

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



**HANDBOOK FOR MEDICAL  
SCHOOLS**

**UNDERGRADUATE MEDICAL EDUCATION  
PROGRAM ACCREDITATION**

## FOREWORD

Thanks to The God Almighty who has given the strength, so that this handbook entitled: “Undergraduate Medical Education Program Accreditation – Handbook for Medical Schools” could be finalized. The main reason for writing this handbook is to provide thorough information of the accreditation process to the study program that are willing to be accredited by Indonesian Accreditation Agency for Higher Education in Health (IAAHEH).

The handbook was arranged to be simple and easy to read, so study program that prepare for accreditation could have a comprehensive guidance. It is expected that the handbook will provide the study program with stronger self-confidence in writing Self-Evaluation Report.

The WFME Standard for Basic Medical Education, LCME, and AUN-QA are used as the main reference for this book to maintain its international standard for Undergraduate Medical Education Program.

This book is written by a team of medical education experts who come from several well-known universities. I thank them for their hardworking in writing and finishing the book. I am pretty sure the expectation of the writers is that after understanding the handbook, the study program will be able to conduct and write Self-Evaluation to facilitate a continuous quality improvement.

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

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The Chairman of IAAHEH

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## Chapter 1. Accreditation Criteria

### Criteria 1. Mission and Values

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

Key Questions:	Criteria for Compliance
1.1.1. How is the mission statement specially tailored to the school?	<p>The school formulates its mission statement.</p> <p>The mission statement is identified based on the needs of the stakeholders.</p> <p>Health problems at the national and local level are considered for the formulation of mission statement.</p> <p>Formulation of the mission statement uses a scientific approach.</p> <p>The mission of the school is associated with the mission of the university.</p>
1.1.2. Which interest groups were involved in its development and why?	<p>The school has mechanisms to identify the internal and external interest groups in the mission formulation.</p> <p>The school has procedures for the engagement of these interest groups.</p> <p>The school has procedures to determine each interest group. The school judges the contribution and the reciprocal benefits of the interest group.</p>
1.1.3. How does the mission statement address the role of the medical school in the community?	<p>The mission statement gives a mandate to the school to be involved in improving the health status of the community.</p> <p>The medical school collaborates with the healthcare services, local governments, hospitals, and communities to execute the medical school's role.</p>
1.1.4. How is it used for planning, quality assurance, and management in the school?	<p>The mission statement is translated into the school's program and activities during the planning process.</p> <p>The school implements the planned programs and activities.</p> <p>The organisational structure conforms with the managerial functions to achieve its vision and mission.</p> <p>The internal quality assurance system developed based on its vision and mission.</p> <p>Monitoring and evaluation in tracking the progress of achieving the mission is executed.</p> <p>The school ensures that the follow up action is completed.</p> <p>The mission was evaluated and updated regularly.</p>
1.1.5. How does it fit with regulatory standards of the local accrediting agency and with relevant governmental requirements, if any?	<p>The school translate the relevant national regulations and standards into its own regulations and standards concordantly.</p> <p>The school consider the local circumstances and uniqueness in implementing the national regulations and standards.</p>

	The school's standards is align with the mission of university.
1.1.6. How is it publicised?	<p>The school use media for publication of its mission and programs.</p> <p>The school uses other programs and events to disseminate its mission and program.</p> <p>The school ensures there are wide involvement in the programs.</p>

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

- 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.
- List of attendances in meeting: students, faculty members, academic and administrative staff, alumni, stakeholders (including employees)
- Media use for publication of vision, mission, aim and strategy.

## **Criteria 2. Curriculum**

2.1 Intended Curriculum Outcomes: The school has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the course.

<b>Key Questions:</b>	<b>Criteria for Compliance</b>
2.1.1 How were the intended outcomes for the course as a whole and for each part of the course designed and developed?	<p>The school uses its mission and priority health problems in the formulation of intended graduate outcomes.</p> <p>The course outcomes consistently derived from the intended graduate outcomes.</p>
2.1.2 Which stakeholders were involved in their development?	<p>The internal and external stakeholders are involved in the curriculum development.</p> <p>There are procedures to involve internal and external stakeholders in developing the curriculum</p> <p>The views of different stakeholders are managed and considered.</p>
2.1.3 How do they relate to the intended career roles of graduates in society?	<p>There is association of the intended graduate outcomes with the intended career roles of graduates in society.</p> <p>The school has a policy and procedures to trace their graduates.</p>
2.1.4 What makes the chosen outcomes appropriate to the social context of the school?	<p>The intended graduate outcomes associate with the priority health problems in the school's catchment areas.</p> <p>The school selects appropriate methods of needs analysis in line with available resources.</p>

- 2.2 Curriculum Organisation and Structure: The school has documented the overall organisation of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines.

Key Questions:	Criteria for Compliance
2.2.1 What are the principles behind the school's curriculum design?	The school selects the principles that are used for curriculum design. The selected principles are appropriate to the school's mission, intended graduate outcomes, resources, and context of the school.
2.2.2 What is the relationship between the different disciplines of study that the curriculum encompasses?	The criteria are identified by the school for the content of the curriculum to be relevant, important and prioritised. The school determines the scope of the content in terms of the breadth and depth of coverage and concentration. The school decides the sequence, i.e., hierarchy, and progression of complexity or difficulty.
2.2.3 How are the model of curriculum organisation chosen? To what extent are the model constrained by local regulatory requirements?	The school chooses a particular model of curriculum based on sound and scientific judgment. The school takes into consideration the local resources and the existing regulatory framework.
2.2.4 How does the curriculum design support the mission of the school?	The school decides the approach of the curriculum design. The curriculum design aligns with the school's mission.

- 2.3 Curriculum Content: a) The school can justify inclusion in the curriculum of the content needed to prepare students for their role as competent junior doctors and for their subsequent further training. b) Content in at least three principal domains is described: basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences.

Key Questions:	Criteria for Compliance
2.3.1 Who is responsible for determining the content of the curriculum?	The school establishes a committee/ unit/ team responsible for determining the content of the curriculum. The departments involved in formulating the curriculum content. Internal and external stakeholders involved in formulating the curriculum content.
2.3.2 How is curriculum content determined?	The school decides the principles or methodologies that are used to identify the curriculum content. The school determines the curriculum content based on references at international, national, and local level.

<p>2.3.3 What elements of basic biomedical sciences are included in the curriculum? How are the choices made and time allocated for these elements?</p>	<p>The school identifies the basic biomedical sciences that are relevant with the graduate learning outcomes.</p> <p>The school decides the content of the biomedical sciences, time allocation, and credit values.</p>
<p>2.3.4 What elements of clinical sciences and skills are included in the curriculum?</p> <p>2.3.4.1 In which clinical disciplines are students required to gain practical experience?</p> <p>2.3.4.2 How are students taught to make clinical judgements in line with the best available evidence?</p> <p>2.3.4.3 How are the choices made and time allocated for these elements?</p> <p>2.3.4.4 What is the basis for the school's allocation of student time to different clinical practice settings?</p>	<p>The school decides the content of clinical disciplines and skills that are included in the curriculum to be in line with graduate learning outcomes.</p> <p>Internal and external stakeholders are involved in determining the content of clinical discipline and skills.</p> <p>The school determines the content of clinical sciences and skills based on references at the international, national, and local level.</p> <p>Clinical disciplines that are compulsory for students to gain practical experiences are decided.</p> <p>There are policy and procedures to decide the clinical disciplines that are compulsory for students to gain practical experiences.</p> <p>The school decides which methods are used to teach students to make clinical judgments in line with the best available evidence.</p> <p>The school decides the clinical evidence selected for this purpose.</p> <p>The school decides time allocation for teaching and learning in clinical judgements.</p> <p>The school manages time allocation for different clinical practice settings.</p>
<p>2.3.5 What elements of behavioural and social sciences are included in the curriculum? How are the choices made and time allocated for these elements?</p>	<p>The behavioural and social sciences that are included in the curriculum are selected to be in line with the graduate learning outcome.</p> <p>The school uses proven methods to select the behavioural and social science as the content and their time allocation.</p>
<p>2.3.6 What elements (if any) of health systems science are included in the curriculum? How are the choices made and time allocated for these elements?</p>	<p>The health system sciences are included in the curriculum content.</p> <p>The school uses proven methods to select the health system sciences and their time allocation.</p>



2.3.7	What elements (if any) of humanities and arts are included in the curriculum? How are the choices made and time allocated for these elements?	The humanities and arts are selected in the curriculum content. The curriculum team allocates time for these contents.
2.3.8	How do students gain familiarity with fields receiving little or no coverage?	The school develops community-based programs. The school ensures the students' health and safety during their placement in the field.
2.3.9	How does the school modify curriculum content related to advances in knowledge?	The school evaluates the curriculum content. The school involves internal and external stakeholders in curriculum evaluation. The school uses the result of the evaluation to modify curriculum content in relation to the advancements in knowledge.
2.3.10	How are principles of scientific methods and medical research addressed in the curriculum?	The principle of scientific methods and medical research in the curriculum are addressed. The school has policy and procedures to address this in the curriculum, including how it is delivered.
2.3.11	Which fields (if any) are elective? How are elective fields decided?	The school has policy and procedures to decide what fields or disciplines are included in the elective course.
2.3.12	How is student learning assured in disciplines in which they do not get specific experience (e.g., disaster management, emerging disease)?	The school can explain which disciplines that the students do not get specific experiences. The school ensures how the students can learn those disciplines.

2.4 Educational methods and experiences: The school employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum.

<b>Key Questions:</b>		<b>Criteria for Compliance</b>
2.4.1	What principles inform the selection of educational methods and experiences employed in the school's curriculum? How were these principles derived?	The school select principles that are used in selecting educational methods and experiences The school can explain how the principles are formulated. Internal and external stakeholders are involved in formulating these principals, including experts in medical education.
2.4.2	According to what principles are the chosen educational methods and experiences distributed throughout the curriculum?	The school distributes the chosen educational methods and experiences throughout the curriculum. The school can explain the principles adopted for these purposes.
2.4.3	In what ways are the educational methods and experiences provided for students appropriate to the local context, resources, and culture?	The school can explain how the educational methods and experiences are provided for students which are appropriate to the local context, resources, and culture.

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

- Minutes of the curriculum committee's meeting on formulating the intended graduate's outcomes of each course (including knowledge, skills, and behaviours) based on school's vision and missions, and the priority health problems. The outcomes can be measured using appropriate assessment.
- Curriculum book (curriculum organisation: principle, content, sequence), learning outcomes, educational methods, assessment system
- Modules or block books
- Clinical rotation/clerkships guides
- List of clinical departments for student's placement
- List of teaching hospitals and affiliated hospitals
- Minutes of curriculum committee's meeting on educational methods
- Students' works and/or assignments
- Documents of revision on teaching strategies

### Criteria 3. Assessment

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

#### 3.1 Assessment Policy and System:

Key Questions:	Criteria for Compliance
3.1.1. Which assessments does the school use for each of the specified educational outcomes?	The school applies a suitable assessment method for each of the specified education outcomes.
3.1.2. How are decisions made about the number of assessments and their timing?	The school ensures that the assessment methods meet the validity, reliability, and educational impact criteria.
3.1.3. How are assessments integrated and coordinated across the range of educational outcomes and the curriculum?	The school designs the number of assessments and the timing of assessments to ensure the achievement of graduate educational outcomes and the course learning outcomes.

- 3.2 Assessment in Support of Learning: a) 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. b) These formative assessments are tied to educational interventions that ensure that all students could achieve their potential.

Key Questions:	Criteria for Compliance
3.2.1. How are students assessed to support their learning?	The school provides feedback for students based on the result of the assessments across the curriculum.
3.2.2. How are students assessed to determine those who need additional help?	The school has a mechanism to decide which students need additional help based on their assessment across the curriculum.

3.2.3. What systems of support are offered to those students with identified needs?	The school has a system of support for the students with identified needs.
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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.

Key Questions:	Criteria for Compliance
3.3.1. How are blueprints (plans for content) developed for examinations?	The school has a mechanism of developing the examination blueprint. The school develops an examination blueprint.
3.3.2. How are standards (pass marks) set on summative assessments?	The school applies the standard setting procedures to establish passing marks for summative assessments. The school has a mechanism for applying a standard setting procedures to establish passing. The school decides on progression and graduation of the student in all educational levels across all expected learning outcomes. The school has a unit or committee who decides on progression and graduation in all educational levels across expected learning outcomes.
3.3.3. What appeal mechanisms regarding assessment results are in place for students?	The school as a policy or system regarding appeal mechanism for the assessment results. The school ensures that the students are well informed about the appeal mechanisms. There is a body or committee who involved in the implementation of the appeal mechanism. The school has a mechanism to settle disputes between the students and the school.
3.3.4. What information is provided to students and other stakeholders, concerning the content, style, and quality of assessments?	The school describes the mechanism to ensure the validity and reliability of the assessment program. The school communicates their content, style and quality of assessments to the students and other stakeholders.
3.3.5. How are assessments used to guide and determine student progression between successive stages of the course?	The school has a mechanism to decide student progression between successive stages of the course. The school has a mechanism to use assessment results to guide and determine student progression across the program. The school provides feedback to students regarding their progression across the program.

- 3.4 Quality control: 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.

Key Questions:	Criteria for Compliance
3.4.1. Who is responsible for planning and implementing a quality assurance system for assessment?	The school plans and implements the quality assurance system for the assessments system. The school has a responsible person or unit who is involved in the planning and implementation of the quality assurance system for their assessments.
3.4.2. What quality assurance steps are planned and implemented?	The school plans and implements the assurance steps for their assessment system.
3.4.3. How are comments and experiences about the assessments gathered from students, teachers, and other stakeholders?	The school collects comments and experiences about the assessment system from students, teachers and other stakeholders. The school ensures that those comments and experiences are trustworthy.
3.4.4. How are individual assessments analysed to ensure their quality?	The school has procedures for the analysis of individual assessment to ensure their quality. The school assigns a person or unit that is involved in developing and implementing these procedures.
3.4.5. How is data from assessments used to evaluate teaching and the curriculum in practice?	The school uses the assessment results to evaluate the teaching and the curriculum in practice. The school assigns a person or unit who is involved in this process.
3.4.6. How is the assessment system and individual assessments regularly reviewed and revised?	The school has procedures for regularly reviewing and revising their assessment system in individual assessment.

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

- Documents on assessment regulation, assessment team or unit, and assessment procedures
- Student's logbook, assessment as student's evaluation and monitoring student's progress and teacher's feedback (teacher's teaching strategies)
- Items Bank and sample of exam papers
- Samples of students' answers
- Procedures for remediation and counselling
- Support system algorithm for assessment
- Assessment blueprint
- The Procedure of appeal mechanism
- Document of Quality Assurance system for assessment
- Policy and procedure for workplace-based assessment

#### **Criteria 4. Students**

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

Key Questions	Criteria for Compliance
4.1.1. How is alignment determined between the selection and	The school aligns its selection and admission policy to the school's mission relevant

admission policy, and the mission of the school?	stakeholders are involved in developing the selection and admission policy of the school. The school ensures that the implementation of selection and admission policy are free from direct intervention from unauthorized parties.
4.1.2. How does the selection and admission policy fit with regulatory (accreditation) or government requirements?	The school ensures that selection and admission policy is in line with regulatory body or government requirements. The school describes the impacts if they do not fit the regulatory or government requirements.
4.1.3. How is the selection and admission policy tailored to the school?	The school describes that selection and admission policy are tailored to the school.
4.1.4. How is the selection and admission policy tailored to local and national workforce requirements?	The school describes how the selection and admission policy tailored to local and national workforce requirements. The school identifies who is involved in this process.
4.1.5. How is the selection and admission policy designed to be fair and equitable, within the local context?	The school ensures that the procedures to design the selection and admission policy are fair and equitable, within the local context. The school describes how students from economically and socially disadvantaged backgrounds are selected.
4.1.6. How is the selection and admission policy publicised?	The school describes how they disseminate selection and admission policy to internal and external stakeholders.
4.1.7. How is the selection and admission system regularly reviewed and revised?	The school describes the procedures for regularly reviewing and revising the selection and admission system. The school describes who is involved in these procedures.

4.2 Student Counselling and Support: The medical school provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance.

Key Questions	Criteria for Compliance
4.2.1. In what ways are the academic and personal support and counselling services consistent with the needs of students?	The school provides an appropriate package of support that meets the academic and pastoral needs of students, such as academic and career advisor, financial assistance/education financial management counselling, health and disability insurance, counselling/personal welfare program, student access to health care services, a student interest, and talent development, etc.
4.2.2. How are these services recommended and communicated to students and staff?	The school describes how the information on services is made available to staff and students.

	The school ensures that students and staff are aware of the availability of these student support services.
4.2.3. How do student organisations collaborate with the medical school management to develop and implement these services?	The school describes how they ensure that students and management of student organisations are involved in developing and implementing these services.
4.2.4. How appropriate are these services both procedurally and culturally?	The school describes how they ensure that student services meet the needs of the diversity of the student population, as well as meeting the needs of the local/national culture.
4.2.5. How is the feasibility of the services judged, in terms of human, financial, and physical resources?	The relevant stakeholders are involved in the provision of student services that are culturally sensitive.
4.2.6. How are the services regularly reviewed with student representatives to ensure relevance, accessibility, and confidentiality?	The school describes how they ensure that these services are feasible in terms of human, financial, and physical resources.

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

- Regulation on selection and admission policy schools: alignment with mission and accreditation/requirements, publicity, review, and revise.
- Policy, regulation, and procedures on student supports.
- Policy, regulation, and procedures on student counselling.
- Support staff, facilities and, financial provision for student supports system.
- Monitoring and evaluation of selection and admission policy
- Monitoring and evaluation of student support system implementation.

## **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.

<b>Key Questions</b>	<b>Criteria for Compliance</b>
5.1.1. How did the school arrive at the required number and characteristics of their academic staff?	The school describes how they decide the required number and characteristics of its academic staff. The school has considerations in deciding the number and characteristics of its academic staff. The school describes how they monitor and review the workload of its academic staff.
5.1.2. How do the number and characteristics of the academic staff align with the design, delivery, and quality assurance of the curriculum?	The school describes how they ensure that there is an alignment between the number and characteristics of their academic staff with the design, delivery and quality assurance of the curriculum. The school describes how they plan human resource to ensure the staffing adequacy with the

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

Key Questions	Criteria for Compliance
5.2.1. What information does the school provide for new and existing academic staff and how is this provided?	<p>The school disseminates information on responsibilities of academic staff for teaching, research, and services for the new and exciting academic staff.</p> <p>The school describes the procedure to disseminate the standards of performance and codes of conduct to the new and existing academic staff.</p>
5.2.2. What induction training does the school provide for academic staff?	<p>The school describes how they conduct the induction training for their new academic staff.</p> <p>The school describes how they arrange induction programs for academic staff.</p> <p>The school provides the contents of the induction programs.</p> <p>The training and development plans reflect the university and study program's mission and objectives.</p> <p>The school describes how they evaluate and review their training programs.</p>
5.2.3. How does the school prepare academic staff, teachers, and supervisors in clinical settings to enact the proposed curriculum?	<p>The school describes how they prepare the academic staff, teachers, and supervisors in the clinical setting to deliver the proposed curriculum.</p> <p>The school describes how they ensure the academic staff, teachers, and supervisors are ready to implement the purpose curriculum.</p>
5.2.4. Who is responsible for academic staff performance and conduct? How are these responsibilities carried out?	<p>The school provides the procedures for academic staff performance appraisal.</p> <p>The schools select staff that are responsible for carrying out these procedures.</p> <p>The school has the policy and procedures for monitoring and reviewing the academic staff performance and conduct.</p> <p>The school describes the policies and procedures for retention, promotion, granting rewards, retraction, demotion and dismissal for the staff.</p> <p>The policies and procedures are clearly understood.</p> <p>The school describes how their staff get regular and sufficient information related to their responsibilities, benefits and remuneration.</p> <p>The school describes the policies and procedures for feedback provision to the academic staff</p>



	performance and progress toward retaining, promotion, granting rewards and tenure.
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5.3 Continuing Professional Development for Academic Staff: The school implements a stated policy on the continuing professional development of its academic staff.

Key Questions	Criteria for Compliance
5.3.1. What information does the school give to new and existing academic staff members on its facilitation or provision of continuing professional development?	<p>The school plans for a professional development program and career pathway for the academic staff.</p> <p>The school describes how they plan the socialization to the academic staff.</p> <p>The school provides the considerations for the development program and career pathway.</p> <p>The school has a development program for the tenure academic staff.</p> <p>The school decides who is involved in the development program of the junior/new academic staff.</p> <p>The school describes how they review and evaluate their program.</p> <p>The school describes the aspects that are considered in the development program.</p> <p>The school describes how they support and accommodate the professional development of the academic staff.</p>
5.3.2. How does the school take administrative responsibility for the implementation of the staff's continuing professional development policy?	<p>The school describes how they monitor, evaluate and review the continuing professional development program of the academic staff.</p> <p>The school describes how they appraise and reward the academic staff related to their continuing professional development.</p>
5.3.3. What protected funds and time does the school provide to support its academic staff in their continuing professional development?	<p>The school describes how they support their academic staff in their continuing professional development.</p> <p>The school provides the policies for continuing professional development.</p> <p>The school describes how the academic staff could understand the policy and procedure clearly.</p>

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

- Manpower plan according to the needs of each discipline and scientific development
- Policy and procedures for staffs' development
- Minutes of meetings and list of attendances for manpower plan and development
- Mapping of disciplines of the curriculum
- Form for monitoring and evaluation of academic staff performance, sampled of completed forms from several academic staffs, results of performance appraisal for each semester
- Induction training program report
- Reports of the training programs for new and existing academic staff members.



- Summary of the professional development of the academic staff

## Criteria 6. Educational Resources

6.1 Physical Facilities for Education and Training: The school has sufficient physical facilities to ensure that the curriculum is delivered adequately.

Key Questions	Criteria for Compliance
6.1.1. How does the school determine the adequacy of the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum?	<p>The school describes how they ensure that the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum are adequate – including for staff and students with special needs.</p> <p>The school describes how they ensure that the laboratory and equipment are up to date, in good condition, readily available, and effectively deployed.</p> <p>The school describes how they ensure that digital and physical library resources are sufficient, up to date, well-maintained and readily accessible.</p> <p>The school describes how they ensure that the student safety and security systems are in place at all locations.</p>
6.1.2. Is it appropriate or necessary to supplement or replace classroom teaching by distance or distributed learning methods? If so, how does the school ensure that these offer a commensurate level of education and training?	<p>The school describes how they decide whether distance or distributed learning methods are necessary to replace or supplement classroom teaching.</p> <p>The school describes how they ensure that once you decide to employ distance learning for classroom teaching, they are able to offer a commensurate level of education and training.</p>

6.2 Clinical Training Resources: The school has appropriate and sufficient resources to ensure that students receive the required clinical training.

Key Questions	Criteria for Compliance
6.2.1. What range of opportunities are required and provided for students to learn clinical skills?	<p>The school provides opportunities are provided for students to learn clinical skills.</p> <p>The school describes how they ensure that all students have equal access to learning opportunities for clinical skills on campus, in teaching hospitals, in affiliated and satellite hospitals, and outside campus.</p> <p>The school describes how they ensure that the facilities and infrastructure for learning clinical skills are well maintained and up to date.</p>

6.2.2. What use is made of skills laboratories and simulated patients, and of actual patients in this regard?	<p>The school describes how they utilize skills laboratories, simulated patients and actual patients for learning clinical skills.</p> <p>The school describes how they ensure that the skills laboratories, simulated patients and actual patients support the acquisition of students' clinical skills.</p> <p>Clinical skills are learnt using skills laboratories, simulated patients and actual patients.</p>
6.2.3. What is the basis of the policy on the use of simulated and actual patients?	<p>Policies are used as the basis for the use of simulated and actual patients.</p> <p>The school describes how have these policies been developed.</p> <p>The school describes who involved in the development of these policies.</p>
6.2.4. How does the school ensure that students have adequate access to clinical facilities?	<p>Clinical facilities can be utilized by students for clinical clerkships.</p> <p>The school describes how they ensure that the school has guaranteed and sustained access for these clinical facilities.</p> <p>The school describes how they organize the students' access to the clinical facilities to support the achievement of intended learning outcomes.</p> <p>The school describes how they monitor and evaluate these clinical facilities.</p>
6.2.5. What is the basis for the school's mix of community-based and hospital-based training placements?	<p>The school describes how they decide the mix of community-based and hospital-based training placements in the school's clinical phase.</p> <p>The school describes who involved in making this decision.</p>
6.2.6. How does the school engage clinical teachers and supervisors in the required range of generalist and specialist practice settings?	<p>The school describes how they recruit clinical teachers and supervisors in the required range of generalist and specialist practice settings.</p> <p>The school describes how they ensure that clinical teachers and supervisors understand their roles and responsibilities in relation to students learning in practice settings.</p> <p>The school describes how they maintain engagement with clinical teachers and supervisors.</p>
6.2.7. How does the school ensure consistency of curriculum delivery in clinical settings?	<p>The school describes how they ensure that all clinical teachers and supervisors understand the school's curriculum.</p> <p>The school describes how they organize their curriculum delivery in clinical settings to achieve consistency.</p> <p>The school describes how they ensure that the curriculum delivery in clinical settings is effective.</p>

6.3 Information Resources: The school provides adequate access to virtual and physical information resources to support the school's mission and curriculum.

Key Questions	Criteria for Compliance
6.3.1. What information sources and resources are required by students, academics, and researchers?	The school describes how they identify the needs of information sources and resources for students, academics and researchers. The school describes how they ensure that the information sources and resources are up to date and well maintained.
6.3.2. How are these provided?	The school describes how they provide information sources and resources required by students, academics, and researchers.
6.3.3. How is their adequacy evaluated?	The school describes how they monitor and evaluate information sources and resources that serve the needs of the students, academics, and researchers. The school describes how they improve, update, and renew the information sources and resources.
6.3.4. How does the school ensure that all students and academic staff have access to the needed information?	The school provides the procedures for students and academic staff to get access to the needed information.

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

- List of physical infrastructure
- List of other learning supporting systems. Learning Management System, Internet speed
- List of academic hospital network and teaching clinics
- List of facilities in the academic hospitals and Teaching Clinics (discussion rooms, room for night shift, library, etc.)
- List of mannequins available for clinical skill training of the students
- List of standardised patients, report of the training of the standardised patients
- List of training and its reports of the clinical teachers and preceptors
- List of databases of available journals and books
- Forms for evaluation and feedback from students and academic staff and administration for available information resources
- Facilities to access information resources
- Data on the results of satisfaction surveys for the services provided by the management to all stakeholders (students, faculty, staff, associates, and employer of the alumni).
- Data on the results of satisfaction surveys for adequateness, quality and access to physical facilities and equipment and information resources for education and clinical training.

## **Criteria 7. Quality Assurance**

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

Key Questions	Criteria for Compliance
7.1.1. How are the purposes and methods of quality assurance for curriculum delivery and subsequent action in the school defined and described, and made publicly available?	<p>The school has a mechanism to establish, implement, maintain and improve continuously of the internal quality assurance system.</p> <p>The school has procedures for the quality management system and their application throughout the organization.</p> <p>The school determines the quality management system.</p> <p>The school determines and applies the criteria and methods (including monitoring, measurement and related performance indicators) necessary to ensure the effective operation and control of these processes.</p> <p>The school determines the resources required for this process and ensures their availability.</p> <p>The school assigns responsibilities and authorities for these processes.</p> <p>The school addresses risks and opportunities.</p> <p>The school evaluates these processes and implements any necessary changes to ensure that these processes achieve the desired result.</p> <p>The school provides and disseminates information to the public.</p>
7.1.2. How is responsibility for implementation of the quality assurance system clearly allocated between the administration, academic staff, and educational support staff?	<p>The school assigns responsibility and authority to ensure the quality management system complies with the requirements of standards that are used.</p> <p>The school ensures that reporting on the performance of the quality management system and opportunities for improvement has been established.</p> <p>The school ensures that the integrity of the quality management system is maintained.</p> <p>The school document the changes that occurred from the planned and the implemented quality management system.</p> <p>The school provides manpower needed for the effective implementation of its quality management system and for the operation and control of its processes.</p>
7.1.3. How are resources allocated to quality assurance?	<p>The school identifies resources needed for the implementation, maintenance and continuous improvement of the quality assurance system.</p> <p>The school justifies whether the allocated resources are sufficient.</p>
7.1.4. How has the school involved external stakeholders?	<p>The school identifies the relevant external stakeholders to be involved for the quality management system.</p>
7.1.5. How is the quality assurance system used to update the	<p>The school utilizes the results of the quality assurance system to identify, review and control</p>

school's educational design and activities and hence ensure continuous renewal?	<p>changes made during, or after, the design and development of educational programs.</p> <p>The school evaluates the performance and effectiveness of the education program.</p> <p>The school identifies and selects opportunities for improvement and implement any necessary actions to meet stakeholder needs and to increase stakeholder satisfaction.</p>
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Supporting documents may include, but not limited, to the following:

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

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

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

<b>Key Questions</b>	<b>Criteria for Compliance</b>
8.1.1. How and by which bodies are decisions made about the functioning of the institution?	<p>The relevant school's bodies are responsible for decisions made related to the functioning of the school.</p> <p>The school describes how the school's bodies make decisions on the functioning of the school.</p>
8.1.2. By what processes and committee structures are teaching, learning, and research governed in the institution?	<p>The school describes how the teaching-learning and research activities are governed by the school.</p> <p>The school describes which structures are responsible for managing teaching-learning and research activities.</p>
8.1.3. How is the budget aligned with the mission of the school?	The school explains the alignment between budget allocation with the mission of the school.
8.1.4. What governance arrangements are there to review the performance of the school?	The school describes which body is responsible for reviewing the performance of the school.
8.1.5. How are risks identified and mitigated?	The school has mechanisms to identify and mitigate all risks which may occur during teaching-learning, research, and budget allocation.

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

Key Questions	Criteria for Compliance
8.2.1. To what extent and in what ways are students and academic staff involved in the school decision-making and functioning?	The school describes how the students staff and academic are involved in the school decision-making and functioning.
8.2.2. What, if any, social or cultural limitations are there on student involvement in school governance?	The school identifies the limitations regarding socio-cultural aspects of student involvement in school governance.

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

Key Questions	Criteria for Compliance
8.3.1. How does the administrative structure support the functioning of the institution?	The school describes how they design the administrative structure. The school describes the roles of the administrative structure in supporting the functioning of the school.
8.3.2. How does the decision-making process support the functioning of the institution?	The school describes the roles of the decision-making process regarding the functioning of the school.
8.3.3. What is the reporting structure for administration in relation to teaching, learning, and research?	The school describes how they design the administrative reporting structure on teaching-learning and research programs/activities.

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

- Organisation chart of the management and administrative of the school
- 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 of teaching, learning and research.

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

This chapter describes how to conduct self-evaluation, writing a self-evaluation report, and identifying supporting documents. The 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 medical school. The process of evaluation includes studying written self-evaluation report of the school.

To conduct an 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 analysed 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 the 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 analysing the strengths, weaknesses, opportunities, and threats and how the team uses these data in developing a plan toward a better quality of education. A process of planning/determining, implementation, evaluation, controlling and improvement of the education program needs to be reflected in the process of self-evaluation activities and be presented as a Self-Evaluation Report.

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

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

#### **2.2.1 Introduction**

Self-evaluation is the process of an organisation 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, the self-evaluation should be recognised 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 a good self-evaluation are invaluable. It gives information and facts about the quality assurance system and provides a platform for stakeholders to discuss issues on the quality of education.

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

- a. For improvement:
  - Identifies and specifies problems.
  - Identifies and specifies possible causes and means to change.
  - Identifies avenues for change and improvement.
  - Providing information that may not normally be evident (such as localised innovative practices in teaching and learning)
- b. For accountability:
  - If there are external criteria set by accreditation bodies, it is important to know how well the criteria are achieved.
  - Or a self-evaluation might be part of the entire review process and required by the external body. In this case, the objectives are to understand, to evaluate, and to improve.
  - To find solutions to a known problem:
    - Where problems have been highlighted or indicated, a self-evaluation can address these and help to understand the context – for example, students cannot be achieve 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, student and/or other stakeholders) of organisational processes and outcomes.



- Disclosing weaknesses and gaps.
- Promoting honest communication.
- Encouraging benchmarking, internally and/or externally.
- Identifying activities that are misaligned with organisational goals/objectives.
- Promoting an evidence-based culture.

Two principles that relate to the self-evaluation process are:

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

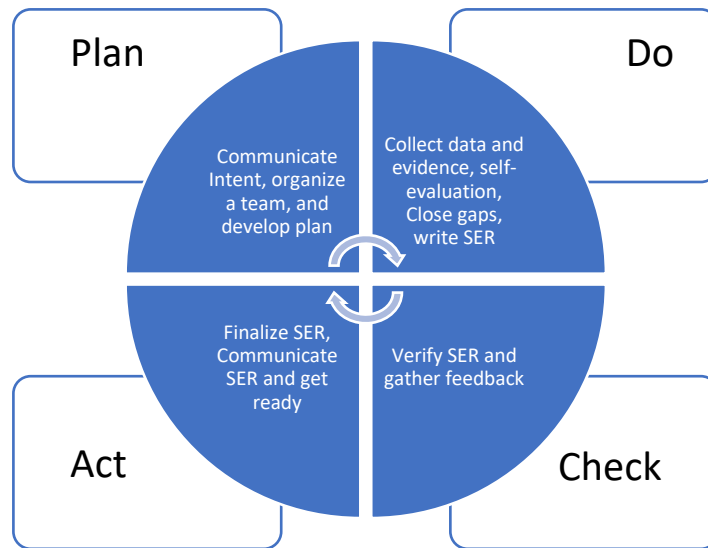
Adherence to these fundamental principles is a prerequisite for providing a reliable and relevant assessment process and outcome. The following considerations should be made before carrying out a self-evaluation:

- 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 a self-evaluation is not enough. The whole organisation must prepare itself for the self-evaluation. Assessing quality is more than evaluating the performance of a program; it is also about developing and shaping the 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 organisation 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 analysing data and drawing conclusions.
- As it is assumed that the 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 organise a workshop or seminar to discuss or communicate the SER.

### **2.2.2 Conducting Self-Evaluation**

The period of conducting self-evaluation is ten weeks. The 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*

Details of each step are explained in the following paragraphs:

**a. Plan**

The “Plan” phase starts with the communication of intent for self-evaluation. The study program appoints 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 in the group should be made responsible for collecting and analysing data and information, and writing the SER. Each member must have a good understanding of the accreditation criteria before proceeding to the next phase. Figure 2 is an example of a timetable that could be developed.

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

Figure 2. Example of a timetable to develop the SER

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

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

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

**b. Do**

The “Do” phase involves identifying the gaps in meeting the accreditation criteria. Data collection is a critical step in this phase as it helps to quantify the existing quality assurance practices as well as to identify what the 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 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 subcriteria 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 school needs to identify who will receive the full reports and the executive summary, for both internal and external stakeholders. Many have been involved in completing the Self-Evaluation and would need to be informed of the results. A communication strategy needs to be planned. The main point of this entire process should be to facilitate change where change is required. Therefore, the last element that must be addressed is the issue of securing the commitment to act on the findings of the SER.

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

<b>Compliance</b>	Almost all components in each sub criterion can be fulfilled
<b>Partial Compliance</b>	Some components in each sub criterion can be fulfilled. But there are components in some sub criteria which cannot be fulfilled. These unfilled components of sub criteria are not systemic and will not affect the education process, will not disrupt the achievement

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

**d. Content**

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

## Chapter 3. Guidance for 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 interview and observation of all criteria in WFME standards based on the result of Self-Evaluation Report (SER) Review. The targeted sites of the survey visit include building, infrastructure, and facilities to deliver the study program. This guidance aims to provide key points for the study program in preparing the survey visit. It consists of an explanation of the assessors, survey visit, and survey visit report.

#### Principles of the survey visit

The survey visit should focus on:

- The continuous quality improvement, such as PDCA (*plan, do, check, and action*).
- Achievements in education, research, and public services, competition, and internationalisation.
- Compliance with WFME Standards.
- Academic and non-academic achievement, including assessment of input, process, and output.
- Availability of evidence and traceability.
- Management of the 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 survey visit is organised by the secretariat of IAAHEH.
- Invitation letter for the Assessor
- Booking accommodation for the Assessor
- Dietary requirements such as vegetarian, halal food, etc.
- Health protocol
- The interviewee cannot be replaced.
- The school provides local transport, airport transfer.
- The school invites school board, senate, academic staff, students, alumni, user, supporting staff, and translator.
- 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 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 the graduates (6-8 employers preferably non-alumni)
  - Management of the teaching hospitals and teaching clinics
- Observation and assessment of the teaching and learning processes (in the classroom, practical/ skill laboratory, and the teaching hospitals).
- Visitation and assessment of physical facilities: library, laboratories, simulation centre, teaching hospitals, teaching clinics, student services, and other facilities for students.
- Clarification and validation of documents.
- Closing meeting with the 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 the faculty members
11.30-12.30	:	Interview with the supporting staff
12.30-13.30	:	Lunch break
13.30-15.00	:	Visitation and assessment of the library, laboratories, classroom, simulation centre, and other facilities in the study program.
15.00-16.00	:	Interview and discussion with the Internal Quality Assurance team of the study program
16.00-17.00	:	Internal discussion of the assessors
<b>Day-2</b>		
08.30-09.00	:	Introductory meeting with the management of academic hospitals.
09.00-11.00	:	Visitation of the academic hospitals: outpatient clinics, in-patient wards, emergency room, and other facilities for students in the hospitals.



11.00-12.00	:	Interview and discussion with the clinical preceptors of the academic hospitals
12.00-13.00	:	Lunch break
13.00-14.30	:	Interview and discussion with the students
14.30-16.00	:	Document verification
16.00-17.00	:	Internal discussion of the assessors
<b>Day-3</b>		
08.30-09.00	:	Introductory meeting with the management of teaching clinics or teaching facilities in the community
09.00-11.00	:	Visitation to the teaching clinics or teaching facilities in the community.
11.00-12.00	:	Interview and discussion with the clinical preceptors and stakeholders
12.00-13.00	:	Lunch break
13.00-14.30	:	Discussion with the alumni of the study program
14.30-16.00	:	Discussion with the employers of the graduates and other stakeholders
16.00-17.00	:	Internal discussion of the assessors
<b>Day-4</b>		
08.30-09.30	:	Observation of the teaching and learning process
09.30-10.30	:	Additional Documents verification
10.30-12.00	:	Clarification and verification with the management of the study program
12.00-13.00	:	Lunch break
13.00-16.00	:	Internal discussion of the assessors to draft the initial report to be presented in exit meeting
16.00-17.00	:	Closing meeting and discussion

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 invitees.

#### **b. Preparation for the invitee**

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

- The Dean
- Vice Dean
- Head of Study Program
- Accreditation Team
- Head of Quality Assurance Unit
- Directors of Teaching Hospitals
- Education Unit
- Research Unit
- Community Service Unit
- Heads of Departments
- Heads of Administrations
- etc.

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

The profile of the medical 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 medical program, human resources and other physical and non-physical resources required for the medical program, counselling, and student supports.
- The head of the study program will prepare a presentation on the graduate profiles, graduate competencies, curriculum, and assessment system.
- Head of the quality assurance unit to prepare a presentation on internal quality assurance system.

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

### **3.5 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 medical 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 utilised, 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 utilised, 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 colleague, workloads, staff qualification relevant to the assignment, job security and satisfaction, relevant issues, information

technology support system, library acquisition and collection development plan and profile of library staff.

- The school invites students that will be interviewed, which represents different academic years and achievement, and student organisation.
- 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, companies). Preferably the employer is not an alumnus. Otherwise, a maximum of 30% of the interviewees are alumni. The interview will cover hard skills and soft skills of the alumni employed, employer feedback to the school.

### **3.6 Guidance for Observation**

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

- The school prepares physical facilities of the university, hospital, and health centre 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 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 to check consistencies between descriptions in the SER with the curriculum implementation.

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

If there are any new information/data/documents which had 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 organisations, 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, utilisation report.
- Organisational 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/organisations, list of chairs, grants, and donations from foundations, minutes of consultation meetings with stakeholders.
- Description of outreach activities/service-learning program, classroom utilisation statistics, list of classrooms and/or special rooms dedicated for 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 organisation 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 invitees 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 criticise 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 invitees 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-describe 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 responsible person of the Study Program will receive the session and then deliver his/her closing remarks.
- The meeting is dismissed.

Executive Summary

Glossary

## **Chapter I Medical School Context**

## **Chapter II Self-Evaluation**

1.1. The Need for Self-Evaluation

1.2. The Team

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

1.4. Methods (sample, data collection and analysis)

## **Chapter III Accreditation Standards**

1. MISSION AND VALUES

1.1 Stating the mission.

- How did the school formulate its mission statement?
- How is the mission statement identified?
- How are health problems considered at the national and local level?
- What is the scientific approach in the mission statement formulation?
- What is the association of the mission of the university with the mission of the school?
- What are the mechanisms to identify the internal and external interest groups in the mission formulation?
- What are the procedures for the engagement of these interest groups?
- How is each interest group determined? What is the judgment of their contribution and their reciprocal benefits?
- How does the mission statement give a mandate to the school to be involved in improving the health status of the community?
- How does the medical school collaborate with the healthcare services, local governments, hospitals, and communities to execute the medical school's role?
- How is the mission statement translated into the school's program and activities during the planning process?
- How are the planned programs and activities implemented?
- How does the organisational structure conform with the managerial functions to achieve its vision and mission?
- How is the internal quality assurance system developed based on its vision and mission?
- How is monitoring and evaluation in tracking the progress of achieving the mission?
- How to ensure the follow up action is completed?
- When was the last time the mission was evaluated and updated? Is it regularly evaluated and updated?
- How does the school translate the relevant national regulations and standards into its own regulations and standards concordantly?
- How does the school consider the local circumstances and uniqueness in implementing the national regulations and standards?
- Do the school's standards align with the mission of university?
- How does the school use media for publication of its mission and programs?
- What are other programs or events that the school used to disseminate its mission and program?
- Who is involved in the programs?

1.2. Recommendation

## 2. CURRICULUM

### 2.1 Intended curriculum outcomes

- How does the school use its mission and priority health problems in the formulation of intended graduate outcomes?
- How are the course outcomes consistently derived from the intended graduate outcomes?
- Who are the internal and external stakeholders involved in the curriculum development?
- What are the procedures to involve internal and external stakeholders in developing the curriculum?
- How are the views of different stakeholders managed and considered?
- How do the intended graduate outcomes associate with the priority health problems in the school's catchment areas?
- How does the school select appropriate methods of needs analysis in line with available resources?

### 1.2. Curriculum organisation and structure

- How does the school select the principles that are used for curriculum design (I.e., social reconstructionism, essentialism, existentialism, progressivism, etc.)?
- Do the principles appropriate to the school's mission, intended graduate outcomes, resources, and context of the school?
- What are the criteria identified by the school for the content of the curriculum to be relevant, important and prioritised?
- How does the school determine the scope of the content in terms of the breadth and depth of coverage and concentration?
- How does the school decide the sequence, i.e., hierarchy, and progression of complexity or difficulty?
- How does the school choose a particular model of curriculum based on sound and scientific judgment?
- Does the school take into consideration the local resources and the existing regulatory framework?
- What is the approach of the curriculum design?
- How does the curriculum design align with the school's mission?

### 1.3. Curriculum content

- How does the school establish a committee/ unit/ team responsible for determining the content of the curriculum?
- How are departments involved in formulating the curriculum content?
- How are internal and external stakeholders involved in formulating the curriculum content?
- What principles or methodologies are used to identify the curriculum content?
- What references at international, national, and local level are used to determine the curriculum content?
- How does the school identify the basic biomedical sciences that are relevant with the graduate learning outcomes?
- How does the school decide the content of the biomedical sciences, time allocation, and credit values?

### 1.4 Educational methods and experiences

- Can you explain principles that are used in selecting educational methods and experiences?
- How are these principles formulated?
- How do internal and external stakeholders are involved including experts in medical educations?
- How do you distribute the chosen educational methods and experiences distributed throughout the curriculum?

- What principles are adopted for these purposes?
  - Can you explain how the educational methods and experiences provided for students are appropriate to the local context, resources, and culture?
- 2.5. Recommendation
3. ASSESSMENT
- 3.1 Assessment Policy and System
- Can you explain which assessment method you apply for each of the specified educational outcomes?
  - How do you ensure that these assessment methods meet the validity, reliability, and educational impact criteria?
  - How do you decide the number of assessments and the timing to ensure the achievement of graduate educational outcomes as well as the course learning outcomes?
  - How do you decide which assessments are formative or summative?
  - Who takes the decision about the number of assessments and their timing?
  - How do you ensure that staff and students are well informed?
  - How are the integration and coordination of assessments across the educational outcomes and the curriculum?
  - How do you develop an assessment blueprint at program level and how do you evaluate it?
  - How do you develop assessment blueprints at across levels and how do you evaluate them?
- 1.2 Assessment in support of learning
- How do you give feedback for students based on the result of the assessments across the curriculum?
  - How do you decide which students need additional help based on their assessment across the curriculum?
  - How do you support the students with the identified needs?
- 1.3 Assessment in support of decision-making
- Can you explain how you develop the examination blueprint?
  - Who develops examination blueprint?
  - How do you apply the standard setting procedures to establish passing mark for summative assessments?
  - Can you explain how you make decisions on progression and graduation in all educational levels across all expected learning outcomes?
  - Who makes decisions on progression and graduation in all educational levels across expected learning outcomes?
  - How is the policy/system regarding appeal mechanism for the assessment results?
  - How do you ensure that the students are well informed about the appeal mechanisms?
  - Who is involved in implementing these appeal mechanisms?
  - What happens if there are disputes between the students and the school?
  - How do you ensure the validity and reliability of the assessment program?
  - How do you communicate your content, style, and quality of assessments to your student and other stakeholders?
  - How do you decide student progression between successive stages of the course?
  - How do you use assessment results to guide and determine student progression across the program?
  - How do you provide feedback to students regarding their progression across the program?
- 1.4 Quality control



- How do you plan and implement the quality assurance system for your assessments system?
- Who is involved in the planning and implementation of the quality assurance system for your assessments?
- Can you explain how the quality assurance steps are planned and implemented for your assessment system?
- How do you collect comments and experiences about the assessment system from students, teachers, and other stakeholders?
- How do you ensure that those comments and experiences are trustworthy?
- Can you explain the procedure for the analysis of individual assessment to ensure their quality?
- Who is involved in developing and implementing these procedures?
- How do you use assessment results to evaluate the teaching and the curriculum in practice?
- Who is involved in this process?
- Can you explain the procedure for regularly reviewing and revising your assessment system in individual assessment?

### 3.5. Recommendation

## 4. STUDENTS

### 4.1 Selection and admission policy

- How do you align your selection and admission policy to the mission of your school?
- Who is involved in developing the selection and admission policy?
- How do you ensure that the implementation of selection and admission policy are free from direct intervention from unauthorised parties?
- How do you ensure that selection and admission policy is in line with regulatory body or government requirements?
- What happens if they do not fit the regulatory or government requirements?
- Can you explain how selection and admission policy are tailored to the school?
- How are the selection and admission policy tailored to local and national workforce requirements?
- Who is involved in this process?
- What are the procedures to design the selection and admission policy to be fair and equitable, within the local context?
- How are students from economically and socially disadvantaged backgrounds selected?
- How do you disseminate selection and admission policy to internal and external stakeholders?
- How are the procedures for regularly reviewing and revising the selection and admission system?
- Who is involved in these procedures?

### 4.2 Student counselling and support

- Does the school provide an appropriate package of support that meets the academic and pastoral needs of students, such as academic and career advisor, financial assistance/education financial management counselling, health and disability insurance, counselling/personal welfare program, student access to health care services, a student interest, and talent development, etc?
- How is information on services made available to staff and students?
- How do you ensure that students and staff are aware of the availability of these student support services?
- How do you ensure that students and management of student organisations are involved in developing and implementing these services?

- How do you 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?
- Who is involved in the provision of student services that are culturally sensitive?
- How do you ensure that these services are feasible in terms of human, financial, and physical resources?
- What are the procedures to evaluate the effectiveness of these services through a range of methods, e.g., surveys, complaints, representative groups?
- How are changes accommodated where appropriate?

#### 4.3. Recommendation

### 5. ACADEMIC STAFF

#### 5.1 Academic staff establishment policy

- How do you decide the required number and characteristics of your academic staff?
- What are your considerations in deciding the number and characteristics of your academic staff?
- How do you monitor and review the workload of your academic staff?
- How do you ensure there is an alignment between the number and characteristics of your academic staff with the design, delivery and quality assurance of the curriculum?
- How do you do human resource planning to ensure the staffing adequacy with the development of your school?

#### 5.2 Academic staff performance and conduct

- How do you disseminate information on responsibilities of academic staff for teaching, research, and services for the new and existing academic staff?
- How do you disseminate the standards of performance and codes of conduct to the new and existing academic staff?
- How do you conduct the induction training for your new academic staff?
- How does the school arrange induction programs for academic staff?
- What are the contents of the induction programs?
- Does the training and development plan reflect the university and study program's mission and objectives?
- How does the school evaluate and review its training programs?
- How do you prepare the academic staff, teachers, and supervisors in the clinical setting to deliver the proposed curriculum?
- How do you ensure the academic staff, teachers, and supervisors are ready to implement the purpose curriculum?
- What are the procedures for academic staff performance appraisal?
- Who is responsible for carrying out these procedures?
- What are the policy and procedures for monitoring and reviewing the academic staff performance and conduct?
- What are the policies and procedures for retention, promotion, granting rewards, retraction, demotion and dismissal for the staff?
- Are the policies and procedures clearly understood?
- How could the staff get regular and sufficient information related to their responsibilities, benefits and remuneration?
- What are the policies and procedures for feedback provision to the academic staff performance and progress toward retaining, promotion, granting rewards and tenure?

#### 5.3 Continuing professional development for academic staff.

- What is the school plan for a professional development program and career pathway for the academic staff?
- How is the plan socialised to the academic staff?
- What are the considerations for the development program and career pathway?

- What is the development program for the tenure academic staff?
- Who is involved in the development program of the junior/new academic staff?
- How does the school review and evaluate the program?
- What are the aspects that are considered in the development program?
- How does the school support and accommodate the professional development of the academic staff?
- How does the school monitor, evaluate and review the continuing professional development program of the academic staff?
- How does the school appraise and reward the academic staff related to their continuing professional development?
- How could the school support its academic staff in their continuing professional development?
- What are the policies for this?
- How could the academic staff understand the policy and procedure clearly?

#### 5.4. Recommendation

### 6. EDUCATIONAL RESOURCES

#### 6.1 Physical facilities for teaching and learning

- How do you ensure that the physical infrastructure (space and equipment) provided for the theoretical and practical learning specified in the curriculum are adequate – including for staff and students with special needs?
- How do you ensure that the laboratory and equipment are up to date, in good condition, readily available, and effectively deployed?
- How do you ensure that digital and physical library resources are sufficient, up to date, well-maintained and readily accessible?
- How do you ensure that the student safety and security systems are in place at all locations?
- How do you decide whether distance or distributed learning methods are necessary to replace or supplement classroom teaching?
- How do you ensure that once you decide to employ distance learning for classroom teaching you are able to offer a commensurate level of education and training?

#### 6.2 Clinical training resources

- What opportunities are provided for students to learn clinical skills?
- How do you ensure that all students have equal access to learning opportunities for clinical skills on campus, in teaching hospitals, in affiliated and satellite hospitals, and outside campus?
- How do you ensure that the facilities and infrastructure for learning clinical skills are well maintained and up to date?
- How do you utilise skills laboratories, simulated patients and actual patients for learning clinical skills?
- How do you ensure that the skills laboratories, simulated patients and actual patients support the acquisition of students' clinical skills?
- What clinical skills are learnt using skills laboratories, simulated patients and actual patients?
- What policies are used as the basis for the use of simulated and actual patients?
- How have these policies been developed?
- Who is involved in the development of these policies?
- What clinical facilities can be utilised by students for clinical clerkships?
- How do you ensure that the school has guaranteed and sustained access for these clinical facilities?
- How do you organise the students' access to the clinical facilities to support the achievement of intended learning outcomes?
- How do you monitor and evaluate these clinical facilities?

- How do you decide the mix of community-based and hospital-based training placements in the school's clinical phase?
- Who is involved in making this decision?
- How do you recruit clinical teachers and supervisors in the required range of generalist and specialist practice settings?
- How do you ensure that clinical teachers and supervisors understand their roles and responsibilities in relation to students learning in practice settings?
- How do you maintain engagement with clinical teachers and supervisors?
- How do you ensure that all clinical teachers and supervisors understand the school's curriculum?
- How do you organise your curriculum delivery in clinical settings to achieve consistency?
- How do you ensure that the curriculum delivery in clinical settings is effective?

#### 6.3 Information resources

- How do you identify the needs of information sources and resources for students, academics and researchers?
- How do you ensure that the information sources and resources are up to date and well maintained?
- How do you provide information sources and resources required by students, academics, and researchers?
- How do you monitor and evaluate information sources and resources that serve the needs of the students, academics, and researchers?
- How do you improve, update, and renew the information sources and resources?
- What are the procedures for students and academic staff to get access to the needed information?

#### 6.4. Recommendation

### 7. QUALITY ASSURANCE

#### 7.1 The quality assurance system

- How has the internal quality assurance system been established, implemented, maintained, and continuously improved?
- What are the processes required for the quality management system and their application throughout the organisation and how are they determined?
- How does the 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?
- How does the school determine the resources required for this process and ensure their availability?
- How does the school assign responsibilities and authorities for these processes?
- How does the school address risks and opportunities?
- How does the school evaluate these processes and implement any necessary changes to ensure that these processes achieve the desired result?
- How does the school provide and disseminate information to the public?
- How does the school assign responsibility and authority to ensure that the quality management system complies with the requirements of standards that are used?
- How does the school ensure that reporting on the performance of the quality management system and opportunities for improvement have been established?
- How does the school ensure that the integrity of the quality management system is maintained? What changes occur when the quality management system is planned and implemented?
- How does the school provide the people needed for the effective implementation of its quality management system and for the operation and control of its processes?

- How does the school identify resources needed for the implementation, maintenance and continuous improvement of the quality assurance system?
- How does the school justify that the allocated resources are sufficient?
- How does the school identify the relevant external stakeholders for the quality management system?
- How does the school utilise the results of the quality assurance system to identify, review and control changes made during, or after, the design and development of educational programs?
- How does the school evaluate the performance and effectiveness of the education program?
- How does the school identify and select opportunities for improvement and implement any necessary actions to meet stakeholder needs and to increase stakeholder satisfaction?

#### 7.2. Recommendation

### 8. GOVERNANCE AND ADMINISTRATION

#### 8.1 Governance

- Which bodies are responsible for decisions made related to the functioning of the school?
- How do the school bodies make decisions on the functioning of the school?
- How are the teaching-learning and research activities governed by the school?
- Which structures are responsible for managing teaching-learning and research activities?
- Can you explain the alignment between budget allocation with the mission of the school?
- Which body is responsible for reviewing the performance of the school?
- By what mechanisms does the school identify and mitigate all risks which may occur during teaching-learning, research, and budget allocation?

#### 8.2 Student and academic staff representation

- How are the students and academic staff involved in school decision-making and functioning?
- What are the limitations regarding socio-cultural aspects of student involvement in school governance?

#### 8.3. Administration

- How does the school design the administrative structure?
- What are the roles of the administrative structure in supporting the functioning of the school?
- How does the school design the administrative reporting structure on teaching-learning and research programs/activities?

#### 8.4. Recommendation

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

### **Chapter V Appendices**