3.3 Feedback to Students
- 3.4 Quality Assurance of the Assessment System
- 3.5 Recommendation

4. STUDENTS

- 4.1 Admission Policy and Selection
- 4.2 Student Intake
- 4.3 Student Support and Counselling
- 4.4 Student Representation
- 4.5 Graduation Requirements
- 4.6 Progress and Attrition Rates and Reasons
- 4.7 Recommendation

5. STAFFING

- 5.1 Appointment Policy for Academic Staff
- 5.2 Obligations and Development of Staff
- 5.3 Number and Qualifications of Teaching and Supervisory Staff
- 5.4 Support Staff
- 5.5 Recommendation

6. EDUCATIONAL RESOURCES, SETTINGS, AND SCHOLARSHIP

6.1 Educational Settings

6.2 Information Technology

6.3 Recommendation

7. MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS

7.1 Mechanism for Program Monitoring and Evaluation

7.2 Feedback from Staff and Students

7.3 Performance of Students and Graduates

7.4 Recommendation

8. GOVERNANCE AND ADMINISTRATION

8.1 The Program Director

8.2 Governance

8.3 Academic Integrity

8.4 Program Management

8.5 Funding and Resource Allocation

8.6 Administration

8.7 Requirements and Regulations

8.8 Process for Start-up and Approval

8.9 Finance

8.10 Financial Management and Probity

8.11 Program Information

8.12 Program Renewal

8.13 Recommendation

Chapter IV Summary of the Overall Results

Chapter V Appendices

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 2. 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 3. Description of the Term Self-Evaluation Result

Compliance	Almost all components in each sub criterion can be fulfilled
Partial Compliance	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.
Non-Compliance	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 Assessment

3.1 Desk Evaluation Report

IAAHEH assigns an Assessor Team consisting of 3 (three) people after nurturing process is complete. This team consist of a chairperson, a secretary, and a member. After receiving the Self Evaluation Report as described in Chapter 2, the assessor reviews the SER and conducts a desk evaluation independently for two weeks (online) by filling in the assessment form 1 (Appendix 1) through SIMAk-Int.

The assessors make the summary of findings from the Self Evaluation Report by extracting important data and information that is entered into the Summary of Findings from Self Evaluation Reports columns. Based on the summary of findings, the assessors decide whether each element of the sub criteria is full compliance, partial compliance, or non-compliance that is entered into the Performance in Accreditation Element columns. Each assessor of the Assessor Team then meets online to consolidate the results of the desk evaluation within two weeks before conducting the survey visit and entering the consolidated results into SIMAK-Int.

3.2 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 master 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.

3.3 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).

3.4 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.

The typical schedule in appendix 2 could be rearranged to suit the situation. However, all the agenda should be conducted.

3.5 Guidance for Introductory Meeting

The introductory meeting is aimed to inform both the assessors and the Master program during the four-day visit concerning each responsibility.

- The leader collaborates with the study program in determining the fixed schedule of introductory meeting.
- Assessors introduce themselves as well as their roles on the survey visit.
- The leader gives a summary of the whole survey visit activities including the deliverables that should be completed by the assessors. He or she informs the study program that the team will end up with the recommendation based on the survey visit results and deliver the recommendation to the council.
- The leader informs the study program that the aim of the accreditation is mainly to improve the quality of the study program.
- The assessors and the study program should work collaboratively and support each other according to their responsibilities.
- The leader reminds the team and the Master program to encourage open and honest discussions.

- Assessors should report their initial findings based on the self-survey visit report according to his/her responsibility.
- 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 leader reminds the secretariat of IAAHEH to provide form to be fulfilled by the team.
- The leader reminds the procedure of the survey visit, including each member's assignment.
- The leader reminds assessors to take notes during the survey visit and report it by the end of the visit.
- Leader reminds on the prohibition of using laptop or mobile phones during the meeting, interview and observation, or doing other unrelated activities with the master program except activities required for accreditation process.
- The leader reminds the team to always consider private data information and the confidential matters of the accreditation process.

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.

3.6 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.

3.7 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.

3.8 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.

3.9 Guidance for Closing Meeting

Prior to conducting the closing meeting, the Assessor Team complete the assessment form 1 (Appendix 1) the Summary of Findings from Survey Visit Reports and Performance in Accreditation Element (Full Compliance, Partial Compliance, or Non-Compliance) through SIMAk-Int. After that the assessor team write an initial report on the Initial Survey Visit Report in Assessment Form 2 (Appendix 3), which will be report to the study program for input and feedback.

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 initial survey visit report 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 initial survey visit report.

- 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.

3.10 Guidance for Survey Visit Report

1. The Assessment Team meets online to prepare the survey visit report (including conclusions of the survey visit and recommendations) in Assessment Form 3 (Appendix 4).

Format Report:

- a. Written in A4 format, with 1 inch for left and right margin, 1.2 inch for top and bottom margin. Using Times New Roman black font, 12 pt. 1.15 space between each line. The heading and subheading could use a different font size.
- b. The report should be written in British English.
- c. The report consists of:
 - Cover of the report
 - List of pages
 - Identification of the school under survey visit
 - The date of received of the self-evaluation report, desk evaluation of the SER, date of survey visit
 - The assessors' member
- d. Summary of the findings

- Brief profile of the school
 - Strength of the school
 - Area of concern
 - Area that needs further evidence
- e. Findings of each standard and its sub criteria. This should be written in the following sequence:
- Findings of sub criteria of the standard
 - Area of strength of the school in the described standard and its sub criteria
 - Area of concern
 - Area that needs further evidence
 - Recommendation for the standards and their sub criteria
- f. List of appendices
- Appendices arranged in sequential order as its appearance in the narrative
2. The assessor completes Assessment Form 4 Summary of Compliance (Appendix 5) based on the conclusions of the Self Evaluation Report and Survey Visit Report.

Summary of Accreditation Report

Criteria 1. Mission and Values

1.1 Statements of purpose and outcome

Key Questions	Summary of Findings from Self Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
1.1.1. Formulation of the purpose of the program and its availability to potential students, their sponsors, employers, or funders				

1.2 Participation in the Formulation of Mission and Outcomes

Key Questions	Summary of Findings from Self Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
1.2.1. Formulation of mission and outcomes involves relevant stakeholders				

1.3 Autonomy and Academic Freedom

Key Questions	Summary of Findings from Self Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
1.3.1. The formulation and implementation of the policies in teaching, academic and administrative is conducted autonomously.				

1.4 Program Title and Description

Key Questions	Summary of Findings from Self Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
1.4.1. The study program should provide description of appropriate breadth and depth of the program and publicize it.				

Criteria 2. Curriculum

2.1 Instructional and Learning Methods

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.1.1 Formulation of the graduate learning outcomes based on vision, mission, and strategy.				
2.1.2 The study program should design instructional and learning methods for students.				

2.2 Academic Skills Development

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.2.1 The study program has to ensure that the program enables each student to develop the master's level academic skills				

2.3 Program Content, Scope and Contextualisation

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.3.1 The program should have a clear description of the content, scope, and contextualization of the learning process.				

2.4 Research and Scholarship

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.4.1 The study program should have policy and guidance on research and scholarship				

2.5 Program Structure and Duration

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.5.1 The study program must carefully designed the program structure and its optimal duration of study				

2.6 Process of Curriculum Development

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.6.1 In the process of curriculum development, the study program takes several steps				
2.6.2 In the process of curriculum development, the study program takes several considerations				

Criteria 3. Assessment

3.1 Assessment Methods

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
3.1.1 The assessment appropriate for the attainment of the learning outcomes				

3.2 The Assessment System

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
3.2.1 The program should ensure the validity and reliability of the assessment as a process of learning				

3.3 Feedback to Students

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
3.3.1 The program should ensure that personalized and detailed written feedback (or oral feedback with a written record) is given to each student after both formative and summative assessments				

3.4 Quality Assurance of the Assessment System

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
3.4.1 The program must appoint a qualified academic external examiner to verify standards and results				

Criteria 4. Students

4.1 Admission Policy and Selection

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.1.1 The student selection is based on an admission policy and				

process that is periodically reviewed				
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4.2 Student Intake

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.2.1 The size of student intake is well defined				

4.3 Student Support and Counselling

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.3.1 Student support and counselling is available and could be accessed				

4.4 Student Representation

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.3.2 The study program has a policy on student representation and appropriate participation in the academic process				

4.5 Graduation Requirements

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.5.1 The study program set out requirements for successful completion of the program				

4.6 Progress and Attrition Rates and Reasons

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.6.1 The study program set up requirements for progress, milestones, and records.				

Criteria 5. Staffing

5.1 Appointment Policy for Academic Staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.1.1 The study program should have a list of full time, part-time, or consulting staff required to run the program.				

5.2 Obligations and Development of Academic Staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.2.1 The study program has policy on the obligations and development of staff				

5.3 Number and Qualifications of Teaching and Supervisory Staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.3.1 The study program ensures that the number and qualification of teaching and supervisory is adequate				

5.4 Support Staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.4.1 The study program has a published arrangements that ensure the adequacy of administrative support for students as well as teaching and supervisory staff				

Criteria 6. Educational Resources, Settings, and Scholarship

6.1 Educational Settings

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
6.1.1 The study program has a policy and standard for sufficient physical facilities and learning environment.				

6.2 Information Technology

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
6.2.1 The study program has policy on IT for supporting the learning and communication.				

Criteria 7. Monitoring and Evaluation of the Educational Process

7.1 Mechanism for Program Monitoring and Evaluation

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
7.1.1 The study program has policies and standards for program monitoring and evaluation				

7.2 Feedback from Staff and Students

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
7.2.1 The study program has a policy of obtaining feedback				

7.3 Performance of Students and Graduates

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
7.3.1 The study program has a policy of monitoring and analysing the performance of students and graduates				

Criteria 8. Governance And Administration

8.1 The Program Director

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.1.1 The study program should have a program director that accountable to specified higher management				

8.2 Governance

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.2.1 The study program should define governance structure and ensure transparency of governance processes and decisions				

8.3 Academic Integrity

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.3.1 The study program should describe the responsibilities of its academic leadership and periodically evaluate in relation to achievement of its mission and intended educational outcomes				

8.4 Program Management

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element

8.4.1 The study program should have a number of appropriately qualified academic leadership and clear lines of appropriate responsibility and management				
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8.5 Funding and Resource Allocation

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.5.1 The study program should have a policy of funding and its allocation				

8.6 Administration

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.6.1 The study program is supported by administrative and professional staff establishment				

8.7 Requirements and Regulations

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.7.1 The study program should have a management team that ensure the implementation of the program, implementation of quality assurance and compliance with the relevant regulatory requirements				

8.8 Process for Start-up and Approval

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.8.1 The program should have policies on start up vetting, initial approval and subsequent review process				

8.9 Finance

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element

8.9.1 The study program has finance policy and financial records				
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8.10 Financial Management and Probity

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.10.1 The study program should have evidence of financial management and probity				

8.11 Program Information

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.11.1 The study program should provide accessible information for prospective students and registered students				

8.12 Program Information

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element

8.12.1 The study program should implement a quality improvement cycle in the management of the study program				
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The Typical Schedule for the Survey Visit

Day -1		
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"> ○ Visitation and assessment of the library, laboratories, working room, counselling services, family support, and other facilities in the study program. ○ Interview with the supporting staff
15.30-17.00	:	Interview with master students from different batches
19.00	:	Internal discussion of the assessors
Day-2		
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
Day-3		
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

Executive Summary

Glossary

Criteria 1. Missions and Values

Narrative response:

- The use of vision and mission for planning, quality assurance, and management in the study program.
- Alignment with regulatory standards of the local agency and with the relevant governmental requirements
- Alignment of vision, mission, aim and strategy; developed during study programs' activities and program planning process.

Criteria 2. Curriculum

Narrative response:

- The graduate's outcomes in line with teacher's teaching and learning planning strategy
- Narrative of curriculum development process (planning, implementation, evaluation): note's meeting, list of attendance, other supporting documents
- Alignment of intended graduate outcome with graduate career role in society derived from institution vision and missions, the education philosophy and need analysis.

Criteria 3. Assessment

Narrative response:

Brief description on assessment policy (centralised system), alignment with its curriculum outcomes, management (frequencies, timing), Standard assessment, criteria, and decision

Criteria 4. Students

Narrative response:

- Description of the students support system (relevance, accessibility, confidentiality)
- Students support systems: academic and non-academic, communication with students

Criteria 5. Staffing

Narrative response:

- Description on academic staff planning (manpower plan) including the number, discipline mix, academic and professional development plan of the academic staff.
- Initial training for academic staff should there is any.
- Performance evaluation and reports of the academic staff.
- Feedback provided to the academic staff.

Criteria 6. Educational Resources, Settings, and Scholarship

Narrative response:

- Judgement for the study program to provide certain physical infrastructures (buildings, classrooms, etc.) based on the curriculum designed and the national or university standard (e.g., room per students in class, in laboratory, internet bandwidth per students, academic staffs, etc.).
- policies for students to learn clinical skills, in a simulated setting, but also in the real setting, with mannequins, simulated patients or real patients.

- Policies on students' clinical education, either in the hospital, clinic, or community-based setting
- Policies on study resources provision, library (incl. Books, journals, electronic or hard copies), internet bandwidth, etc.

Criteria 7. Monitoring and Evaluation of the Educational Process

Narrative response:

- Policies on quality assurance, its purposes and methods and subsequent action.
- Quality assurance system is embedded in the structure of the organisation, with its allocated resources.
- Involvement of external stakeholders in quality assurance

Criteria 8. Governance and Administration

Narrative response:

- The organisation chart of the institution and its function and responsibilities
- Budget decision making in the organisation
- Involvement of students and academic staff in decision making and functioning
- Reporting structure for administration in relation to teaching.

Criteria 1: Mission and Values
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 2: Curriculum
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 3: Assessment
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 4: Students
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 5: Staffing
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria

Criteria 6: Educational Resources, Settings, and Scholarship
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 7: Monitoring and Evaluation of the Educational Process
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria
Criteria 8: Governance and Administration
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> ● Findings of sub criteria of the standard <ul style="list-style-type: none"> ○ Area of strength of the school in the described standard and its sub criteria ○ Area of concern ○ Area that needs further evidence ● Recommendation for the standards and their sub criteria

Appendix 5 Summary of Compliance (Assessment Form 4)

Standard	Summary of Self Evaluation Report Conclusion	Summary of Survey Visit Report Conclusion
1. MISSION AND VALUES		
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. CURRICULUM		
2.1 Instructional and Learning Methods		
2.2 Academic Skills Development		
2.3 Program Content, Scope and Contextualization		
2.4 Research and Scholarship		
2.5 Program Structure and Duration		
2.6 Process of Curriculum Development		
3. ASSESSMENT		
3.1 Assessment Methods		
3.2 The Assessment System		
3.3 Feedback to Students		
3.4 Quality Assurance of the Assessment System		
4. STUDENTS		
4.1 Admission Policy and Selection		
4.2 Student Intake		
4.3 Student Support and Counselling		

4.4 Student Representation		
4.5 Graduation Requirements		
4.6 Progress and Attrition Rates and Reasons		
5. STAFFING		
5.1 Appointment Policy for Academic Staff		
5.2 Obligations and Development of Academic Staff		
5.3 Number and Qualifications of Teaching and Supervisory Staff		
5.4 Support Staff		
6. EDUCATIONAL RESOURCES, SETTINGS, AND SCHOLARSHIP		
6.1 Educational settings		
6.2 Information technology		
7. MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS		
7.1 Mechanism for Program Monitoring and Evaluation		
7.2 Feedback from Staff and Students		
7.3 Performance of Students and Graduates		
8. GOVERNANCE AND ADMINISTRATION		
8.1 The Program Director		
8.2 Governance		
8.3 Academic Integrity		

8.4 Program Management		
8.5 Funding and Resource Allocation		
8.6 Administration		
8.7 Requirements and Regulations		
8.8 Process for Start-up and Approval		
8.9 Finance		
8.10 Financial Management and Probity		
8.11 Program Information		
8.12 Program Renewal		