

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



**HANDBOOK FOR  
PUBLIC HEALTH SCHOOLS**

**PUBLIC HEALTH SCIENCE EDUCATION  
PROGRAM ACCREDITATION**

## FOREWORD

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

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

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

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

The Public Health Study Program Accreditation Instrument consists of:

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

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

Jakarta, July 2023

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# Chapter 1. Accreditation Criteria

## Criteria 1. Mission and Values

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

The vision and mission of the public health science school are the statement to direct the management of the public health science study program. They reflect the vision and mission of the governing organization.

Consider the role, audience, and uses of the mission statement. Briefly and concisely describe the school's purpose, values, educational goals, research functions, and relationships with the healthcare service and communities. Indicate the extent to which the statement has been developed in consultation with stakeholders. Describe how the mission statement guides the curriculum and quality assurance.

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

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

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

## Criteria 2. Curriculum

### 2.1. Program Learning Outcomes:

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

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

## 2.2. Curriculum Organization and Structure:

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

Key Issue:	Criteria for Compliance
1. The principles of PH school's curriculum design	<ol style="list-style-type: none"><li>1. How does the PH school select the principles that are used for curriculum design (I.e., social reconstructionism, essentialism, existentialism, progressivism, etc.)?</li><li>2. Are the principles appropriate with the PH school's vision, mission, learning outcome, resources, and context of the PH school?</li></ol>
2. The curriculum design encompasses the scope, content, relevance, and supports the vision and mission, with respect to academic freedom	<ol style="list-style-type: none"><li>1. What are the criteria identified by the PH school for determining the content of the curriculum to be relevant, important, and prioritized?</li><li>2. How does the PH school decide the sequence, i.e., hierarchy, and progression of complexity or difficulty?</li><li>3. How does the PH school determine the scope of the content in terms of the breadth and depth of coverage and concentration?</li><li>4. How is the process to consider determination of the generic and specific area of public health in the curriculum?</li><li>5. How does the program arrange time and credit allocation along the study period?</li><li>6. How does the process of curriculum development consider the vision and mission of the PH school?</li><li>7. How does the designed curriculum align with the PH school's mission?</li><li>8. Does the PH school ensure academic freedom for its staff and students in addressing the actual curriculum and in exploring the use of new research results to illustrate specific subjects without expanding the curriculum?</li></ol>
3. The process of developing the curriculum meets the scientific judgment and local regulatory framework	<ol style="list-style-type: none"><li>1. How does the PH school choose a particular model of curriculum based on sound and scientific judgment?</li><li>2. Does the PH school take into consideration the local resources and the existing regulatory framework?</li></ol>

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

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

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

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

content related to advances in knowledge	3. How does the PH school use the result of your evaluation to modify your curriculum content in relation to the advancements in knowledge?
7. The process to decide the elective fields	1. Can you explain how you decide what fields or disciplines are included in the elective subject? 2. Can you mention what fields and disciplines are elective?
8. The identification of less experienced discipline in the student learning process.	1. Can you explain which disciplines that the students do not get specific experiences with? 2. How does the PH school ensure the students can learn and catch those disciplines?

## 2.4. Educational methods and experiences:

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

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

Key Issue:	Criteria for Compliance
1. The principles for the selection of educational methods and experiences distributed and employed in the PH school's curriculum.	1. Can you explain principles that are used in selecting educational methods and experiences? And how are these principles formulated and derived? 2. How are internal and external stakeholders involved in the selection of educational methods and experiences? 3. How does the PH school distribute the chosen educational methods and experiences throughout the curriculum? And what principles are adopted for these purposes?
2. The educational methods and experiences provided for students are appropriate to the local context, resources, and culture.	1. Can you explain how the educational methods and experiences provided for students are appropriate to the local context, resources, and culture?

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

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

Key Issue:	Criteria for Compliance
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1. Description of the content, extent, and sequence and ensuring horizontal integration of courses and other curricular elements	<ol style="list-style-type: none"> <li>1. How does the PH school describe the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between different subjects?</li> <li>2. How does the PH school ensure the curriculum has a horizontal integration of associated sciences, disciplines, subjects, and optional (elective) content?</li> <li>3. How does PH school define the balance between the core and optional content as part of the educational program, with respect to duration of the study fit with its structure?</li> </ol>
2. A curriculum committee under the governance of the academic leadership (the dean).	<ol style="list-style-type: none"> <li>1. How does the PH school arrange and organize the curriculum committee to have the responsibility and authority for planning and implementing the curriculum? Is the curriculum committee being under the governance of the academic leadership (the dean)?</li> <li>2. What are the responsibilities and authorities of the curriculum committee for planning?</li> <li>3. How does the curriculum committee ensure a representation of staff and students?</li> </ol>
3. Curriculum committee plan and implement innovations in the curriculum	<ol style="list-style-type: none"> <li>1. How does the PH school go through its curriculum committee plan and implement innovations in the curriculum?</li> <li>2. How does the curriculum committee include representatives of other stakeholders?</li> </ol>
4. Operational linkage between the educational program and the expected career after graduation	<ol style="list-style-type: none"> <li>1. How does the PH school ensure operational linkage between the educational program and the subsequent stages of education or practice after graduation?</li> <li>2. How does the PH school ensure that the curriculum committee seeks input from the environment in which graduates will be expected to work?</li> <li>3. How does the PH school modify the program; accordingly, consider the program modification in response to opinions in the community and society?</li> </ol>
5. Formulating learning outcomes	<ol style="list-style-type: none"> <li>1. How does the PH school ensure that the educational program clearly formulated a set of learning outcomes, conducive to the development of competences in public health and responsive to changing environment, health needs and demands?</li> <li>2. How is the program being clearly specified and referred to the correct level of the national qualifications' framework for higher education and the global qualifications?</li> <li>3. How does the PH school ensure the curriculum comply with the principles of scientific methods, including analytical and critical thinking; PH research methods; evidence-based PH, and original or advanced research?</li> </ol>
6. The inclusion and equity of curriculum development and implementation	<ol style="list-style-type: none"> <li>1. How does the PH school use a curriculum and instructional/learning methods that stimulate, prepare, and support students to take responsibility for their learning process?</li> <li>2. How does the PH school ensure that the curriculum delivery is linked with the principles of inclusion and equity?</li> </ol>

<p>7. The use of the student-centered learning and the preparation of the student for Life-long learning</p>	<ol style="list-style-type: none"> <li>1. How does the PH school ensure that learning and teaching should be student-centered with students encouraged and supported in taking responsibility for self-directed learning to encourage a culture of life-long learning?</li> <li>2. How does the PH school ensure the overall educational program exposes students to concepts and experiences necessary for success in the workplace?</li> <li>3. How does the PH school have to ensure that the curriculum prepares the students for life-long learning?</li> <li>4. How do the PH school 's programs have to provide students with both academic knowledge and skills transferable into their personal development?</li> </ol>
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**Supporting documents may include, but are not limited, to the following:**

- Minutes of curriculum committee's meeting on formulating the intended graduate's outcomes of each course (including knowledge, skills, and behaviors) based on school's vision and missions, and the priority health problems. The outcomes can be measured using appropriate assessment.
- Curriculum book (curriculum organization: principle, content, sequence), learning outcomes, educational methods, assessment.
- List of public health departments for student's placement
- Minutes of curriculum committee's meeting on educational methods
- Statute of the university
- Organization and governance of the faculty
- Curriculum of Study program
- Monitoring and Evaluation of the educational process; minute of meeting, guideline
- Internal Quality Assurance System
- Document of collaboration with external stakeholders
- Course specifications (Profile, Program Learning Outcome, Course Learning Outcome, Teaching and Learning, Student assessment)
- Tracer study, student survey on satisfaction

### Criteria 3. Assessment

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

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

#### 3.1 Assessment Policy and System:

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

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

#### 3.2 Assessment in Support of Learning:

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

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

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

#### 3.3 Assessment in Support of Decision-Making:

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

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

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

### 3.4 Quality control of student assessment

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

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

<b>Key Issue:</b>	<b>Criteria for Compliance</b>
1. Planning, monitoring, implementing, and analysis of quality assurance system for students' assessment.	<ol style="list-style-type: none"> <li>1. How does the program make the plan and implementation of a quality assurance system for student assessment?</li> <li>2. Who is involved in planning and implementing quality assurance?</li> <li>3. How does the PH school manage monitoring and evaluation on the satisfaction of students, teachers, and other stakeholders?</li> <li>4. How does the PH school manage the student feedback on their experiences on student assessment?</li> <li>5. How does the PH school describe and share publicly the principles, methods, and practices of student assessment from the perspectives of knowledge, skills, and attitudes</li> </ol>

2. Use of assessment results for evaluation of teaching and learning, and curriculum in practice	<ol style="list-style-type: none"> <li>1. How does the PH school use the assessment results to evaluate teaching and learning in practice, and curriculum?</li> <li>2. How are the procedures of the rating system and individual assessments reviewed and revised?</li> </ol>
3. The validity of the student assessment methods and its alignment with course learning outcome	<ol style="list-style-type: none"> <li>1. How does PH school describe the validity of the student assessment methods, including the judgement methods and use of external examiners? How are conformity assessment principles, methods, and practices?</li> <li>2. How does PH school explain the methods and results of the student assessment link to the course learning outcome?</li> <li>3. How does PH school show that the desired educational learning outcomes are met by students?</li> </ol>

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

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

## Criteria 4. Students

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

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

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

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

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

3. The selection and admission policy are designed to be fair and equitable, within the local context.	<ol style="list-style-type: none"> <li>1. What are the procedures to design the selection and admission policy to be fair and equitable, within the local context?</li> <li>2. How are students from economically and socially disadvantaged backgrounds selected?</li> </ol>
4. The selection and admission policy were publicized and reviewed regularly	<ol style="list-style-type: none"> <li>1. How does the PH school disseminate selection and admission policy to internal and external stakeholders?</li> <li>2. How are the procedures for regularly reviewing and revising the selection and admission system? Who is involved in these procedures?</li> </ol>
5. The policy of student selection for the transfer of students and consideration on quality of graduates	<ol style="list-style-type: none"> <li>1. How does the PH school have a policy and implement a practice for transfer of students from other national or international programs and institutions.</li> <li>2. How does the PH school indicate the relationship between selection and the mission of the PH school, the educational program, and desired qualities of graduates?</li> </ol>

## 4.2 Student Counselling and Support:

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

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

Key Issue:	Criteria for Compliance
1. Academic and counselling support for student needs and its resources allocation	<ol style="list-style-type: none"> <li>1. How does the PH school have a system for academic counselling of its students?</li> <li>2. How does the PH school have to offer a program of student support, addressing social, financial, and personal needs?</li> <li>3. How does the PH school allocate resources for student support and ensure confidentiality in relation to counselling and support?</li> </ol>
2. The academic and personal support and counselling services are consistent with the needs of students, well communicated, and in collaboration with student organization	<ol style="list-style-type: none"> <li>1. How does the PH school provide an appropriate package of support that meets the <b>academic, physical, mental health and welfare</b> of students?</li> <li>2. How does the PH school ensure that students and staff are aware of the availability of these student support services?</li> <li>3. How does the PH school ensure that students and management of student organizations are involved in developing and implementing these services?</li> <li>4. How does the PH school ensure that student services meet the needs of the diversity of the student population, as well as meeting the needs of the local/national culture? And</li> </ol>

	who is involved in the provision of student services that are culturally sensitive?
3. The feasibility of the services is judged, in terms of human, financial, and physical resources.	1. How does the PH school ensure that student services are feasible in terms of human, financial, and physical resources?
4. The services are regularly reviewed with student representatives to ensure relevance, accessibility, and confidentiality.	1. What are the procedures to evaluate the effectiveness of these services through a range of methods, e.g., surveys, complaints, representative groups? And how are changes accommodated where appropriate?
5. Monitoring student academic achievement and counselling	1. How does the PH school provide to students' academic achievement, including achieved learning outcomes and the context, level, content, and status of the studies that were pursued and successfully completed? 2. How does PH school provide monitoring of counselling progress, including career guidance and planning?

#### 4.3 Student Intake and Representation:

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

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

- The admission policy and regulation document
- Admission system & standard operational procedure for selection
- Student selection document
- Result of student selection document
- Regulation on selection and admission policy schools: alignment with mission and accreditation/requirements, publicity, review, and revise
- Communication tools used and evidence documents.
- Evidence of student services and management of student organizations.

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

## Criteria 5. Academic Staff

### 5.1 Academic Staff Establishment Policy.

The school has the number and range of qualified academic staff required to put the school's curriculum into practice, given the number of students and style of teaching and learning. Determining academic staff establishment policy involves considering: the number, level, and qualifications of academic staff required to deliver the planned curriculum to the intended number of students; the distribution of academic staff by grade and experience.

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

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

Develop a clear statement describing the responsibilities of academic staff for teaching, research, and service. Develop a code of academic conduct in relation to these responsibilities. Develop and publish a clear description of how the school supports and manages the academic and professional development of each member of staff.

Key Issue:	Criteria for Compliance
1. Academic staff preparation and induction training provided by the PH school for academic staff.	<ol style="list-style-type: none"><li>1. How does the PH school prepare your academic staff in the PH setting to deliver the proposed curriculum?</li><li>2. How does the PH school ensure the readiness of academic staff to implement the proposed curriculum?</li><li>3. How does the PH school provide the induction training for your new academic staff? What are the contents of the induction programs?</li><li>4. How do the induction programs/training and development plan evaluate, review, and reflect the university and study program's mission and objectives?</li></ol>
2. Academic staff performance and conduct and its information dissemination	<ol style="list-style-type: none"><li>1. What are the policies and procedures of academic staff performance appraisal, monitoring, and reviewing staff?</li><li>2. What are the policies and procedures for retention,</li></ol>

	<p>promotion, granting rewards, retraction, demotion, and dismissal of the staff?</p> <ol style="list-style-type: none"> <li>3. Who is responsible for carrying out these policies and procedures?</li> <li>4. How does the PH school disseminate information on responsibilities of academic staff for teaching, research, and community engagement for academic staff?</li> </ol>
3. Consideration of academic staff professional development	<ol style="list-style-type: none"> <li>1. How does the PH school plan, support and accommodate, and consider the professional development and career pathway for the academic staff?</li> <li>2. How is the human resources development plan shared with the academic staff? And how do you ensure the academic staff understand these policies and procedures clearly?</li> <li>3. How does the PH school monitor, evaluate, and review the provision of continuing professional development programs?</li> <li>4. How could the PH school appraise and reward the academic staff related to their continuing professional development?</li> </ol>

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

- Human resources policy and plan
- Minutes of meetings and list of attendance during development of manpower plan
- Form for monitoring and evaluation of academic staff performance, sampled a filled in form from several academic staffs.
- Reports of the training programs for new and existing academic staff members
- Summary of the professional development of the academic staff
- Document of Recruitment and Selection Policy
- Report on Staff activity and staff development

## Criteria 6. Educational Resources

### 6.1 Physical Facilities for Education and Training:

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

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

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

### 6.2 Public Health Training Resources:

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

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

Key Issue:	Criteria for Compliance
1. Opportunities are required and provided for students to learn PH skills	<ol style="list-style-type: none"><li>1. What opportunities are provided for students to learn PH skills?</li><li>2. How does the PH school ensure that all students have equal access to learning opportunities for PH skills on campus and outside campus?</li></ol>

	3. How does the PH school ensure that the facilities and infrastructure for learning PH skills are well maintained and up to date?
2. Community laboratory	<ol style="list-style-type: none"> <li>1. How does the PH school utilize skills in community laboratories for learning PH skills?</li> <li>2. How does the PH school ensure that the skills community laboratories to support the acquisition of students' PH skills?</li> </ol>
3. Adequate access to PH facilities	<ol style="list-style-type: none"> <li>1. What PH facilities can be utilized by students? (Hospital, PH services, District Health Offices, Environmental lab, Port Health Centre, etc.).</li> <li>2. How does the PH school ensure that the school has guaranteed and sustained access for these PH facilities?</li> <li>3. How does the PH school organize the students' access to the PH facilities to support the achievement of intended learning outcomes?</li> <li>4. How does the PH school monitor and evaluate these PH facilities?</li> </ol>
4. Ensure consistency of curriculum delivery in PH settings and PH experience	<ol style="list-style-type: none"> <li>1. How does the PH school ensure that all PH teachers and supervisors understand the PH school's curriculum?</li> <li>2. How does the PH school organize your curriculum delivery in PH settings to achieve consistency and effectiveness?</li> <li>3. How does the PH school <b>ensure necessary resources for giving the students adequate PH issues in PH experience, including sufficient number and categories of community</b> (based on administrative, geographical, or social level), <b>PH training facilities and supervision of their PH practice?</b></li> </ol>
5. Evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves.	<ol style="list-style-type: none"> <li>1. How does the PH school <b>evaluate, adapt, and improve the facilities for PH training to meet the needs of the population it serves?</b></li> </ol>

### 6.3 Information Resources and facility:

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

Key Issue:	Criteria for Compliance
<b>3 Information Resources and facility</b>	<b>3 Information Resources and facility</b>
1. Required information sources and resources by students, academics, and researchers	<ol style="list-style-type: none"> <li>1. How do you identify the needs of information sources and resources for students, academics and researchers?</li> <li>2. How do you ensure that the information sources and resources are up to date and well maintained?</li> </ol>
2. Provided information sources and resources	<ol style="list-style-type: none"> <li>1. How do you provide information sources and resources required by students, academics and researchers?</li> </ol>
3. Adequacy and evaluated information sources and resources	<ol style="list-style-type: none"> <li>1. How do you monitor and evaluate information sources and resources that serve the needs of the students, academics and researchers?</li> <li>2. How do you improve, update and renew the information sources and resources?</li> </ol>

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

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

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

<b>Key Issue:</b>	<b>Criteria for Compliance</b>
1. Support funding and its sustainability	<ol style="list-style-type: none"> <li>1. How is the PH school having sufficient and sustainable financial resources to support the program at all locations and for all delivery methods?</li> <li>2. How do sources and/or amounts of school funding change from time to time?</li> <li>3. How are efforts by regulatory organizations and/or schools to ensure adequate funding for the sustainability of educational programs?</li> </ol>
2. Budgeting and budget allocation	<ol style="list-style-type: none"> <li>1. How is the alignment of budget allocation with the mission of the PH school?</li> </ol>

	2. How is the process of budgeting and how sufficient is the budget for public health science programs and unit management?
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**Supporting documents may include, but are not limited, to the following:**

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

## Criteria 7. Quality Assurance

### 7.1 The Quality Assurance System:

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

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

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

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

9. The analyses of students and graduates' performance	1. How does the PH school analyze performance of cohorts of students and graduates in relation to:  a) mission and intended educational outcomes, curriculum, and provision of resources?  b) student background and conditions, entrance qualifications?  c) feedback to the committees responsible for student selection, curriculum planning and student counselling?
<b>5. Involvement of Stakeholders</b>	<b>5. Involvement of Stakeholders</b>
10. Program monitoring and evaluation activities involve its primary stakeholders	1. How does the PH school program monitoring and evaluation activities involve its primary stakeholders? 2. How does the PH school for other stakeholders: allow access to results of course and program evaluation; seek feedback on the performance of graduates; seek their feedback on the curriculum (tracer study)

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

- Organization chart of the internal quality assurance system
- Documents of quality assurance of the school and quality standard
- Reports on the internal quality audit
- Resources allocated to quality assurance.
- Minutes of meeting and report on the involvement of the external stakeholders in the quality management system.
- Follow up documents on the quality assurance feedback for continuous quality improvement.
- Tracer study, student and user survey on satisfaction

## Criteria 8. Governance and Administration

### 8.1 Governance:

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

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

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

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

Key Issue:	Criteria for Compliance
<b>2 Administration</b>	<b>2 Administration</b>
1. The administrative structure to ensure the support of the functioning of the institution	<ol style="list-style-type: none"> <li>1. How does the PH school design the administrative structure?</li> <li>2. What are the roles of the administrative structure in supporting the functioning of the PH school?</li> </ol>
2. The role of the decision-making process in functioning the school.	<ol style="list-style-type: none"> <li>1. What are the roles of the decision-making process regarding the functioning of the PH school?</li> <li>2. How does the decision-making process support</li> </ol>

	the functioning of the institution?
3. Reporting structure for administration in relation to teaching, learning, and research.	1. How does the PH school design the administrative reporting structure on teaching-learning and research programs/activities?
4. The administrative role in supporting the functioning of the institution	1. What is the role of administrative structure in the PH schools' function?
5. The decision-making process in supporting the functioning of the institution	1. How do you exercise decision-making? 2. How do these support the functioning of the institution?
6. The professional administration staff in implementation of its educational program, and related activities	1. Can you describe the PH school having an administrative and professional staff that is appropriate to support implementation of its educational program and related activities and ensure good management and resource deployment?
7. The formulation and implementation of an internal program for quality assurance of the management	1. How does the PH school formulate and implement an internal program for quality assurance of the management including regular review?
<b>3. Academic Leadership</b>	<b>3.Academic Leadership</b>
1. The responsibilities of its academic leadership for definition and management of the program.	1. Can you describe the responsibilities of its academic leadership for definition and management of the PH educational program?
2. The evaluation of its academic leadership in relation to the achievement of its mission and intended educational outcomes.	2. Can you periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes?
<b>4. Educational Budget and Resource Allocation</b>	<b>4. Educational Budget and Resource Allocation</b>
1. The responsibility and authority for resourcing the curriculum, including a dedicated educational budget.	1. Can you describe the PH school having a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget?
2. The resources allocation and distribution for the curriculum in relation to educational needs	1. How does the PH school allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs?
3. The autonomy of the school to direct resources allocation, including for remuneration, to achieve its intended educational outcomes	1. How does the PH school have autonomy to direct resources, including teaching staff remuneration, in an appropriate manner to achieve its intended educational outcomes?
4. The distribution of resources is considering the developments in PH sciences and the health needs of the society.	1. How does the PH school in distribution of resources consider the developments in PH sciences and the health needs of the society?
<b>5. Interaction with Health Sector</b>	<b>5.Interaction with Health Sector</b>
1. The interaction with the health-related sectors of society and government.	1. How does the PH school have constructive interaction with the health and health related sectors of society and government?
2. The collaborative formulation with	1. How does the PH school formalize its

partners in the health sector	collaboration, including engagement of staff and students, with partners in the health sector?
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8.3 **Continuous Renewal:** The school has appropriate and sufficient support for Continuous Renewal.

Key Issue:	Criteria for Compliance
1. Dynamic and social Accountability based on prospective studies and analyses.	<ol style="list-style-type: none"> <li>1. How does the PH school describe a dynamic and socially accountable institution: initiate procedures for regularly reviewing and updating the process; structure, content, outcomes/competences, assessment and learning environment of the program; rectify documented deficiencies; allocate resources for continuous renewal?</li> <li>2. How does the PH school describe the process of renewal based on prospective studies and analyses and on results of local evaluation and the PH education literature?</li> <li>3. How does the PH school describe the process of renewal and restructuring that leads to the revision of its policies and practices in accordance with past-experience, present activities, and future perspectives?</li> </ol>

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

Key Issue:	Criteria for Compliance
1. Decision-making and functioning involvement	<ol style="list-style-type: none"> <li>1. To what extent and in what ways are students and academic staff involved in the PH school decision-making and functioning?</li> </ol>
2. Limitation of student's involvement in governance	<ol style="list-style-type: none"> <li>1. What are the limitations regarding socio-cultural aspects of student involvement in PH school governance?</li> <li>2. What, if any, social or cultural limitations are there on student involvement in PH school governance?</li> </ol>

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

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

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

This chapter describes how to conduct self-evaluation, writing a self-evaluation report, and identifying supporting documents. The 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 to what extent the master program complies with the IAAHEH quality criteria for public health schools. The process of evaluation includes studying written self-evaluation reports of the school.

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

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

The following steps are carried out:

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

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

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

#### **2.2.1 Introduction**

Self-evaluation is the process of an organization in collecting comprehensive data about its own activities and achievements without any external assistance or pressure. Self-evaluation is undertaken within the given time limits and for a specific purpose. Self-evaluation is a

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

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

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

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

- a. For improvement:
  - Identifies and specifies problems.
  - Identifies and specifies possible causes and means to change.
  - Identifies avenues for change and improvement.
  - Providing information that may not normally be evident (such as localized innovative practices in teaching and learning)
- b. For accountability:
  - If there are external criteria set by accreditation bodies, it is important to know how well the criteria are achieved.
  - Or a self-evaluation might be part of the entire review process and required by the external body. In this case, the objectives are to understand, to evaluate, and to improve.
  - To find solutions to a known problem:
    - Where problems have been highlighted or indicated, a self-evaluation can address these and help to understand the context – for example, students cannot be achieving the education outcomes as expected, or teachers might have raised concerns about 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 school's managerial process:
  - Self-evaluation allows the study program to look at their educational program and services.
    - The study program should pay attention to the student's experience, particularly to their learning and performance. The study program will be able to assess how well they meet the educational goals and any external criteria which apply to the school.
  - Self-evaluation allows evidence-based educational planning and management.
    - The study program will experience the greatest benefit if the self-evaluation process becomes part of their regular planning cycle.
  - Determining whether existing policies and procedures are effective in meeting goals and identifying any gaps.
  - Enhancing the understanding (across staff, students and/or other stakeholders) of organizational processes and outcomes.

- Disclosing weaknesses and gaps.
- 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 self-evaluation process are:

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

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

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

### 2.2.2 Conducting Self-Evaluation

The period of conducting self-evaluation is ten weeks. The accreditation team of the 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-evaluation which encompasses the Plan-Do-Check-Act (PDCA) cycle of improvement.

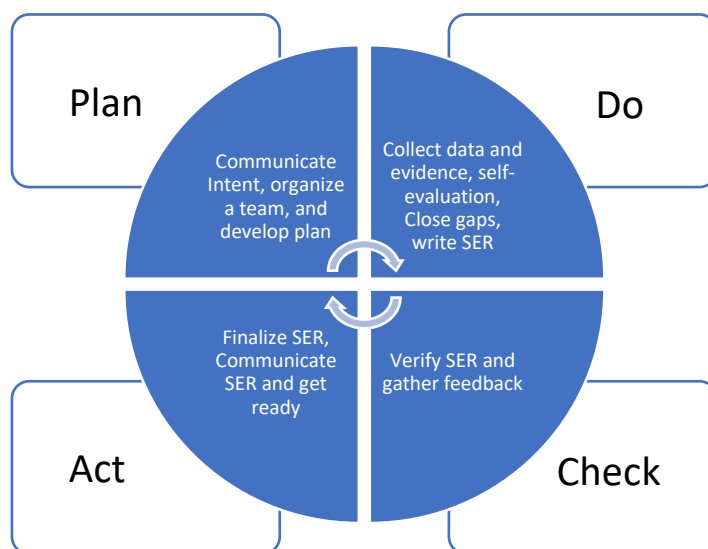


Figure 1. Plan-Do-Check-Act (PDCA) cycle of improvement

#### a. Plan

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

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

Figure 2. Example of a timetable to develop the SER

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

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

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

#### **b. Do**

The “Do” phase involves identifying the gaps in meeting the accreditation criteria. Data collection is a critical step in this phase as it helps to quantify the existing quality assurance practices as well as to identify what the 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-evaluation, a medical school brings together representatives of the administration, faculty, student body, and other constituencies to:

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

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

There might be some barriers during the data collection, such as lack of access to the required documentation, low response rates, scattered information, missing information, or limited access to data. These barriers need to be overcome. All data that has been collected needs to be analysed and presented in simple and understandable formats to answer each key question. Table, charts, graphs, narratives might be used.

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

#### **c. Check**

To prepare a creditable and objective report, the SER team must verify the evidence gathered. The “Check” phase involves verifying the SER as well as the quality assurance practices and giving feedback to improve them. An independent team should be appointed to review the SER and the existing quality assurance practices against the accreditation criteria. 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 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 finalised before communicating it to relevant stakeholders and getting ready for the subsequent accreditation procedures.

## 2.3 Structure and Content of Self-Evaluation Report

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

### a. Structure

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

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

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

*Table 1. Categories of Summary of the Overall Results*

Accreditation Standards	Compliance	Partial Compliance	Non-Compliance
1.1. Stating the mission			
2.1. Intended curriculum outcomes			
2.2. Curriculum organisation and structure			
2.3. Curriculum content			
...etc.			

### b. Format

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

### c. Dissemination

The Public Health science school needs to identify who will receive the full reports and the executive summary, for both internal and external stakeholders. Many have been involved in completing the Self-Evaluation and would need to be informed of the results. A communication strategy needs to be planned. The main point of this entire process should be to facilitate change where change is required. Therefore, the last element that must be addressed is the issue of securing the commitment to act on the 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 vision mission and values, curriculum, assessment, student, academic staff, resources, quality assurance, governance and administration as described in Chapter 1.

## Chapter 3. Guidance for Survey Visit

### 3.1 Survey Visit Guidance

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

#### Principles of the survey visit

The survey visit should focus on:

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

### 3.2 Administrative Preparation for Survey Visit

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

- The date of the survey visit is organized by the secretariat of IAAHEH.
- Invitation letter for the Assessor
- Booking accommodation for the Assessor
- Dietary requirements such as vegetarian, halal food, etc.
- Health protocol
- The interviewee cannot be replaced.
- The school provides local transport and airport transfer.
- The school invites a school board, senate, academic staff, students, alumni, users, supporting staff, and translators.
- The school prepares facilities infrastructure (management office, classroom, laboratory, clinical practice setting, community practice setting, student facilities, student counsellor office, academic staff room, etc.)
- The school prepares documents related to curriculum (curriculum map, module, syllabus, samples of student work, sample of examinations, practical guidance, clinical rotation/clerkship guidance.
- The school prepares documents related to the internal quality assurance system (school academic policy, academic regulations, other manual and procedures as required).
- The school prepares information resources system (library, internet connection, IT, application, Learning Management System-LMS, etc.).
- The school provides translator if English is not native language, and documents are primarily not in English.
- The school provides working room for the assessor (LCD and screen, flipchart, internet connection, printer, paper, whiteboard marker, etc.).

### 3.3 The survey visit procedure

The activities of the survey visit would include:

- An introductory meeting with the management of the study program and the faculty.
- Interview sessions with:
  - Management of the study program
  - Internal quality assurance team
  - Faculty members from various departments (10-12 faculty members)
  - Students represented from each academic year (10-12 students)
  - Supporting staff (8-10 staff, including laboratory technicians/analysts, IT, administration, librarians, etc.)
  - Alumni who graduated in the last 3 years. (8-10 alumni)
  - Employers of graduates (6-8 employers preferably non-alumni)
  - Management of the teaching hospitals and teaching clinics
- Observation and assessment of the teaching and learning processes (in the classroom, practical/ skill laboratory, and the teaching hospitals).
- Visitation and assessment of physical facilities: library, laboratories, simulation center, teaching hospitals, clinics, student services, and other facilities for students.
- Clarification and validation of documents.
- Closing meeting with the 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.

*Table 3. The Typical Schedule for the Survey Visit*

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

10.00-11.00	:	Discussion with the alumni of the study program
11.00-12.30	:	Interview and discussion with the Internal Quality Assurance team of the study program
12.30-13.00	:	Lunch break
13.00-14.00	:	Discussion with the employers of the graduates and other stakeholders
14.00-15.00	:	Ethical committee and academic committee
15.00-17.00	:	Discussion about research infrastructures and research roadmap with the management of university and faculty
17.00-18.00	:	Document verification: research proposal, official report of research proposal seminar, notes on research progress, draft manuscript for publication.
19.00	:	Internal discussion of the assessors
<b>Day-3</b>		
08.30-10.00	:	Clarification and verification of the findings with the management of the graduates' school and study program
10.00-12.00	:	Internal discussion of the assessors to draft the initial report to be presented in exit meeting
12.00-13.00	:	Lunch break
13.00-15.00	:	Closing meeting and discussion
15.00	:	Closing ceremony

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

### 3.4 Guidance for Introductory Meeting

#### a. Preparation for the Venue

The school must provide the venue with equipment (LCD, Screen, microphone) that can accommodate all the invites.

#### b. Preparation for the invite

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

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

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

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

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

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

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

## **3.5 Guidance for Interviews**

The interview session will be held without the presence of the school management and accreditation team. The interview will be:

- Interview with the management of the public health school about governance, quality assurance, human resource management, curriculum management, finance and asset management, program development, collaboration program, academic environment, description of how research is disseminated and utilized, research rewards and incentives, ethics review board composition and functions.
- The school appoints academic staff that will be interviewed, the academic staff represent the clinical and non-clinical departments/units (basic medical sciences, public health, bioethical and medical education), as well as representing different academic ranks. The interview with academic staff will cover leadership, faculty development program, working atmosphere, relationship with management and colleague, workloads (teaching, research, and community services), learning, teaching and research facilities, job security and satisfaction, relevant academic issues, academic and non-academic support system, ranking and promotion system, faculty orientation program, salary scale, faculty performance evaluation, academic advising and referral system, description of how research is disseminated and utilized, research rewards and incentives.
- The school invites support staff representing different functions, such as technicians (Mechanical and Electrical (ME) and laboratories), librarians, administrative, IT support, and finance.
- The interview will cover leadership, supporting staff, development program, working atmosphere, relationship with management and colleagues, workloads, staff qualification relevant to the assignment, job security and satisfaction, relevant issues, information technology support system, library acquisition and collection development plan and profile of library staff.
- The school invites students that will be interviewed, which represents different academic years and achievement, and student organization.
- The interview will cover academic atmosphere, learning, teaching and research facilities, student learning and teaching satisfaction, student support system, academic advising and referral system, non-academic development program, job, and career information.

- The school invites alumni that graduated in the last five years. The interview will cover learning experiences, job preparedness, the relevance of the acquired competencies with the current job, alumni feedback and contribution, waiting period to get the first job, involvement in the academic, research, community services of the school, and internship program.
- The school invites employers of the alumni, representing various kinds of workplaces (such as hospitals, health offices, universities, clinics, other health services, and companies). Preferably the employer is not an alumnus. Otherwise, a maximum of 30% of the interviewees are alumni. The interview will cover the hard skills and soft skills of the alumni employed, employer feedback to the school.

### **3.6 Guidance for Observation**

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

- The school prepares physical facilities for the university, hospital, and health center to be visited by assessors.
- The physical facilities of the university observed include equipment and instruments. The observation may include office, bio-medical laboratories, classroom, clinical skill labs, library (library acquisition and collection development plan and profile of library staff), IT, small room for discussion, student lounge, student lockers.
- The visit to the hospital may include the emergency department, Out-Patient Department, In-Patient Department, Intensive Care Unit, Cardiac Care Unit, surgery theatre, student room for the night shift, and some medical departments.
- Physical facilities for student support, such as clinics, sport facilities, dormitory, and classroom size.
- Observation of some activities, such as teaching and learning, small group discussion, laboratory activities. The observations are focused on checking consistency between descriptions in the SER with the curriculum implementation.

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

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

- To verify that the evidence is genuine, valid, and current.
- Sample syllabi, sample examination questions, samples of theses, dissertations, capstone projects, samples of academic advising and referral system, schedule of the current term, list of thesis advisers/supervisors and number of advisees per adviser/supervisor, performance in the licensure examinations. List of co-curricular activities, and a sample of minutes of curricular review and evaluation.
- Research agenda, research manual, faculty research journal/s, graduate research journal, list of faculty and student research and publications, research budget and performance report, research contracts with government and private agency and institutions, ethics review board composition and functions
- Tuition fee schedule, admission and retention policies, enrolment figures per program and year level, statistical data on dropouts, graduation/completion rates, scholarships and grants, support and auxiliary services student satisfaction survey visit results, health clearance certificate of canteen personnel, safety and sanitation inspection reports/documents of the canteen/cafeteria, Memorandum of Agreement (MoA) with accredited dormitories, sample minutes of meetings of student services offices, list of graduate student organizations, tracer and employer satisfaction surveys and exit interviews, list of student activities and collaborations.
- Faculty profile, samples of accomplished evaluation forms, list of visiting and/or exchange professors, list of in-services and off-campus, monitoring of online campus, 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/organization's, list of chairs, grants, and donations from foundations, minutes of consultation meetings with stakeholders.
- Description of outreach activities/service-learning program, classroom utilization statistics, list of classrooms and/or special rooms dedicated for graduate school activities, facilities and laboratory maintenance, sanitation and/or inspection schedule and report, documentation of the following (videos and/or photos): faculty room, consultation rooms including those used for counselling, student lounges and student organization rooms, classrooms and laboratories used by the graduate school, co-curricular, extra-curricular, and community service activities.

### 3.8 Guidance for Closing Meeting

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

The following is the procedure for the Closing Meeting.

- The draft of summary findings will be given to the 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 of the real condition.
- In the following morning, the study program prepares a representative room for discussion with the assessors, required equipment such as audio-visuals, LCD, white screen, a printer with sufficient ink, etc.
- The study program invites all relevant invites from the study program, especially the accreditation team.
- The representative of the Study program will open the meeting and ask the team of the assessors to lead the meeting.
- The head of the assessor team assigns one of the team members to present the summary of findings.
- Each sub criteria will be read and discussed.
- All invitees will listen carefully and respond to a relevant sub-criterion.
- The Study program will show related evidence/s to support their assumption on related sub-criteria.
- Each sub-criteria will have a new description based on an agreed statement from the study program.
- The study program representatives will listen to the recommendation for each sub-criteria after being adjusted with the recent changes.
- After discussing all sub-criteria, and both sides agree with the findings, the accreditation team of the Study program will listen to the summary findings, re-describe the commendation and the recommendation accordingly.
- The head of the team concludes the summary findings, re-describes the commendation and the recommendation, then prints a copy of the document to be signed by both representatives of the study program and the assessor team.
- While the assessor team prints the documentation, the study program will wait for the next session.
- The head of the assessor returns the session to the Study Program.

- The person responsible for the Study Program will receive the session and then deliver his/her closing remarks.
- The meeting is dismissed.

Executive Summary

Glossary

## **Chapter I School Context**

## **Chapter II Self-Evaluation**

1.1. The Need for Self-Evaluation

1.2. The Team

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

1.4. Methods (sample, data collection and analysis)

## **Chapter III Accreditation Standards**

### **1. VISION, MISSION, AND VALUES**

1.1 Stating the vision, mission, and values.

1.2 Participation in Formulation of vision, mission, and values

1.3 Academic Freedom

1.4 Conclusion and Recommendation

### **2. CURRICULUM**

2.1 Intended learning outcomes

2.2 Curriculum organization and structure

2.3 Curriculum content (major and minor)

2.4 Educational methods and experiences

2.5 Program Structure, Composition and Duration

2.6 Program Management

2.7 Linkage with PH practice and the health sector

2.8 Framework of the Program

2.9 Scientific Method

2.10 Basic PH sciences

2.11 Behavioral and Social Sciences, PH Ethics and Jurisprudence

2.12 Conclusion and Recommendation

### **3. ASSESSMENT**

3.1 Student Assessment Policy and System

3.2 Assessment in support of learning

3.3 Assessment in support of decision-making

3.4 Quality control of student assessment

3.5 Conclusion and Recommendation

### **4. STUDENTS**

4.1 Selection and admission policy

4.2 Student intake and outcome

4.3 Student counselling and support

4.4 Student representation

4.5 Conclusion and Recommendation

## 5. ACADEMIC STAFF

- 5.1 Academic staff establishment policy
- 5.2 Academic staff performance and conduct
- 5.3 Continuing professional development for academic staff
- 5.4 Recruitment and Selection Policy
- 5.5 Staff activity and staff development
- 5.6 Conclusion and Recommendation

## 6. EDUCATIONAL RESOURCES

- 6.1 Physical facilities for teaching and learning
- 6.2 Public health training resources
- 6.3 Information resources
- 6.4 Physical Facilities
- 6.5 PH training resources
- 6.6 Information Technology
- 6.7 Research and Scholarship
- 6.8 Educational Expertise
- 6.9 Educational Exchanges
- 6.10 Conclusion and Recommendation

## 7. QUALITY ASSURANCE

- 7.1 The quality assurance system
- 7.2 Mechanisms for Program Monitoring and Evaluation
- 7.3 Teacher and Student Feedback
- 7.4 Performance of Students and Graduates
- 7.5 Involvement of Stakeholders
- 7.6 Conclusion and Recommendation

## 8. GOVERNANCE AND ADMINISTRATION

- 8.1 Governance
- 8.2 Administration
- 8.3 Academic Leadership
- 8.4 Educational Budget and Resource Allocation
- 8.5 Interaction with Health Sector
- 8.6 Continuous Renewal
- 8.7 Conclusion and Recommendation

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

## **Chapter V Appendices**