Postgraduate accreditation in medical schools in Indonesia: The role of medical school and national accreditation agency

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outline

- Postgraduate training in medical schools in Indonesia
- The role of medical school and national accreditation agency in postgraduate accreditation
- Future challenges



POSTGRADUATE TRAINING IN MEDICAL SCHOOLS IN INDONESIA



Postgraduate studies in Indonesian medical schools

Academic program

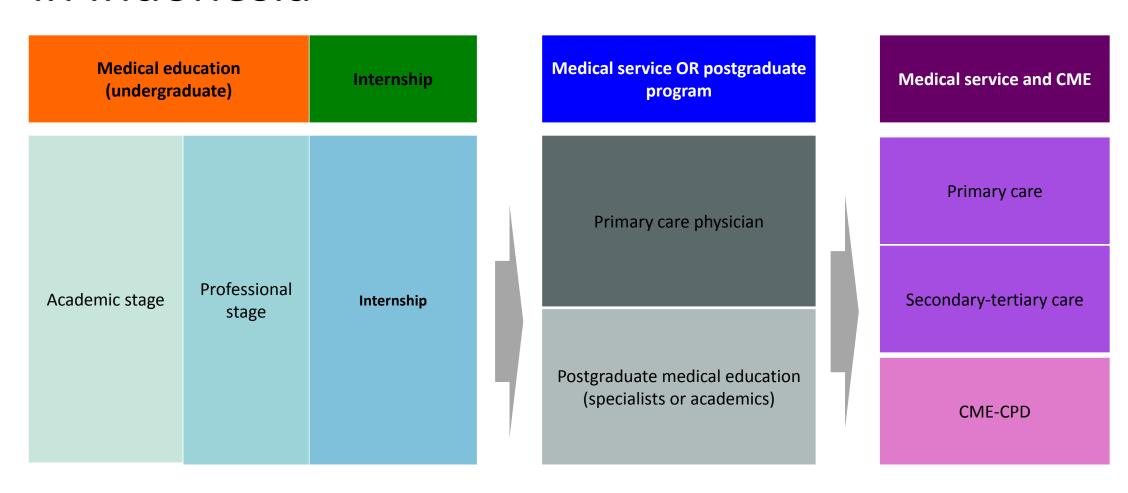
- Master
- Doctoral (PhD)

Professional training

- Specialty
- Subspecialty
- Fellowship

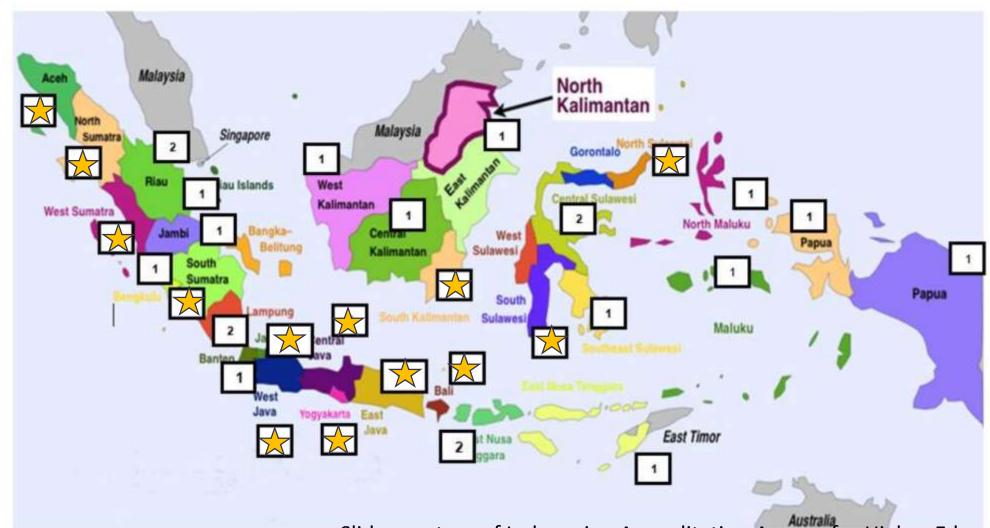


Continuum of medical education and training in Indonesia





The Distribution of Medical Study Programs in Indonesia



Slide courtesy of Indonesian Accreditation Agency for Higher Education in Health

Main problem in medical specialty healthcare





THE ROLE OF MEDICAL SCHOOL AND NATIONAL ACCREDITATION AGENCY IN POSTGRADUATE ACCREDITATION

The national education system

The National Education System Act (2003)

 All academic and professional educations in higher education are university-based

The Medical Education Act (2013)

 All specialist – subspecialist programs are conducted in faculty of medicine holding the highest grades of accreditation, and in coordination with professional organisation The national education system

The National Education System Act (2003)

Standard of education and competence

Indonesian Medical Council

The Medical Education Act (2013)

Standard of accreditation

Accreditation
Agency for
Health
(IAAHEH)

IAAHEH

Indonesian Accreditation Agency for Higher Education in Health

- Founded by 7 professional organization and 7 association of health profession education
 - Medical Doctor
 - Dentistry
 - Nursing
 - Midwifery
 - Pharmacy
 - Public Health
 - Nutrition

Recognized by:



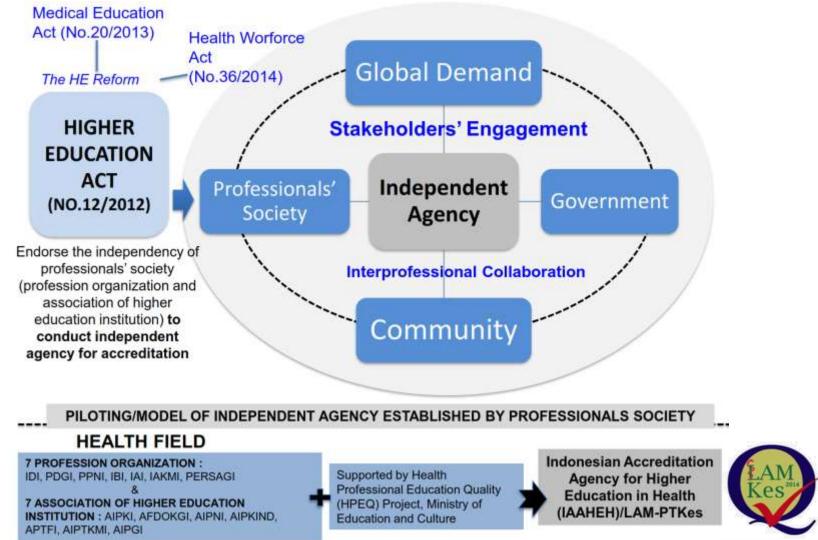




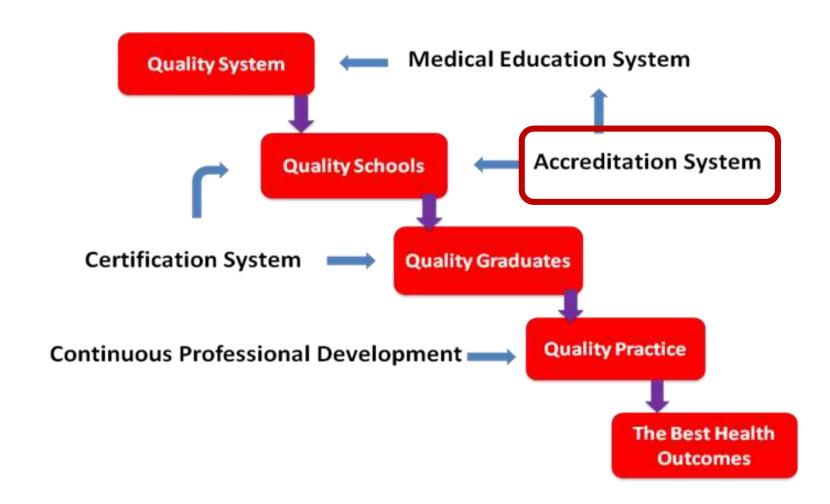
Member of:



Independent Agency Established by Professional Society: Indonesia experience



Quality cascade







Medical Doctor Program

Medical Specialty Program

Master Program

Doctoral (PhD)
Program

[Medical Subspecialty Program]

IAAHEH Health Education Standards

Vision, Mission, Aim, Objective, and Strategies

1

Governance, Leadership, Management, and Quality Assurance System Students and Graduates

Human Resources

4

Curriculum, Learning, and Academic Environment

5

Financing,
Facilities and
Infrastructure,
and
Information
System

6

Research,
Services/Com
munity
Services, and
Collaboration

The 7-standard

IAAHEH:

Medical Specialty training quality assurance

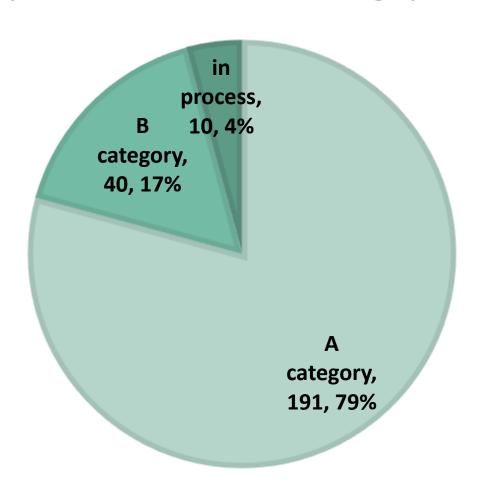
5-yearly

7 standards

Accreditation categories:

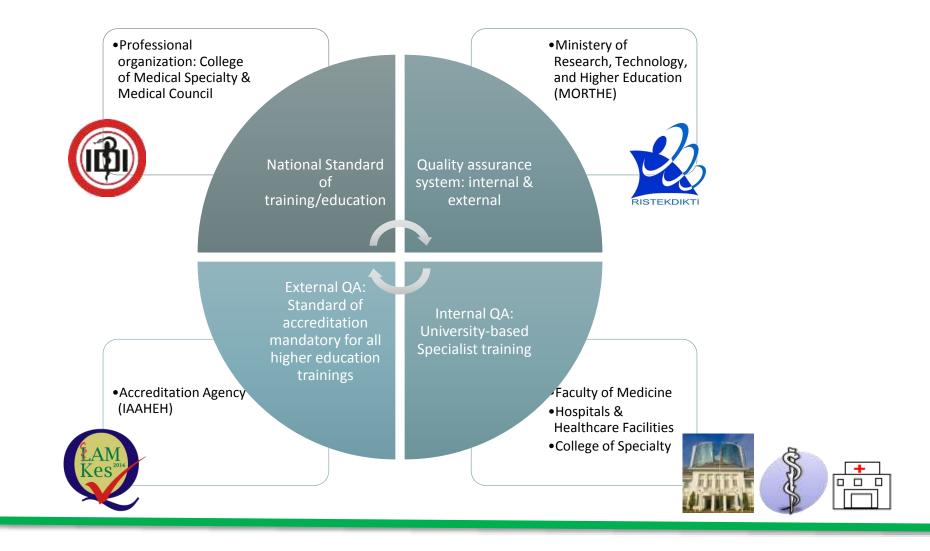
A - B - C

Current accreditation categories of Specialist training programs in Indonesia

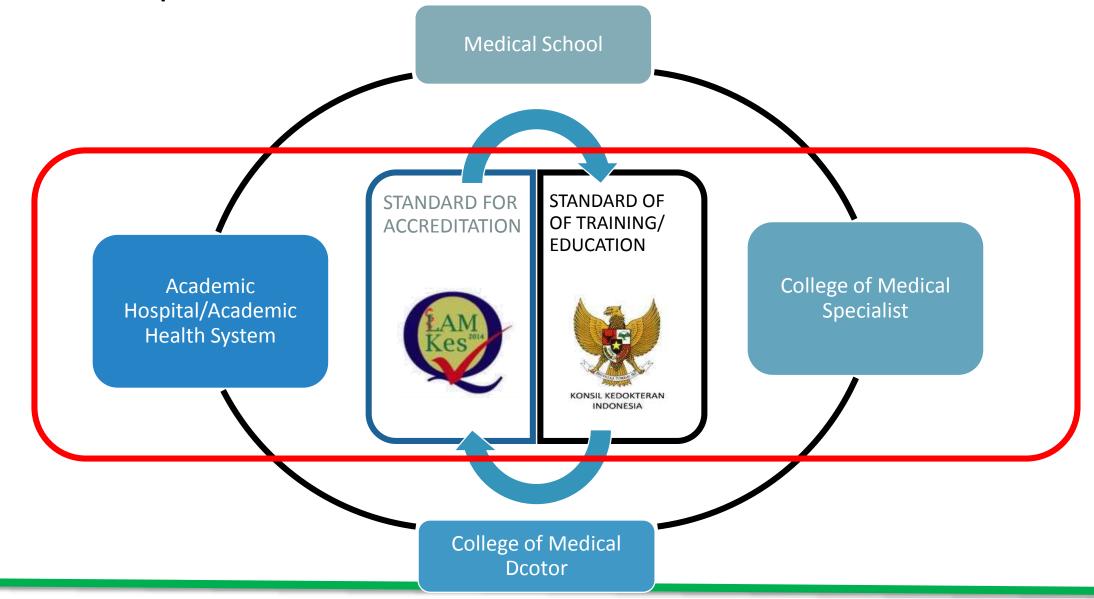


- 17 universities
- 36 specialties
- Total 241 training programs

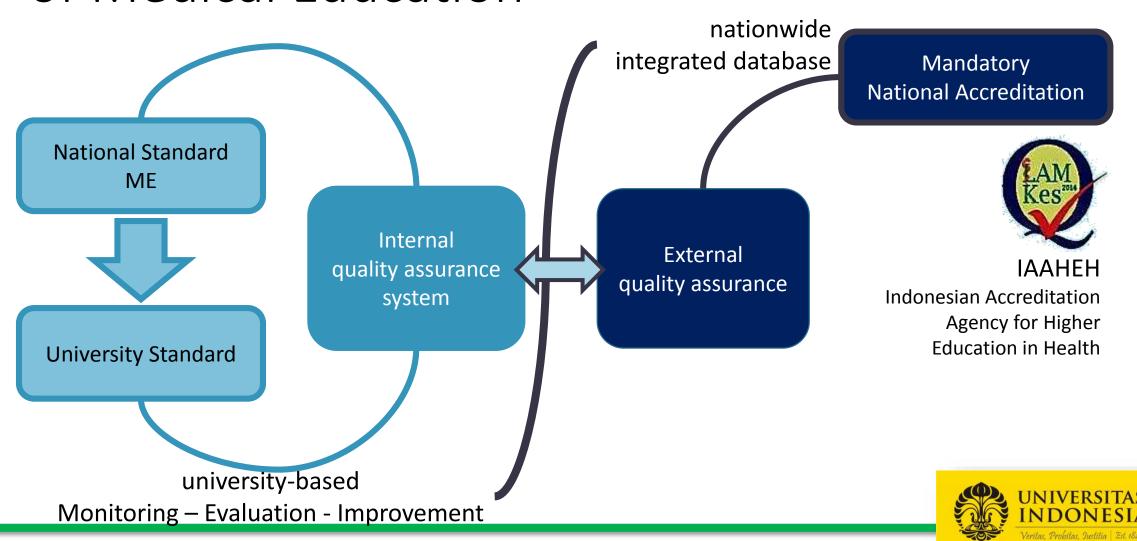
The inter-relation between organizations



Development of Standard for Accreditation



Indonesian framework for Quality Assurance of Medical Education



Internal Quality Assurance: monitoring, evaluation, improvement – steps taken

Evaluation of process ('formative')

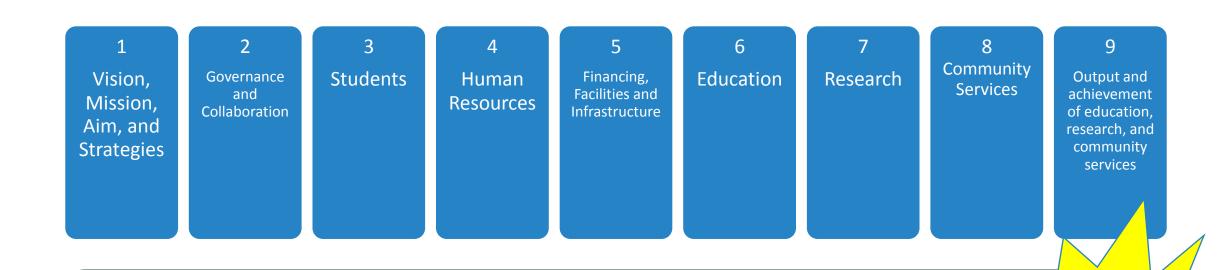
 Evaluation of training process, clinical teacher's performance, adequacy of facilities, assessment methods, etc

Evaluation of results ('summative)

- Residents/Trainees' and staffs' satisfaction
- Residents/Trainees' evaluation
- Resident/Trainees' results in national board exams



IAAHEH future 9 standards (in process)



2020: The 9-standar

More emphasis on outcome

WFME global standards for quality improvement in PGME

Mission and outcomes

Training process

Assessment of trainees

Trainees

Staffing

Training Setting and Educational Resources

Evaluation of Training Process

Governance and Administration

Continuous Renewal





FUTURE CHALLENGES

Steps taken:

Strengthening Quality Culture

...starting from individual, implementing collectively



Slide courtesy of Indonesian Accreditation Agency for Higher Education in Health

National level Challenges

The need of more postgraduate (medical specialty) training

Government-led specialty distribution through incentives

Collaboration between MOH – MORTHE through AHS

The need of indepth outcome analysis in healthcare quality Alignment of specialty training with healthcare system

Implementation of technology advancement in healthcare practices



Internal challenges

Basic: to fulfil the 17 criteria of standard of national medical education Standard for outcome-based quality development

Internationally recognized program







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WHAT NEXT:
QUALITY DEVELOPMENT THROUGH ASEAN EXPERIENCE

THANK YOU FOR YOUR ATTENTION



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