National Accreditation for Medical School in Indonesia

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outline

• Medical schools in Indonesia
• Review on accreditation and quality assurance
• Future challenges
MEDICAL SCHOOLS IN INDONESIA
INDONESIA

- 17,508 islands
- 238 million people (world fourth most populous country)
- 34 provinces
The Distribution of Medical Study Programs in Indonesia

Slide courtesy of Indonesian Accreditation Agency for Higher Education in Health
The number of Medical Schools in Indonesia
Continuum of medical education and training in Indonesia

- **Medical education (undergraduate)**
  - Academic stage
  - Professional stage
  - Internship

- **Internship**
  - Medical service OR postgraduate program
  - Primary care physician
  - Postgraduate medical education (specialists or academics)

- **Medical service and CME**
  - Primary care
  - Secondary-tertiary care
  - CME-CPD
System based medical education

(Frenk et al, 2010)

Current faculty of health sciences students are future health professionals
Medical school quality assurance in Indonesia

Accreditation categories: A – B – C

5-yearly

7 standards
The 7-standard

1. Vision, Mission, Aim, Objective, and Strategies
2. Governance, Leadership, Management, and Quality Assurance System
3. Students and Graduates
4. Human Resources
5. Curriculum, Learning, and Academic Environment
6. Financing, Facilities and Infrastructure, and Information System
7. Research, Services/Community Services, and Collaboration
Scope of evaluation

Medical School instrument + Faculty of Medicine instrument = Self Evaluation
The accreditation level of 72 Indonesian Medical School (August 2018)

2018: 83 medical school
11 medical schools are newly established
ACCREDITATION AND QUALITY ASSURANCE
Quality cascade

Quality System → Medical Education System

Quality Schools → Certification System

Quality Graduates → Quality Practice

Continuous Professional Development → The Best Health Outcomes

Courtesy of Robert Woollard & Irawan Yusuf, HPEQ Project
Components of quality assurance

- Everyone in the ‘enterprise’ has a responsibility for MAINTAINING the quality of the product or service
- Everyone in the ‘enterprise’ has a responsibility for ENHANCING the quality of the product or service
- Everyone in the ‘enterprise’ understands, uses and feels OWNERSHIP of the systems which are in place for maintaining and enhancing quality
- Management (sometimes ‘customer or client’) regularly checks the validity and reliability of the systems for checking quality

Independent Agency Established by Professional Society: Indonesia experience

- Medical Education Act (No.20/2013)
- Health Workforce Act (No.36/2014)

Endorse the independency of professionals' society (professions organization and association of higher education institution) to conduct independent agency for accreditation.

Global Demand
Stakeholders’ Engagement

Professionals’ Society
Independent Agency
Government

Interprofessional Collaboration
Community

PIloting/Model of Independent Agency Established by Professionals Society

Health Field:

7 Profession Organization: IDI, PDGI, PPNI, IBI, IAI, IAUKMI, PERSAGI & 7 Association of Higher Education Institution: AIPKI, AFDOKGI, AIPNI, AIPKIND, APTFI, AIPKMI, AIPGI

Supported by Health Professional Education Quality (HPEQ) Project, Ministry of Education and Culture

Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)/LAM-PTKes

Slide courtesy of Indonesian Accreditation Agency for Higher Education in Health
The 7 Divisions in LAM-PT Kes
The 7 Divisions in LAM-PT Kes

2010 – 2014: HPEQ Project for Establishment of Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)

- Medicine
- Dentistry
- Nursing
- Midwifery
- Nutrition
- Pharmacy
- Public Health
Indonesian framework for Quality Assurance of Higher Education

- National Standard HE
- University Standard
- Internal quality assurance system
- External quality assurance

- Nationwide integrated database
- Mandatory National Accreditation
- External assessment: AUN-QA
- Benchmark
- Audit

Monitoring – Evaluation - Improvement
Indonesian framework for Quality Assurance of Medical Education

National Standard ME

University Standard

Internal quality assurance system

Mandatory National Accreditation

External assessment: AUN-QA

Benchmark

Audit

nationwide integrated database

Monitoring – Evaluation - Improvement
Indonesian framework for Quality Assurance of Medical Education

National Standard ME

University Standard

Internal quality assurance system

External quality assurance

nationwide integrated database

Mandatory National Accreditation

IAAHEH
Indonesian Accreditation Agency for Higher Education in Health

Monitoring – Evaluation - Improvement
Study Programs in Medical Field Accredited by LAM-PT Kes

- Medical Doctor Program
- Medical Specialty Program
- Master Program
- Doctoral (PhD) Program
- [Medical Subspecialty Program]
Study Programs in Medical Field
Accredited by LAM-PT Kes

83  247  30

12  [16]
Internal Quality Assurance: monitoring, evaluation, improvement – steps taken

Evaluation of process (‘formative’)
- Evaluation of teaching-learning process, academic staff’s performance, adequacy of facilities, assessment methods, etc

Evaluation of results (‘summative’)
- Students’ and staffs’ satisfaction
- Students’ grade in each module and semester
- Students’ results in national exams
Development of Standard for Accreditation

Academic Hospital/Academic Health System
Medical School
College of Medical Doctor
College of Medical Specialist

STANDARD FOR ACCREDITATION
STANDARD OF COMPETENCE & STANDARD OF EDUCATION
The 7-standard
External Quality Assurance: benchmarking, audit, assessment

• International level
  • ASEAN University network assessment at the Program level
  • Curriculum benchmarking with the international partner universities (e.g. University of Melbourne Australia, Monash University Australia, University of New Castle UK, Consortium of Medical Schools in Netherlands, etc)
  • Program recognition by international medical college (e.g. from Malaysia medical college)
  • Systematic efforts to benchmark the medical curriculum with standards from WFME (basic standards and standards for quality development) and other forms of excellence recognition in medical education (ASPIRE)
AUN-QA at Programme Level
The 3rd version with 11 criteria

Figure 2.1 – AUN-QA Model for Programme Level (3rd Version)
Set of global standards by WFME

Mission and objectives
Educational programmes
Assessment of students
Academic staff/faculty
Educational resources
Programme evaluation
Governance and administration
Continuous renewal
FUTURE CHALLENGES
Challenges

- Student selection
- Academic staffs
- Facilities
- Academic hospital

83 medical schools

- Well established
- Newly established

Discrepancy

Quality assurance

BASIC QUALITY & QUALITY IMPROVEMENT

83 medical schools
Steps taken:

1. Policy Dissemination regarding QAS and IQA
2. IQA training (Facilitator and HEI)
3. Mentorship/Partnership Program
4. Internal Audit Training
5. IQA Clinic (Online System)
6. Strengthening role of Kopertis
7. National Competency Examination
Steps taken:

- Continuous Quality Improvement in Implementing SN-DIKTI
- Strengthening Accountability of Independent Accreditation Agency according to Global Standard (LAMPTKes recognition by WFME & APQN)
- Strengthening Internal Quality Assurance according to feedback from External Quality Assurance (vice versa).

Strengthening Quality Culture

...starting from individual, implementing collectively

- Academic Leadership
- Integrity and Commitment
- Stakeholders Engagement
• International standard: World Federation of Medical Education (WFME)

• National standard: Standar Pendidikan Profesi Dokter Indonesia (SPPDI, Indonesian Standard of Medical Education)
HOW WOULD BE ASEAN MEDICAL SCHOOL ASSIST?
THANK YOU FOR YOUR ATTENTION