

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



**HANDBOOK FOR ASSESSORS**

**UNDERGRADUATE DENTAL EDUCATION  
PROGRAM ACCREDITATION**

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## FOREWORD

Thanks to God who has given the strength, the writers finished writing a handbook for Assessor entitled: “Undergraduate Dental Education Program Accreditation - Handbook for Assessors”. The main reason for writing this handbook is to support the evaluator team in perceiving the real condition of dental programs that are willing to be accredited by International Accreditation Agency for Higher Education in Health (IAAHEH).

The handbook was arranged to be simple and easy to read, so every assessor who reviews a dental school will have the same perception as his/her colleague assessors in understanding and interpreting the education condition for each criterion and to what extent he/she perceives the level of compliance of dental school to each standard/criterion. It is believed that the handbook is not perfect yet, but at least it will provide the evaluator team with stronger self-confidence in describing his/her expert judgment. The same perception of the evaluator team will create the accreditation process to be more objective and accurate on how to treat the findings.

Asia Pacific Quality Register (APQR) standards for quality improvement in basic dental education are used as the main reference for this book to maintain its international standard for dental school as the IAAHEH has been recognized by WFME since 2018 and is allowed to accredit dental program outside its jurisdiction. It consists of steps of the process from registration to appeal.

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

Jakarta, July 4<sup>th</sup>, 2023

Prof. Usman Chatib Warsa, MD., PhD.  
The Chairman of IAAHEH

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## Chapter 1. Accreditation Criteria

### Criteria 1. Mission and Values

#### 1.1 Stating The Mission

The vision and mission of the dental education unit are the statement to direct the management of Dental Education Unit. They reflect the vision and mission of the governing organization.

Key Questions	Criteria for compliance
1.1.1. How is the mission and value statement specially tailored to The Dental School?	<ul style="list-style-type: none"><li>• The dental school formulates its mission statement.</li><li>• The mission statement is identified based on the needs of the stakeholders.</li><li>• Dental health problems at the national and local level are considered for the formulation of mission statement.</li><li>• Formulation of the mission statement uses a scientific approach.</li><li>• The mission of the dental school is associated with the mission of the university.</li></ul>
1.1.2. Which interest groups were involved in its development and why?	<ul style="list-style-type: none"><li>• The dental school has mechanisms to identify the internal and external interest groups in the mission formulation.</li><li>• The dental school has procedures for the engagement of these interest groups.</li><li>• The dental school has procedures to determine each interest group. The dental school judges the contribution and the reciprocal benefits of the interest group.</li></ul>
1.1.3. How does the mission and value statement address the role of the dental school in the community?	<ul style="list-style-type: none"><li>• The mission statement gives a mandate to the dental school to be involved in improving the dental health status of the community.</li><li>• The dental school collaborates with the healthcare services, local governments, hospitals, and communities to execute the dental school's role.</li></ul>
1.1.4. How is it used for planning, quality assurance, and management in The Dental School?	<ul style="list-style-type: none"><li>• The mission statement is translated into the dental school's program and activities during the planning process.</li><li>• The dental school implements the planned programs and activities.</li><li>• The organisational structure conforms with the managerial functions to achieve its vision and mission.</li><li>• The internal quality assurance system developed based on its vision and mission.</li><li>• Monitoring and evaluation in tracking the progress of achieving the mission is executed.</li><li>• The dental school ensures that the follow up action is completed.</li><li>• The mission was evaluated and updated regularly.</li></ul>

Key Questions	Criteria for compliance
1.1.5. How does it fit with the regulatory standards of the local accrediting agency and with relevant governmental requirements, if any?	<ul style="list-style-type: none"> <li>• The dental school translate the relevant national regulations and standards into its own regulations and standards concordantly.</li> <li>• The dental school consider the local circumstances and uniqueness in implementing the national regulations and standards.</li> <li>• The dental school's standards is aligned with the mission of university.</li> </ul>
1.1.6. How is it publicized?	<ul style="list-style-type: none"> <li>• The dental school use media for publication of its mission and programs.</li> <li>• The dental school uses other programs and events to disseminate its mission and program.</li> <li>• The dental school ensures there are wide involvement in the programs.</li> </ul>

### **Guidance for Assessor**

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

The Dental 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 Dental School to be involved in improving the dental health status of the community. The dental school has a collaboration with the healthcare services, local governments, hospitals, and communities to execute the dental school's role.

The mission statement is consistently translated into The Dental 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 Dental School translates the relevant national regulations and standards into dental school standards and regulations concordantly. The Dental School considers the local circumstances and uniqueness in implementing the national regulations and standards. The Dental School's standards are aligned with the mission of The Dental School.

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

### **Supporting documents:**

Supporting documents provided, but not limited to the following list:

- Minutes of meeting notes when formulating the vision and mission of The Dental School derived from the university. The vision and mission include the role of The Dental School in improving the community's dental health status.
- List of attendance: students, faculty members, academic, non-academic and administrative staff, alumni, other stakeholders (employee)
- Media use for publication of vision, mission, aim, and strategy.

## Criteria 2. Curriculum

### 2.1 Intended Curriculum Outcomes

The Dental School has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the course.

Key Questions	Criteria for compliance
2.1.1 How were the intended outcomes for the course as a whole and each part of the course designed and developed?	<ul style="list-style-type: none"><li>• The dental school uses its mission and priority dental health problems in the formulation of intended graduate outcomes.</li><li>• The course outcomes consistently derived from the intended graduate outcomes.</li></ul>
2.1.2 Which other stakeholders were involved in their development?	<ul style="list-style-type: none"><li>• The internal and external stakeholders are involved in the curriculum development.</li><li>• There are procedures to involve internal and external stakeholders in developing the curriculum.</li><li>• The views of different stakeholders are managed and considered.</li></ul>
2.1.3 How do they relate to the intended career roles of graduates in society?	<ul style="list-style-type: none"><li>• There is association of the intended graduate outcomes with the intended career roles of graduates in society.</li><li>• The dental school has policy and procedures to trace their graduates.</li></ul>
2.1.4 What makes the chosen outcomes appropriate to the social context of The Dental School?	<ul style="list-style-type: none"><li>• The intended graduate outcomes associate with the priority dental health problems in the dental school's catchment areas.</li><li>• The dental school selects appropriate methods of needs analysis in line with available resources.</li></ul>

#### **Guidance for Assessor**

The Dental School formulates intended graduate outcomes based on The Dental School's mission and priority dental health problems. The course outcomes are consistently derived from the intended graduate outcomes. Proper assessment system, regulation, and procedures have been developed to judge the achievement of graduate outcomes.

The Dental School has proper procedures in curriculum development, consisting of planning and design, implementation, and evaluation guided by The Dental School's 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 intended graduate outcomes are concordant with the intended career roles of graduates in society which are derived from the vision and mission of The Dental Schools, the education philosophy, and need analysis. The Dental School develops proper tracer study to track its graduates.

The intended graduate outcomes are formulated based on the priority dental health problems in The Dental School's catchment areas and the results of consultation with external stakeholders and internal stakeholders. The Dental School selects appropriate methods of needs analysis in line with available resources and support from the other stakeholders. The graduate outcomes are aligned with The Dental School's mission.



## 2.2 Curriculum Organization and Structure

The Dental School has documented the overall organization of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines.

Key Questions	Criteria for compliance
2.2.1 What are the principles behind The Dental School's curriculum design?	<ul style="list-style-type: none"><li>• The dental school selects the principles that are used for curriculum design.</li><li>• The selected principles are appropriate to the dental school's mission, intended graduate outcomes, resources, and context of the dental school.</li></ul>
2.2.2 What is the relationship between the different disciplines of study that the curriculum encompasses?	<ul style="list-style-type: none"><li>• The criteria are identified by the school for the content of the curriculum to be relevant, important and be a priority.</li><li>• The dental school determines the scope of the content in terms of the breadth and depth of coverage and concentration.</li><li>• The dental school decides the sequence, i.e., hierarchy, and progression of complexity or difficulty.</li></ul>
2.2.3 How to choose a curriculum organization model? To what extent was the model constrained by local policy requirements?	<ul style="list-style-type: none"><li>• The dental school chooses a particular model of curriculum based on sound and scientific judgment.</li><li>• The dental school takes into consideration the local resources and the existing regulatory framework.</li></ul>
2.2.4 How does the curriculum design support the vision and mission of The Dental School?	<ul style="list-style-type: none"><li>• The dental school decides the approach of the curriculum design.</li><li>• The curriculum design aligns with the school's mission.</li></ul>

### **Guidance for Assessor**

The Dental School has consciously selected principles that are used for curriculum design (i.e., social reconstructionism, essentialism, existentialism, progressivism, etc.) that are appropriate to The Dental School's mission, intended graduate outcomes, resources, and context of the Dental School.

The Dental School identifies criteria consisting of relevance, importance, and priority of the content of the curriculum. The Dental School determines the scope of the content consisting of the amount and depth of coverage and concentration. The Dental 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.

The Dental School consciously chooses a particular model of curriculum based on sound and scientific judgment. The Dental School takes into consideration the local resources and the existing regulatory framework.

The curriculum design is carefully selected based on a sound and appropriate approach. The

curriculum design is aligned to achieve the Dental School's mission.
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## 2.3 Curriculum Content

The Dental School could justify the essential content in the curriculum design in preparing the students to be competent dentists and also for their further education.

Key Questions	Criteria for compliance
2.3.1 Who is responsible for determining the content of the curriculum?	<ul style="list-style-type: none"> <li>The dental school establishes a committee/ unit/ team responsible for determining the content of the curriculum.</li> <li>The departments involved in formulating the curriculum content.</li> <li>Internal and external stakeholders involved in formulating the curriculum content.</li> </ul>
2.3.2 How is curriculum content determined?	<ul style="list-style-type: none"> <li>The dental school decides the principles or methodologies that are used to identify the curriculum content.</li> <li>The dental school determines the curriculum content based on references at international, national, and local level.</li> </ul>
2.3.3 What elements of basic biomedical and dental sciences are included in the curriculum? How are the choices made and time allocated for these elements?	<ul style="list-style-type: none"> <li>The dental school identifies the basic biomedical and dental sciences that are relevant with the graduate learning outcomes.</li> <li>The dental school decides the content of the biomedical and dental sciences, time allocation, and credit values.</li> </ul>
2.3.4 What elements of clinical sciences and skills are included in the curriculum?  2.3.4.1 In which clinical disciplines are all students required to gain practical experience? 2.3.4.2 How are students taught to make clinical judgments in line with the best available evidence? 2.3.4.3 How are the choices made and time allocated for these elements? 2.3.4.4 What is the basis for The Dental School's student time allocation to different clinical practice settings?	<ul style="list-style-type: none"> <li>The dental school decides the content of clinical disciplines and skills that are included in the curriculum to be in line with graduate learning outcomes.</li> <li>Internal and external stakeholders are involved in determining the content of clinical discipline and skills.</li> <li>The dental school determines the content of clinical sciences and skills based on references at the international, national, and local level.</li> <li>Clinical disciplines that are compulsory for students to gain practical experiences are decided</li> <li>There are policy and procedures to decide the clinical disciplines that are compulsory for students to gain practical experiences.</li> <li>The dental school decides which methods are used to teach students to make clinical judgments in line with the best available evidence.</li> </ul>

Key Questions	Criteria for compliance
	<ul style="list-style-type: none"> <li>The dental school decides the clinical evidence selected for this purpose.</li> <li>The dental school decides time allocation for teaching and learning in clinical judgements.</li> <li>The dental school manages time allocation for different clinical practice settings.</li> </ul>
2.3.5 What elements of behavioral and social sciences are included in the curriculum? How are the choices made and time allocated for these elements?	<ul style="list-style-type: none"> <li>The behavioral and social sciences that are included in the curriculum are selected to be in line with the graduate learning outcome.</li> <li>The dental school uses proven methods to select the behavioral and social science as the content and their time allocation.</li> </ul>
2.3.6 What elements (if any) of oral health systems science are included in the curriculum? How are the choices made and time allocated for these elements?	<ul style="list-style-type: none"> <li>The oral health system sciences are included in the curriculum content.</li> <li>The dental school uses proven methods to select the oral health system sciences and their time allocation.</li> </ul>
2.3.7 What elements (if any) of humanities, sciences and arts are included in the curriculum? How are the choices made and time allocated for these elements?	<ul style="list-style-type: none"> <li>The humanities and arts are selected in the curriculum content.</li> <li>The curriculum team allocates time for these contents.</li> </ul>
2.3.8 How do students gain familiarity with fields receiving little or no coverage?	<ul style="list-style-type: none"> <li>The dental school develops community-based programs. The dental school ensures the students' health and safety during their placement in the field.</li> </ul>
2.3.9 How does the Dental School modify curriculum content related to advances in knowledge?	<ul style="list-style-type: none"> <li>The dental school evaluates the curriculum content.</li> <li>The dental school involves internal and external stakeholders in curriculum evaluation.</li> <li>The dental school uses the result of the evaluation to modify curriculum content in relation to the advancements in knowledge</li> </ul>
2.3.10 How are principles of scientific methods and research in dentistry addressed in the curriculum?	<ul style="list-style-type: none"> <li>The principle of scientific methods and research in dentistry are addressed in the curriculum.</li> <li>The dental school has policy and procedures to address this in the curriculum, including how it is delivered.</li> </ul>
2.3.11 Which fields (if any) are elective? How are elective fields decided?	<ul style="list-style-type: none"> <li>The dental school has policy and procedures to decide what fields or disciplines are included in the elective course.</li> </ul>
2.3.12 How is student learning assured in disciplines in which they do not get specific experience?	<ul style="list-style-type: none"> <li>The dental school can explain which disciplines that the students do not get specific experiences.</li> <li>The dental school ensures how the students can learn those disciplines.</li> </ul>

### **Guidance for Assessor**

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

Curriculum content is identified based on course learning outcome related to particular 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 Dental 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 Dental School identifies the basic biomedical and dental sciences that are relevant with the graduate learning outcomes. 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 Dental Schools have identified clinical disciplines in line with the graduate learning outcomes. This process involves internal and external stakeholders, including data from oral health care delivery. There is a list of clinical disciplines during the clinical phase or clinical rotation where the students gain practical experiences. The Dental School establishes a planning team for the clinical phase to decide choices of clinical placements based on the graduate learning outcomes, the availability of clinical resources and clinical supervisors.

Various theories have been proposed relating to how a clinician reasons through a clinical consultation and how 'expert' clinicians' reason differently to novice learners. When students have limited clinical experience, a more analytical consultative approach is needed ('hypothetico-deductive'). The clinical rotation planning team considers the importance and urgency of list of diseases and list of clinical skills of each clinical department, as well as the availability of mix cases in the relevant hospital. The Dental School decides the allocation of student time in different clinical practice setting based on the availability of inpatient and outpatient in each teaching hospital, as well as the availability of clinical teachers, that are considered sufficient to achieve the learning outcome at clinical phase.

The Dental School explains the behavioral and social sciences that are included in the curriculum which are in line with the graduate learning outcome, as well as the reasons for selection. The Dental School establishes a curriculum team that will decide the time allotted for these contents and the arguments that are applied.

The Dental School explains the content of oral health system science that is included in the curriculum based on the graduate learning outcome, as well as the reason for selection. The Dental School has demonstrated that consultations with relevant external stakeholders are conducted. The Dental School provides arguments on how allocation of time for oral health system is conducted.

The Dental School explains the curricular content related to humanities and arts. The curriculum team determines the time allocation for these contents after conducting need analysis.

The Dental School develops community-based programs in collaboration with local health offices to place students in remote areas. The Dental School ensures that students' health and safety are insured during their placement in remote areas.

The Dental School has an internal quality assurance system in place where regular review of curriculum is 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 dental research which are accommodated in modules or blocks or subjects. Time is allocated proportionally to address this content. A specific team or unit is assigned to be responsible for modules/blocks/subjects' development and implementation.

The Dental School explains the elective modules included in the curriculum. The Dental School could explain the reasons for deciding which topics are needed for elective.

The Dental School appoints a Coordinating Team in each module/block/course who are responsible for planning, developing, and implementing the curriculum to achieve the graduate learning outcome. Where students are not exposed to specific experiences, the coordinators must produce alternative experiences to compensate.

## 2.4 Educational Methods and Experiences

The Dental School employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum.

Key Questions	Criteria for compliance
2.4.1 What principles inform the selection of educational methods and experiences employed in The Dental School's curriculum? How were these principles derived?	<ul style="list-style-type: none"><li>• The dental school select principles that are used in selecting educational methods and experiences</li><li>• The dental school can explain how the principles are formulated.</li><li>• Internal and external stakeholders are involved in formulating these principals, including experts in dental education.</li></ul>
2.4.2 According to what principles are the chosen educational methods and experiences distributed throughout the curriculum?	<ul style="list-style-type: none"><li>• The dental school distributes the chosen educational methods and experiences throughout the curriculum.</li><li>• The dental school can explain the principles adopted for these purposes.</li></ul>
2.4.3 In what ways are the educational methods and experiences provided for students appropriate to the local context, resources, and culture?	<ul style="list-style-type: none"><li>• The dental school can explain how the educational methods and experiences are provided for students which are appropriate to the local context, resources, and culture.</li></ul>

### **Guidance for Assessor**

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

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

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

## 2.5 Patient Safety

The institution has implemented a quality improvement system that addresses student errors and patient safety issues in the professional education program environment

Key questions	Criteria for Compliance
2.5.1. How does the dental school define and communicate student errors and patient safety to other stakeholders?	<ul style="list-style-type: none"><li>• The dental school implements patient safety policies as part of the learning processes, research, and community service.</li><li>• The dental school defines and communicates student errors and patient safety to relevant stakeholders.</li><li>• The dental school prepares students to take action to comply with Service Standards and</li></ul>

Key questions	Criteria for Compliance
	<p>Standard Operating Procedures for implementing Patient Safety strategies in accordance with applicable policies.</p> <ul style="list-style-type: none"> <li>• The institution handles losses or injuries experienced by people who receive services provided by students through coordination with relevant parties.</li> </ul>
<p>2.5.2. How do the dental school designate groups or individuals responsible for monitoring student errors and patient safety at the program management level of professional education and oral health services?</p>	<ul style="list-style-type: none"> <li>• The dental school has procedures for designating groups or individuals responsible for monitoring student errors and patient safety at the level of professional education program management and oral health services.</li> <li>• The dental school has ethical and behavioral guidelines that students must adhere to in order to prepare students and graduates of professional education to practice safely and ethically.</li> <li>• The dental school has guidelines and a code of conduct in accordance with the oral care institution.</li> <li>• The dental school has guidelines that supervisors in educational institutions collaborate with clinical supervisors to monitor student compliance with the code of ethics.</li> </ul>
<p>2.5.3. How are risks to patient safety reviewed, identified, recorded, and reported on a regular basis?</p>	<ul style="list-style-type: none"> <li>• The dental school provides an evaluation system to assess and monitor the implementation of patient safety.</li> <li>• The dental school handles clinical practice in the evaluation and monitoring of patient safety implementation.</li> <li>• The dental school follows up on the results of patient safety monitoring and evaluation.</li> <li>• The dental school openly disseminates the results of patient safety monitoring and evaluation to other stakeholders.</li> </ul>
<p>2.5.4. How are risks addressed and mitigated in the implementation of professional practice learning?</p>	<ul style="list-style-type: none"> <li>• The dental school has a policy for handling risks and mitigation.</li> <li>• The dental school conducted Root Cause Analysis (RCA) to identify the main causes. The dental school provides methods for receiving complaints and ways to resolve.</li> <li>• The dental school provides methods for receiving complaints about risks that occur.</li> <li>• The dental school follows up on complaints received.</li> <li>• The dental school conducts training or education on risk management for lecturers, educational staff, and students.</li> </ul>



Key questions	Criteria for Compliance
2.5.5. How are dental school and teaching hospital or other health care services informed about patient safety issues and risks?	<ul style="list-style-type: none"> <li>The dental school, together with teaching hospital or other health care services, contribute to raising awareness of patient safety issues by applying the principles of transparency, accountability, and continuous improvement in patient safety.</li> </ul>

#### **Guidance for Assessor**

- The dental school determines how responsibility for student errors and patient safety is discussed and handled at the management level and in the professional education environment.
- The dental school identifies risks to patient safety within the professional education environment.
- The dental school identifies risks to patient safety arising from student errors.
- The dental school demonstrates how risks are mitigated and monitored.

#### **Supporting documents**

Supporting documents provided, but not limited to the following list:

- Minutes of the curriculum committee meeting to formulate the learning outcomes for each course (including knowledge, skills, and behavior) based on the vision, mission, and strengths of the study program. The results can be measured using appropriate assessments.
- Curriculum book (curriculum: principles, content, sequence), competency map (curriculum study material matrix), Semester Learning Plan (SLP), learning outcomes, teaching and learning methods, and assessment.
- List of clinical departments for student placement.
- List of hospitals and educational facilities.
- Minutes of the curriculum committee meeting on educational methods, curriculum review, evaluation, and curriculum revision.
- Minutes of meetings and reports on the involvement of external stakeholders in the quality management system and patient safety strategy.
- Guidelines for conducting Root Cause Analysis (RCA).
- Policies and procedures of patient safety mitigating.



### Criteria 3. Assessment

The dental school has a policy that describes its assessment practices that suit the nature of the learning experience and robustly measure achievement of required curriculum learning outcomes, meet the needs of society, the oral health care system, and its graduates, using a systematic plan for evaluation (SPE), against the current National Competency Standards for the Registered Dentist. The policy is shared with all stakeholders.

#### 3.1 Assessment Policy and System

An assessment policy with a centralised 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 behaviours needed to be a dentistry. The policy and the system should be responsive to the mission of the dental school, its specified educational outcomes, the resources available, and the context.

Key Questions	Criteria for compliance
3.1.1. Which assessments does the dental school use for each of the specified educational outcomes?	<ul style="list-style-type: none"><li>• The dental school applies a suitable assessment method for each of the specified education outcomes.</li></ul>
3.1.2. How are decisions made about the number of assessments and their timing?	<ul style="list-style-type: none"><li>• The dental school ensures that the assessment methods meet the validity, reliability, and educational impact criteria.</li></ul>
3.1.3. How are assessments integrated and coordinated across the range of educational outcomes and the curriculum?	<ul style="list-style-type: none"><li>• The dental school designs the number of assessments and the timing of assessments to ensure the achievement of graduate educational outcomes and the course learning outcomes.</li></ul>

#### **Guidance for Assessor**

The dental 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 dental school uses various assessment types, multiple summative and formative assessments on the knowledge, skills, and behavior for each of the educational outcomes. The Dental School anticipates any limitation that may occur related to the suitable assessment of students' clinical skills. Policy and system should be centralized and related to the Dental 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 Dental School 's Authority. The policies should be shared with all students and other stakeholders.

The assessment committee develops 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.
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### 3.2 Assessment in Support of Learning

- The Dental 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 have the opportunity to achieve their potential

Key Questions	Criteria for compliance
3.2.1.How are students assessed to support their learning?	<ul style="list-style-type: none"> <li>The dental school provides feedback for students based on the result of the assessments across the curriculum.</li> </ul>
3.2.2.How are students assessed to determine those who need additional help?	<ul style="list-style-type: none"> <li>The dental school has a mechanism to decide which students need additional help based on their assessment across the curriculum.</li> </ul>
3.2.3.What systems of support are offered to those students with identified needs?	<ul style="list-style-type: none"> <li>The dental school has a system of support for the students with identified needs.</li> </ul>

#### **Guidance for Assessor**

The Dental 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. During the clinical rotation, The Dental School designs a system to guarantee that all dental students could have the opportunities to obtain learning experiences and direct feedback from the clinical supervisor.

Every student has an academic counselor 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 progresses test result. Data across all levels of education is used to identify students who need support.

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

### 3.3 Assessment in Support of Decision-Making

- The Dental School has in place a system of assessment that informs decisions on progression and graduation.
- These summative assessments are appropriate to measuring course outcomes.
- Assessments are well-designed, producing reliable and valid scores.

Key Questions	Criteria for compliance
3.3.1.How are blueprints (plans for content) developed for examinations?	<ul style="list-style-type: none"> <li>The dental school has a mechanism of developing the examination blueprint.</li> <li>The dental school develops an examination blueprint.</li> </ul>

Key Questions	Criteria for compliance
3.3.2. How are standards (pass marks) set on summative assessments?	<ul style="list-style-type: none"> <li>The dental school applies the standard setting procedures to establish passing marks for summative assessments.</li> <li>The dental school has a mechanism for applying a standard setting procedures to establish passing.</li> <li>The dental school decides on progression and graduation of the student in all educational levels across all expected learning outcomes.</li> <li>The dental school has a unit or committee who decides on progression and graduation in all educational levels across expected learning outcomes.</li> </ul>
3.3.3. What are appeal mechanisms regarding assessment results in place for students?	<ul style="list-style-type: none"> <li>The dental school as a policy or system regarding appeal mechanism for the assessment results.</li> <li>The dental school ensures that the students are well informed about the appeal mechanisms.</li> <li>There is a body or committee who involved in the implementation of the appeal mechanism.</li> <li>The dental school has a mechanism to settle disputes between the students and the school.</li> </ul>
3.3.4. What information is provided to students and other stakeholders, concerning the assessment content, method, and quality?	<ul style="list-style-type: none"> <li>The dental school describes the mechanism to ensure the validity and reliability of the assessment program.</li> <li>The dental school communicates their content, style and quality of assessments to the students and other stakeholders.</li> </ul>
3.3.5. How are assessments used to guide and determine student progression between successive course stages?	<ul style="list-style-type: none"> <li>The dental school has a mechanism to decide student progression between successive stages of the course.</li> <li>The dental school has a mechanism to use assessment results to guide and determine student progression across the program.</li> <li>The dental school provides feedback to students regarding their progression across the program.</li> </ul>

### **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 Dental School ensures that every student who passes the summative examination meets the expected standard. The assessment system should include decisions on progression and graduation in 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 Dental 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 Dental School provides a system to ensure the validity and reliability of the assessment program. The Dental 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 by the students via a system that can also be monitored by their academic counselors. Feedback should be provided by staff to improve students' achievement.

### 3.4 Quality Control

- a) The Dental 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 Dental School.

Key Questions	Criteria for compliance
3.4.1. Who is responsible for planning and implementing a quality assurance system for the assessment?	<ul style="list-style-type: none"> <li>The dental school plans and implements the quality assurance system for the assessments system.</li> <li>The dental school has a responsible person or unit who is involved in the planning and implementation of the quality assurance system for their assessments.</li> </ul>
3.4.2. What are quality assurance steps planned and implemented?	<ul style="list-style-type: none"> <li>The dental school plans and implements the assurance steps for their assessment system.</li> </ul>
3.4.3. How are comments and experiences about the assessments gathered from students, lecturers, and other stakeholders?	<ul style="list-style-type: none"> <li>The dental school collects comments and experiences about the assessment system from students, teachers and other stakeholders.</li> <li>The dental school ensures that those comments and experiences are trustworthy.</li> </ul>
3.4.4. How are individual assessments analyzed to ensure their quality?	<ul style="list-style-type: none"> <li>The dental school has procedures for the analysis of individual assessment to ensure their quality.</li> <li>The dental school assigns a person or unit that is involved in developing and implementing these procedures.</li> </ul>
3.4.5. How is data from assessments used to evaluate teaching and the curriculum in practice?	<ul style="list-style-type: none"> <li>The dental school uses the assessment results to evaluate the teaching and the curriculum in practice.</li> <li>The dental school assigns a person or unit who is involved in this process.</li> </ul>
3.4.6. How are the assessment system and individual assessments regularly reviewed and revised?	<ul style="list-style-type: none"> <li>The dental school has procedures for regularly reviewing and revising their assessment system in individual assessment.</li> </ul>

#### Guidance for Assessor

The Dental School assigns a quality assurance and quality team who is responsible for assuring the quality of individual 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 schools.

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

The quality assurance team collects, reviews and analyzes 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 Dental School designates a quality assurance team, dental education unit, or assessment center to review and revise the assessment system and individual assessments regularly.

**Supporting document:**

Supporting documents provided, but not limited to the following list:

- Standard operational procedure on assessment
- Student's logbook, a document of revision on teaching strategies: assessment as student's (evaluation and monitoring student's progress) and lecture's feedback (teaching strategies)
- Procedures for remediation and counseling
- Support system algorithm
- Assessment blueprint
- Procedure of the appeal mechanism
- Document of Quality Assurance system: planning and implementation
- Policy and procedure for workplace-based assessment

## Criteria 4. Students

### 4.1 Selection and Admission Policy

The dental institutions have a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students.

Where selection and admissions procedures are governed by national policy, it is helpful to indicate how these rules are applied locally. Where the dental institutions set aspects of its own selection and admission policy and process, clarify the relationship of these to the vision and/or 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 students' 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.

The rights, roles, responsibilities and duties of students should be made apparent to all students and supervisors.

Key Questions	Criteria for compliance
4.1.1. How is alignment determined between the selection and admission policy and the vision and mission of The Dental School?	<ul style="list-style-type: none"><li>• The dental school aligns its selection and admission policy to the school's mission relevant stakeholders are involved in developing the selection and admission policy of the school.</li><li>• The dental school ensures that the implementation of selection and admission policy are free from direct intervention from unauthorized parties.</li></ul>
4.1.2. How does the selection and admission policy fit with regulatory (accreditation) or government requirements?	<ul style="list-style-type: none"><li>• The dental school ensures that selection and admission policy is in line with regulatory body or government requirements.</li><li>• The dental school describes the impacts if they do not fit the regulatory or government requirements.</li></ul>
4.1.3. How is the selection and admission policy tailored to The Dental School?	<ul style="list-style-type: none"><li>• The dental school describes that selection and admission policy are tailored to the school.</li></ul>
4.1.4. How is the selection and admission policy tailored to local and national workforce requirements?	<ul style="list-style-type: none"><li>• The dental school describes how the selection and admission policy tailored to local and national workforce requirements.</li><li>• The dental school identifies who is involved in this process.</li></ul>
4.1.5. How is the selection and admission policy designed to be fair and equitable within the local context?	<ul style="list-style-type: none"><li>• The dental school ensures that the procedures to design the selection and admission policy are fair and equitable, within the local context.</li><li>• The dental school describes how students from economically and socially disadvantaged backgrounds are selected.</li></ul>
4.1.6. How is the selection and admission policy publicized?	<ul style="list-style-type: none"><li>• The dental school describes how they disseminate selection and admission policy to internal and external stakeholders.</li></ul>
4.1.7. How is the selection and admission system regularly reviewed and revised?	<ul style="list-style-type: none"><li>• The dental school describes the procedures for regularly reviewing and revising the selection and admission system.</li></ul>

Key Questions	Criteria for compliance
	<ul style="list-style-type: none"> <li>The dental school describes who is involved in these procedures.</li> </ul>

#### **Guidance for Assessor**

The Dental School develops student admission and selection policies in accordance with its vision and mission. An admission and selection team/committee are established to develop guidelines for implementing/ determining student admissions and selection. The committee has autonomous authority and is free from intervention.

The Dental School considers government regulations, national accreditation standards, and university policies in developing admission policies. Based on this admission policy, The Dental School establishes criteria for student selection and develops procedures, such as decisions making on admission, selection, student applications, compliance with national regulations.

The operationalization of government/ university policies is adjusted to The Dental School, based on; capacity, number of teaching staff, infrastructure, school's vision and mission, and equality of student background.

The Dental School develops and publishes technical standards for the admission, retention, and graduation of applicants for dental students in accordance with the requirements. Central and local government policies regarding the need for health workforce. Selection and acceptance policies are tailored to the needs of health workers.

Fair and equitable selection and admissions policies according to the local context are developed based on acceptable principles. Affirmative policies are accommodated to recruit students from economically and socially disadvantaged communities.

Admission information should be publicized through information technologies with adequate capacity, such as widely accessible web surveys, sufficient IT support, and social media engagement.

There is a clear procedure to review and improve the selection and admission system on a regular basis.

## **4.2 Student Counselling and Support**

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

Key Questions	Criteria for Compliance
4.2.1 In what ways are the academic and personal support and counselling	<ul style="list-style-type: none"> <li>The Dental School provides an appropriate package of support that meets the academic and pastoral needs of students, such as academic and</li> </ul>



Key Questions	Criteria for Compliance
services consistent with the needs of students?	career advisor, financial assistance/education financial management counselling, health and disability insurance, counselling/personal welfare program, student access to oral care services, a student interest, and talent development, etc.
4.2.2 How are these services recommended and communicated to students and academic and Support staff?	<ul style="list-style-type: none"> <li>The Dental School describes how the information on services is made available to academic and Support staff and students.</li> <li>The Dental School ensures that students, academic and Support staff are aware of the availability of these student support services.</li> </ul>
4.2.3 How do student organizations collaborate with The Dental School management to develop and implement these services?	<ul style="list-style-type: none"> <li>The Dental School describes how they ensure that students and management of student organizations are involved in developing and implementing these services.</li> </ul>
4.2.4 How appropriate are these services both procedurally and culturally?	<ul style="list-style-type: none"> <li>The Dental School describes how they 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.</li> </ul>
4.2.5 How is the feasibility of the services judged, in terms of human, financial, and physical resources?	<ul style="list-style-type: none"> <li>The relevant stakeholders are involved in the provision of student services that are culturally sensitive.</li> </ul>
4.2.6 How are the services regularly reviewed with student representatives to ensure relevance, accessibility, and confidentiality?	<ul style="list-style-type: none"> <li>The Dental School describes how they ensure that these services are feasible in terms of human, financial, and physical resources.</li> </ul>

<p><b><u>Guidance for Assessor</u></b></p> <ul style="list-style-type: none"> <li>Students might require support in developing professional skills, in managing disabilities, physical and mental health and personal welfare, managing finances, and career planning. Consider what support is made available to address these individual needs.</li> <li>Career planning will require information about the number and distribution of both education posts and consultant posts for fully trained dental specialist.</li> <li>Consider what emergency support services are available in the event of personal trauma or crisis.</li> <li>Consider how to avoid students being subjected to abusive treatment from supervisors, peers, managers, patients, or patients' families.</li> <li>Establish processes for resolution of conflicts between students and supervisors, or students and others.</li> <li>Specify a process to identify students in need of professional or personal counselling and support.</li> <li>Specify what legal support or indemnity is available for students in the advent of adverse events or complaints.</li> <li>Consider how such services will be publicized, offered, and accessed in a confidential manner, if necessary.</li> <li>Consider how to develop support services in consultation with students' representatives.</li> </ul>
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- Ensure arrangements for care of students in the workplace, including availability of cafeteria, and a rest room.

### 4.3 Student Work and Learning Environment

Realizing that the main learning occurs through patient care, students have a clear and detailed program for the overall workload and hours of work. It is necessary to strike a balance between the responsibility and commitment of education and the provision of services, with adequate supervision of the student work and learning environment, safe, comfortable, appropriate, and learning time, including exam preparation and implementation. Educational institutions need to implement quality improvement systems to address the physical and psychological safety issues of students in the educational environment, by implementing a 'healthy campus' environment, including free from sexual violence, bullying, and intolerance.

Key Questions	Criteria for Compliance
4.3.1. How do the dental school ensure that the healthcare institutions where students conduct clinical practice has meet quality and patient safety standards?	<ul style="list-style-type: none"> <li>• The study program has clinical supervisors who are prepared for supervisory roles and assess students in all clinical practice vehicles based on patient safety standards.</li> </ul>
4.3.2. How does the study program calculate and determine the workload and working hours of clinical practice?	<ul style="list-style-type: none"> <li>• The study program calculates and determines the formulation of workloads and working hours for students.</li> </ul>
4.3.3. How is the work plan of student activities, service provision, education, and safety programs to students decided, disseminated, and enforced?	<ul style="list-style-type: none"> <li>• The study program makes a work plan for student activities that are free from sexual violence, bullying and intolerance (the implementation of a 'healthy campus').</li> <li>• The study program socializes the work plan for the provision of services, education, and safety programs to students.</li> </ul>
4.3.4. How does the study program determine the minimum and maximum number of working hours required, as well as the arrangement of holidays for professional education students?	<ul style="list-style-type: none"> <li>• The dental school sets the standard of maximum and minimum working hours, as well as the arrangement of holidays in accordance with applicable regulations.</li> </ul>
4.3.5. How does the study program manage the implementation of workload and clinical responsibilities for professional education students?	<ul style="list-style-type: none"> <li>• The study program manages the clinical workload and responsibilities of professional education students in accordance with applicable regulations.</li> </ul>
4.3.6. How do the dental school organize for the preparation and implementation of exams while maintaining the safety of students and patients?	<ul style="list-style-type: none"> <li>• The study program prepares a schedule and carries out an evaluation process to take the professional exam.</li> </ul>

### Guidance for Assessor

- Dental clinic supervisors are prepared by the institution for their supervisory role and are able to supervise and assess students across clinical practices based on patient safety standards.
- The study program makes a work plan for student activities that are free from sexual violence, bullying and intolerance.
- The institution implements a 'healthy campus' that is free from sexual violence, bullying, and intolerance. The study program provides a description of activities, including service responsibilities, education, supervision and study time.
- The study program determines the formulation of workload and working hours for students. The institution socializes the work plan for the provision of services, education, and safety programs to students.
- The study program provides guidance on the minimum and maximum number of working hours required, including leave arrangements. Provide guidance on workload and responsibilities. Provides guidance on the arrangements for preparing for and taking professional exams.

#### 4.4 Student Safety

The dental school must clarify the legal status of students in relation to patient care and have implemented a quality improvement system that addresses the physical and psychological safety issues of students in the educational environment.

Key Questions	Criteria for Compliance
4.4.1. How does the study program provide a student's legal/regulatory status with respect to patient care responsibilities?	<ul style="list-style-type: none"> <li>• The dental school has a legal protection policy for students in carrying out their responsibilities of caring for patients and their implementation.</li> </ul>
4.4.2. How does the study program ensure the physical and psychological safety of students by the dental school?	<ul style="list-style-type: none"> <li>• The dental school implements mechanisms to ensure potential risks to student safety physically and psychologically.</li> </ul>
4.4.3. How do the study programs prepare groups or individuals who have responsibility for student safety at the program management level and within the educational location and environment?	<ul style="list-style-type: none"> <li>• The dental school have units that are assigned to ensure the safety of students both within the institution, in clinics, and in other environments.</li> </ul>
4.4.4. How do study programs prevent risks that endanger student safety with mechanisms to identify, mitigate, record, and report?	<ul style="list-style-type: none"> <li>• The study program implements a risk prevention mechanism that endangers student safety in clinical practice by identifying, mitigating, recording, and reporting them</li> </ul>
4.4.5. How are measures recorded to ensure student safety and measures taken when risks are identified?	<ul style="list-style-type: none"> <li>• The study program establishes the requirements for documents/records that must be provided to ensure the safety of students and patients.</li> </ul>

**Guidance for Assessor**

- Define the meaning of physical and psychological safety for students.
- Establish the legal status of the student and his or her responsibility for patient care.
- Establish how responsibility for student safety is taken at the management level and in the educational environment.
- Identify environmental risks to student safety.
- The study program maintains the safety and security of patients.
- How student safety is mitigated and handled.

**Supporting documents**

Supporting documents provided, but not limited to the following list:

- 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.

## Criteria 5. Academic Staff

### 5.1 Academic Staff Establishment Policy

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

Key Questions	Criteria for compliance
5.1.1 How did The Dental School meet the required number and characteristics of its academic staff?	<ul style="list-style-type: none"><li>• The dental school describes how they decide the required number and characteristics of its academic staff.</li><li>• The dental school has considerations in deciding the number and characteristics of its academic staff.</li><li>• The dental school describes how they monitor and review the workload of its academic staff.</li></ul>
5.1.2 How do the academic staff's number and characteristics align with the design delivery, and quality assurance of the curriculum?	<ul style="list-style-type: none"><li>• The dental school describes how they ensure that there is an alignment between the number and characteristics of their academic staff with the design, delivery and quality assurance of the curriculum.</li><li>• The dental school describes how they plan human resource to ensure the staffing adequacy with the development of their school.</li></ul>
5.1.3 How does the dental school support the safety of lecturers and Support staff?	<ul style="list-style-type: none"><li>• The dental school or study program has policies in place to prevent violence against lecturers and Support staff.</li><li>• The dental school or study program has mechanisms that ensure violence does not occur and that these mechanisms are communicated to all stakeholders.</li><li>• The dental school or study program has programs to support lecturers and Support staff who may experience working violence.</li></ul>

#### **Guidance for Assessor**

The Dental School has procedures on how to analyze 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 Dental School analyzes 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 staffs. The Dental School has a manpower plan for academic staff and Support staff based on those analyses, implementing the plan, evaluating the progress, and reviewing it regularly.

The Dental 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 Dental School, staff development, and continuing education and regeneration plan of the existing academic staff.

## 5.2 Academic Staff Performance and Conduct

The Dental School has specified and communicated its expectations for the performance and conduct of academic staff

Key Questions	Criteria for compliance
5.2.1 What information does The Dental School provide for new and existing academic staff, and how is this provided?	<ul style="list-style-type: none"> <li>The dental school disseminates information on the responsibilities of academic staff for teaching, research, and community services for the new and existing academic staff.</li> <li>The dental school describes the procedure to disseminate the standards of performance and codes of conduct to the new and existing academic staff.</li> </ul>
5.2.2 What induction training does The Dental School provide for academic staff?	<ul style="list-style-type: none"> <li>The dental school describes how they conduct the training for their new academic staff.</li> <li>The dental school describes how they arrange induction programs for academic staff.</li> <li>The dental school provides the contents of the induction programs.</li> <li>The training and development plans reflect the university and study program's mission and objectives.</li> <li>The dental school describes how they evaluate and review their training programs.</li> </ul>
5.2.3 How does The Dental School prepare academic staff, and supervisors in clinical settings to enact the proposed curriculum?	<ul style="list-style-type: none"> <li>The dental school describes how they prepare the academic staff, teachers, and supervisors in the clinical setting to deliver the proposed curriculum.</li> <li>The dental school describes how they ensure the academic staff, teachers, and supervisors are ready to implement the purpose curriculum.</li> </ul>
5.2.4 Who is responsible for academic staff performance and conduct? How are these responsibilities carried out?	<ul style="list-style-type: none"> <li>The dental school provides the procedures for academic staff performance appraisal.</li> <li>The dental schools select staff that are responsible for carrying out these procedures.</li> <li>The dental school has a policy and procedures for monitoring and reviewing the academic staff's performance and conduct.</li> <li>The dental school describes the policies and procedures for retention, promotion, granting rewards, retraction, demotion and dismissal for the staff.</li> <li>The policies and procedures are clearly understood.</li> <li>The dental school describes how their staff get regular and sufficient information related to their responsibilities, benefits and remuneration.</li> </ul>

Key Questions	Criteria for compliance
	<ul style="list-style-type: none"> <li>The dental school describes the policies and procedures for feedback provision to the academic staff performance and progress toward retaining, promotion, granting rewards and tenure.</li> </ul>

### **Guidance for Assessor**

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

The Dental School organizes induction programs on regular basis. The contents of induction program are government policies in teaching, research, and 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 Dental School organizes faculty development programs, which is operated by dental education unit. Academic staff, teacher and supervisors who are responsible to deliver curriculum in clinical phase are obliged to attend the training in clinical curriculum. The dental education unit design the training in accordance with the needs and the roles.

The Dental School has procedures for staff performance appraisal. The Dental 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 responsible unit (e.g., Head of Department towards the members of the department) to carry out the evaluation is set and well known by all the staff. Each staff must prepare an annual plan including the key performance indicators which are monitored, evaluated, and reviewed systematically. The Dental 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 Dental School ensures that all the staff will get regular and sufficient information related to their responsibilities, benefits, and remuneration. The Dental School has policies and procedures for feedback provision to the academic staff performance and progress toward retaining, promotion, granting rewards, and tenure.

### **5.3 Continuing Professional Development for Academic Staff**

The Dental School implements a stated policy on the continuing professional development of its academic staff.

Key Questions	Criteria for compliance
5.3.1 What information does The Dental School give to new and existing academic staff members on its facilitation or provision of continuing professional development?	<ul style="list-style-type: none"> <li>The dental school plans for a professional development program and career pathway for the academic staff.</li> <li>The dental school describes how they plan socialization to the academic staff.</li> <li>The dental school provides the considerations for the development program and career pathway.</li> </ul>

Key Questions	Criteria for compliance
	<ul style="list-style-type: none"> <li>• The dental school has a development program for the tenure academic staff.</li> <li>• The dental school decides who is involved in the development program of the junior/new academic staff.</li> <li>• The dental school describes how they review and evaluate their program.</li> <li>• The dental school describes the aspects that are considered in the development program.</li> <li>• The dental school describes how they support and accommodate the professional development of the academic staff.</li> </ul>
5.3.2 How does The Dental School take administrative responsibility for implementing the staff's continuing professional development policy?	<ul style="list-style-type: none"> <li>• The dental school describes how they monitor, evaluate and review the continuing professional development program of the academic staff.</li> <li>• The dental school describes how they appraise and reward the academic staff related to their continuing professional development.</li> </ul>
5.3.3 What protected funds and time does The Dental School provide to support its academic staff's continuing professional development?	<ul style="list-style-type: none"> <li>• The dental school describes how they support their academic staff in their continuing professional development.</li> <li>• The dental school provides policies for continuing professional development.</li> <li>• The dental school describes how the academic staff could understand the policy and procedure clearly.</li> </ul>

#### **Guidance for Assessor**

The Dental 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 school roadmap, research, and community services into account.

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

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

The Dental School has policies to support its academic staff in their continuing professional development.



The Dental School provides funds and permits for continuing professional development. The policy and procedure of the support are clearly understood by the academic staff.

#### 5.4 Support Staff

Support staff (laboratories/operators/technicians/analysts, librarians, administration, IT operators) support the activities of Three Higher education primary functions (Teaching Learning, Research, Community Services). Institution provides professional Support staff and meets the adequacy of numbers and qualifications. Institution guarantees the development of Support staff.

Key questions	Criteria for Compliance
5.4.1 How do the dental school determine the number and qualifications Support staff needed?	<ul style="list-style-type: none"> <li>The dental school has guidelines for calculating the number and qualifications of the required Support staff.</li> <li>The dental school monitors and reviews the performance of Support staff.</li> </ul>
5.4.2 How to determine the number and qualifications of Support staff to be in harmony with the services for the implementation of the education, research and community services?	<ul style="list-style-type: none"> <li>The dental school ensures that the number and qualifications of Support staff are adequate to support the governance and implementation of the three core functions of higher education (education, research, and community service).</li> <li>The dental school conducts human resource planning to ensure the adequacy of Support staff.</li> </ul>
5.4.3 How to develop the ability of Support staff in service for the implementation of the education, research and community services and in career?	<ul style="list-style-type: none"> <li>The dental school develops the capabilities/skills of Support staff in the service.</li> <li>The dental school facilitates the career path of Support staff.</li> </ul>
5.4.4 How to monitor and evaluate Support staff performance to improve service quality?	<ul style="list-style-type: none"> <li>The dental school has a monitoring and evaluation system for Support staff performance.</li> <li>The dental school carries out monitoring and evaluation of the performance of Support staff in providing services.</li> <li>The dental school conducts an analysis of the results of the monitoring and carries out relevant follow-ups.</li> </ul>

#### Guidance for Assessor

- The dental school has development programs and career paths for Support staff. These programs and career paths are socialized to Support staff. Development programs and career paths are based on a system of remuneration and performance evaluation. The program is monitored and evaluated regularly. The staff development program is designed by considering the development of Three Higher education primary functions (Teaching Learning, Research, community services).
- The dental school accommodates and supports sustainable development for Support staff.



- The dental school monitors and evaluates the sustainable development programs of the Support staff. The institution has an assessment and reward system for Support staff related to sustainable development.
- The dental school has a policy to support Support staff in sustainable development. The institution provides funds and opportunities to continue Support staff development. Support staff development policies and procedures are set by the institution and understood by Support staff.

### 5.5 Research Relevance in Accordance with The Vision and Excellence of the Study Program

The dental school has a research roadmap that serves as a reference for lecturer and student research activities to ensure relevance and suitability with the vision and excellence of the study program. The research results of lecturers and students are integrated into learning activities and receive awards or recognition for research results in the form of research grants, IPR, and Patents.

Key questions	Criteria for Compliance
5.5.1. How does the study program ensure the relevance of lecturers' research in supporting the achievement of the vision, mission and excellence of the study program as well as its monitoring and evaluation?	<ul style="list-style-type: none"> <li>• The dental school has a policy of implementing research and student involvement in lecturer research and is socialized.</li> <li>• The availability and suitability of the research roadmap with the vision, mission and excellence of the study program.</li> <li>• The dental school has a monitoring and evaluation system for research up to its follow-up in the study program</li> </ul>
5.5.2. How does the study program implement lecturer research activities in dental school?	<ul style="list-style-type: none"> <li>• The dental school has procedures and mechanisms for funding research</li> <li>• The dental school has a policy to process lecturers' scientific publications in reputable journals.</li> <li>• The dental school has procedures, mechanisms, and facilitates study programs in applying for research grants.</li> <li>• The dental school has a policy to involve students in lecturer research.</li> <li>• The dental school has policies to support lecturer collaborative research with other parties</li> </ul>
5.5.3. How is the integration of research results in learning activities?	<ul style="list-style-type: none"> <li>• The dental school has a policy to integrate the results of lecturers' research into learning activities</li> </ul>
5.5.4. How is the award and recognition of lecturers' research results?	<ul style="list-style-type: none"> <li>• The dental school have policy in recognition of research results</li> </ul>

#### **Guidance for Assessor**

- The dental school has clear policies and procedures that are understood by all lecturers regarding the implementation of research activities (roadmaps, reports, examples of journals/publications, integration with learning, monitoring and follow-up documents, etc.).

- The study program has an effective monitoring and evaluation mechanism to ensure that the research conducted by lecturers is relevant in supporting the achievement of the vision, mission, and excellence of the study program. In addition, the study program also regulates the follow-up of the results of monitoring and evaluation of lecturers' research to ensure that the necessary recommendations and improvements can be implemented in a timely manner.
- The study program has a research grant submission system designed to support lecturers' research activities, as well as a mechanism that provides support for research and publication of research results by lecturers.
- The dental school has a policy to support research collaboration between lecturers and other parties both at the national and international levels, with policies that support the integration of lecturers' research results into learning activities. In addition, the institutions have mechanisms in place that facilitate the awarding or recognition of research results, including the receipt of research grants, Intellectual Property Rights (IPR), and patents, to encourage innovation and significant academic contributions.

## 5.6 The Relevance of Community Service in Accordance with The Vision and Excellence of the Study Program

The dental school has roadmap which serves as a reference for community service activities by lecturer and students to ensure the relevance and conformity with the vision and excellence of the study program. The results of community service for lecturers and students are integrated into learning activities and receive awards or recognition in the form of community service Grants, Intellectual Property, and Patents. The results of community service contribute to the welfare of society and science.

Key questions	Criteria for Compliance
5.6.1. How do the study program's efforts ensure the relevance of lecturers' Community Service in supporting the achievement of the vision, mission, and excellence of the study program as well as its monitoring and evaluation?	<ul style="list-style-type: none"> <li>• The dental school has a policy on the implementation of Community Service and student involvement in lecturer Community Service and is socialized.</li> <li>• The dental school has a Community Service roadmap and evaluates its suitability with the vision, mission and flagship study program</li> <li>• The dental school has a monitoring and evaluation system for Community Service until its follow-up in the study program.</li> <li>• Monitoring and evaluation system for the implementation of Community Service to follow-up in the study program.</li> <li>• The dental school evaluates the suitability of Community Service with the roadmap and follow up on it</li> </ul>
5.6.2. How does the study program implement community service activities in dental school?	<ul style="list-style-type: none"> <li>• The dental school has a policy to process lecturers' Community Service scientific publications in reputable journals.</li> </ul>

Key questions	Criteria for Compliance
	<ul style="list-style-type: none"> <li>• The dental school has procedures, mechanisms, and facilitate study programs in applying for Community Service grants.</li> <li>• The dental school has a policy to involve students in Community Service.</li> <li>• The dental school have policies in supporting Community Service collaboration with other parties</li> </ul>
5.6.3. How is the integration of the results of community services in learning programs?	<ul style="list-style-type: none"> <li>• The dental school has a policy to integrate Community Service Activities into learning activities.</li> </ul>
5.6.4. How are the award and scientific recognition of lecturers' Community Service Activities results?	<ul style="list-style-type: none"> <li>• The dental school have policies in awarding or acknowledging Community Services results (including Community Services, Grants, Copy Rights, and Patent).</li> </ul>

#### **Guidance for Assessor**

The dental school has clear policies and procedures that are understood by all lecturers related to the implementation of community service activities (roadmaps, reports, examples of journals/publications, integration with learning, monitoring and follow-up documents, etc.). The study program has a comprehensive monitoring and evaluation mechanism for the roadmap of lecturers' community service activities, as well as regulating the follow-up of the results of the monitoring and evaluation to support the achievement of the vision, mission, and excellence of the study program. In addition, the study program also has a community service activity grant application system for lecturers and students, which is designed to support and expand the positive impact of community service activities. The dental school supports the collaboration of community service activities between lecturers and other parties both at the national and international levels, with policies that promote the integration of the results of lecturers' community service activities into learning activities. In addition, the dental school have mechanisms that encourage the awarding or recognition of the results of community service activities, including grants, Intellectual Property Rights (IPR), and patents, to appreciate innovations and significant contributions in the field of community service.

#### **Supporting documents**

Supporting documents provided, but not limited to the following list:

- Manpower plan according to the needs of each discipline and scientific development.
- Policy and procedures for staff's development.
- Minutes of meetings and list of attendance during development of manpower plan.
- Mapping of discipline of the curriculum.
- Form for monitoring and evaluation of academic staff performance, sampled a filled in form from several academic staffs, result of performance appraisal each semester.
- Induction training program report.
- Reports of the training programs for new and existing academic staff members.
- Summary of the professional development of the academic staff.

## Criteria 6. Educational Resources

### 6.1 Physical Facilities for Education and Training

The Dental Schools have sufficient facilities, equipment, and teaching resources in enough numbers to enable lecturers to carry out teaching, research, and community service processes and students to achieve learning outcomes and competencies.

Key Questions	Criteria for compliance
6.1.1 How does The Dental School determine the adequacy of the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum?	<ul style="list-style-type: none"><li>• The dental school describes how they ensure that the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum are adequate – including for staff and students with special needs.</li><li>• The dental school describes how they ensure that the laboratory and equipment are up to date, in good condition, readily available, and effectively deployed.</li><li>• The dental school describes how they ensure that digital and physical library resources are sufficient, up to date, well-maintained and readily accessible.</li><li>• The dental school describes how they ensure that the student safety and security systems are in place at all locations.</li></ul>
6.1.2 Is it appropriate or necessary to supplement or replace classroom teaching with distance or distributed learning methods? If so, how does The Dental School ensure that these offer a commensurate level of education and training?	<ul style="list-style-type: none"><li>• The dental school describes how they decide whether distance or distributed learning methods are necessary to replace or supplement classroom teaching.</li><li>• The dental school describes how they ensure that once you decide to employ distance learning for classroom teaching, they are able to offer a commensurate level of education and training.</li></ul>

#### **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 Dental 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 are a policy and facility for access for people with special needs. Physical, social, and psychological environment supports the 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' clinical and procedural skills with an adequate scheduling program. There are significant changes in facilities for education and/or research anticipated by the dental 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 Clinical Training Resources

The dental schools have sufficient facilities, equipment, and teaching resources to enable lecturers to carry out teaching and learning processes, research, and community service and students to achieve learning outcomes and competencies in clinical learning.

Key Questions	Criteria for compliance
6.2.1. What range of opportunities are required and provided for students to learn clinical skills?	<ul style="list-style-type: none"> <li>• The dental school provides opportunities are provided for students to learn clinical skills.</li> <li>• The dental school describes how they ensure that all students have equal access to learning opportunities for clinical skills on campus, in teaching hospitals, in affiliated and satellite hospitals, and outside campus.</li> <li>• The dental school describes how they ensure that the facilities and infrastructure for learning clinical skills are well maintained and up to date.</li> </ul>
6.2.2. What use is made of skills laboratories and simulated patients and of actual patients in this regard?	<ul style="list-style-type: none"> <li>• The dental school describes how they utilize skills laboratories, simulated patients and actual patients for learning clinical skills.</li> <li>• The dental school describes how they ensure that the skills laboratories, simulated patients and actual patients support the acquisition of students' clinical skills.</li> <li>• Clinical skills are learnt using skills laboratories, simulated patients and actual patients.</li> </ul>
6.2.3. What is the basis of the policy on the use of simulated and actual patients?	<ul style="list-style-type: none"> <li>• Policies are used as the basis for the use of simulated and actual patients.</li> </ul>

Key Questions	Criteria for compliance
	<ul style="list-style-type: none"> <li>• The dental school describes how these policies have been developed.</li> <li>• The dental school describes who involved in the development of these policies.</li> </ul>
6.2.4. How does the Dental School ensure that students have adequate access to clinical facilities?	<ul style="list-style-type: none"> <li>• Clinical facilities can be utilized by students for clinical clerkships.</li> <li>• The dental school describes how they ensure that the dental school has guaranteed and sustained access for these clinical facilities.</li> <li>• The dental school describes how they organize the students' access to the clinical facilities to support the achievement of intended learning outcomes.</li> <li>• The dental school describes how they monitor and evaluate these clinical facilities.</li> </ul>
6.2.5. What is the basis for the Dental School's mix of community-based and hospital-based training placements?	<ul style="list-style-type: none"> <li>• The dental school describes how they decide the mix of community-based and hospital-based training placements in the school's clinical phase.</li> <li>• The dental school describes who is involved in making this decision.</li> </ul>
6.2.6. How does the Dental School engage clinical lecturers and supervisors in the required range of generalist and specialist practice settings?	<ul style="list-style-type: none"> <li>• The dental school describes how they recruit clinical teachers and supervisors in the required range of generalist and specialist practice settings.</li> <li>• The dental school describes how they ensure that clinical teachers and supervisors understand their roles and responsibilities in relation to students learning in practice settings.</li> <li>• The dental school describes how they maintain engagement with clinical teachers and supervisors.</li> </ul>
6.2.7. How does the Dental School ensure consistency of curriculum delivery in clinical settings?	<ul style="list-style-type: none"> <li>• The dental school describes how they ensure that all clinical teachers and supervisors understand the school's curriculum.</li> <li>• The dental school describes how they organize their curriculum delivery in clinical settings to achieve consistency.</li> <li>• The dental school describes how they ensure that curriculum delivery in clinical settings is effective.</li> </ul>

#### **Guidance for Assessor**

The Dental School's affiliated clinical teaching facilities and information resources are of sufficient size, quality, and accessibility to serve the needs of the Dental School to fulfill its mission. The clinical affiliation agreement at least should describe responsibility of the Dental School, 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 dental school and clinical teaching facilities affiliates ensure that all dental 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 clinical learning experiences. All clinical teaching surveys (both inpatient and ambulatory) that will be used for core clinical clerkships for the first cohort of dental students have been identified. The dental school will ensure that the volume and mix of inpatient and ambulatory settings used for required clinical clerkships provides adequate numbers and types of patients in each discipline.

The Dental School has adequate numbers and types of clinical skill laboratories dedicated to the teaching of clinical 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 Dental School has a monitoring and evaluation program which shows that the skill laboratories support the acquisition, maintenance, and enhancement of the clinical skills of students. The term 'clinical skills' involves history-taking, physical examination, clinical investigations, using diagnostic reasoning, procedural perfection, effective communication, teamwork, and professionalism.

The basis of the policy on the use of simulated patients is patient safety and enhancement of student self-learning. Simulation is an important component of the clinical and communication skill centers and clinical skills laboratories and encourages self-learning. Clinical skills laboratories have been designed to support the intended learning outcome and to form an integral part of the overall curriculum. The Dental School has developed various types of simulators which include part-time trainers, simulated patients and environments, computer-based systems (multimedia programs, interactive systems, virtual reality) and integrated simulators. The use of clinical skill laboratories does not replace, but rather complements bedside or dental unit teaching in oral health care facilities. Prioritize patient's safety in appointing simulated patient in the clinical skills training.

The Dental School has identified all clinical teaching surveys (both inpatient and ambulatory) that will be used for clinical clerkships. There is a written agreement between the Dental School and all clinical affiliates that are used regularly for required clinical clerkship. The Dental School has a comprehensive plan of clerkship program for students in all clinical teaching surveys which support the intended learning outcome. The clerkship program has been designed and developed in cooperation with teaching hospitals and other clinical teaching surveys which cover both general and specialist services. If there are any students from other health professions programs or residents that also use these facilities the dental school has a policy as to how scheduling conflicts are resolved. The dental school has mandatory requirements and documents to access hospital wards for students participating in clinical clerkship. The Dental School has information for inpatient and outpatient services used for all required clinical clerkships at each hospital. Only provide information for services used for required clinical clerkships at each hospital. Schools with regional campuses should include the campus name for each facility. The dental school has data and information of the mix of inpatient and ambulatory settings used for required clinical clerkships shown to be adequate in the numbers and types of patients in each discipline. The Dental School has a policy and implements monitoring and evaluation program for clerkship program. Students, faculty, hospitals, and other clinical teaching survey staff feedback is available.



The dental school has a community - based education and services program to expose dental 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 oral healthcare initiatives. The Dental 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 Dental 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 Dental School encourages staff participation in decision-making related to dental education programs including but not limited to policy making discussion. All dental school members work closely together in teaching, research, and oral health care delivery. The dental school is part of a university offering other graduate and professional degree programs that contribute to the academic environment of the dental school. The dental school has an effective curriculum committee that oversees the planning, implementation, monitoring, and evaluation of educational program. 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 dental students remains under the control of the dental school's academic staff. ~~faculty~~. Written affiliation agreements provide assurance of dental student and faculty access to appropriate resources for dental student education.

### 6.3 Information Resources

Comprehensive and up-to-date learning resources and technology that can be accessed by lecturers, academic staff, and students to support The Dental School's mission and curriculum.

Key Questions	Criteria for compliance
6.3.1 What information sources and resources are required by students, academics, and researchers?	<ul style="list-style-type: none"> <li>The dental school describes how they identify the needs of information sources and resources for students, academics and researchers.</li> <li>The dental school describes how they ensure that the information sources and resources are up to date and well maintained.</li> </ul>
6.3.2 How are these provided?	<ul style="list-style-type: none"> <li>The dental school describes how they provide information sources and resources required by students, academics, and researchers.</li> </ul>
6.3.3 How is their adequacy evaluated?	<ul style="list-style-type: none"> <li>The dental school describes how they monitor and evaluate information sources and resources that serve the needs of the students, academics, and researchers.</li> <li>The dental school describes how they improve, update, and renew the information sources and resources.</li> </ul>



Key Questions	Criteria for compliance
6.3.4 How does The Dental School ensure that all students and academic staff have access to the needed information?	<ul style="list-style-type: none"> <li>The dental school provides the procedures for students and academic staff to get access to the needed information.</li> </ul>

#### **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 Dental 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 Dental School's goals.

The Dental School 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 dental students, faculty members, and others associated with The Dental School. 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 dental school networked computer. It is eligible for all students, faculty, and staff members with valid ID.

#### **6.4 Financial Resources**

The dental school's sustainable financial resources, sufficient to ensure the achievement of graduate learning outcomes at the end of the program, and commensurate with the resources of the managing organization.

Key Questions	Criteria for Compliance
6.4.1. How do the dental school implement policies and allocate budgets to support the achievement of vision and mission?	<ul style="list-style-type: none"> <li>The dental school implements policies and allocates budgets to support the achievement of visions and missions.</li> </ul>
6.4.2. How do the dental school ensure the availability of sufficient and sustainable financial resources to support programs in all locations?	<ul style="list-style-type: none"> <li>The dental school has sufficient and sustainable financial resources to support the program in all locations</li> </ul>

Key Questions	Criteria for Compliance
6.4.3. How does the dental school carry out a budget plan for changes both in source and or amount that is adjusted to the activities of the priority program over time?	<ul style="list-style-type: none"> <li>The dental school carries out a budget plan for changes in both sources and/or amounts that are adjusted to priority program activities from time to time.</li> </ul>
6.4.4. How do the dental school monitor and evaluate the management of financial resources through internal and external audits and follow up on the results of these audits for improvement and development?	<ul style="list-style-type: none"> <li>The dental school monitors and evaluates the management of financial resources through internal and external audits and follows up on the results of the audit for improvement and development.</li> </ul>

#### **Guidance for Assessor**

- The dental school explains about the funding sources to support its study programs and to ensure that these sources have the potential to become sustainable financial resources.
- The study programs must also provide information on fluctuations in funding sources over a specific period and the strategies implemented to ensure the sustainability of the educational program.

#### **Supporting documents**

Supporting documents provided, but not limited to the following list:

- List of physical infrastructure
- List of other learning supporting 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 clinical skill training of the students
- List of standardized patients, report of the training of the standardized patients
- List of training and its reports of the clinical 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 clinical training.

## Criteria 7. Quality Assurance

### 7.1. The Quality Assurance System

The Dental School has implemented a quality assurance system by Continuous comprehensive assessment evaluation of the education program also address risks to the program, its outcomes and students, and has a primary focus on continually improving the quality of the teaching and learning experience for students and the competence of graduates.

Key Questions	Criteria for compliance
7.1.1 How are the purposes and methods of quality assurance and subsequent action in The Dental School defined, described, and made publicly available?	<ul style="list-style-type: none"><li>• The dental school has a mechanism to establish, implement, maintain and improve continuously of the internal quality assurance system.</li><li>• The dental school has procedures for the quality management system and their application throughout the organization.</li><li>• The dental school determines the quality management system.</li><li>• The dental school determines and applies the criteria and methods (including monitoring, measurement and related performance indicators) necessary to ensure the effective operation and control of these processes.</li><li>• The dental school determines the resources required for this process and ensures their availability.</li><li>• The dental school assigns responsibilities and authorities for these processes.</li><li>• The dental school addresses risks and opportunities.</li><li>• The dental school evaluates these processes and implements any necessary changes to ensure that these processes achieve the desired result.</li><li>• The dental school provides and disseminates information to the public.</li></ul>
7.1.2 How is responsibility for implementing the quality assurance system allocated between the administration, academic staff, and educational support staff?	<ul style="list-style-type: none"><li>• The dental school assigns responsibility and authority to ensure the quality management system complies with the requirements of standards that are used.</li><li>• The dental school ensures that reporting on the performance of the quality management system and opportunities for improvement have been established.</li><li>• The dental school ensures that the integrity of the quality management system is maintained.</li><li>• The dental school documented the changes that occurred from the planned and the implemented quality management system.</li><li>• The dental school provides manpower needed for the effective implementation of its quality management system and for the operation and control of its processes</li></ul>
7.1.3 How are resources allocated to quality assurance?	<ul style="list-style-type: none"><li>• The dental school identifies resources needed for the implementation, maintenance and</li></ul>

Key Questions	Criteria for compliance
	<p>continuous improvement of the quality assurance system.</p> <ul style="list-style-type: none"> <li>• The dental school justifies whether the allocated resources are sufficient.</li> </ul>
7.1.4 How has The Dental School involved external stakeholders?	<ul style="list-style-type: none"> <li>• The dental school identifies the relevant external stakeholders to be involved for the quality management system.</li> </ul>
7.1.5 How is the quality assurance system used to update The Dental School's educational design and activities and ensure continuous renewal?	<ul style="list-style-type: none"> <li>• The dental school utilizes the results of the quality assurance system to identify, review and control changes made during, or after, the design and development of educational programs.</li> <li>• The dental school evaluates the performance and effectiveness of the education program.</li> <li>• The dental school identifies and selects opportunities for improvement and implement any necessary actions to meet stakeholder needs and to increase stakeholder satisfaction.</li> </ul>

### **Guidance for Assessor**

It is advisable for The Dental School to explain the method used which includes the PDCA cycle:

- a. the organization explains whether it understands the needs and expectations of interested parties
- b. the organization should explain the scope of the quality management system
- c. the organization should explain that it has established, implemented, maintains, 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 to 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 Dental School explains how the implementation, maintenance and continuous improvement of resources is carried out.

The Dental School determines the external stakeholders relevant to the quality management system.

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

### **Supporting Documents**

Supporting documents provided, but not limited to the following list:

- Organization chart of the internal quality assurance system
- Documents of quality assurance of the dental school and quality standard
- Reports on the internal quality audit
- Resources allocated to quality assurance
- Minutes of meetings and reports on the involvement of 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 Dental 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 Dental School's mission and functions, and ensures stability of The Dental School.

Key Questions	Criteria for compliance
8.1.1 How and by which bodies are decisions made about The Dental School's functioning?	<ul style="list-style-type: none"><li>• The relevant dental schools' bodies are responsible for decisions made related to the functioning of the school.</li><li>• The dental school describes how the school's bodies make decisions on the functioning of the school.</li></ul>
8.1.2 By what processes and committee structures are teaching, learning, and research governed in The Dental School?	<ul style="list-style-type: none"><li>• The dental school describes how the teaching-learning and research activities are governed by the school.</li><li>• The dental school describes which structures are responsible for managing teaching-learning and research activities.</li></ul>
8.1.3 What governance arrangements are there to review the performance of The Dental School?	<ul style="list-style-type: none"><li>• The dental school describes which body is responsible for reviewing the performance of the school.</li></ul>
8.1.4 How are risks identified and mitigated?	<ul style="list-style-type: none"><li>• The dental school has mechanisms to identify and mitigate all risks which may occur during teaching-learning, research, and budget allocation.</li></ul>

#### **Guidance for Assessor**

The dental school has an appropriate organizational structure of governing board, the dental 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. The Dental School governance also aligns with the teaching hospitals function as a resource for clinical teaching. The dental 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.

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

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

### 8.2 Student and Academic Staff Representation

The Dental School has policies and procedures for involving or consulting students and academic staff in key aspects of The Dental School's management and educational activities and processes.

Key Questions	Criteria for compliance
8.2.1 To what extent and in what ways are students and academic staff involved in The Dental School's decision-making and functioning?	<ul style="list-style-type: none"> <li>The dental school describes how the student's staff and academic are involved in the school decision-making and functioning.</li> </ul>
8.2.2 What, if any, social or cultural limitations are there on student involvement in school governance?	<ul style="list-style-type: none"> <li>The dental school identifies the limitations regarding socio-cultural aspects of student involvement in school governance.</li> </ul>

### **Guidance for Assessor**

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

### 8.3 Administration

The Dental School has appropriate and sufficient administrative support to achieve its goals in teaching, learning, and research.

Key Questions	Criteria for compliance
8.3.1 How does the administrative structure support the functioning of The Dental School?	<ul style="list-style-type: none"> <li>The dental school describes how they design the administrative structure.</li> <li>The dental school describes the roles of the administrative structure in supporting the functioning of the school.</li> </ul>
8.3.2 How does the decision-making process support the functioning of The Dental School?	<ul style="list-style-type: none"> <li>The dental school describes the roles of the decision-making process regarding the functioning of the school.</li> </ul>
8.3.3 What is the reporting structure for administration in relation to teaching, learning, and research?	<ul style="list-style-type: none"> <li>The dental school describes how they design the administrative reporting structure on teaching-learning and research programs/activities.</li> </ul>

### **Guidance for Assessor**

The administrative structure is designed by The Dental School based on its need and function in supporting The Dental School. The dental schools provide appropriate administration staffing to be able to plan and develop programs including developing policy and review processes to warrant adequate and efficient administrative matters.

The Dental School conducts regular meetings involving all governing boards, academic staff, students, and other stakeholders to plan, implement, evaluate, and take any action regarding school activities and operations so that The Dental School can function appropriately.

The reporting structure for administration in relation to teaching, learning, and research includes administrative, staff, budget, outcomes, and obstacles (plan and realization).

Administrative structure is designed by The Dental School based on its need and function in supporting The Dental School. The Dental School provides appropriate administrative staffing to be able to plan and develop programs.

The Dental School conducts regular meetings to plan, implement, evaluate, and take any action regarding school activities and operations so that The Dental School is able to function appropriately.

### **Supporting Documents**

Supporting documents provided, but not limited to the following list:

- Organization chart of the management and administration of The Dental School
- Standard operating procedure for budget allocation
- Report on The Dental School performance review
- Document on risk identification and mitigation
- Reports on students and academic staff in decision-making and functioning. Minutes of a meeting of the discussion
- Standard operating procedure for decision-making process
- Standard operating procedure for reporting teaching, learning and research.



## 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 Dental School needs to read them thoroughly to produce a readable Self-Evaluation report and a well-prepared survey visit.

### 2.1 How to conduct Self-Evaluation Activities

The purpose of an external quality evaluation is to determine the status of the dental school in complying with the IAAHEH standard on quality of education of a dental school. The process of evaluation includes studying a written self-evaluation report of The Dental School.

To conduct objective and accurate self-evaluation, a series of activities need to be carried out by The Dental School and coordinated by the accreditation team. The Dental 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 Dental School, specifically in the education process and to what extent does The Dental School maintain compliance with the IAHEH standards. Therefore, a series of steps need to be conducted by The Dental School and led by the accreditation team of The Dental School.

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

- To identify the people whom, they need to communicate with in 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 Dental School in managing the education process which could be compared with the strategic plans of The Dental 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 Dental School.
- To identify and analyze 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 of Writing a Self-Evaluation Report (Preliminary and Final)

Following the activities of self-evaluation, a written report needs to be designed by the accreditation team of The Dental 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 Dental School and its local environment. It represents the opportunity to appreciate the strengths of The Dental 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 Dental 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, the self-evaluation should be recognized as an important planning instrument to enable The Dental 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 a good self-evaluation are invaluable. It gives information and facts about the quality assurance system and provides a platform for stakeholders to discuss issues on the quality of education.

There are very 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 Dental School's 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 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 Dental School's 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 as the basis for the impartiality and objectivity of the assessment conclusions.
- Evidence as 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.

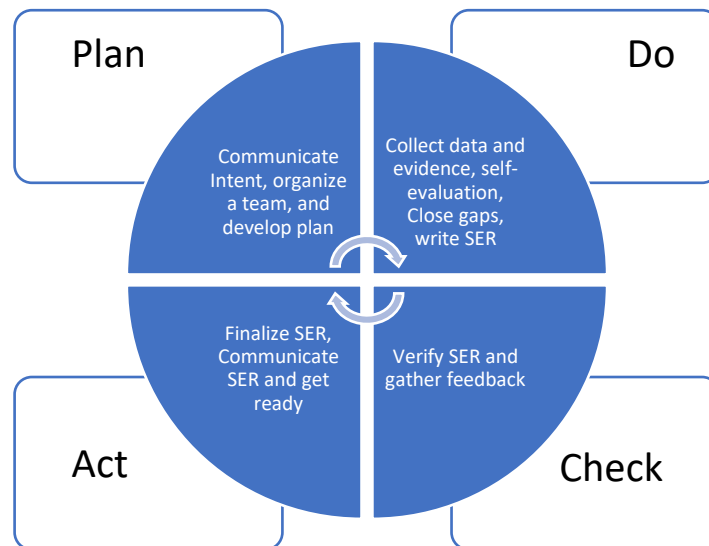
Adherence to these fundamental principles is a prerequisite for providing a reliable and relevant assessment process and outcome. The following considerations should be made before carrying out a self-assessment:

- Management must fully support the self-assessment and provide access to relevant information that is needed for an effective quality assurance system. The self-assessment serves to acquire structural insight into the operation and performance of The Dental School.
- Gaining management support to carry out a self-assessment is not enough. The whole organization must prepare itself for the self-assessment. Assessing quality is more than evaluating the performance of a program; it is also about developing and shaping The Dental 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 Dental 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 the self-assessment, gathering and data analysis data and drawing conclusions.
- As it is assumed that the self-assessment is supported by The Dental 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 Dental 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. Identifying persons who will be involved in the SER team and resource person to obtain information or data. 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 Dental 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 in 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
P L A N	Communicate Intent																			
	Organizing Team																			
	Development Plan																			
	Understanding IAAHEH Criteria and Process																			
D O	Self-assessment																			
	Collect Data & Evidence																			
	Close Gaps																			
	Write SER																			
	Review SER																			
C H E C K	Verify SER																			
	Gather Feedback																			
A C T	Improve QA																			
	Finalise SER																			
	Communicate SER																			
	Get Ready																			
Change Management																				

Figure 2 Example of a timetable to develop the SER

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 Dental School 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 dental school brings together representatives of the administration, faculty, student body, and other constituencies to:

1. Collect and review data about the dental school and its educational program, based on determined criteria.
2. Conducts activities to obtain data or 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 Dental 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. Table, charts, graphs, narratives might be used.

Once the data collection is completed, the writing of the SER could be started. Each key question in the Accreditation 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. The draft of SER will be reviewed by the team of trainers for two weeks. Recommendations to improve the SER and close the gaps in the existing quality assurance practices should be made. The accreditation team of The Dental School prepares to conduct Self-Evaluation Activities to improve and make the report more complete to be a final SER.

**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 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 online storage.

*Table 1. The structure of Self-Evaluation Report*

PROPOSER’S IDENTITY
IDENTITY OF THE TEAM PREPARING THE SELF EVALUATION REPORT
FOREWORD
<b>CHAPTER I INTRODUCTION</b>
Executive Summary
Composition of the Drafting Team and Description of Their Duties
<b>CHAPTER II STUDY PROGRAM SELF-EVALUATION</b>
Profile of the Study Program and Faculty
<b>CRITERIA</b>
1. MISSION AND VALUES
1.1 Starting the mission
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 Patient Safety
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
4.3 Student work and learning environment

4. 4 Student safety
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 Support staff
5.5 Research Relevance in accordance with the Vision and Excellence of the Study Program.
5.6 The Relevance of Community Service in accordance with the Vision and Excellence of the Study Program.
6. EDUCATIONAL RESOURCES
6.1 Physical facilities for teaching and learning
6.2 Clinical training resources
6.3 Information resources
6.4 Financial 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
<b>CHAPTER III CLOSING</b>
<b>REFERENCE</b>
<b>ATTACHMENT SUPPORTING DATA</b>

**b. Format**

The SER should be written in size 12 Times New Roman font in A4 paper with single space. The maximum page is 150 pages excluding Proposer's Identity, Identity of The Team Preparing the Self Evaluation Report, Foreword, Chapter I Introduction, Chapter III Closing, Reference, and Attachment Supporting Data.

**c. Dissemination**

The Dental 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 recommendation of the SER.

*Table 2 Description of the Term Self-Evaluation Result*

<b>Compliance</b>	Almost all components in each sub criterion can be fulfilled
<b>Partial Compliance</b>	Some components in each sub criterion can be fulfilled. But there are components in some sub criteria which cannot be fulfilled. These unfilled components of sub criteria are not



	systemic and will not affect the education process, will not disrupt the achievement of vision, mission, objectives, and targets of the institutions, and will not hinder the achievement of learning outcomes and competencies.
<b>Non-Compliance</b>	All components in each sub criterion cannot be fulfilled

**d. Content**

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

## Chapter 3. Guidance for Assessment

### 3.1 Desk Evaluation Report

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

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

### 3.2 Survey Visit Guidance

One important step of the accreditation process is the survey visit. The survey visit aims to obtain evidence through interview and observation of all criteria in WFME standards based on the result of Self-Evaluation Report (SER) Review. The targeted sites of the survey visit include building, infrastructure, and facilities to deliver the 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 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 dental school provides local transport, airport transfer.
- The dental school invites dental school board, senate, academic staff, students, alumni, user, Support staff, and translator.
- The dental school prepares facilities infrastructure (management office, classroom, laboratory, clinical practice setting, community practice setting, student facilities, student counsellor office, academic staff room, etc)
- The dental school prepares documents related to curriculum (curriculum map, module, syllabus, samples of student work, sample of examinations, practical guidance, clinical rotation/clerkship guidance.
- The dental school prepares documents related to internal quality assurance system (dental school academic policy, academic regulations, other manual and procedures as required).
- The dental school prepares information resources system (library, internet connection, IT, application, Learning Management System-LMS, etc).
- The dental school provides translator if English is not native language and documents are primarily not in English.
- The dental 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)
  - Support staff (8-10 staff, including laboratory technicians/analysts, IT, administration, librarians, etc.)
  - Alumni who graduated in the last 3 years. (8-10 alumni)
  - Employers of the graduates (6-8 employers preferably non-alumni)
  - 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 centre, teaching hospitals, teaching clinics, student services, and other facilities for students
- Clarification and validation of documents
- Closing meeting with the dental 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 three-day visit concerning each responsibility.

- The leader collaborates with the dental school in determining the fixed schedule of introductory meeting.
- Assessors introduce themselves as well as their roles on the survey visit.
- The leader gives a summary of the whole survey visit activities including the deliverables that should be completed by the assessors. He or she informs the study program that the team will end up with the recommendation based on the survey visit results and deliver the recommendation to the council.
- The leader informs the study program that the aim of the accreditation is mainly to improve the quality of the study program.
- The assessors and the study program should work collaboratively and support each other according to their responsibilities.
- The leader reminds the team and the study program to encourage open and honest discussions.
- Assessors should report their initial findings based on the self-survey visit report according to his/her responsibility.
- The team and the study program achieve an agreement on the schedule during the survey visit, especially schedule for interview with faculty, 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 the procedure of the survey visit, including each member's assignment.
- The leader reminds assessors to take notes during the survey visit and report it by the end of the visit.
- Leader reminds on the prohibition of using laptop or mobile phones during the meeting, interview and observation, or doing other unrelated activities with the 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 dental school must provide the venue with equipment (LCD, Screen, microphone) that can accommodate all the invitees.

#### b. Preparation for the Invitee

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

- The Dean
- Vice Dean
- Head of Study Program
- Accreditation Team
- Head of Quality Assurance Unit
- Directors of Teaching Hospitals

- Education Unit
- Research Unit
- Community Service Unit
- Heads of Departments
- Heads of Administrations
- etc.

**c. Dental School Preparation for the Presentation**

The profile of the dental school will be presented during the first session of the visit.

- The Dean/ Vice Dean will prepare a presentation on the highlight of The Dental School's profile and The Dental School's strategic planning and management, resources available to run the dental program, human resources and other physical and non-physical resources required for the dental 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 updated information. It is strongly suggested that the presentations will not repeat all the information that is already in the SER. In total the presentation lasts 30 minutes and Q&A session should last about 30 minutes.

### **3.6. Guidance for Interview**

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

- Interview with the management of the dental 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 Dental School appoints academic staff that will be interviewed, the academic staff represent the clinical and non-clinical departments/units (basic dental sciences, public health, bioethical and dental 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 Dental School invites support staff representing different function, such as technician (Mechanical and Electrical (ME) and laboratories), librarian, administrative, IT support, finance.

The interview will cover leadership, Support staff, development program, working atmosphere, relationship with management and colleague, workloads, staff qualification relevant to the assignment, job security and satisfaction, relevant issues, information technology support system, library acquisition and collection development plan and profile of library staff.

- The Dental 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 Dental School invites alumni that were 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 Dental School, and internship program.
- The Dental School invites employer of the alumni, representing various kind of workplaces (or such as hospitals, health offices, universities, clinics, other health services, companies). Preferably the employer is not alumni. Otherwise, a maximum of 30% of the interviewee are alumni. The interview will cover hard skills and soft skills of the alumni employed, employer feedback to The Dental School.

### **3.7. Guidance for Observation**

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

- The Dental School prepares physical facilities of the university, hospital, and health center to be visited by assessors.
- The physical facilities of the university observed include equipment and instrument. The observation may include office, bio-medical laboratories, classroom, clinical skill labs, library (library acquisition and collection development plan and profile of library staff), IT, small room for discussion, 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 dental 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 to check consistencies between descriptions in the SER with the curriculum implementation.

### **3.8. Guidance for Document Checking**

If there are any new information/data/documents which had not been included in SER, The Dental 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 evidences are 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 researches and publications, research budget and performance report, research contracts with government and private agency and schools, 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, MOAs 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, the 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, the 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/MoU with local and/or international academic, professional, research, private and/or government institutions/organizations, 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 invitees specifically their accreditation team. It 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 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 audiovisual, LCD, white screen, a printer with sufficient ink, etc.
- The study program invites all relevant invitee from the study program especially the accreditation team.



- The representative of the Study program will open the meeting and ask the team of assessor to lead the meeting.
- The head of the assessor team assigns one of the team members to present the summary of findings.
- Each sub criteria will be read and discussed.
- All invitees will listen carefully and respond to a relevant sub-criterion.
- The 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 are agreed with the findings, the accreditation team of Study program will listen to the summary findings, re-describe the commendation and the recommendation.
- The head of the team concludes the summary findings, re-describe the commendation and the recommendation, then allow the assessor team to print.
- While the assessor team print the documentation, the study program will wait for the next session.
- The head of assessor returns the session to the Study Program.
- The responsible person of 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 Dental School under survey visit
  - The date of received of the self-evaluation report, desk evaluation of the SER, date of survey visit
  - The assessors' member
- d. Summary of the findings
  - Brief profile of The Dental School
  - Strength of The Dental 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 Dental School in the described standard and its sub criteria
  - Area of concern

- Area that needs further evidence
  - Recommendation for the standards and their sub criteria
- f. List of appendices
- Appendices arranged in sequential order as its appearance in the narrative.
2. The assessor completes Assessment Form 4 Summary of Compliance (Appendix 5) based on the conclusions of the Self Evaluation Report and Survey Visit Report.

## Summary of Accreditation Report

### Criteria 1. Mission and Values

#### 1.1 Stating the Mission

Key Questions	Summary of Findings from Self Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
1.1.1.				
1.1.2. etc				

### 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
2.1.1				
2.1.2 etc				

#### 2.2 Curriculum Organisation 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
2.2.1				
2.2.2 etc				

### 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
2.3.1				
2.3.2 etc				

### 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
2.4.1				
2.4.2 etc				

### 2.5 Patient Safety

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
2.5.1				
2.5.2 etc				

### 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
3.3.1				
3.3.2 etc				

#### 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
3.2.1				
3.2.2 etc				

#### 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
3.3.1				
3.3.2 etc				

#### 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
3.4.1				
3.4.2 etc				

#### 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
4.1.1				
4.1.2 etc				

##### 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
4.2.1				
4.2.2 etc				

##### 4. 3 Student Work and Learning Environment

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.3.1				
4.3.2 etc				

##### 4. 4 Student Safety

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
4.4.1				
4.4.2 etc				

## 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
5.1.1				
5.1.2 etc				

### 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
5.2.1				
5.2.2 etc				

### 5.3 Continuing Professional Development for Academic Staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.3.1				
5.3.2 etc				

### 5.4 Support staff

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
5.4.1				
5.4.2 etc				



**5.5 Research Relevance in accordance with the Vision and Excellence of the Study Program.**

<b>Key questions</b>	<b>Summary of Findings from Self-Evaluation Reports</b>	<b>Performance in Accreditation Element</b>	<b>Summary of Findings from Survey Visit Reports</b>	<b>Performance in Accreditation Element</b>
5.5.1				
5.5.2 etc				

**5.6 The Relevance of Community Service in accordance with the Vision and Excellence of the Study Program.**

<b>Key questions</b>	<b>Summary of Findings from Self-Evaluation Reports</b>	<b>Performance in Accreditation Element</b>	<b>Summary of Findings from Survey Visit Reports</b>	<b>Performance in Accreditation Element</b>
5.6.1				
5.6.2 etc				

## Criteria 6. Educational Resources

### 6.1 Physical Facilities for Education and Training

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
6.1.1				
6.1.2 etc				

### 6.2 Clinical 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
6.2.1				
6.2.2 etc				

### 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
6.3.1				
6.3.2 etc				

### 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
6.4.1				
6.4.2 etc				

## Criteria 7. Quality Assurance

### 1.1 The Quality Assurance 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
7.1.1				
7.1.2 etc				

## 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
8.1.1				
8.1.2 etc				

### 8.2 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
8.2.1				
8.2.2 etc				

### 8.3 Administration

Key questions	Summary of Findings from Self-Evaluation Reports	Performance in Accreditation Element	Summary of Findings from Survey Visit Reports	Performance in Accreditation Element
8.3.1				
8.3.2 etc				

### The Typical Schedule for the Survey Visit

<b>Day -1</b>		
08.30-09.00	:	Introductory meeting of the management of the study program and assessors
09.00-10.00	:	Presentation of the profile of the study program by the management of the study program (and Q&A session)
10.00-11.30	:	Interview and discussion with the faculty members
11.30-12.30	:	Interview with the Support staff
12.30-13.30	:	Lunch break
13.30-15.00	:	Visitation and assessment of the library, laboratories, classroom, simulation centre, and other facilities in the study program.
15.00-16.00	:	Interview and discussion with the Internal Quality Assurance team of the study program
16.00-17.00	:	Internal discussion of the assessors
<b>Day-2</b>		
08.30-09.00	:	Introductory meeting with the management of academic hospitals.
09.00-11.00	:	Visitation of the academic hospitals: outpatient clinics, in-patient wards, emergency room, and other facilities for students in the hospitals.
11.00-12.00	:	Interview and discussion with the clinical preceptors of the academic hospitals
12.00-13.00	:	Lunch break
13.00-14.30	:	Interview and discussion with the students
14.30-16.00	:	Document verification
16.00-17.00	:	Internal discussion of the assessors
<b>Day-3</b>		
08.30-09.00	:	Introductory meeting with the management of teaching clinics or teaching facilities in the community
09.00-11.00	:	Visitation to the teaching clinics or teaching facilities in the community.
11.00-12.00	:	Interview and discussion with the clinical preceptors and other stakeholders

12.00-13.00	:	Lunch break
13.00-14.30	:	Discussion with the alumni of the study program
14.30-16.00	:	Discussion with the employers of the graduates and other stakeholders
16.00-17.00	:	Internal discussion of the assessors
<b>Day-4</b>		
08.30-09.30	:	Observation of the teaching and learning process
09.30-10.30	:	Additional Documents verification
10.30-12.00	:	Clarification and verification with the management of the study program
12.00-13.00	:	Lunch break
13.00-16.00	:	Internal discussion of the assessors to draft the initial report to be presented in exit meeting
16.00-17.00	:	Closing meeting and discussion

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. Academic Staff**

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. Quality Assurance**

Narrative response:

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

#### **Criteria 8. Governance and Administration**

Narrative response:

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

<b>Criteria 1: Mission and Values</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 2: Curriculum</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 3: Assessment</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 4: Students</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 5: Academic Staff</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 6: Educational Resources</b>



<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 7: Quality Assurance</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>
<b>Criteria 8: Governance and Administration</b>
<p>Narrations findings from the survey visit and judgment assessor: ...</p> <ul style="list-style-type: none"> <li>● Findings of sub criteria of the standard <ul style="list-style-type: none"> <li>○ Area of strength of The Dental School in the described standard and its sub criteria</li> <li>○ Area of concern</li> <li>○ Area that needs further evidence</li> </ul> </li> <li>● Recommendation for the standards and their sub criteria</li> </ul>

*Appendix 5 Summary of Compliance (Assessment Form 4)*

<b>Standard</b>	<b>Summary of Self Evaluation Report Conclusion</b>	<b>Summary of Survey Visit Report Conclusion</b>
<b>1. MISSION AND VALUES</b>		
1.1 Stating the mission		
<b>2. CURRICULUM</b>		
2.1 Intended Curriculum Outcomes		
2.2 Curriculum Organization and Structure		
2.3 Curriculum Content		
2.4 Educational methods and experiences		
2.5 Patient Safety		
<b>3. ASSESSMENT</b>		
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		
<b>4. STUDENTS</b>		
4.1 Selection and Admission Policy		
4.2 Student Counselling and Support		
4.3 Student Work and Learning Environment		
4.4 Student Safety		
<b>5. ACADEMIC STAFF</b>		

5.1 Academic Staff Establishment Policy		
5.2 Academic Staff Performance and Conduct		
5.3 Continuing Professional Development for Academic Staff		
5.4 Support staff		
5.5 Research Relevance in accordance with the Vision and Excellence of the Study Program.		
5.6 The Relevance of Community Service in accordance with the Vision and Excellence of the Study Program.		
<b>6. EDUCATIONAL RESOURCES</b>		
6.1 Physical Facilities for Education and Training		
6.2 Clinical Training Resources		
6.3 Information Resources		
6.4 Financial Resources		
<b>7. QUALITY ASSURANCE</b>		
7.1 The Quality Assurance System		
<b>8. GOVERNANCE AND ADMINISTRATION</b>		
8.1 Governance		
8.2 Student and academic staff representation		
8.3 Administration		