



IAAHEH as a Credible National Accreditation Institution Towards The Development of International Accreditation

I. Executive Summary

IAAHEH was founded in 2014 by 7 Health Professional Organizations (OP) and 7 Associations of Health Higher Education Institutions (AIP) in Indonesia. IAAHEH has a vision of becoming a global standard accreditation institution to realize high quality health higher education study programs. IAAHEH has worked hard to achieve this vision from its inception until now. This policy brief will explain the various achievements and activities to achieve the vision set by the IAAHEH. IAAHEH also needs to adapt and adapt to regulatory changes. In addition, IAAHEH still needs to develop international accreditation for study programs in other countries and also at the national level using international accreditation standards.

II. Introduction

1. The establishment of IAAHEH was facilitated and funded by the Government of the Republic of Indonesia through a world-bank-funded project, namely the Health Profession Education Quality Project (HPEQ) which ran from 2009-2014. After several workshops involving seven professional organizations and seven educational school associations were conducted, 14 organizations signed a declaration in 2011 to establish an independent accreditation agency for higher education in health. Those were Medicine (Indonesian Medical Association and Association of Medical Education Schools), Dentistry (Indonesian Dental Association, Association of Dental Education Schools), Nursing (Indonesian Nurses Association and Association of Indonesian Nursing Education Schools), Midwifery (Indonesian Midwives Association and Indonesian Midwifery Education Association), Pharmacy (Indonesian Pharmacist Association and Association of Indonesian Pharmacy Education Schools), Public Health (Indonesian Public Health Association

and Association of Indonesian Public Health Education Schools), and Nutrition (Indonesian Nutrition Association and Association of Indonesian Nutrition Education Schools).

2. IAAHEH's vision is to become a globally acknowledged accreditation school to facilitate quality higher education study programs in health. IAAHEH's missions are: (a) to develop IAAHEH in a professional and accountable manner; (b) to improve the quality of accreditation services for higher education study programs in health; (c) to increase the network and recognition of IAAHEH at national and global levels. The core values of IAAHEH are "amanah" (accountable and reliable) and "mandiri" (independent).
3. IAAHEH has been given a legal mandate by the Ministry of Education, Research and Technology through the Ministerial Decree No. 83/P/2020 which stated that IAAHEH could operate in Indonesia. Now, IAAHEH is encourage to operate outside Indonesia to conduct accreditation based on international standards and best practices of international accreditation procedures.
4. Prior to applying for International Accreditation, Study programs are required to obtain National accreditation Status. There are some benefits of international accreditation by IAAHEH, namely:
 - a. To ensure that the accredited study program has fulfilled the IAAHEH International Accreditation Standards for Medical and Health Science.
 - b. To demonstrate that the study program has successfully applied the principles as laid out in the IAAHEH International Accreditation Standards which gives more flexibility for the institutions to develop innovative programs in line with their vision and missions.
 - c. To encourage study programs to have continuous improvement and to maintain their 'accreditation status'.
 - d. The study program that has been accredited internationally has more opportunities to develop international collaboration with overseas schools or international organizations.
 - e. The number of study program that have been accredited internationally is the University Performance Indicator No.8. By having study program with international accreditation, the university may achieve this indicator (Applicable for Indonesian Study Program only).
 - f. Study programs that have been accredited by IAAHEH are recognized by Professional Organization and Indonesian Association of Higher Education in health science.
 - g. Study programs that have international accreditation have more opportunities to get research grants or development grants from the

- Ministry of Education, Culture, Research, and Technology indicator (Applicable for Indonesian Study Program only)
- h. The graduates may have more chances to get scholarships from the Indonesian Government or from other countries indicator (Applicable for Indonesian Study Program only).
 - i. The study programs with international accreditation are eligible to become mentors for other study programs.
 - j. Faculty members of accredited study programs are eligible to become IAAHEH's assessor.
5. The purpose of this policy brief is to explain the various achievements and activities to obtain the vision set by IAAHEH.

III. Methodology and Result

The methodology used to compile the policy brief is to process secondary data originating from activities carried out by IAAHEH from 2015 to 2025 and then analyze it descriptively with the following results:

1. At the beginning of 2025, IAAHEH implemented two accreditation schemes: quantitative accreditation and qualitative accreditation, marking an important transition toward a more outcome-oriented and quality-driven assessment system. As of October 2025, IAAHEH has issued accreditation certificates for **5,086 health study programs**, reflecting the implementation of two accreditation schemes introduced at the beginning of 2025: quantitative and qualitative accreditation.

Of the total accredited programs, **5,041 programs (99.1%)** underwent quantitative accreditation, while **45 programs (0.9%)** were assessed using the qualitative accreditation scheme. Under the quantitative accreditation system, the majority of study programs achieved middle-to-high performance ratings: **1,396 programs (27.7%)** were rated *Excellent (A)*; **2,510 programs (49.8%)** were rated *Very Good (B)*; **1,124 programs (22.3%)** were rated *Good (C)*; and **11 programs (0.2%)** were not accredited. Under the qualitative accreditation scheme, performance outcomes were predominantly high: **34 programs (75.6%)** achieved *Accredited with Excellence* status, and **11 programs (24.4%)** achieved *Accredited* status.
2. A total of 158 specific accreditation instruments have been developed for each field of study across vocational, academic, and professional levels, supporting the implementation of both quantitative and qualitative accreditation schemes.
3. There are 965 specific assessment teams for each field of knowledge based on professional and educational backgrounds. The assessment

team is always given training and refreshments to maintain and improve their competence.

4. IAAHEH conducts post-accreditation monitoring and evaluation (monev) for an average of approximately 800 study programs annually.
5. IAAHEH regularly conducts the following surveys:
 - a. Survey of study program satisfaction with IAAHEH services. The survey results in 2025 show that in Q1 it is 95.11%; Q2 of 95.91%; Q3 of 94.21%; and Q4 of 92.46%. The study program's satisfaction with IAAHEH services in Q1-Q4 was very good and met the IAAHEH target of 85%.
 - b. Study program satisfaction survey on the performance of IAAHEH assessors. The results of the survey in 2025 show that in each quarter the assessors in the Very Good and Good categories are above 85%. When translated per quarter the results are as follows: Q1 of 99.39%; Q2 of 98.77%; Q3 of 100%; and Q4 of 100%.
 - c. Survey of assessors' satisfaction with IAAHEH services. The 2025 survey results indicate consistently high levels of assessor satisfaction across all quarters, exceeding 93% throughout the year: 94.7% (Q1), 94.66% (Q2), 93.18% (Q3), and 93.09% (Q4).
6. During 2020–2025, IAAHEH conducted a series of studies to support evidence-based policy development. These studies covered: the impact of COVID-19 on learning and accreditation processes; advanced accreditation data analytics; post-accreditation monitoring and evaluation; training needs assessment and assessor development; internal quality assurance systems (*Sistem Penjaminan Mutu Internal - SPMI*); and stakeholder perception and satisfaction surveys. Recent studies (2023–2025) further strengthened digital monitoring systems, qualitative accreditation readiness, and stakeholder engagement mechanisms.

Recent studies (2023–2025) further strengthened evidence-based policy implementation and institutional governance. These studies covered: advanced accreditation database analysis using the 9-criteria instrument; regulatory implementation and alignment; accreditation committee processes and evaluations; **qualitative accreditation readiness and pilot implementation**; assessor training and capacity development (including international collaboration); and comprehensive stakeholder satisfaction surveys covering assessors and study programs.
7. IAAHEH regularly conducts scientific activities in the form of seminars which are attended by all health universities and health lecturers in Indonesia. During the 2022 seminar, several articles from participants were successfully included in the Indonesian Journal of Health

Administration (JAKI) from UNAIR, and it is planned that several other articles will be included in other accredited national journals.

8. Capacity building for study programs related to accreditation has been carried out through Accreditation Clinic activities for study programs which are attended by around 1,000 people per year.
9. During 2022-2024, IAAHEH strengthened the quality of study programs rated Good/C and those not yet accredited, in collaboration with AIP, covering a total of 490 study programs. The main focus of this initiative was to strengthen Internal Quality Assurance Systems (Sistem Penjaminan Mutu Internal - SPMI), Internal Quality Audits (Audit Mutu Internal - AMI), and key non-SPMI components (lecturers, financing, research, publications, and community service). The implementer of this activity is AIP, while IAAHEH's position is to support part of the funds for implementing the activity.
10. IAAHEH in the field of financial management is independent, not dependent on government finances. Financial sources mainly come from study programs applying for accreditation to IAAHEH. Audits carried out by the Public Accounting Firm from 2016 to 2024 received an Unqualified Rating (WTP).
11. IAAHEH has a communication medium in the form of a Newsletter which is published twice a year, namely in June and December. The newsletter contains information on important activities at IAAHEH. In addition, IAAHEH manages a podcast channel on YouTube (Sekretariat LAM-PTKes) as an audio-visual communication platform to provide updated information on accreditation. The podcast features invited speakers from various institutions, including the Chair of the IAAHEH Board of Founders, Chair of National Accreditation Agency for Higher Education (NAAHE), the President of the African Medical Schools Association (AMSA), and representatives from higher education institutions, etc.
12. IAAHEH always actively participates in national and international meetings related to improving the quality of health higher education such as the Independent Accreditation Institute Communication Forum (Forkom LAM); Annual General Meeting, Round Table Meeting (AGM & RTM) and International Conference - AQAN; APQN International Seminar; and International Conference - Islamic Quality Assurance.
13. Recognition has been obtained from international accreditation institution, such as World Federation for Medical Education (WFME) for medical science, Asia-Pacific Quality Register (APQR) for health sciences, ASEAN Quality Assurance Framework (AQAF) for all fields of knowledge. IAAHEH is also currently in the process of seeking WFME

recognition for Postgraduate Medical Education (PGME). In addition, IAAHEH has obtained ISO: 9001:2015 certification for its quality management system, issued by Sucofindo.

14. IAAHEH has developed international accreditation standards across all health disciplines—medicine, dentistry, nursing, midwifery, pharmacy, public health, and nutrition—as a follow-up to the Bali Meeting held in December 2022 which was attended by countries in the Asian region with speakers from WFME, SEARAME, GMC, WHO, and accreditation bodies from various ASEAN countries. To operationalize these standards, IAAHEH has finalized 38 international accreditation instruments. IAAHEH continues to collaborate with ASEAN and Pacific countries in implementing these instruments. For example, cooperation has been initiated with Vanuatu for the implementation of the medical accreditation instrument; Cambodia for the implementation of the dentistry and nursing accreditation instrument; Philippines for the implementation of the midwifery accreditation instrument; Thailand for the implementation of the pharmacy and public health accreditation instrument; and Malaysia for the implementation of the dietetic accreditation instrument.

IV. Conclusion

1. IAAHEH has succeeded in achieving performance targets in accordance with the predetermined vision and mission. This is reflected in the implementation of quantitative and qualitative accreditation schemes, high accreditation results, stakeholder satisfaction levels, financial independence, and recognition from international accreditation institutions (WFME, APQR, AQAF, and ISO 9001:2015).
2. Improving the quality of health study programs needs to be continuously improved in order to achieve better quality study programs and produce graduates who are more competent to carry out their duties in the health care system. It is hoped that the level of public health in Indonesia will continue to increase.
3. There are still study programs that are still in the Good/C rating category even though the trend continues to decline.
4. On the other hand, there is a need for study programs that are in the Excellent and Excellent category to improve quality with international recognition.
5. For this reason, all fields of knowledge at IAAHEH have developed International Accreditation standards referring to international accreditation institutions and building understanding with Asian and ASEAN countries starting with the Bali Meeting in December 2022.

6. In addition, IAAHEH has begun implementing international accreditation, including the accreditation of medical study programs in Vanuatu, while other health disciplines are preparing for implementation in ASEAN countries.

V. Implication and Recommendation

First, IAAHEH has been recognized as a credible accreditation body for accreditation at the national level for health study programs. Regulatory changes in the health and education sectors are being continuously monitored and addressed through institutional adjustments to ensure ongoing compliance and alignment.

Second, in accordance with the established mission, IAAHEH has been recognized by international accreditation bodies. International accreditation standards have been developed and finalized, and implementation has begun both at the national level and in collaboration with other countries.

Comments, responses, and questions regarding this policy brief please submit to:

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