

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



HANDBOOK FOR ASSESSORS
PUBLIC HEALTH SCIENCE EDUCATION
PROGRAM ACCREDITATION

FOREWORD

Education accreditation is an assessment activity in accordance with predetermined criteria and refers to the feasibility of Study Programs and Higher Education based on the Higher Education Standards at national, regional, and international level.

The accreditation of the health study program is a quality assurance for the health study program which shows that the study program in carrying out three obligations covering learning, research, and community engagement has met the criteria set out in most of the country's regulations.

Evaluation of the fulfilment of Public Health Higher Education Standards needs to be carried out through external quality assurance, one of which is the accreditation process for public health and public health science study programs by IAAHEH. Public health science, among others include Epidemiology, Biostatistics and Population Studies, Health Policy, and Administration, Environmental and Occupational Health, Health Promotion, Public Health Nutrition, Global Health, International Health, Health Economic, Medical Anthropology, Health Information System, Hospital Administration.

The purpose of this handbook is to assist public health science study programs that are willing to be accredited by International Accreditation Agency for Higher Education in Health (IAAHEH). Asia Pacific Quality Register (APQR) standards for quality improvement are used as the reference for this book in addition to APACPH, ECAQA, WHO, ASIIN, AHPGS, and FIBAA to maintain its international standard for public health science study program, as the IAAHEH has been recognized by APQN since 2018 and is allowed to accredit public health science study program outside its jurisdiction.

The Public Health Study Program Accreditation Instrument consists of:

- Book I : Academic Paper of Accreditation for Public Health Science Study Program
- Book II : Handbook for Public Health School, Public Health Science Study Program Accreditation
- Book III : Handbook for Assessors, Public Health Science Study Program Accreditation

This book is written by a team of public health science study education experts and practitioners who come from several top universities. I thank them for their hardworking in writing and finishing the book. I believe the expectation of the writers that reading this handbook will provide positive motivation for the public health science study program to prepare a better accreditation process would be achieved.

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Chapter 1. Accreditation Criteria

Criteria 1. Vision, Mission, and Values

1.1. Stating the vision and mission: The school has a public statement that sets out its vision, mission, values, priorities, and goals.

The vision and mission of the public health science school are the statement to direct the management of the public health science study program. They reflect the vision and mission of the governing organization. Program considers the role, audiences, and uses of the mission statement, and briefly and concisely describes the school's purpose, values, educational goals, research functions, and relationships with the healthcare service and communities. Program also indicates the extent to which the statement has been developed in consultation with stakeholders. Description of how the mission statement guides the curriculum and quality assurance is in place.

Key Issue:	Criteria for Compliance
1. Vision and mission	
1. Vision and Mission statement and publication	<ol style="list-style-type: none"> 1. How did the PH school formulate its vision and mission statement? 2. How is the alignment of the vision and mission of the university with the mission of the PH school? 3. How are health problems considered at the national and local level for vision and mission formulation? 4. What are the mechanisms to identify the internal and external groups in the mission formulation? 5. How does the PH school collaborate with the healthcare services, governments, non-government organizations, and communities to execute the PH school's role? 6. How is the mission statement translated into the PH school's curriculum and quality assurance system, program, and activities? 7. How does the PH school share and publicize its vision and mission and programs?
2. Value	
2. External stakeholder participation and commitment in formulating its vision and mission and intended educational outcomes	<ol style="list-style-type: none"> 1. How is external stakeholder participation and commitment to the formulation and implementation of vision, mission, value, and objective?
3. Institutional autonomy in formulating and implementing vision, mission, value, and in	<ol style="list-style-type: none"> 1. Does the PH school have institutional autonomy to formulate and implement policies and to arrange allocation resources for which its faculty/academic staff and administration responsibility, especially in designing and implementing the mission, value, and objective in academic and research?

line with the institutional strategy	2. How does the PH school 's program design in line with the institutional strategy and have explicit intended learning outcomes?
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Guidance for Assessor

The school has formulated its mission statement based on the identification of health problems in its catchment areas using a sound and scientific methodological approach. The school has also considered the vision and mission of the university.

The school has a mechanism for identifying its interest groups – both internally and externally – and has procedures on how to engage them – particularly in mission formulation. The determination of each interest group is based on an objective and fair judgment of their contribution and reciprocal benefits.

The mission statement gives a mandate to the school to be involved in improving the health status of the community. The Public Health school has a collaboration with the healthcare services, local governments, hospitals, and communities to execute the Public Health school's role.

The mission statement is consistently translated into the school's program and activities during the planning process. The planned program and activities are congruently implemented. An appropriate organizational structure is set up in line with the functions of its components. An internal quality assurance system is set up to monitor and evaluate the progress of achieving the mission, as well as to ensure the follow-up action is completed. The mission is regularly evaluated and updated.

The school translates the relevant national regulations and standards into school standards and regulations concordantly. The school considers the local circumstances and uniqueness in implementing the national regulation and standards. The school's standards are aligned with the mission of the school.

The school has selected media for the publication of its mission and programs based on available resources and capacity. The school has organized several events to disseminate its missions and program involving relevant stakeholders.

The PH school's design involves the students and other stakeholders in the work; benefit from external expertise and reference points; designed so that they enable smooth student progression; defined the expected student workload, e.g., included well-structured placement opportunities where appropriate; and subject to a formal institutional approval process?

Supporting documents may include, but are not limited, to the following:

1. Minutes of meeting notes when formulating the vision and mission of the school derived from the faculty and university. The vision and mission include the role of the school in improving the community's health status.
2. Legal regulation and media use for publication of vision, mission, aim and strategy.
3. Work plan and the financing mechanism
4. Products of research and community engagement or paper related to global issues.
5. Elaboration of the research product into the course
6. List of attendance of the key stakeholders: students, faculty members, academic and administrative staff, alumni, related external stakeholders
7. Media use it for publication of vision, mission, aim and strategy.

Criteria 2. Curriculum

2.1. learning outcome:

The school has defined the learning outcome that students should achieve by graduation, as well as the intended learning outcomes for each part of the course. Outcomes can be set out in any manner that clearly describes what is intended in terms of values, behaviors, skills, knowledge, and preparedness for being a public health professional and consider whether the defined outcomes align with the PH school mission. These curriculum outcomes can be expressed in a variety of different ways that are amenable to judgment (assessment). We can consider how the outcomes can be used as the basis for the design and delivery of content, as well as the assessment of learning and evaluation of the course.

Key Issue:	Criteria for Compliance
1. Formulation of the design and its process of the learning outcome for a whole and for each part of the course, with respect to appropriateness of social context	<ol style="list-style-type: none"> 1. How does the PH school use its vision and mission and priority of public health problems, at the global, national, and local level, in the formulation of learning outcome? 2. How are the course learning outcomes consistently derived from the learning outcome? 3. How is the process to specify the learning outcomes addressing the knowledge, skills, and behaviors that each part of the course intends its students to attain? 4. How does the learning outcome associate with the priority of public health problems? 5. How does the PH school select the appropriate methods of need analysis in line with the available resources in response to the priority of public health problems?
2. The involvement of stakeholders in curriculum development including consideration of career and role of graduates in society.	<ol style="list-style-type: none"> 1. What are the procedures to involve internal and external stakeholders (who and how) in developing the curriculum? 2. How are the views of different stakeholders managed and considered, particularly based on national regulatory standards, and government or employer requirements? 3. How is the association of the intended graduate outcomes with their career and roles in society? 4. How does the PH school trace their graduates' career and role in the workplace or in society?
3. Define the learning outcomes upon graduation in relation to 1) basic level, 2) future career, 3) Future roles, 4) postgraduate training, 5) life-long learning, 6) the health needs of the community and evaluate learning outcome	<ol style="list-style-type: none"> 1. Are the learning outcomes defined clearly by the PH School so that students should exhibit upon graduation, in relation to: <ol style="list-style-type: none"> a. their achievements at a basic level regarding knowledge, skills, and attitudes? b. appropriate foundation for future career? c. their future roles in the health sector? d. their subsequent postgraduate training? e. their commitment to and skills in life-long learning? f. the health needs of the community, the needs of the PH delivery system and other aspects of social accountability? 2. How does the PH school evaluate the achievement of learning outcome? 3. How does the PH school use the result of learning outcome evaluation for program improvement

4. Student Centered Learning	1. Does the PH school ensure the educational process respect to fellow students?
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Guidance for Assessor

The school formulates learning outcome based on the school's vision, mission, and priority of public health problems.

The course outcomes are consistently derived from the learning outcome.

Proper assessment systems, regulations, and procedures have been developed to judge the achievement of graduate learning outcome.

The school has procedures for curriculum development, consisting of planning and design, implementation, and evaluation guided by the school's vision and mission. In all stages, there are clear procedures of how to involve internal and external stakeholders. Views of different stakeholders are properly managed and considered.

The learning outcome are concordant with the intended career and roles of graduates in society which are derived from the vision and mission of the institutions, the education philosophy, and need analysis. The school develops proper tracer study to track its graduates.

The learning outcome are formulated based on the priority of public health problems in the school's catchment areas and the results of consultation with external stakeholders and internal stakeholders. The school selects appropriate methods of needs analysis in line with available resources and support from the stakeholders. In conclusion, the learning outcome is aligned with the school's vision and mission.

2.2. Curriculum Organization and Structure:

The school has documented the overall organization of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines. This standard refers to the way in which content (knowledge and skills), disciplines, and experiences are organized within the curriculum. The choice of curriculum design is related to the mission, intended outcomes, resources, and context of the school.

Key Issue:	Criteria for Compliance
1. The principles of PH school's curriculum design	<ol style="list-style-type: none"> 1. How does the PH school select the principles that are used for curriculum design (I.e., social reconstructionism, essentialism, existentialism, progressivism, etc.)? 2. Are the principles appropriate with the PH school's vision, mission, learning outcome, resources, and context of the PH school?
2. The curriculum design encompasses the scope, content, relevance, and supports the vision and mission, with respect to academic freedom	<ol style="list-style-type: none"> 1. What are the criteria identified by the PH school for determining the content of the curriculum to be relevant, important, and prioritized? 2. How does the PH school decide the sequence, i.e., hierarchy, and progression of complexity or difficulty? 3. How does the PH school determine the scope of the content in terms of the breadth and depth of coverage and concentration? 4. How is the process to consider determination of the generic and specific area of public health in the curriculum? 5. How does the program arrange time and credit allocation along the study period? 6. How does the process of curriculum development consider the vision and mission of the PH school?

	<ol style="list-style-type: none"> How does the designed curriculum align with the PH school's mission? Does the PH school ensure academic freedom for its staff and students in addressing the actual curriculum and in exploring the use of new research results to illustrate specific subjects without expanding the curriculum?
3. The process of developing the curriculum meets the scientific judgment and local regulatory framework	<ol style="list-style-type: none"> How does the PH school choose a particular model of curriculum based on sound and scientific judgment? Does the PH school take into consideration the local resources and the existing regulatory framework?

Guidance for Assessor

The school has selected principles that are used for curriculum design (i.e., social reconstructionism, essentialism, existentialism, progressivism, etc.) that are appropriate to the school's vision, mission, learning outcome, resources, and context of the school. It is also based on sound and scientific judgment. The school takes into consideration the local resources and the existing regulatory framework.

The school identifies criteria consisting of relevance, importance, and priority of the content of the curriculum. The school determines the scope of the content consisting of the amount and depth of coverage and concentration, as well as consideration of the generic and specific area of public health.

The school also decides the sequence, i.e., hierarchy and progression of complexity or difficulty. The criteria and sequence clearly demonstrate the relationship between the disciplines of study.

2.3. Curriculum Content: The school could justify the essential content in the curriculum design in preparing the students to be a competent PH and for their further education.

The school can justify inclusion in the curriculum of the content needed to prepare students for their role as public health expert. Content in at least three principal domains is described: basic health sciences, PH sciences and skills, and relevant behavioral and social sciences.

Curriculum content in all domains should be sufficient to enable the student to achieve the intended outcomes of the curriculum and to progress safely to the next stage of training or practice after graduation. Curriculum content may vary according to school, country, and context, even where a national curriculum is specified. The PH school can justify inclusion in the curriculum of the content needed to prepare students for their role as competent public health professionals and for their subsequent further training. The content covers at least the core competencies, approaches, and global health.

Key Issue:	Criteria for Compliance
1. The process of developing the content of the curriculum?	<ol style="list-style-type: none"> How does the PH school establish a committee/ unit/ team responsible for determining the content of the curriculum? How are departments or units in PH schools involved in formulating the curriculum content? How are internal and external stakeholders involved in formulating the curriculum content?

2. The process of the curriculum content finalization and determination	<ol style="list-style-type: none"> 1. What principles or methodologies are used to identify the curriculum content? 2. What references at international, national, and local level are used to determine the curriculum content?
3. The elements of basic PH sciences, PH disciplines, behavioral and social sciences, health systems science, humanities and arts, scientific methods and PH research are included in the curriculum.	<ol style="list-style-type: none"> 1. How does the PH school identify the basic PH sciences that are relevant with the graduate learning outcomes? 2. How does the PH school decide the content of the PH sciences and time allocation? 3. What content of PH disciplines and skills are included in the curriculum that are in line with graduate learning outcomes? 4. How do internal and external stakeholders are involved in determining the content of PH discipline and skills? 5. What references are used at international, national, and local level to determine the content of PH sciences? 6. Can you describe the behavioral and social sciences that are included in the curriculum which are in line with the learning outcome? 7. How does the PH school decide the choices and time allocation for the behavioral and social content? 8. Can you describe the content of the health system sciences that are included in the curriculum? 9. How does the PH school decide the choices and time allocation for the health system sciences content? 10. Can you describe the curriculum content related to humanities and arts? 11. How does the curriculum team allocate time for these humanities and arts contents? 12. How does the PH school address the principle of scientific methods and PH research in the curriculum? 13. Who decides how these are addressed in the curriculum? 14. How does the PH school curriculum identify and incorporate the contributions of the: behavioral sciences, social sciences, PH ethics, PH jurisprudence, changing demographic and cultural contexts?
4. The choices made and time allocated for the curriculum content.	<ol style="list-style-type: none"> 1. Who decides PH disciplines that are compulsory for students to gain practical experiences? What considerations are used? 2. What methods are used to teach students to make PH judgment in line with the best available evidence?
5. The students gain familiarity with fields receiving little or no coverage	<ol style="list-style-type: none"> 1. How does the PH school develop community-based programs addressing the less advantageous group of community or field receiving little or no coverage? 2. How does the PH school ensure the students' health and safety during their placement in the field or community?
6. The PH school modifies curriculum content related to advances in knowledge	<ol style="list-style-type: none"> 1. Can you describe how you evaluate your curriculum content? 2. How does the PH school involve your internal and external stakeholders in curriculum evaluation? 3. How does the PH school use the result of your evaluation to modify your curriculum content in relation to the advancements in knowledge?

7. The process to decide the elective fields	<ol style="list-style-type: none"> 1. Can you explain how you decide what fields or disciplines are included in the elective subject? 2. Can you mention what fields and disciplines are elective?
8. The identification of less experienced discipline in the student learning process.	<ol style="list-style-type: none"> 1. Can you explain which disciplines that the students do not get specific experiences with? 2. How does the PH school ensure the students can learn and catch those disciplines?

Guidance for Assessor

The school establishes a structure responsible for curriculum development. This structure coordinates representatives of departments and units through various recognized means to formulate the curriculum content. The structure involves internal and external stakeholders that are relevant to the school.

Curriculum content is identified based on course learning outcomes related to disciplines and multidiscipline. Standards of content that are formulated by professional associations or education associations at the national level should be used as the main reference. If there are no such standards, the school may develop their own standards of content using clear benchmarks. Standards of content at the international level formulated by the international professional association might be used.

The curriculum content might be determined using the following criteria:

1. **Self-Sufficiency:** This criterion means that students should be given a chance to experiment, observe, and do field study. This system allows them to learn independently.
2. **Significance:** The subject matter or content is significant if it is selected and organized to develop learning activities, skills, processes, and attitudes.
3. **Validity:** Validity refers to the authenticity of the subject matter or content selected. The contents are not easily obsolete.
4. **Interest:** Students learn best if the subject matter is interesting, thus making it meaningful to them.
5. **Utility:** This is the usefulness of the content or subject matter. This relates to what extent the contents are needed in the future job/career and life.
6. **Learnability:** The subject matter or content must be within the schema of the learners. Teachers should apply theories in the psychology of learning to know how subjects are presented, sequenced, and organized to maximize students' learning capacity.
7. **Feasibility:** Feasibility means the full implementation of the subject matter. Students must learn within the allowable time and the use of resources available.

The school identifies the public health sciences relevant with the learning outcome. For the sake of coherence and consistency, learning materials, such as textbooks, should be developed in line with the broader curriculum perspective that is usually defined in a curriculum framework. This is achieved by counting the 'hours of work' involved in studying for the various modules offered by a teaching establishment. To calculate the number of student hours which will be involved in successfully completing a new module is by being very precise, during its planning stage, in identifying and enumerating the Learning Outcomes and Competences.

The schools have identified public health disciplines in line with the learning outcome. This process involves internal and external stakeholders, including data from public health care and service

delivery. There is a list of public health disciplines where the students gain practical experiences. The school establishes a planning team for the field experiences phase based on the learning outcome, the availability of field resources and field supervisors. Novice learners need to approach most consultations in a more analytical ('hypothetico-deductive') way. The school decides the allocation of student time in different field practice settings in each community, as well as the availability of field supervisors that are considered sufficient to achieve the learning outcome at field practice phase.

The school explains the public health science, including behavioral and social sciences, as well as content related to humanities and arts, and those are included in the curriculum in line with the graduate learning outcome, as well as the reasons for selection. The school establishes a curriculum team that will decide the time allotted for these contents and the arguments that are applied. The school has demonstrated that consultations with relevant external stakeholders are conducted. The school provides arguments on how allocation of time for health system science is conducted.

The school develops community-based programs in collaboration with local health offices to place students in specific interest groups, or less advantageous communities, or remote areas. The school ensures that students' health and safety are ensured during their placement.

The school has an internal quality assurance system with regular review of curriculum conducted based on certain procedures embracing input, process, output, outcome, and impact. Appropriate numbers and representativeness of internal and external stakeholders are involved in curriculum review.

The curriculum includes principles of scientific methods and public health research which are accommodated in modules or blocks or subjects. Time is allocated proportionally to address this content. The school explains the elective modules included in the curriculum. The school could explain the reasons for deciding which topics are needed for electives.

The PH school has mechanisms and arrangement on who is responsible for modules or blocks or subjects' development and implementation, covering planning, developing, and implementing the curriculum to achieve the learning outcome. Where students are not exposed to specific experiences, the school must produce alternative experiences to compensate

2.4. Educational methods and experiences:

The school employs a range of educational methods and experiences to ensure that students achieve the learning outcome of the curriculum.

Educational methods and experiences include techniques for teaching and learning designed to deliver the stated learning outcomes, and to support students in their own learning. Those experiences might be formal or informal, group-based, or individual, and may be located inside the PH school, in the community, or in the institutions related to health belonging to public or private organizations. Choice of educational experiences will be determined by the curriculum and local cultural issues in education, and by available human and material resources. Skillfully designed, used, and supported virtual learning methods (digital, distance, distributed, or e-learning) may be considered, presented, and defended as an alternative or complementary educational approach under appropriate circumstances, including societal emergencies.

Key Issue:	Criteria for Compliance
1. The principles for the selection of educational methods and experiences distributed and employed in the PH school's curriculum.	<ol style="list-style-type: none"> 1. Can you explain principles that are used in selecting educational methods and experiences? And how are these principles formulated and derived? 2. How are internal and external stakeholders involved in the selection of educational methods and experiences? 3. How does the PH school distribute the chosen educational methods and experiences throughout the curriculum? And what principles are adopted for these purposes?
2. The educational methods and experiences provided for students are appropriate to the local context, resources, and culture.	<ol style="list-style-type: none"> 1. Can you explain how the educational methods and experiences provided for students are appropriate to the local context, resources, and culture?

Guidance for Assessor

The school has decided on principles that are used in selecting educational methods and experiences based on educational philosophy. The principles are formulated in consultation with internal and external stakeholders, as well as experts in educational psychology.

The school explains the sound and scientific principles that are applied in deciding the educational methods and experiences throughout the curriculum.

The school demonstrates through analysis regarding the local context, resources, and culture in deciding which educational methods and experiences are most appropriate.

2.5. Program structure, Management, Framework, Linkage with PH practice and the health sector:

Program structure description covers the overview of the study program, the structure of courses, composition and duration of the study program, program management, linkage with PH practice and health sector, framework of the program, scientific method including basic PH science, social and behavioral science, and PH ethics.

Key Issue:	Criteria for Compliance
1. Description of the content, extent, and sequence and ensuring horizontal integration of courses and other curricular elements	<ol style="list-style-type: none"> 1. How does the PH school describe the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between different subjects? 2. How does the PH school ensure the curriculum has a horizontal integration of associated sciences, disciplines, subjects, and optional (elective) content? 3. How does PH school define the balance between the core and optional content as part of the educational program, with respect to duration of the study fit with its structure?
2. A curriculum committee under the governance of	<ol style="list-style-type: none"> 1. How does the PH school arrange and organize the curriculum committee to have the responsibility and authority for planning and implementing the curriculum?

the academic leadership (the dean).	<p>Is the curriculum committee being under the governance of the academic leadership (the dean)?</p> <ol style="list-style-type: none"> 2. What are the responsibilities and authorities of the curriculum committee for planning? 3. How does the curriculum committee ensure a representation of staff and students?
3. Curriculum committee plan and implement innovations in the curriculum	<ol style="list-style-type: none"> 1. How does the PH school go through its curriculum committee plan and implement innovations in the curriculum? 2. How does the curriculum committee include representatives of other stakeholders?
4. Operational linkage between the educational program and the expected career after graduation	<ol style="list-style-type: none"> 1. How does the PH school ensure operational linkage between the educational program and the subsequent stages of education or practice after graduation? 2. How does the PH school ensure that the curriculum committee seeks input from the environment in which graduates will be expected to work? 3. How does the PH school modify the program; accordingly, consider the program modification in response to opinions in the community and society?
5. Formulating learning outcomes	<ol style="list-style-type: none"> 1. How does the PH school ensure that the educational program clearly formulated a set of learning outcomes, conducive to the development of competences in public health and responsive to changing environment, health needs and demands? 2. How is the program being clearly specified and referred to the correct level of the national qualifications' framework for higher education and the global qualifications? 3. How does the PH school ensure the curriculum comply with the principles of scientific methods, including analytical and critical thinking; PH research methods; evidence-based PH, and original or advanced research?
6. The inclusion and equity of curriculum development and implementation	<ol style="list-style-type: none"> 1. How does the PH school use a curriculum and instructional/learning methods that stimulate, prepare, and support students to take responsibility for their learning process? 2. How does the PH school ensure that the curriculum delivery is linked with the principles of inclusion and equity?
7. The use of the student-centered learning and the preparation of the student for Life-long learning	<ol style="list-style-type: none"> 1. How does the PH school ensure that learning and teaching should be student-centered with students encouraged and supported in taking responsibility for self-directed learning to encourage a culture of life-long learning? 2. How does the PH school ensure the overall educational program exposes students to concepts and experiences necessary for success in the workplace? 3. How does the PH school have to ensure that the curriculum prepares the students for life-long learning?

	4. How do the PH school 's programs have to provide students with both academic knowledge and skills transferable into their personal development?
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Guidance for Assessor

The PH school has designed the curriculum which has a horizontal integration of associated sciences, disciplines and subjects and allows optional (elective) content and defines the balance between the core and optional content as part of the educational program.

The PH School can show through the curriculum how they contribute to the solution of global health issues, and national and local public health problems.

The PH School established a curriculum committee to have the responsibility and authority for planning and implementing the curriculum. The curriculum committee is under the governance of academic leadership.

In running the program management, the PH School plans and implements innovation, and takes the consideration of internal and external stakeholders.

The school has decided on the principles of program structure, composition, and study duration. The curriculum is to identify and incorporate the contributions of the: behavioral sciences, social sciences, PH ethics, PH jurisprudence, changing demographic and cultural contexts.

The PH School is conducive and responsive to the change of environment, need and demand. Student-centered learning is implemented based on the equality principle, and to regard a culture of lifelong learning.

The concepts include the following: advocacy for protection and promotion of the public's health at all levels of society; community dynamics; critical thinking and creativity; cultural contexts in which public health professionals work; ethical decision making as related to self and society; independent work and personal work ethic; inter professional and team working?

The PH school must be in the curriculum adjust and modify the contributions of the behavioral and social sciences as well as PH ethics and PH jurisprudence to scientific, technological and PH developments; current and anticipated needs of the society and the health care system; changing demographics and cultural contexts?

Supporting documents may include, but are not limited, to the following:

- Minutes of curriculum committee's meeting on formulating the intended graduate's outcomes of each course (including knowledge, skills, and behaviors) based on school's vision and missions, and the priority health problems. The outcomes can be measured using appropriate assessment.
- Curriculum book (curriculum organization: principle, content, sequence), learning outcomes, educational methods, assessment.
- List of public health departments for student's placement
- Minutes of curriculum committee's meeting on educational methods

- Statute of the university
- Organization and governance of the faculty
- Curriculum of Study program
- Monitoring and Evaluation of the educational process; minute of meeting, guideline
- Internal Quality Assurance System
- Document of collaboration with external stakeholders
- Course specifications (Profile, Program Learning Outcome, Course Learning Outcome, Teaching and Learning, Student assessment)
- Tracer study, student survey on satisfaction

Criteria 3. Assessment

The school has a policy that describes its assessment practices. b) It has a centralized system for ensuring that the policy is realized through multiple, coordinated assessments that are aligned with its curriculum outcomes. c) The policy is shared with all stakeholders.

An assessment policy with a centralized system that guides and supports its implementation will entail the use of multiple summative and formative methods that lead to acquisition of the knowledge, public health skills, and behaviors needed to be a doctor. The policy and the system should be responsive to the mission of the school, its specified educational outcomes, the resources available, and the context.

3.1 Assessment Policy and System:

An assessment policy with a centralized system that guides and supports its implementation will entail the use of multiple summative and formative methods that lead to acquisition of the knowledge, clinical skills, and behaviors needed to be a public health expert. The policy and the system should be responsive to the mission of the school, its specified educational outcomes, the resources available, and the context.

Key Issue:	Criteria for Compliance
1. Policy of assessments for specifying educational outcomes, number, and time of assessments.	<ol style="list-style-type: none">1. Can you explain which assessment method you apply (validity, reliability, and educational impact criteria) for each of the specified educational outcomes?2. How does the PH school manage decision making on the number of assessments and the timing to ensure the achievement of learning outcomes (formative or summative)?3. How does the PH school ensure the stakeholders are well informed?
2. Assessments integrated and coordinated across the range of educational outcomes and the curriculum.	<ol style="list-style-type: none">1. How are the integration and coordination of assessments across the educational outcomes and the curriculum?2. How does the PH school develop an assessment blueprint at program level and how do you evaluate it?

Guidance for Assessor

The school uses appropriate assessment methods for each of the specified educational outcomes. The assessment methods that are used meet the validity, reliability, and educational impact criteria. The following are examples of assessment methods: The school uses various assessment types, multiple summative and formative assessments on the knowledge, skills, and behaviors for each of the educational outcomes.

The school anticipates any limitation that may occur related to the suitable assessment of students' public health skills. Policy and system should be centralized and related to the school mission, resources available, and the context.

The decisions about the number and type of assessments are based on the graduate educational outcomes as well as the course learning outcomes. Both formative and summative assessment are planned in line with the stages of achievement of the learning outcomes. The timing of formative and summative assessment is decided based on the progress of learning outcome achievements. The

decisions are made by the Assessment Committee and approved by the School's Authority. The policies should be shared with all students and other stakeholders.

The assessment committee develops an assessment blueprint at program level to demonstrate the integration and coordination across the range of educational outcomes and curriculum content. The Assessment blueprint at program level is evaluated regularly. The module team develops an assessment blueprint for each module to integrate and coordinate learning outcomes and content for each module.

3.2 Assessment in Support of Learning:

The school has in place a system of assessment that regularly offers students actionable feedback that identifies their strengths and weaknesses and helps them to consolidate their learning.

These formative assessments are tied to educational interventions that ensure that all students can achieve their potential.

Feedback is one of the biggest drivers of educational achievement. Students need to be assessed early and regularly in courses and clinical placements for the purpose of providing feedback that guides their learning. This includes early identification of underperforming students and the offer of remediation.

Key Issue:	Criteria for Compliance
1. Students' assessment to support their learning	<ol style="list-style-type: none">1. How does the PH school assess the students' need to support their learning process?2. How does the PH school decide which students need additional help and how do you support them?

Guidance for Assessor

The school 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 teacher to students in a timely manner.

Every student has an academic counsellor who evaluates and monitors students' learning progress using a centralized system (learning management system) such as students' achievement on each module, GPA, a portfolio, and progress test result. Data across all levels of education is used to identify students who need support.

School provides a student support system that is assigned to fulfil students' needs in academic issues.

3.3 Assessment in Support of Decision-Making:

- a) The school 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 scores.

Assessment for decision-making is essential to institutional accountability. These assessments must be fair to students and, as a group, they must attend to all aspects of competence. To accomplish these ends, they must meet standards of quality.

Key Issue:	Criteria for Compliance
1. Blueprints (plans for content) examinations development	<ol style="list-style-type: none">1. Can you explain how to and who develop the blueprint assessment/examination?2. How does the PH school apply the standard setting procedures (rubrics) to establish passing marks on formative and summative assessments?3. Can you explain how to and who make decisions on progression and graduation at all educational levels across all expected learning outcomes?
2. Appeal mechanisms regarding program assessment results	<ol style="list-style-type: none">1. How is the policy/system regarding appeal mechanisms for assessment results and who is involved in implementing these appeal mechanisms?2. How does the PH school ensure that the students are well informed about the appeal mechanisms?3. What happens if there are disputes between the students and the PH school?
3. Content, style, and quality of program assessments	<ol style="list-style-type: none">1. How does the PH school ensure the validity and reliability of the program assessment?2. How does the PH school communicate your content, style, and quality of program assessments to your student and other stakeholders?
4. Assessments are used to guide and determine student progression.	<ol style="list-style-type: none">1. How does the PH school decide student progression between successive stages of the course?2. How does the PH school use assessment results to guide and determine student progression across the program?3. How does the PH school provide feedback to students regarding their progression across the program?

Guidance for Assessor

Assessment blueprints are developed by making a cross-tabulation of test content, educational outcomes, and the appropriate type of assessment. The assessment blueprint is included in the curriculum and set by the Assessment Committee.

The assessment committee applies standards setting procedures to establish passing marks on summative assessment. The school ensures that every student who passes the summative examination meets the expected standard. The assessment system should include decisions on progression and graduation at all educational levels across all expected learning outcomes. The standards and procedures of assessment should be clearly stated, shared with students, and applied consistently.

The school has developed a policy/system regarding assessment appeal, which is clear, distributed to all students, and implemented continuously. The system includes the course organizer and 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 school provides a system to ensure the validity and reliability of the assessment program. The school has procedures to develop and review items for each assessment program. This information is shared with the students and other stakeholders.

The course coordinators regularly evaluate and monitor students' learning progress after the formative and summative examination. The student's progress is then informed to the students via a system that can also be monitored by their academic counsellors. Feedback should be provided by staff to improve students' achievement.

3.4 Quality control of student assessment

- a) The school 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 school.

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

Key Issue:	Criteria for Compliance
1. Planning, monitoring, implementing, and analysis of quality assurance system for students' assessment.	<ol style="list-style-type: none"> How does the program make the plan and implementation of a quality assurance system for student assessment? Who is involved in planning and implementing quality assurance? How does the PH school manage monitoring and evaluation on the satisfaction of students, teachers, and other stakeholders? How does the PH school manage the student feedback on their experiences on student assessment? How does the PH school describe and share publicly the principles, methods, and practices of student assessment from the perspectives of knowledge, skills, and attitudes
2. Use of assessment results for evaluation of teaching and learning, and curriculum in practice	<ol style="list-style-type: none"> How does the PH school use the assessment results to evaluate teaching and learning in practice, and curriculum? How are the procedures of the rating system and individual assessments reviewed and revised?
3. The validity of the student assessment methods and its alignment with course learning outcome	<ol style="list-style-type: none"> How does PH school describe the validity of the student assessment methods, including the judgement methods and use of external examiners? How are conformity assessment principles, methods, and practices? How does PH school explain the methods and results of the student assessment link to the course learning outcome? How does PH school show that the desired educational learning outcomes are met by students?

Guidance for Assessor

The school 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.

The quality assurance steps are planned and implemented regularly (e.g., at the end of each semester). Data obtained is then distributed to improve the performance of staff, course organizers, and institutions.

The school develops a system to collect information regarding assessment from the students, teachers, and other stakeholders (e.g. distributing a questionnaire or google form, focus group discussion).

The quality assurance team collects, reviews and analyses data from course organizers for each assessment regularly. Data collected included assessment instruments, item analysis (discrimination index, difficulty index), standard setting, portfolio or logbook based on predetermined standards of competencies, alignment on writing assignment, essay questions and discussions process with rubrics.

Data from assessments are shared with staff and other stakeholders to be considered as a basis to improve the teaching and learning process as well as curriculum reform.

The school designates a quality assurance team, Public Health education unit, or assessment center to review and revise the assessment system and individual assessments regularly.

Supporting documents may include, but are not limited, to the following:

- Standard operational procedure on assessment
- Student's logbook, document of revision on teaching strategies: assessment as student's (evaluation and monitoring student's progress) and teacher's feedback (teacher's teaching strategies)
- Procedures for remediation and counselling
- Support system algorithm
- Assessment blueprint
- Procedure of appeal mechanism
- Document of Quality Assurance system: planning and implementation
- Evidence of policy documents regarding the new student admissions system and evidence of implementation
- Evidence of Internal Quality Assurance System Policies
- Evidence of the establishment of an internal quality assurance agency
- Evidence of Internal Quality Assurance implementation documents
- Evidence of policy documents on Internal Management Audit (evaluation and assessment system)
- Evidence of policy documents regarding satisfaction surveys as well as evidence of implementation documents
- Evidence of system guideline documents and feedback mechanisms to students
- Audit evidence, analysis of results, feedback to follow-up regarding knowledge, attitude
- Evidence of test implementation guidelines and evidence of evaluation results
- Feedback from students, lecturers about learning methods

Criteria 4. Students

Students as the main stakeholders are **recruited** and **selected** by considering input quality policies, equitable access to both regional and economic capabilities through a recruitment mechanism that is supported by the values of accountability, transparency, equal opportunity, and appreciation for social and cultural diversity in accordance with quality characteristics. and study program objectives. Access to **student services** and **development of interests and talents** sought by study programs in the form of access to student activity center facilities, dormitories, health services, scholarships, and extra-curricular activities that support the achievement of student learning outcomes.

The public health science school has a publicly available approach and policy that sets out the aims, principles, criteria, and processes for the selection and admission of students that are underpinned by values of transparency, authenticity, equal opportunity, and appreciation of social and cultural diversity.

Where selection and admissions procedures are governed by national policy, it is helpful to indicate how these rules are applied locally. Where the school 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 student intake (including any international 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. Consider the following issues for the selection process: requirements for selection, stages in the process of selection; mechanisms for making offers; mechanisms for making and accepting complaints.

- 4.1 Selection and Admission Policy:** The public health science school has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students.

Key Issue:	Criteria for Compliance
1. Policy on student selection related to the mission of the PH school	<ol style="list-style-type: none">1. How does the PH school formulate and implement an admission policy based on principles of objectivity, including a clear statement on the process of selecting students?2. How does the PH school align the selection and admission policy to the mission of PH school?3. How does the PH school ensure that the implementation of selection and admission policy is free from direct intervention from unauthorized parties? And who is involved in developing the selection and admission policy?4. How does the PH school have a policy and implement a practice for admission of disabled students?5. How does the PH school periodically review the admission policy and use a system for appealing admission decisions?
2. The selection and admission policies fit with government requirements, PH school regulation, and	<ol style="list-style-type: none">1. How does the PH school ensure that selection and admission policy is in line with regulatory bodies or government requirements?

national workforce requirements.	<ol style="list-style-type: none"> Can you explain how selection and admission policies are aligned to the PH school? How are the selection and admission policies aligned with local and national workforce requirements? Who is involved in this process?
3. The selection and admission policy are designed to be fair and equitable, within the local context.	<ol style="list-style-type: none"> What are the procedures to design the selection and admission policy to be fair and equitable, within the local context? How are students from economically and socially disadvantaged backgrounds selected?
4. The selection and admission policy were publicized and reviewed regularly	<ol style="list-style-type: none"> How does the PH school disseminate selection and admission policy to internal and external stakeholders? How are the procedures for regularly reviewing and revising the selection and admission system? Who is involved in these procedures?
5. The policy of student selection for the transfer of students and consideration on quality of graduates	<ol style="list-style-type: none"> How does the PH school have a policy and implement a practice for transfer of students from other national or international programs and institutions. How does the PH school indicate the relationship between selection and the mission of the PH school, the educational program, and desired qualities of graduates?

Guidance for Assessor

The PH school provides effective student services to all Public Health students to assist them in achieving learning outcome. All Public Health students have equal rights and receive comparable services, such as academic and career counselling, financial assistance/education financial management counselling, health and disability insurance, counselling and personal welfare programs, student access to health care services, student interest, and talent development, etc.

The PH school has student service guidelines that are disseminated to students and staff and can be easily accessed. The school has clear implementation procedures for the involvement of student organizations to carry out these services.

There are a variety of complete and appropriate service instructions and guidelines for students and staff to use according to local culture. Counselling procedures are in accordance with counselling principles (mechanisms of handling) and aligned with the local cultures.

The school regularly conducts a user satisfaction survey to evaluate student 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 school conducted regular reviews together with student representatives to ensure the relevance, access, and confidentiality of counselling services. Procedures for these are available.

4.2 Student Counselling and Support:

The public health science school provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance.

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

Key Issue:	Criteria for Compliance
1. Academic and counselling support for student needs and its resources allocation	<ol style="list-style-type: none">1. How does the PH school have a system for academic counselling of its students?2. How does the PH school have to offer a program of student support, addressing social, financial, and personal needs?3. How does the PH school allocate resources for student support and ensure confidentiality in relation to counselling and support?
2. The academic and personal support and counselling services are consistent with the needs of students, well communicated, and in collaboration with student organization	<ol style="list-style-type: none">1. How does the PH school provide an appropriate package of support that meets the academic, physical, mental health and welfare of students?2. How does the PH school ensure that students and staff are aware of the availability of these student support services?3. How does the PH school ensure that students and management of student organizations are involved in developing and implementing these services?4. How does the PH school ensure that student services meet the needs of the diversity of the student population, as well as meeting the needs of the local/national culture? And who is involved in the provision of student services that are culturally sensitive?
3. The feasibility of the services is judged, in terms of human, financial, and physical resources.	<ol style="list-style-type: none">1. How does the PH school ensure that student services are feasible in terms of human, financial, and physical resources?
4. The services are regularly reviewed with student representatives to ensure relevance, accessibility, and confidentiality.	<ol style="list-style-type: none">1. What are the procedures to evaluate the effectiveness of these services through a range of methods, e.g., surveys, complaints, representative groups? And how are changes accommodated where appropriate?
5. Monitoring student academic achievement and counselling	<ol style="list-style-type: none">1. How does the PH school provide to students' academic achievement, including achieved learning outcomes and the context, level, content, and status of the studies that were pursued and successfully completed?

	2. How does PH school provide monitoring of counselling progress, including career guidance and planning?
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Guidance for Assessor

The PH Schools formulate and implement admission policies based on the principle of objectivity, including clear stations in the student selection process. There are policies and implementation practices for the acceptance of students with disabilities and affirmation programs. Policies and implementation of locking students out of other national or international programs and institutions.

There is a relationship between the selection and mission of PH schools, educational programs, and the desired quality of graduates. The PH school conducts regular admissions policy reporting and uses a system to make admissions decisions. Consider appropriate representation and participation in the mission statement, program design, management program, program evaluation, and other matters relevant to students.

The PH school has an academic counselling system for its student population and allocates resources for student support and ensures confidentiality of relationships with counselling and support.

Student Counselling and Support such as an academic and career advisor, financial assistance and education financial management counselling, health and disability insurance, counselling and personal welfare program, student access to health care services, student interest and talent development, etc.

4.3 Student Intake and Representation:

Key Issue:	Criteria for Compliance
Student Intake	
1. The size of the student intake and its relation to the capacity at all stages of the program.	1. How does the PH school define the size of student intake and relate it to its capacity at all stages of the program, including dropout rate and competitiveness?
2. Periodically review the size and nature of student intake	2. How does the PH school periodically review the size and nature of student intake, including consultation with other stakeholders and regulate it to meet the health needs of the community and society?
Student Representation	
3. student organizations, activities, and participation in the program implementation	1. How does the PH school encourage and facilitate student activities and organizations, including academic and non-academic activities? 2. How does the PH school formulate and implement a policy on student participation in the program implementation (education, research, and community engagement) including academic and non-academic activities?

Guidance for Assessor

The PH school has encouraging and facilitating student activities and student organizations. The PH school offers support programs, addressing students' social, financial, and personal needs. Allocate resources for student support and ascertain circumstances regarding counselling and support. The PH school provides academic counselling that is based on student coaching and includes career guidance and planning.

The PH schools connect as many students as they can at all stages of the program. Periodically review the number and nature of compulsory students in consultation with other stakeholders and adjust them to meet community and societal health needs.

Supporting documents may include, but are not limited, to the following:

- The admission policy and regulation document
- Admission system & standard operational procedure for selection
- Student selection document
- Result of student selection document
- Regulation on selection and admission policy schools: alignment with mission and accreditation/requirements, publicity, review, and revise
- Communication tools used and evidence documents.
- Evidence of student services and management of student organizations.
- Evidence of periodically reviewing admission policy and implementation practice for admission of disabled students.
- Evidence of periodically reviewing the size and nature of student intake in consultation with other stakeholders and regulating it to meet the community's and society's health needs.
- The policy on student representation documents and implementation program.
- The evidence of providing or facilitating student activities and student organizations.
- Regulation on selection and admission policy schools: alignment with mission and accreditation/requirements, publicity, review, and revise
- Policy, regulation, and procedures on student support.
- Policy, regulation, and procedures on student counselling.
- Supporting human resources, facilities and, financial for student supports system.
- Monitoring and evaluation of student support system implementation.
- Policy and guidelines for maintenance of student records
- Evidence that service procedures and culture have been recommended and communicated to students and staff.

Criteria 5. Academic Staff

5.1. Academic Staff Establishment Policy:

The school has the number and range of qualified academic staff required to put the school's curriculum into practice, given the number of students and style of teaching and learning.

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

Key Issue:	Criteria for Compliance
1. Policy on academic Staff in human resource management	<ol style="list-style-type: none">1. How does the PH school formulate and implement a human resource policy and planning to ensure the need and characteristic of the academic staffing adequacy?2. How does the PH school ensure there is an alignment between the number and characteristics of academic staff with the need (design, delivery, and quality assurance of the curriculum)?3. How does the PH school regulate, monitor, and review the workload of the academic staff (full time equivalent and teacher-student ratios)?
2. Formulation and implementation the policy for staff recruitment, development, and promotion	<ol style="list-style-type: none">1. How does the PH school formulate and implement staff recruitment and selection?2. How does the PH school address criteria for scientific and education, including the balance between teaching and research or community engagement?3. How does the PH school formulate and implement a staff activity and development?4. How does the PH school design and implement a staff promotion?

Guidance for Assessor

The school has procedures on how to analyses the required number and qualification of the academic staff based on the number of the student body, the designed curriculum, the burden of research activities, community services, training programs, alignment of discipline mix as well as managerial responsibilities.

The school analyses and decides the optimal academic staff to student ratio and evaluates it regularly. The workload of the academic staff is monitored and reviewed systematically. The methods to monitor and review the workload are known to all academic staff. The school has a manpower plan for academic staff and supporting staff based on those analyses, implementing the plan, evaluating the progress, and reviewing it regularly.

The school has a human resources policy covering the characteristics of the academic staff to be aligned with the design, delivery, and quality assurance of the curriculum. The manpower plan is adequate to implement the curriculum, including its development of education programs and the missions of the school, staff development, and continuing education and regeneration plan of the existing academic staff.

PH school formulate and implement a staff recruitment and selection policy which: outline the type, responsibilities and balance of the academic staff/faculty of the basic PH sciences, the behavioral and social sciences and the **PH sciences** required to deliver the curriculum adequately, including the balance between PH and non-PH academic staff, the balance between full-time and part-time

academic staff, and the balance between academic and non-academic staff; address criteria for scientific, educational, including the balance between teaching, research and service functions; specify and monitor the responsibilities of its academic staff/faculty of the basic PH sciences, the behavioral and social sciences and the **PH sciences**.

The PH school must formulate and implement a staff activity and development policy which: allow a balance of capacity between teaching, research, and service functions; ensure recognition of meritorious academic activities, with appropriate emphasis on teaching, research, and service qualifications; ensure that PH service functions and research are used in teaching and learning.

5.2. Academic Staff Performance and Conduct: The school has specified and communicated its expectations for the performance and conduct of academic staff.

Develop a clear statement describing the responsibilities of academic staff for teaching, research, and service. Develop a code of academic conduct in relation to these responsibilities.

Develop and publish a clear description of how the school supports and manages the academic and professional development of each member of staff.

Key Issue:	Criteria for Compliance
1. Academic staff preparation and induction training provided by the PH school for academic staff.	<ol style="list-style-type: none"> 1. How does the PH school prepare your academic staff in the PH setting to deliver the proposed curriculum? 2. How does the PH school ensure the readiness of academic staff to implement the proposed curriculum? 3. How does the PH school provide the induction training for your new academic staff? What are the contents of the induction programs? 4. How do the induction programs/training and development plan evaluate, review, and reflect the university and study program's mission and objectives?
2. Academic staff performance and conduct and its information dissemination	<ol style="list-style-type: none"> 1. What are the policies and procedures of academic staff performance appraisal, monitoring, and reviewing staff? 2. What are the policies and procedures for retention, promotion, granting rewards, retraction, demotion, and dismissal of the staff? 3. Who is responsible for carrying out these policies and procedures? 4. How does the PH school disseminate information on responsibilities of academic staff for teaching, research, and community engagement for academic staff?
3. Consideration of academic staff professional development	<ol style="list-style-type: none"> 1. How does the PH school plan, support and accommodate, and consider the professional development and career pathway for the academic staff? 2. How is the human resources development plan shared

	<p>with the academic staff? And how do you ensure the academic staff understand these policies and procedures clearly?</p> <ol style="list-style-type: none"> 3. How does the PH school monitor, evaluate, and review the provision of continuing professional development programs? 4. How could the PH school appraise and reward the academic staff related to their continuing professional development?
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Guidance for Assessor

The school provides information on the school's policies regarding human resource policy and other related policies. For the existing academic staff, the school provides (for example) scholarships, travel grants, research grants, and publication grants as required.

The school organizes induction programs on a regular basis. The contents of induction program are government policies in teaching, research, community services. The training and development plan reflects the university and study program's mission and objectives. The training programs are evaluated and reviewed regularly.

The PH school must formulate and implement a staff activity and development policy which: allow a balance of capacity between teaching, research, and service functions; ensure recognition of meritorious academic activities, with appropriate emphasis on teaching, research, and service qualifications; ensure that PH service functions and research are used in teaching and learning.

The school organizes faculty development programs, which is operated by Public Health education unit. Academic staff, teachers and supervisors who are responsible for delivering the curriculum in public health phase are obliged to attend the training in public health curriculum. The Public Health education unit design the training in accordance with the needs and the roles.

The school has procedures for staff performance appraisal. The school has an authority and structure to carry out these procedures. The roles and relationships of academic staff members are well defined and clearly understood by all academic staff. The policy and procedure are clearly understood by all the relevant parties. A system for the unit responsible (e.g., Head of Department towards the members of the department) to carry out the evaluation is set and is well known by all the staff. Each member of staff must prepare an annual plan including the key performance indicators which are monitored, evaluated, and reviewed systematically.

The school also has clear policies and procedures for retention, promotion, granting rewards, retraction, demotion, and dismissal. The policies and procedures are clearly understood by all academic staff. The school ensures that all the staff will get regular and sufficient information related to their responsibilities, benefits, and remuneration. The school has policies and procedures for feedback provision to the academic staff performance and progress toward retaining, promotion, granting rewards, and tenure.

The policies and procedures for feedback provision to the academic staff performance and progress toward retaining, promotion, granting rewards and tenure.

The school has a professional development program and career pathway for the academic staff. The program and pathway are socialized with the newly recruited and the existing academic staff. The development program and career pathway are based on the merit system and performance evaluation. Each tenure academic staff has a developed program and career pathway. The development program

involves senior academic staff in mentoring and/or training the junior/new academic staff. The program is regularly evaluated and reviewed. The development program is designed by taking the curriculum development and its institutional roadmap, research, and community services into account.

The school accommodates and supports the continuing professional development of the academic staff, including pursuing additional or higher academic degrees deemed suitable.

The school monitors, evaluates and reviews the continuing professional development program of the academic staff. The school has a system of appraisal and rewards for academic staff related to their continuing professional development.

The school has policies to support its academic staff in their continuing professional development. The school provides funds and permits for continuing professional development. The policy and procedure of the support are clearly understood by the academic staff.

Supporting documents may include, but are not limited, to the following:

- Human resources policy and plan
- 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.
- Reports of the training programs for new and existing academic staff members
- Summary of the professional development of the academic staff
- Document of Recruitment and Selection Policy
- Report on Staff activity and staff development

Criteria 6. Educational Resources

6.1 Physical Facilities for Education and Training:

Public health science schools have sufficient facilities, equipment, and teaching resources in enough numbers to enable lecturers to carry out teaching, research, and community engagement processes and students to achieve learning outcomes and competencies.

Physical facilities include the physical spaces and equipment available to implement the planned curriculum for the given number of students and academic staff.

Key Issue:	Criteria for Compliance
1. Adequacy of the physical infrastructure (space and equipment) provided for the learning	<ol style="list-style-type: none">1. How does the PH school ensure that the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum are adequate – including for those with special needs?2. How does the PH school ensure that the laboratory equipment is up to date, in good condition, readily available, effectively deployed, and meets certain standards?3. How does the PH school ensure that digital and physical libraries resources are sufficient, up to date, well-maintained and readily accessible?4. How does the PH school ensure that the student safety and security systems are in place at all locations?
2. Appropriate or necessary to supplement or replace classroom teaching	<ol style="list-style-type: none">1. How does the PH school decide whether distance or distributed learning methods (offline or online) are necessary to replace or supplement classroom teaching?2. How does the PH ensure that once you decide to employ distance learning for classroom teaching you are able to offer a commensurate level of education and training?
3. Physical facilities for staff and students	<ol style="list-style-type: none">1. Can you describe the PH school having sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately?2. How does the PH school ensure a learning environment, which is safe for staff and students?

Guidance for Assessor

The classroom is shown to be sufficient, in good condition and up to date in terms of all types of classrooms and meeting space. The number of faculty offices is sufficient, in good condition and up to date. The number of laboratories and equipment are adequate and shown to be up to date, in good condition, readily available, and effectively deployed. The school provides digital and physical libraries resources that are sufficient, up to date, well-maintained and readily accessible. Library services are supervised by professional staff. There is a policy and facility for access for people with special needs. Physical, social, and psychological environment supports education, research, and community involvement programs. The number and competencies of the support staff are shown to be sufficient. There are excellent quality facilities (library, laboratory, IT, and student services)

When students are required to participate in late-night or overnight learning experiences, they have good access to a call room. There are adequate facilities used for teaching and assessment of students' public health and procedural skills with an adequate scheduling program. There are significant changes in facilities for education and/or research anticipated by the Public Health school over the next three years, especially if there will be an increase in class size soon. There are adequate security systems in place at all locations to ensure student safety and address emergency and disaster preparedness. Student support services are subjected to monitoring, evaluation, and enhancement. Budget is sufficiently provided for facilities and infrastructure development, maintenance, and enhancement.

Distance or distributed learning methods to replace or supplement classroom teaching are limited to lectures and implemented during certain conditions only (pandemic, disaster, etc.). Lectures are delivered by members of the faculty, on average lectures last two hours. PowerPoint presentations and lecture materials are available to all students participating in distance learning teaching. When needed, lectures are followed by an online discussion group. Lectures are recorded and uploaded into the system to be available as podcasts. IT support is available via the online IT help desk. Examination and assessment of distance or distributed learning process is part of the student development assessment. The online platform is designed to be user-friendly, enjoyable to use, very accessible, and includes all the familiar online functions and capabilities including tutorials and seminars, study forums, libraries, journals, course content, videos, etc.

6.2 Public Health Training Resources:

The School of PH provides appropriate and sufficient public health training resources to ensure that students receive the required public health skills.

Consider the facilities that are required to provide adequate training in public health skills, and an appropriate range of experience in practice settings, to fulfil the public health training requirements of the curriculum.

Key Issue:	Criteria for Compliance
1. Opportunities are required and provided for students to learn PH skills	<ol style="list-style-type: none"> 1. What opportunities are provided for students to learn PH skills? 2. How does the PH school ensure that all students have equal access to learning opportunities for PH skills on campus and outside campus? 3. How does the PH school ensure that the facilities and infrastructure for learning PH skills are well maintained and up to date?
2. Community laboratory	<ol style="list-style-type: none"> 1. How does the PH school utilize skills in community laboratories for learning PH skills? 2. How does the PH school ensure that the skills community laboratories to support the acquisition of students' PH skills?
3. Adequate access to PH facilities	<ol style="list-style-type: none"> 1. What PH facilities can be utilized by students? (Hospital, PH services, District Health Offices, Environmental lab, Port Health Centre, etc.). 2. How does the PH school ensure that the school has guaranteed and sustained access for these PH facilities?

	<ol style="list-style-type: none"> How does the PH school organize the students' access to the PH facilities to support the achievement of intended learning outcomes? How does the PH school monitor and evaluate these PH facilities?
4. Ensure consistency of curriculum delivery in PH settings and PH experience	<ol style="list-style-type: none"> How does the PH school ensure that all PH teachers and supervisors understand the PH school's curriculum? How does the PH school organize your curriculum delivery in PH settings to achieve consistency and effectiveness? How does the PH school ensure necessary resources for giving the students adequate PH issues in PH experience, including sufficient number and categories of community (based on administrative, geographical, or social level), PH training facilities and supervision of their PH practice?
5. Evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves.	<ol style="list-style-type: none"> How does the PH school evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves?

Guidance for Assessor

The school's affiliated public health teaching facilities and information resources are of sufficient size, quality, and accessibility to serve the needs of the school to fulfil its mission. The public health affiliation agreement at least should describe responsibility of the institution, responsibility of the facility, application of the rules and procedures of the facility, student and faculty status, student removal, term and termination, non-discrimination and anti-harassment, liability, and governing law. The Public Health school and public health teaching facilities affiliates ensure that all Public Health students have access to needed facilities such as classrooms, study space, lounge areas, personal lockers or other secure storage facilities, and secure call rooms if students are required to participate in late-night or overnight public health learning experiences.

The school has adequate numbers and types of public health skill laboratories dedicated to the teaching of public health skills. These skills laboratories should help to ensure that all students acquire the necessary techniques and are properly assessed before practicing on real patients. The school has a monitoring and evaluation program which shows that the skill laboratories support the acquisition, maintenance, and enhancement of the public health skills of students. The term 'public health skills' involves history-taking, public health investigations, using public health framework, procedural perfection, effective communication, teamwork, and professionalism.

The Public Health school has a community-based education and services program to expose Public Health students early in their training and throughout their education to the public health and primary health care needs of communities. The program has been designed and developed to support the intended learning outcome in public health and community health. The program also aims to create awareness among students of the importance of developing community partnerships to implement sustainable healthcare initiatives. The school considered community-based training placements are important to provide situated or contextual learning. The faculty shows a strong commitment to community-based training by providing sufficient resources for the program.

The school has a policy that helps improve high quality staff recruitment, retaining and performance by providing clear mission, feedback and career development support and well-defined staff role and expectation. The school encourages staff participation in decision-making related to Public Health education programs including but not limited to policy making discussion. All Public Health school faculty members work closely together in teaching, research, and health care delivery. The Public Health school is part of a university offering other graduate and professional degree programs that contribute to the academic environment of the Public Health school. The Public Health school has an effective curriculum committee that oversees the planning, implementation, monitoring, and evaluation of educational programs. The academic staff is responsible for the planning and implementation of the components of the curriculum. There is evidence of effective curriculum management. The educational program for all Public Health students remains under the control of the Public Health school's faculty. Written affiliation agreements provide assurance of Public Health student and faculty access to appropriate resources for Public Health student education.

The PH School ensures necessary resources for giving the students adequate PH issues in PH experience, including sufficient number and categories of community (based on administrative, geographical, or social level), PH training facilities and supervision of their PH practice.

The PH School has the mechanism to evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves.

Consider the school's provision of access to information resources for students and academic staff, including online and physical library resources. Evaluate these facilities in relation to the school's mission and curriculum in learning, teaching, and research.

6.3 Information Resources and facility:

The school provides adequate access to virtual and physical information resources to support the school's mission and curriculum. The School of PH provides adequate access to information resources.

Key Issue:	Criteria for Compliance
3 Information Resources and facility	3 Information Resources and facility
1. Required information sources and resources by students, academics, and researchers	1. How do you identify the needs of information sources and resources for students, academics and researchers? 2. How do you ensure that the information sources and resources are up to date and well maintained?
2. Provided information sources and resources	1. How do you provide information sources and resources required by students, academics and researchers?
3. Adequacy and evaluated information sources and resources	1. How do you monitor and evaluate information sources and resources that serve the needs of the students, academics and researchers? 2. How do you improve, update and renew the information sources and resources?
4. All students and academic staff have access to the needed information	1. What are the procedures for students and academic staff to get access to the needed information?
Key Issue:	Criteria for Compliance
4. Physical Facilities	Physical Facilities
1. Have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered	1. Can you describe the PH school have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered

adequately	adequately
2. Ensure a learning environment, which is safe for staff and students	2. How does the PH school ensure a learning environment, which is safe for staff and students
3. Improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices	3. How does the PH school improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices?
Key Issue:	Criteria for Compliance
6. Information Technology	6.Information Technology
1. The PH school formulates and implements a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology	1. How does the PH school formulate and implement a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology?
2. Access to web-based or other electronic media	1. How does the PH school ensure access to web-based or other electronic media?
3. The teachers and students use existing and exploit appropriate new information and communication technology for: independent learning.	1. How does the PH school enable teachers and students to use existing and exploit appropriate new information and communication technology for: independent learning; accessing information working in health systems; optimize student access to relevant data and health information systems? 2. Are there accessing information working in health systems; optimize student access to relevant data and health information systems?
Key Issue:	Criteria for Compliance
7. Research and Innovation	7.Research and Innovation
1. Using research and innovation as a basis for the educational curriculum	1. How does the PH school use research and innovation as a basis for the educational curriculum
2. The formulation and implementation of policy that fosters the relationship between research and education	1. How does the PH school formulate and implement a policy that fosters the relationship between research and education
3. The explanation of the research facilities and priorities at the institution	1. Can you describe the research facilities and priorities at the institution?
4. The explanation of interaction between research and education	1. Can you describe the interaction between research and education? (influences current teaching; encourages and prepares students to engage in research and development)?
Key Issue:	Criteria for Compliance
8. Educational Expertise	8. Educational Expertise

1. The access to educational expertise where required	1. Does the PH school have access to educational expertise where required?
2. The formulation and implementation of policy on the use of educational expertise in curriculum development and development of teaching and assessment methods	1. Does the PH school have the requirement to formulate and implement a policy on the use of educational expertise in curriculum development and development of teaching and assessment methods?
3. Explanation of demonstrating evidence of the use of in-house or external educational expertise in staff development	1. Does the PH school have the requirement to demonstrate evidence of the use of in-house or external educational expertise in staff development?
4. The attention paid to current expertise in educational evaluation and in research in the discipline of public health	1. Does the PH school have the requirement to pay attention to current expertise in educational evaluation and in research in the discipline of PH education?
5. The staff are allowed to pursue educational research interest	1. Does the PH school have the requirement to allow the staff to pursue educational research interests?
Key Issue:	Criteria for Compliance
9. Educational Exchanges	9. Educational Exchanges
1. Formulate and implement a policy for: a) national and international collaboration with other educational institutions, including staff and student mobility; b) transfer of educational credits	1. The PH school must formulate and implement a policy for: a) national and international collaboration with other educational institutions, including staff and student mobility; b) transfer of educational credits
2. Facilitate regional and international exchange of staff and students by providing appropriate resources	1. The PH school should facilitate regional and international exchange of staff and students by providing appropriate resources
3. Ensuring that exchange is purposefully organized, considering (considering) the needs of staff and students, and respecting ethical principles	1. The PH school should ensure that exchange is purposefully organized, considering the needs of staff and students, and respecting ethical principles.

Guidance for Assessor

Students, academics, and researchers require paper-based and electronic-based or computer-based information resources. The information technology systems are up to date and well maintained to meet the needs of staff and students.

A digital library is shown to be set up, in keeping with progress in information and communication technology. The school provides ready access to well-maintained library resources sufficient in the numbers and variety of textbooks, journals and other sources and technology to support its educational and other missions. The university is shown to provide a highly accessible computer and network infrastructure. Students, faculty, and administration have access to sufficient information technology resources, including access to Wi-Fi, to support learning outcomes and the achievement of the school's goals.

The institution implements a program of regular monitoring, evaluation, and feedback regarding information resources from students, academic staff, and administration. The library and information centers have built up collection, management, and dissemination of information resources to meet the needs of the academic, research and administrative users. A policy and plan are in place for continuous improvement, updating and renewal of adaptive information resources.

The quality of the facilities shown to be subjected to evaluation and enhancement. Library services are supervised by a professional staff that is responsive to the needs of the Public Health students, faculty members, and others associated with the institution. The library has sufficient number and quality of textbooks and journals. It has opening hours sufficient for students to have ready access to its resources. Information technology staff with appropriate expertise are available to assist students, academic staff, and administration. Off-campus access to electronic resources should be seamless from any Public Health school networked computer. It is eligible for all students, faculty, and staff members with valid ID.

The PH school has sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately. The learning environment is managed to be safe for staff and students. The PH School shows the improvement of the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices.

The school has formulated and implemented a policy addressing the effective and ethical use of appropriate information and communication technology.

The teacher and student can easily access any appropriate and new information and communication technology, access to relevant data and health information system for independent learning.

The PH School designs and implements the use of research and innovation as a basis of the educational curriculum.

The formulation and implementations of policy on the relationship between research and education is in place.

The PH School has access to educational expertise, including curriculum development, teaching, and learning method, research, and staff development.

The school formulated and implemented policy for national and international collaboration with other educational institutions, for transferring educational credits, international exchange for staff and students by providing appropriate resources. The school considers the needs of staff and students, and respects ethical principles.

6.4 **Financial Resources:**

Financial resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Key Issue:	Criteria for Compliance
1. Support funding and its sustainability	<ol style="list-style-type: none"> 1. How is the PH school having sufficient and sustainable financial resources to support the program at all locations and for all delivery methods? 2. How do sources and/or amounts of school funding change from time to time?

	3. How are efforts by regulatory organizations and/or schools to ensure adequate funding for the sustainability of educational programs?
2. Budgeting and budget allocation	1. How is the alignment of budget allocation with the mission of the PH school? 2. How is the process of budgeting and how sufficient is the budget for public health science programs and unit management?

Supporting documents may include, but are not limited, to the following:

- List of physical infrastructure
- List of other learning support systems. Learning Management System, Internet speed
- List of academic hospital network and teaching clinics
- List of facilities in the academic hospitals and Teaching Clinics (discussion rooms, room for night shift, library, etc.)
- List of mannequins available for public health skill training of the students
- List of standardized patients, report on the training of the standardized patients
- List of training and its reports of the public health teachers and preceptors
- List of databases of available journals
- Forms for evaluation and feedback from students and academic staff and administration for available information resources
- Facilities to access information resources
- Data on the results of satisfaction surveys for the services provided by the management to all stakeholders (students, faculty, staff, associates, and employer of the alumni).
- Data on the results of satisfaction surveys for adequateness, quality and access to physical facilities and equipment and information resources for education and public health training
- Tracer study result
- Document on Policy and Planning of the facility and infrastructure provision and utilization (monitoring and evaluation)
- Document on the Collaboration with external stakeholders (hospital, health care, health office, etc.)
- Document on the Roadmap of Research: regulation, implementation, monitoring and evaluation.

Criteria 7. Quality Assurance

7.1 The Quality Assurance System:

The school has implemented a quality assurance system that addresses the educational, administrative, and research components of the school's work.

Consider the purposes, role, design, and management of the school's quality assurance system, including what the school regards as appropriate quality in its planning and implementation practices. Design and apply a decision-making and change management structure and process, as part of quality assurance. Prepare a written document that sets out the quality assurance system.

Key Issue:	Criteria for Compliance
1. The Quality Assurance System	
1. The purposes and methods of quality assurance and subsequent action in the school defined and described and made publicly available.	<ol style="list-style-type: none"> 1. How does the PH school explain the scope of the quality management system, which employs the PDCA cycle, and focus on the needs and expectations of interested parties, as well as address risks and opportunities? 2. How does the PH school explain its establishment, implementation, and maintenance of the continuous improvement of the quality management system, with respect to the necessary processes and their interactions, in accordance with the requirements of the standard? 3. How does the PH school describe the processes required for the quality management system and their application throughout the organization, based on the approach of input, process, and output perspective? 4. How does the PH school determine and apply the criteria and methods (including monitoring, measurement, and related performance indicators) necessary to ensure the effective operation and control of these processes? 5. How does the PH school determine the resources required for this process and ensure their availability and who assigns responsibilities and authorities for this process? 6. How do the PH school evaluate processes and implement any necessary changes to ensure that this process achieves the desired result, and publish the reports?
2. Responsibility for implementation of the quality assurance system clearly allocated between the administration, academic staff, and educational support staff.	<ol style="list-style-type: none"> 1. How does the PH school assign responsibility and authority of top management to ensure that the quality management system complies with the requirements of international standards? 2. How does the PH school ensure the top management too: <ol style="list-style-type: none"> a) report on the performance of the quality management system and opportunities for improvement has been established. b) have the integrity of the quality management system. c) to explain and provide effective implementation with respect to academic and educational support staff

3. The resources allocation for quality assurance.	<ol style="list-style-type: none"> 1. How does the PH school explain the implementation, maintenance and continuous improvement of resources is carried out? 2. How does the PH school demonstrate that the allocation of resources is sufficient?
4. Involvement of the external stakeholders.	<ol style="list-style-type: none"> 1. How does the PH school involve the external stakeholders relevant to the quality management system?
5. The quality assurance system updates the school's educational design and activities and ensure continuous improvement	<ol style="list-style-type: none"> 1. How does the PH school identify, review, and control changes made during or after the design and development of educational programs? 2. How does the PH school evaluate the performance and effectiveness of the quality management system and retain appropriate documented information as evidence of results? 3. How does the PH school identify and select opportunities for improvement and implement any necessary actions to meet customer needs and increase customer satisfaction?
2. Mechanisms for Program Monitoring and Evaluation	2.Mechanisms for Program Monitoring and Evaluation
6. Curriculum monitoring and evaluation of processes and outcomes.	<ol style="list-style-type: none"> 1. How does the PH school have a program of routine curriculum monitoring of processes and outcomes? 2. How does the PH school establish and apply a mechanism for program evaluation that: <ol style="list-style-type: none"> a) addresses the curriculum and its main components. b) addresses student progress. c) identifies and addresses concerns. 3. How does the PH school periodically evaluate the program by comprehensively addressing: <ol style="list-style-type: none"> a) the context of the educational process. b) the specific components of the curriculum. c) the long-term acquired outcomes. d) its social accountability?
7. The evaluation influences the curriculum improvement	<ol style="list-style-type: none"> 4. How does the PH school ensure that relevant results of evaluation influence curriculum improvement? 5. How does the PH school ensure that they collect, analyses, and use relevant information for the effective management of the program and other activities?
3. Teacher and Student Feedback	

8. Teachers and Students do systematically collect the data, analyses, and respond to feedback.	<ol style="list-style-type: none"> 1. How does the PH school systematically collect the data, analyses, and respond to teacher and student feedback? 2. How does the PH school use feedback results for program development?
4. Performance of Students and Graduates	4. Performance of Students and Graduates
9. The analyses of students and graduates' performance	<ol style="list-style-type: none"> 1. How does the PH school analyses performance of cohorts of students and graduates in relation to: <ol style="list-style-type: none"> a) mission and intended educational outcomes, curriculum, and provision of resources? b) student background and conditions, entrance qualifications? c) feedback to the committees responsible for student selection, curriculum planning and student counselling?
5. Involvement of Stakeholders	5. Involvement of Stakeholders
10. Program monitoring and evaluation activities involve its primary stakeholders	<ol style="list-style-type: none"> 1. How does the PH school program monitoring and evaluation activities involve its primary stakeholders? 2. How does the PH school for other stakeholders: allow access to results of course and program evaluation; seek feedback on the performance of graduates; seek their feedback on the curriculum (tracer study)

Guidance for Assessor

It is advisable for the institution to explain the method used which includes the PDCA cycle:

- a. the organization explains whether it understands the needs and expectations of internal and external stakeholders.
- b. the organization should explain the scope of the quality management system.
- c. the organization should explain that it has established, implemented, maintained, and continuously improves a quality management system, including the necessary processes and their interactions, in accordance with the requirements of the Standard.
- d. the organization should describe the processes required for the quality management system and their application throughout the organization,
 - determine the required inputs and expected outputs from the process.
 - determine the sequence and interaction of these processes.
 - determine and apply the criteria and methods (including monitoring, measurement, and related performance indicators) necessary to ensure the effective operation and control of these processes.
 - determine the resources required for this process and ensure their availability.
 - assign responsibilities and authorities for this process.
 - address risks and opportunities

evaluate this process and implement any necessary changes to ensure that this process achieves the desired result.

Top management should assign responsibility and authority to ensure that the quality management system complies with the requirements of international standards. Top management should ensure that reporting on the performance of the quality management system and opportunities for improvement for top management have been established. Top management should ensure that the integrity of the quality management system is maintained. When changes occur the quality management system is planned and implemented. Top management should explain how to determine and provide the people needed for the effective implementation of its quality management system and for the operation and control of its processes.

The school explains how the implementation, maintenance and continuous improvement of resources is carried out.

The school should also demonstrate that the allocated resources are sufficient.

The school determines the external stakeholders relevant to the quality management system.

The school identifies, reviews and controls changes made during, or after, the design and development of educational programs. The school evaluates the performance and effectiveness of the quality management system. The school retains appropriate documented information as evidence of results. The school identifies and selects opportunities for improvement and implements any necessary actions to meet customer needs and increase customer satisfaction.

The PH School monitoring and evaluation mechanism for the educational process is in place, including the organization, procedures, and indicators. The data collected are analyzed and the result is managed to be used for effective management.

The PH School has the mechanism to collect feedback and input from internal (including from teacher and student) and external stakeholder (alumni and user) for curriculum

Supporting Documents

- Organization chart of the internal quality assurance system
- Policy and procedures of quality assurance of the Public Health School and quality standard
- Reports on the internal quality audit
- Resources allocated to quality assurance.
- Minutes of meeting and report on the involvement of the external stakeholders in the quality management system.
- Follow-up documents on the quality assurance feedback for continuous quality improvement.

Criteria 8. Governance and Administration

8.1 Governance:

The school has a defined governance structure in relation to teaching, learning, research, and resource allocation, which is transparent and accessible to all stakeholders, aligns with the school's mission and functions, and ensures stability of the institution.

Describe the leadership and decision-making model of the institution, and its committee structure, including membership, responsibilities, and reporting lines. Ensure that the school has a risk management procedure.

Key Issue:	Criteria for Compliance
1. The bodies responsible for decision making in the functioning of the institution regarding teaching, learning and research activity in the school.	<ol style="list-style-type: none">1. Which bodies are responsible for decision making related to the functioning of the PH school?2. How do the PH school bodies make decisions on the functioning of the PH school?3. How are the teaching-learning and research activities governed by the PH school?4. Which structures are responsible for managing teaching-learning and research activities?
2. Review of performance of the PH School for identifying risk and mitigation of teaching-learning, research, and budget allocation	<ol style="list-style-type: none">1. Which is responsible for reviewing the performance of the PH school?2. What governance arrangements are there to review the performance of the PH school?3. How are the risks identified and mitigated?4. How is the mechanism of the PH school to identify and mitigate all risks which may occur during teaching-learning, research, and budget allocation?
3. Governance structure and functions, and their relationship within the University	<ol style="list-style-type: none">1. How does the PH school define its governance structures and functions including their relationships within the university?2. How does the PH school in its governance structures set out the committee structure, and reflect representation from principal stakeholders and other stakeholders?3. How does the PH school ensure transparency of the work of governance and its decisions?

Guidance for Assessor

School has an appropriate organizational structure of governing board, school administrator and faculty members that describes their function related to teaching, learning, research, and resource allocation. This structure is transparent and can be accessed by all stakeholders and aligns with the university vision and mission. School governance also aligns with the teaching hospitals function as a resource for public health teaching. School provides policies, procedures, and regulations to prevent conflict of interest at the level of governing administration and faculty members.

Teaching, learning, and research are governed by a body and its committee structures. All members of the committee have responsibilities for planning, implementing, monitoring-evaluating, and

reporting all activities regarding teaching, learning, and research from team members-committee chairman-the Dean.

The budget allocation is developed based on the mission of the school related to teaching, learning, and research activities; accessible and transparent.

There is a body (under the university) that is assigned to review the performance of the school periodically, e.g., Internal Quality Assurance Body.

The school develops a risk management system including risks in public health setting outside the school to identify and mitigate all risks which may occur regarding the activities of teaching, learning, research, and resource allocation.

8.2 Administration: The school has appropriate and sufficient administrative support to achieve its goals in teaching, learning, and research.

Key Issue:	Criteria for Compliance
2 Administration	2 Administration
1. The administrative structure to ensure the support of the functioning of the institution	1. How does the PH school design the administrative structure? 2. What are the roles of the administrative structure in supporting the functioning of the PH school?
2. The role of the decision-making process in functioning the school.	1. What are the roles of the decision-making process regarding the functioning of the PH school? 2. How does the decision-making process support the functioning of the institution?
3. Reporting structure for administration in relation to teaching, learning, and research.	1. How does the PH school design the administrative reporting structure on teaching-learning and research programs/activities?
4. The administrative role in supporting the functioning of the institution	1. What is the role of administrative structure in the PH schools' function?
5. The decision-making process in supporting the functioning of the institution	1. How do you exercise decision-making? 2. How do these support the functioning of the institution?
6. The professional administration staff in implementation of its educational program, and related activities	1. Can you describe the PH school having an administrative and professional staff that is appropriate to support implementation of its educational program and related activities and ensure good management and resource deployment?
7. The formulation and implementation of an internal program for quality assurance of the management	1. How does the PH school formulate and implement an internal program for quality assurance of the management including regular review?
3. Academic Leadership	3. Academic Leadership
1. The responsibilities of its academic	1. Can you describe the responsibilities of its

leadership for definition and management of the program.	academic leadership for definition and management of the PH educational program?
2. The evaluation of its academic leadership in relation to the achievement of its mission and intended educational outcomes.	2. Can you periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes?
4. Educational Budget and Resource Allocation	4. Educational Budget and Resource Allocation
1. The responsibility and authority for resourcing the curriculum, including a dedicated educational budget.	1. Can you describe the PH school having a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget?
2. The resources allocation and distribution for the curriculum in relation to educational needs	1. How does the PH school allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs?
3. The autonomy of the school to direct resources allocation, including for remuneration, to achieve its intended educational outcomes	1. How does the PH school have autonomy to direct resources, including teaching staff remuneration, in an appropriate manner to achieve its intended educational outcomes?
4. The distribution of resources is considering the developments in PH sciences and the health needs of the society.	1. How does the PH school in distribution of resources consider the developments in PH sciences and the health needs of the society?
5. Interaction with Health Sector	5. Interaction with Health Sector
1. The interaction with the health-related sectors of society and government.	1. How does the PH school have constructive interaction with the health and health related sectors of society and government?
2. The collaborative formulation with partners in the health sector	1. How does the PH school formalize its collaboration, including engagement of staff and students, with partners in the health sector?

8.3 Continuous Renewal: The school has appropriate and sufficient support Continuous Renewal.

Key Issue:	Criteria for Compliance
1. Dynamic and social Accountability based on prospective studies and analyses.	1. How does the PH school describe a dynamic and socially accountable institution: initiate procedures for regularly reviewing and updating the process; structure, content, outcomes/competences, assessment and learning environment of the program; rectify documented deficiencies; allocate resources for continuous renewal? 2. How does the PH school describe the process of renewal based on prospective studies and analyses and on results of local evaluation and the PH education literature? 3. How does the PH school describe the process of renewal and restructuring that leads to the revision of its policies

	and practices in accordance with past-experience, present activities, and future perspectives?
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Guidance for Assessor

PH school should address the following issues: adaptation of mission statement to the scientific, socio-economic and cultural development of the society; modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter; adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant; adjustment of curricular elements and their relationships in keeping with developments in behavioral and social sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded; development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods; adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the pre PH education system and the requirements of the educational program; adaptation of academic staff recruitment and development policy according to changing needs; updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational program; refinement of the process of program monitoring and evaluation; development of the organizational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders.

8.2 Student and academic staff representation: The school has policies and procedures for involving or consulting students and academic staff in key aspects of the school's management and educational activities and processes.

Key Issue:	Criteria for Compliance
1. Decision-making and functioning involvement	1. To what extent and in what ways are students and academic staff involved in the PH school decision-making and functioning?
2. Limitation of student's involvement in governance	1. What are the limitations regarding socio-cultural aspects of student involvement in PH school governance? 2. What, if any, social or cultural limitations are there on student involvement in PH school governance?

Guidance for Assessor

The school involves students and staff in Public Health education programs (e.g., curriculum revision, student assessment) and institution management (governance: school decision-making and functioning) to improve the quality of the school.

There is no obstacle to socio-cultural aspects of student involvement in school governance. Students are given the opportunity to freely sound their thinking and argumentation.

Supporting documents may include, but are not limited, to the following:

- Organization chart of the management and administrative of the school/faculty
- Standard operating procedure for budget allocation
- Report on the school performance review
- Document on risk identification and mitigation
- Reports on 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 teaching, learning and research.
- Description of the responsibilities of its academic leadership for definition and management
- Document on Educational Budget and Resource Allocation
- Document on interaction with the health-related sectors of society and government
- Document on process of renewal and restructuring, continuous improvement policy and practice
- Tracer study, student, and user survey on satisfaction

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 public health science schools need 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 the status of the public health science school in complying with the IAAHEH standard on quality of education of a public health science school. The process of evaluation includes studying a written self-evaluation report for school.

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

A self-evaluation report needs to represent the real condition of the school, specifically in the education process and to what extent does the school maintain compliance with the IAAHEH standards. Therefore, a series of steps need to be conducted by the school and led by the accreditation team of the school.

The following steps are carried out by the team, as follows:

- To identify the people whom, they need to communicate with by exploring the information.
- To collect all relevant documents such as vision and mission, strategic plan, management system, curriculum implementation, data on students (including recent tables), faculty members and their academic performance and the future expectation related to the achievement of vision.
- To study the vision and mission and the efforts of achieving the vision and mission, the strengths, and weaknesses of the school in managing the education process which could be compared with the strategic plans of the school. A series of interventions to manage the issues is identified as well.
- To schedule 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 school.
- To identify and analyses the strengths, weaknesses, opportunity, and threats and how the team uses these data in developing a plan toward a better perceived 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 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 of the school. 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 a FIRST DRAFT of SER which is like the final SER. The report is liable to change based on the feedback of the trainers. The structure and content are the same as the final SER (*refer to information below as follows*).

2.2.1 Introduction

Self-evaluation is the process of an organization 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 in a higher education school is a thoughtful analysis of all components of the study program, compared against agreed and accepted standards. The analysis should draw on the expertise of the school and its local environment. It represents the opportunity to appreciate the strengths of the school and to identify areas for improvement. This needs to be a formal part of quality assurance that provides the opportunity to record and document changes and improvements in a school.

The purpose of self-evaluation is to elicit the school'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, self-evaluation should be recognized as an important planning instrument to enable the school 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 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 localized innovative practices in teaching and learning)
- b. For accountability:
 - If there are external standards set by accreditation bodies, you may want to know how well you are achieving them.
 - Or a self-evaluation might be part of the entire review process and required by the external body. In this case, though, you should aim to understand, evaluate, and improve, not simply to describe and defend.
 - To find solutions to a known problem:
 - Where problems have been highlighted or indicated, a self-evaluation can address these and help you to understand the context – for example, students might not be achieving their course objectives as well as expected, or teachers might have raised concerns about their 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 public health science school managerial process:
 - Self-evaluation allows you to look at your educational program and services.
 - You should pay particular attention to the student's experience, particularly to their learning and performance. You will be able to assess how well you are meeting your educational goals and any external standards which apply to your public health science school.

- Self-evaluation allows evidence-based educational planning and management.
 - You will experience the greatest benefit if the self-evaluation process becomes part of the public health science school regular planning cycle.
- Determining whether existing policies and procedures are effective in meeting schoolable goals and identifying any gaps.
- Enhancing understanding (across staff, student and/or other stakeholders) of organizational processes and outcomes
- Disclosing weaknesses and forcing confrontation
- Promoting honest communication
- Encouraging benchmarking, internally and/or externally
- Identifying activities that are misaligned with organizational goals/objectives.
- Promoting an evidence-based culture

Two principles that relate to the assessment process are:

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

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

- Management must fully support the self-assessment and provide access to relevant information that is needed for an effective quality assurance system. Self-assessment serves to acquire structural insight into the operation and performance of the public health science school.
- Gaining management support to carry out a self- assessment is not enough. The whole organization must prepare itself for self-assessment. Assessing quality is more than evaluating the performance of a program; it is also about developing and shaping the public health science school. Staff members should be made responsible for the quality and all staff should be involved in the self-assessment.
- Writing a critical self-evaluation of the quality assurance system demands good organization and coordination. Primarily, someone must lead and coordinate the self-assessment process. The chosen leader should have good contacts within the public health science school 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-assessment. 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 self-assessment, gathering and analyzing data and drawing conclusions.
- As it is assumed that the self-assessment is supported by the public health science school, it is important that all staff members should be acquainted with the contents of the SAR. The working group might organize a workshop or seminar to discuss or communicate the SAR.

2.2.2 Conducting Self-Evaluation

The period to write a draft is four weeks. The accreditation team of the public health science school needs to revise the draft of SER according to the input and feedback from the trainers.

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

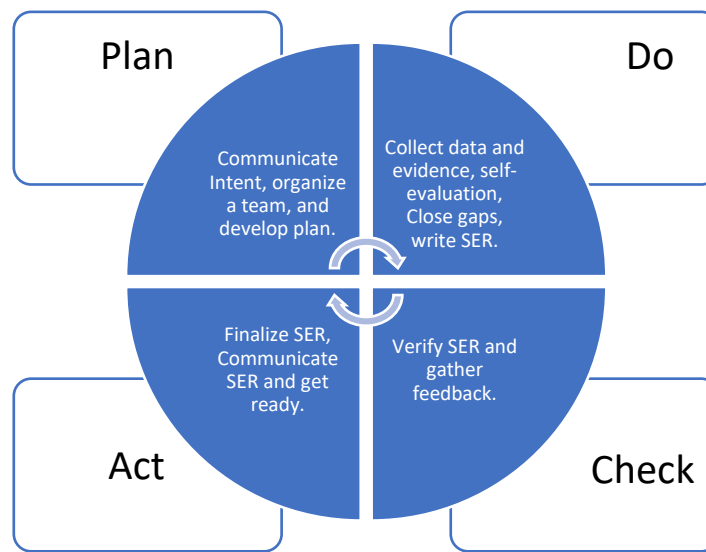


Figure 1. Plan-Do-Check-Act (PDCA) cycle of improvement

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 public health science school 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 of the group should be made responsible for collecting and analyzing 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
PLAN	Communicate Intent																			
	Organizing Team																			
	Development Plan																			
	Understanding IAAHEH Criteria and Process																			
DO	Self-assessment																			
	Collect Data & Evidence																			
	Close Gaps																			
	Write SER																			
	Review SER																			
CHECK	Verify SER																			
	Gather Feedback																			
	Improve QA																			
ACT	Finalize 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-study, a public health science school brings together representatives of the administration, faculty, student body, and other constituencies to:

1. collect and review data about the public health science school and its educational program,
2. identify evidence that supports the achievement of accreditation standards.
3. identify gaps between the existing conditions and the accreditation standards.
4. define strategies to ensure that the gaps are closed, and any problems are addressed effectively.
5. write the draft according to the determined structure.
6. complete the draft with an executive summary and glossary (if required)
7. send the draft to the trainers to whom have trained the school staff in writing the preliminary SER.

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 standard. In case new data is required, data collection methods should be designed that can demonstrate achievement of the accreditation standards.

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 analyzed and presented in simple and understandable formats to answer each key question. Tables, charts, graphs, and narratives might be used.

Once the data collection is completed, the writing of the SER could be started. Each key question in the Accreditation Standards 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 assess 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 finalized before communicating it to relevant stakeholders and getting ready for the external assessment.

2.3 Structure and Format 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 study program is written at the beginning of a Self-Evaluation Report. Further, the self-evaluation report is developed through a specific design consisting of the 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 Criteria needs to be addressed. The evidence that supports the achievement of each sub criteria 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 Public health science school 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 Starting the mission.
1.2. Recommendation
2. CURRICULUM
2.1 Intended curriculum outcomes.
2.2 Curriculum organization and structure
2.3 Curriculum content
2.4 Educational methods and experiences
2.5. Recommendation
3. ASSESSMENT
3.1 Assessment Policy and System
3.2 Assessment in support of learning
3.3 Assessment in support of decision-making
3.4 Quality control
3.5. Recommendation
4. STUDENTS

- 4.1 Selection and admission policy
- 4.2 Student counselling and support
- 4.3. Recommendation

- 5. ACADEMIC STAFF
- 5.1 Academic staff establishment policy
- 5.2 Academic staff performance and conduct
- 5.3 Continuing professional development for academic staff.
- 5.4. Recommendation

- 6. EDUCATIONAL RESOURCES
- 6.1 Physical facilities for teaching and learning
- 6.2 Clinical training resources
- 6.3 Information resources
- 6.4. Recommendation

- 7. QUALITY ASSURANCE
- 7.1 The quality assurance system
- 7.2. Recommendation

- 8. GOVERNANCE AND ADMINISTRATION
- 8.1 Governance
- 8.2 Student and academic staff representation
- 8.3. Administration
- 8.4. Recommendation

Chapter IV Summary of the Overall Results

Chapter V Appendices

In Chapter IV, the study program summarizes 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. Starting the mission			
2.1. Intended curriculum outcomes			
2.2. Curriculum organization and structure			
2.3. Curriculum content			
...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 public health science school 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, student, academic staff, resources, quality assurance, governance and administration as described in Chapter 1.

Chapter 3. Guidance for Survey Visit

3.1 Desk Evaluation Report

IAAHEH assigns an Assessor Team consisting of 5 (five) people after nurturing process is complete. This team consist of a chairperson, a secretary, and 3 (three) members. 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 interviews and observation of all criteria in WFME standards based on the result of the Self-Evaluation Report (SER) Review. The targeted sites of the survey visit include building, infrastructure, and facilities to deliver the study program. This guidance aims to provide key points for the study program in preparing the survey visit. It consists of an explanation of the assessors, survey visit, and survey visit report.

Principles of the survey visit

The survey visit should focus on:

- The continuous quality improvement, such as PDCA (*plan, do, check, and action*).
- Achievements in education, research, and public services, competition, and internationalization.
- Compliance with WFME Standards.
- Academic and non-academic achievement, including assessment of input, process, and output.
- Availability of evidence and traceability.
- Management of the study 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, 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 student learning activities, and assessing facilities.

- The date of the survey visit is organized 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 public health science school provides local transport and airport transfer.
- The public health science school invites public health science school board, senate, academic staff, students, alumni, user, supporting staff, and translator.
- The public health science school prepares facilities infrastructure (management office, classroom, laboratory, clinical practice setting, community practice setting, student facilities, student counsellor office, academic staff room, etc.)
- The public health science school prepares documents related to curriculum (curriculum map, module, syllabus, samples of student work, sample of examinations, practical guidance, clinical rotation/clerkship guidance.
- The public health science school prepares documents related to internal quality assurance system (public health science school academic policy, academic regulations, other manual and procedures as required).
- The public health science school prepares information resources system (library, internet connection, IT, application, Learning Management System-LMS, etc.).
- The public health science school provides translator if English is not native language, and documents are primarily not in English.
- The public health science school 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 study program and the faculty
- Interview sessions with:
 - Management of the study program
 - Internal quality assurance team
 - Faculty members from various departments (10-12 faculty members)
 - Students represented from each academic year (10-12 students)
 - 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 graduates (6-8 employers preferably non-alumni)
 - Management of the teaching hospitals and teaching clinics
- Observation and assessment of the teaching and learning processes (in the classroom, practical/ skill laboratory, and the teaching hospitals)
- Visitation and assessment of physical facilities: library, laboratories, simulation center, teaching hospitals, teaching clinics, student services, and other facilities for students
- Clarification and validation of documents
- Closing meeting with the public health science school 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 study program during the four-day visit concerning each responsibility.

- The leader collaborates with the public health science school in determining the fixed schedule of introductory meetings.
- 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 study program encourages 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, 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 student learning activities, and assessing facilities.
- The leader reminds the secretariat of IAAHEH to provide form to be fulfilled by the team.
- The leader reminds us of 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.
- Leaders remind on the prohibition of using laptop or mobile phones during the meeting, interview, and observation, or doing other unrelated activities with the study 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 public health science school must provide the venue with equipment (LCD, Screen, microphone) that can accommodate all the invites.

b. Preparation for the Invitee

The following are the people 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. Public health science school Preparation for the Presentation

The profile of the public health science school will be presented during the first session of the visit.

- The Dean/ Vice Dean will prepare a presentation on the highlight of the school's profile and the school's strategic planning and management, resources available to run the public health science program, human resources and other physical and non-physical resources required for the public health science program, counselling, and student supports.
- The head of the study 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 update 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 the Q&A session should last about 30 minutes.

3.6 Guidance for Interview

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

- Interview with the management of the public health science school 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 utilized, research rewards and incentives, ethics review board composition and functions.
- The school appoints academic staff that will be interviewed, the academic staff represent the clinical and non-clinical departments/units (basic public health sciences, public health, bioethical and public health 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 utilized, research rewards and incentives

- The school invites support staff representing different functions, 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 colleagues, 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 school invites students that will be interviewed, which represent different academic years and achievement, student organization.
- The interview will cover academic atmosphere, learning, teaching and research facilities, student learning and teaching satisfaction, student support system, academic advising and referral system, non-academic development program, job, and career information.
- The school 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 school invites employers of the alumni, representing various kinds 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 the 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 behaviors, events, process, activities, and physical setting.

- The school prepares physical facilities for the university, hospital, and health center to be visited by assessors.
- The physical facilities of the university observed include equipment and instruments. 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, student lounge, student lockers.
- The visit to the hospital may include the emergency department, OPD, IPD, ICU, CCU, surgery theatre, student room for the night shift, and some medical departments.
- Physical facilities for student 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 on checking consistency between descriptions in the SER with the curriculum implementation.

3.8 Guidance for Document Checking

If there are any new information/data/documents which have not been included in SER, the school 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 thesis 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 student 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 student 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 student services offices, list of graduate student organizations, tracer and employer satisfaction surveys and exit interviews, list of student activities and collaborations.
- Faculty profile, samples of accomplished evaluation forms, list of visiting and/or exchange professors, list of in-services and 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, utilization report.
- Organizational 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, graduate school budget, data privacy policy, MOA/MOUs with local and/or international academic, professional, research, private and/or government institutions/organization's, list of chairs, grants, and donations from foundations, minutes of consultation meetings with stakeholders.
- Description of outreach activities/service-learning program, classroom utilization statistics, list of classrooms and/or special rooms dedicated for graduate school 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, student lounges and student organization rooms, classrooms and laboratories used by the graduate school, co-curricular, extra-curricular, and community service activities.

3.9 Guidance for Closing Meeting

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

The following is the procedure for the Closing Meeting:

- The draft of summary findings will be given to a study program to be read thoroughly.
- The accreditation team of the study program discusses each sub-criterion.
- The accreditation team will write comments or criticize the findings if there is any irrelevant description with the real condition.

- In the following morning, the study 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 study program invites all relevant invites from the study program, especially the accreditation team.
- The representative of the Study program will open the meeting and ask the team of assessors to lead the meeting.
- The head of the assessor team assigns one of the team members to present the summary of findings.
- Each sub criteria will be read and discussed.
- All invitees will listen carefully and respond to a relevant sub-criterion.
- The Study 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 study program.
- The study 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 Study program will listen to the summary findings, describe the commendation and the recommendation.
- The head of the team concludes the summary findings, re-describes the commendation and the recommendation, then allows 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 Study Program.
- The person responsible for the Study 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 receiving 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 their 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

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. How did the PH school formulate its vision and mission statement?				
2. How is the alignment of the vision and mission of the university with the mission of the PH school?				
2. How are health problems considered at the national and local level for vision and mission formulation?				
3. What are the mechanisms to identify the internal and external groups in the mission formulation?				
4. How does the PH school collaborate with the healthcare services, governments, non-government organizations, and communities to execute the PH school's role?				
5. How is the mission statement translated into the PH school's curriculum and quality assurance system, program, and activities?				

6. How does the PH school share and publicize its vision and mission and programs?				
7. How is external stakeholder participation and commitment to the formulation and implementation of vision, mission, value, and objective?				
8. Does the PH school have institutional autonomy to formulate and implement policies and to arrange allocation resources for which its faculty/academic staff and administration responsibility, especially in designing and implementing the mission, value, and objective in academic and research?				
9. How does the PH school 's program design in line with the institutional strategy and have explicit intended learning outcomes?				

Criteria 2. Curriculum

2.1 Intended Curriculum 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. How does the PH school use its vision and mission and priority of public health problems, at the global, national, and local level, in the formulation of learning outcome?				
2. How are the course learning outcomes consistently derived from the learning outcome?				
3. How is the process to specify the learning outcomes addressing the knowledge, skills, and behaviors that each part of the course intends its students to attain?				
4. How is the learning outcome associated with the priority of public health problems?				
5. How does the PH school select the appropriate methods of need analysis in line with the available resources in response to the priority of public health problems?				
6. What are the procedures to involve internal and external stakeholders (who and how) in developing the curriculum?				

7. How are the views of different stakeholders managed and considered, particularly based on national regulatory standards, and government or employer requirements?				
8. How is the association of the intended graduate outcomes with their career and roles in society?				
9. How does the PH school trace their graduates' career and role in the workplace or in society?				
10. Are the learning outcomes defined clearly by the PH School so that students should exhibit upon graduation, in relation to: <ul style="list-style-type: none"> a. their achievements at a basic level regarding knowledge, skills, and attitudes? b. appropriate foundation for future career? c. their future roles in the health sector? d. their subsequent postgraduate training? e. their commitment to and skills in life-long learning? f. the health needs of the community, the needs of the PH delivery system 				

and other aspects of social accountability?				
11. How does the PH school evaluate the achievement of learning outcome?				
12. How does the PH school use the result of learning outcome evaluation for program improvement				
13. Does the PH school ensure the educational process respect to fellow students?				

2.2 Curriculum organization and structure

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. How does the PH school select the principles that are used for curriculum design (I.e., social reconstructionism, essentialism, existentialism, progressivism, etc.)?				
2. Are the principles appropriate with the PH school's vision, mission, learning outcome, resources, and context of the PH school?				
3. What are the criteria identified by the PH school for determining the content of the				

curriculum to be relevant, important, and prioritized?				
4. How does the PH school decide the sequence, i.e., hierarchy, and progression of complexity or difficulty?				
5. How does the PH school determine the scope of the content in terms of the breadth and depth of coverage and concentration?				
6. How is the process to consider determination of the generic and specific area of public health in the curriculum?				
7. How does the program arrange time and credit allocation along the study period?				
8. How does the process of curriculum development consider the vision and mission of the PH school?				
9. How does the designed curriculum align with the PH school's mission?				
10. Does the PH school ensure academic freedom for its staff and students in addressing the actual curriculum and in exploring the use of new research results to illustrate				

specific subjects without expanding the curriculum?				
11. How does the PH school choose a particular model of curriculum based on sound and scientific judgment?				
12. Does the PH school take into consideration the local resources and the existing regulatory framework?				

2.3 Curriculum Content

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. How does the PH school establish a committee/ unit/ team responsible for determining the content of the curriculum?				
2. How are departments or units in PH schools involved in formulating the curriculum content?				
3. How are internal and external stakeholders involved in formulating the curriculum content?				

4. What principles or methodologies are used to identify the curriculum content?				
5. What references at international, national, and local level are used to determine the curriculum content?				
6. How does the PH school identify the basic PH sciences that are relevant with the graduate learning outcomes?				
7. How does the PH school decide content of the PH sciences and time allocation?				
8. What content of PH disciplines and skills are included in the curriculum that are in line with graduate learning outcomes?				
9. How do internal and external stakeholders are involved in determining the content of PH discipline and skills?				

10. What references are used at international, national, and local level to determine the content of PH sciences ?				
11. Can you describe the behavioral and social sciences that are included in the curriculum which are in line with the learning outcome?				
12. How does the PH school decide the choices and time allocation for the behavioral and social content?				
13. Can you describe the content of the health system sciences that are included in the curriculum?				
14. How does the PH school decide the choices and time allocation for the health system sciences content?				
15. Can you describe the curriculum content related to humanities and arts?				

16. How does the curriculum team allocate time for these humanities and arts contents?				
17. How does the PH school address the principle of scientific methods and PH research in the curriculum?				
18. Who decides how these are addressed in the curriculum?				
19. How does the PH school curriculum identify and incorporate the contributions of the: behavioral sciences, social sciences, PH ethics, PH jurisprudence, changing demographic and cultural contexts?				
20. Who decides PH disciplines that are compulsory for students to gain practical experiences? What considerations are used?				
21. What methods are used to teach students to make PH judgment in line with the best available evidence?				

22. How does the PH school develop community-based programs addressing the less advantageous group of community or field receiving little or no coverage?				
23. How does the PH school ensure the students' health and safety during their placement in the field or community?				
24. Can you describe how you evaluate your curriculum content?				
25. How does the PH school involve your internal and external stakeholders in curriculum evaluation?				
26. How does the PH school use the result of your evaluation to modify your curriculum content in relation to the advancements in knowledge?				
27. Can you explain how you decide what fields or disciplines are included in the elective subject?				

28. Can you mention what fields and disciplines are elective?				
29. Can you explain which disciplines that the students do not get specific experiences with?				
30. How does the PH school ensure the students can learn and catch those disciplines?				

2.4 Educational methods and experiences

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 Can you explain principles that are used in selecting educational methods and experiences? And how are these principles formulated and derived?				
2 How are internal and external stakeholders involved in the selection of educational methods and experiences?				

3 How does the PH school distribute the chosen educational methods and experiences throughout the curriculum? And what principles are adopted for these purposes?				
4 Can you explain how the educational methods and experiences provided for students are appropriate to the local context, resources, and culture?				

2.5 Program structure, Management, Framework, Linkage with PH practice and the health sector

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 How does the PH school describe the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between different subjects?				
2 How does the PH school ensure the curriculum has a horizontal integration of associated				

sciences, disciplines, subjects, and optional (elective) content?				
3 How does PH school define the balance between the core and optional content as part of the educational program, with respect to duration of the study fit with its structure?				
4 Can you explain how the educational methods and experiences provided for students are appropriate to the local context, resources, and culture?				
5 How does the PH school arrange and organize the curriculum committee to have the responsibility and authority for planning and implementing the curriculum? Is the curriculum committee under the governance of the academic leadership (the dean)?				

6 What are the responsibility and authority of the curriculum committee for planning?				
7 How does the curriculum committee ensure a representation of staff and students?				
8 How does the PH school go through its curriculum committee plan and implement innovations in the curriculum?				
9 How does the curriculum committee include representatives of other stakeholders?				
10 How does the PH school ensure operational linkage between the educational program and the subsequent stages of education or practice after graduation?				

11 How does the PH school ensure that the curriculum committee seeks input from the environment in which graduates will be expected to work				
12 How does the PH school modify the program; accordingly, consider the program modification in response to opinions in the community and society?				
13 How does the PH school ensure that the educational program clearly formulated a set of learning outcomes, conducive to the development of competences in public health and responsive to changing environment, health needs and demands?				
14 How is the program being clearly specified and referred to the correct level of the national qualification's framework for higher education and the global qualifications?				

15 How does the PH school ensure the curriculum comply with the principles of scientific methods, including analytical and critical thinking; PH research methods; evidence-based PH, and original or advanced research?				
16 How does the PH school use a curriculum and instructional/learning methods that stimulate, prepare, and support students to take responsibility for their learning process?				
17 How does the PH school ensure that the curriculum delivery is linked with the principles of inclusion and equity?				
18 How does the PH school ensure that learning and teaching should be student-centered with students encouraged and supported in taking responsibility for self-directed learning to encourage a culture of life-long learning?				

19 How does the PH school ensure the overall educational program exposes students to concepts and experiences necessary for success in the workplace?				
20 How does the PH school have to ensure that the curriculum prepares the students for life-long learning?				
21 How do the PH school 's programs have to provide students with both academic knowledge and skills transferable into their personal development?				

Criteria 3. Assessment

3.1. Assessment Policy and 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
1 Can you explain which assessment method you apply (validity, reliability, and educational impact criteria) for				

each of the specified educational outcomes?				
2 How does the PH school manage decision making on the number of assessments and the timing to ensure the achievement of learning outcomes (formative or summative)?				
3 How does the PH school ensure the stakeholders are well informed?				
4 How are the integration and coordination of assessments across the educational outcomes and the curriculum?				
5 How does the PH school develop an assessment blueprint at program level and how do you evaluate it?				

3.2. Assessment in Support of Learning

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
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1	How does the PH school assess the students' need to support their learning process?				
2	How does the PH school decide which students need additional help and how do you support them?				

3.3. Assessment in support of decision-making

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 Can you explain how to and who develop the blueprint assessment/examination?				
2 How does the PH school apply the standard setting procedures (rubrics) to establish passing marks on formative and summative assessments ?				
3 Can you explain how to and who make decisions on progression and graduation at all educational levels across all expected learning outcomes?				
4 What information is provided to students and other stakeholders, concerning the content, style, and quality of assessments?				

5	How are assessments used to guide and determine student progression between successive stages of the course?				
6	How is the policy/system regarding appeal mechanisms for the assessment results and who is involved in implementing these appeal mechanisms?				
7	How does the PH school ensure that the students are well informed about the appeal mechanisms?				
8	What happens if there are disputes between the students and the PH school?				
9	How does the PH school ensure the validity and reliability of the program assessment?				
10	How does the PH school communicate your content, style, and quality of program assessments to your student and other stakeholders?				

11 How does the PH school decide student progression between successive stages of the course?				
12 How does the PH school use assessment results to guide and determine student progression across the program?				
13 How does the PH school provide feedback to students regarding their progression across the program?				

3.4. Quality Control

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 How does the program do plan and implement a quality assurance system for student assessment?				
2 Who is involved in planning and implementing quality assurance?				
3 How does the PH school manage the monitoring and evaluation on the satisfaction of				

students, teachers, and other stakeholders?				
4 How does the PH school manage the student feedback on their experiences on student assessment??				
5 How does the PH school describe and share publicly the principles, methods, and practices of student assessment from the perspectives of knowledge, skills, and attitudes				
6 How does the PH school use the assessment results to evaluate teaching and learning in practice, and curriculum?				
7 How are the procedures of the rating system and individual assessments reviewed and revised?				
8 How does PH school describe the validity of the student assessment methods, including the judgement methods and use of external examiners? How are the conformity assessment principles, methods, and practices?				

9 How does PH school explain the methods and results of the student assessment link to the course learning outcome?				
10 How does PH school show that the desired educational learning outcomes are met by students?				

Criteria 4. Students

4.1 Selection and Admission Policy

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 How does the PH school formulate and implement an admission policy based on principles of objectivity, including a clear statement on the process of selecting students ?				
2 How does the PH school align the selection and admission policy to the mission of PH school?				
3 How does the PH school ensure that the implementation of selection and admission policy is free from direct intervention from unauthorized parties? And who is involved in developing				

the selection and admission policy?				
4 How does the PH school have a policy and implement a practice for admission of disabled students?				
5 How does the PH school periodically review the admission policy and use a system for appealing admission decisions?				
6 How does the PH school ensure that selection and admission policy is in line with regulatory bodies or government requirements?				
7 Can you explain how selection and admission policies are aligned to the PH school?				
8 How are the selection and admission policies aligned with local and national workforce requirements? Who is involved in this process?				
9 What are the procedures to design the selection and admission policy to be fair and				

equitable, within the local context?				
10 How are students from economically and socially disadvantaged backgrounds selected?				
11 How does the PH school disseminate selection and admission policy to internal and external stakeholders?				
12 How are the procedures for regularly reviewing and revising the selection and admission system? Who is involved in these procedures?				
13 How does the PH school have a policy and implement a practice for transfer of students from other national or international programs and institutions				
14 How does the PH school indicate the relationship between selection and the mission of the PH school, the educational program, and desired qualities of graduates?				

4.2 Student Counselling and Support

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 How does the PH school have a system for academic counselling of its student				
2 How does the PH school have to offer a program of student support, addressing social, financial, and personal needs?				
3 How does the PH school allocate resources for student support and ensure confidentiality in relation to counselling and support?				
4 How does the PH school provide an appropriate package of support that meets the academic, physical, mental health and welfare of students?				
5 How does the PH school ensure that students and staff are aware of the availability of these student support services?				

6 How does the PH school ensure that students and management of student organizations are involved in developing and implementing these services?				
7 How does the PH school ensure that student services meet the needs of the diversity of the student population, as well as meeting the needs of the local/national culture? And who is involved in the provision of student services that are culturally sensitive?				
8 How does the PH school ensure that student services are feasible in terms of human, financial, and physical resources?				
9 What are the procedures to evaluate the effectiveness of these services through a range of methods, e.g. surveys, complaints, representative groups? And how are changes accommodated where appropriate?				

10 How does the PH school provide students' academic achievement, including achieved learning outcomes and the context, level, content, and status of the studies that were pursued and successfully completed?				
11 How does PH school provide monitoring of counselling progress, including career guidance and planning?				

4.3 Student Intake and 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
1 How does the PH school define the size of student intake and relate it to its capacity at all stages of the program, including dropout rate and competitiveness?				
2 How does the PH school periodically review the size and nature of student intake, including consultation with other stakeholders and regulate				

it to meet the health needs of the community and society?				
3 How does the PH school encourage and facilitate student activities and organizations, including academic and non-academic activities?				
4 How does the PH school formulate and implement a policy on student participation in the program implementation (education, research, and community engagement) including academic and non-academic activities?				

Criteria 5. Academic Staff

5.1 Academic Staff Establishment Policy

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 How does the PH school formulate and implement a human resource policy and planning to ensure the need and characteristic of the academic staffing adequacy?				

2	How does the PH school ensure there is an alignment between the number and characteristics of academic staff with the need (design, delivery, and quality assurance of the curriculum)?				
3	How does the PH school regulate, monitor, and review the workload of the academic staff (full time equivalent and teacher-student ratios)?				
4	How does the PH school formulate and implement staff recruitment and selection?				
5	How does the PH school address criteria for scientific and educational, including the balance between teaching and research or community engagement?				
6	How does the PH school formulate and implement a staff activity and development?				

7	How does the PH school design and implement a staff promotion?				
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5.2 Academic Staff Performance and Conduct

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 How does the PH school prepare your academic staff in the PH setting to deliver the proposed curriculum?				
2 How does the PH school ensure the readiness of academic staff to implement the proposed curriculum?				
3 How does the PH school provide the induction training for your new academic staff? And what are the contents of the induction programs?				
4 How do the induction programs/training and development plan evaluate, review, and reflect the university and study program's mission and objectives?				

5 What are the policies and procedures of academic staff performance appraisal, monitoring, and reviewing staff?				
6 What are the policies and procedures for retention, promotion, granting rewards, retraction, demotion, and dismissal of the staff?				
7 Who is responsible for carrying out these policies and procedures?				
8 How does the PH school disseminate information on responsibilities of academic staff for teaching, research, and community engagement for academic staff?				
9 How does the PH school plan, support and accommodate, and consider the professional development and career pathway for the academic staff?				
10 How is the human resources development plan shared with the academic staff? And how do you ensure the academic staff understands these policies and procedures clearly?				

11 How does the PH school monitor, evaluate, and review the provision of continuing professional development programs?				
12 How could the PH school appraise and reward the academic staff related to their continuing professional development?				

Criteria 6. Educational Resources

6.1. Physical Facilities for Teaching and Learning

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. How does the PH school ensure that the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum are adequate – including for those with special needs?				

2. How does the PH school ensure that the laboratory equipment is up to date, in good condition, readily available, effectively deployed, and meets certain standards?				
3. How does the PH school ensure that digital and physical libraries resources are sufficient, up to date, well-maintained and readily accessible?				
4. How does the PH school ensure that the student safety and security systems are in place at all locations?				

5. How does the PH school decide whether distance or distributed learning methods (offline or online) are necessary to replace or supplement classroom teaching?				
6. How does the PH ensure that once you decide to employ distance learning for classroom teaching you are able to offer a commensurate level of education and training?				
7. Can you describe the PH school have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately				

8. How does the PH school ensure a learning environment, which is safe for staff and students				
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6.2. Public Health Training Resources

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. What opportunities are provided for students to learn PH skills?				
2. How does the PH school ensure that all students have equal access to learning opportunities for PH skills on campus and outside campus?				
3. How does the PH school ensure that the facilities and infrastructure for learning PH skills are well maintained and up to date?				
4. How does the PH school utilize skills in community				

laboratories for learning PH skills?				
5. How does the PH school ensure that the skills community laboratories to support the acquisition of students' PH skills?				
6. What PH facilities can be utilized by students? (Hospital, PH services, District Health Offices, Environmental lab, Port Health Centre, etc.).				
7. How does the PH school ensure that the school has guaranteed and sustained access for these PH facilities?				
8. How does the PH school organize the students' access to the PH facilities to support the achievement of intended learning outcomes?				
9. How does the PH school monitor and evaluate these PH facilities?				

10. How does the PH school ensure that all PH teachers and supervisors understand the PH school's curriculum?				
11. How does the PH school organize your curriculum delivery in PH settings to achieve consistency and effectiveness?				
12. How does the PH school ensure necessary resources for giving the students adequate PH issues in PH experience, including sufficient number and categories of community (based on administrative, geographical, or social level), PH training facilities and supervision of their PH practice?				
13. How does the PH school evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves?				

6.3 Information Resources

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. How does the PH school identify the needs of information sources and resources for students, academics and researchers and how do you provide them?				
2. How does the PH school ensure that the information sources and resources are up to date and well maintained?				
3. How does the PH school monitor, evaluate, and follow up (improve, update, and renew) the need for information sources and resources that serve the needs of the students, academics, and researchers?				
4. What are the procedures for students and academic staff to get access to the needed information?				
5. How does the PH school formulate and implement a policy which addresses effective and ethical use and				

evaluation of appropriate information and communication technology?				
6. How is learning management system implemented to support the educational program?				
7. How does the PH school enable teachers and students to use existing and exploit appropriate new information and communication technology for independent learning?				
8. How does the PH school use research and innovation as a basis for the educational curriculum and teaching and learning?				
9. How do the PH school formulate and implement policies that foster the relationship between research and education?				
10. How is the policy of PH school on research priority and research roadmap regarding supporting the educational program?				
11. How is the interaction between research and education?				

(Influences current teaching; encourages and prepares students to engage in research and development)?				
12. How does the PH school have access to educational expertise where required?				
13. How does the PH school formulate and implement policies on the use of educational expertise in development of curriculum and teaching and learning, and student assessment?				
14. How does the PH school demonstrate evidence of the use of in-house or external educational expertise in staff development?				
15. How does the PH school pay attention to current expertise in educational evaluation and in research in the discipline of PH education?				
16. How does the PH school allow the staff to pursue educational research interests?				
17. How does the PH school formulate and implement				

policies for: a) national and international collaboration with other educational institutions, including staff and student mobility; b) transfer of educational credits?				
18. How does the PH school facilitate regional and international mobility of staff and students by providing appropriate resources?				
19. How does the PH school ensure mobility and exchange is purposefully organized, considering the needs of staff and students, and respecting ethical principles?				

6.4 Financial Resources

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. How is the PH school having sufficient and sustainable financial resources to support the program at all locations and for all delivery methods?				
2. How do sources and/or amounts of school funding change from time to time?				

3. How are efforts by regulatory organizations and/or schools to ensure adequate funding for the sustainability of educational programs?				
4. How is the alignment of budget allocation with the mission of the PH school?				
5. How is the process of budgeting and how sufficient is the budget for public health science programs and unit management?				

Criteria 7. Quality Assurance

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. How does the PH school explain the scope of the quality management system, which employs the PDCA cycle, and focus on the needs and expectations of interested parties, as well as address risks and opportunities?				
2. How does the PH school explain its establishment, implementation, and maintenance of the continuous improvement of the quality management system, with respect to the necessary processes and their interactions, in accordance with the requirements of the standard?				
3. How does the PH school describe the processes required for the quality management system and their application throughout the organization, based on the approach of input, process, output perspective?				

4. How does the PH school determine and apply the criteria and methods (including monitoring, measurement, and related performance indicators) necessary to ensure the effective operation and control of these processes?				
5. How does the PH school determine the resources required for this process and ensure their availability and who assigns responsibilities and authorities for this process?				
6. How do the PH school evaluate processes and implement any necessary changes to ensure that this process achieves the desired result, and publish the reports?				
7. How does the PH school assign responsibility and authority of top management to ensure that the quality management system complies with the requirements of international standards?				

8. How does the PH school ensure the top management to report and integrity of the quality management?				
9. How does the PH school explain the implementation, maintenance and continuous improvement of resources is carried out?				
10. How does the PH school demonstrate that the allocation of resources is sufficient?				
11. How does the PH school involve the external stakeholders relevant to the quality management system?				
12. How does the PH school identify, review, and control changes made during or after the design and development of educational programs?				
13. How does the PH school evaluate the performance and effectiveness of the quality management system and retain appropriate documented information as evidence of results?				

14. How does the PH school identify and select opportunities for improvement and implement any necessary actions to meet customer needs and increase customer satisfaction?				
15. How does the PH school have a program of routine curriculum monitoring of processes and outcomes?				
16. How does the PH school establish and apply a mechanism for program evaluation?				
17. How does the PH school periodically evaluate the program by comprehensively addressing?				
18. How does the PH school ensure that relevant results of evaluation influence curriculum improvement?				
19. How does the PH school ensure that they collect, analyses, and use relevant information for the effective management of the program and other activities?				

20. How does the PH school systematically collect the data, analyses, and respond to teacher and student feedback?				
21. How does the PH school use feedback results for program development?				
22. How does the PH school analyses performance of cohorts of students and graduates in relation				
23. How does the PH school program monitoring, and evaluation activities involve its primary stakeholders?				
24. How does the PH school for other stakeholders: allow access to results of course and program evaluation; seek feedback on the performance of graduates; seek their feedback on the curriculum (tracer study)?				

Criteria 8. Governance And Administration

8.1. 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
1. Which bodies are responsible for decision making related to the functioning of the PH school?				
2. How do the PH school bodies make decisions on the functioning of the PH school?				
3. How are the teaching-learning and research activities governed by the PH school?				
4. Which structures are responsible for managing teaching-learning and research activities?				
5. Which is responsible for reviewing the performance of the PH school?				
6. What governance arrangements are there to review the performance of the PH school?				

7. How are the risks identified and mitigated?				
8. How is the mechanism of the PH school to identify and mitigate all risks which may occur during teaching-learning, research, and budget allocation?				
9. How does the PH school define its governance structures and functions including their relationships within the university?				
10. How does the PH school in its governance structures set out the committee structure, and reflect representation from principal stakeholders and other stakeholders?				
11. How does the PH school ensure transparency of the work of governance and its decisions?				

8.2 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
1. How does the PH school design the administrative structure ? And what are their roles in supporting the functioning of the PH school?				
2. How does the decision-making process support the functioning of the institution?				
3. How does the PH school design the administrative reporting structure on teaching-learning and research programs/activities?				
4. Can you describe the PH school having an administrative and professional staff that is appropriate to support implementation of its educational program and related activities and ensure good management and resource deployment?				

5. How does the PH school formulate and implement an internal program for quality assurance of the management including regular review?				
6. How does the PH school describe the responsibilities of academic leadership for management of the PH educational program?				
7. How does the PH school periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes?				
8. Can you describe the PH school having a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget?				
9. How does the PH school allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs?				

10. How does the PH school have autonomy to direct resources, including teaching staff remuneration, in an appropriate manner to achieve its learning outcomes?				
11. How does the PH school in distribution of resources consider the developments in PH sciences and the health needs of the society?				
12. How does the PH school have constructive interaction with the health and health related sectors of society and government?				
13. How does the PH school formalize its collaboration, including engagement of staff and students, with partners in the health sector?				

8.3 Continuous Renewal

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. How does the PH school describe a dynamic and socially accountable institution: initiate procedures for regularly reviewing and updating the process; structure, content, outcomes/competencies, assessment and learning environment of the program; rectify documented deficiencies; allocate resources for continuous renewal?				
2. How does the PH school describe the process of renewal based on prospective studies and analyses and on results of local evaluation and the PH education literature?				
3. How does the PH school describe the process of renewal and restructuring that leads to the revision of its policies and practices in accordance with past-experience, present activities, and future perspectives?				

8.4 Student and academic staff 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
1. To what extent and in what ways are students and academic staff involved in the PH school decision-making and functioning?				
2. What are the limitations regarding socio-cultural aspects of student involvement in PH school governance?				
3. What, if any, social or cultural limitations are there on student involvement in PH school governance?				

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 Stating the mission		
2. CURRICULUM		
2.1 Intended Curriculum Outcomes		
2.2 Curriculum Organisation and Structure		
2.3 Curriculum Content		
2.4 Educational methods and experiences		
3. ASSESSMENT		
3.1 Assessment Policy and System		
3.2 Assessment in Support of Learning		
3.3 Assessment in Support of Decision-Making		
3.4 Quality control		
4. STUDENTS		
4.1 Selection and Admission Policy		
4.2 Student Counselling and Support		
5. ACADEMIC STAFF		
5.1 Academic Staff Establishment Policy		
5.2 Academic Staff Performance and Conduct		
5.3 Continuing Professional Development for Academic Staff		

6. EDUCATIONAL RESOURCES		
6.1 Physical Facilities for Education and Training		
6.2 Clinical Training Resources		
6.3 Information Resources		
7. QUALITY ASSURANCE		
7.1 The Quality Assurance System		
8. GOVERNANCE AND ADMINISTRATION		
8.1 Governance		
8.2 Student and academic staff representation		
8.3 Administration		