



Peran Akreditasi Peran akreditasi menjaga mutu pendidikan tenaga kesehatan sebagai upaya meningkatkan Universal Health Coverage)

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(WFME)**

**Member of International Task Force on
Accreditation and Social Accountability**



Topik Presentasi



Peran dan Fungsi WFME



Kebijakan WHO tentang Akreditasi Pendidikan Profesi Kesehatan



Tren Global Akreditasi Pendidikan Profesi Kesehatan



Kaitan antara Sistem Kesehatan dan Akreditasi Pendidikan Profesi Kesehatan



Bagaimana Peran Akreditasi Pendidikan Profesi Kesehatan dalam mencapai Universal Health Coverage?



Topik Presentasi



Peran dan Fungsi WFME



World Federation for Medical Education

- Didirikan tahun 1972 oleh WHO dan WMA (*World Medical Association*)
- Tujuan WFME untuk meningkatkan mutu pendidikan kedokteran di seluruh dunia
- *It is the organisation **in official relation** with the [World Health Organization \(WHO\)](#) representing medical education, and the education and training of medical doctors worldwide.*
- Jumlah FK di seluruh dunia ada sekitar 3500



World Federation for Medical Education



Anggota WFME Executive Council

- **Six regional associations for medical education:**

- [Association for Medical Education in Europe \(AMEE\)](#)
- [Association for Medical Education in the Eastern Mediterranean Region \(AMEEMR\)](#)
- [Association of Medical Schools in Africa \(AMSA\)](#)
- [Panamerican Federation of Associations of Medical Schools \(PAFAMS\)](#)
- [South East Asian Regional Association for Medical Education \(SEARAME\)](#)
- [Western Pacific Association of Medical Education \(WPAME\)](#)

- **Two founding members**

- [World Health Organization \(WHO\)](#)
- [World Medical Association \(WMA\)](#)

- **Three executive members**

- [Educational Commission of Foreign Medical Graduates \(ECFMG\)](#)
- [International Federation of Medical Students' Associations \(IFMSA\)](#)
- [Junior Doctors Network \(JDN\)](#)

- WFME President
- WFME Vice-President
- WFME Past President
- Special Adviser to the President
- Treasurer



Topik Presentasi



Kebijakan WHO tentang Akreditasi
Pendidikan Profesi Kesehatan

WHO Global Strategy on Human Resources for Health: Workforce 2030

- **Visi: To accelerate programmes towards Universal Health Coverage and the UN Sustainable Development Goals by ensuring equitable access to health workers within strengthened health system**



Overall Goal

- To improve health, social and economic development goals by ensuring universal *availability, acceptability, coverage and quality* of the health workforce

Global Milestone by 2020

- All countries have established **accreditation mechanisms** for health training institutions



Global Milestone by 2030

- All countries are making progress towards *halving inequalities in access to health worker*
- All countries are making progress towards improving the *course completion rates* in medical, nursing and allied health professionals training institutions

Accreditation of medical education institutions

Report of a technical meeting

Schæffergården, Copenhagen, Denmark, 4–6 October 2004

WHO-WFME Task Force on Accreditation



World Health Organization
Geneva



WORLD FEDERATION FOR
MEDICAL EDUCATION



Transforming and Scaling up Health Professional Education and Training

Policy Brief on Accreditation of Institutions
for Health Professional Education

World Health Organization 2013



World Health
Organization

Quality Assurance and Accreditation of Nursing and Midwifery Educational Institutions

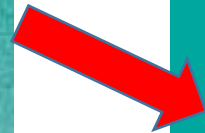
*Report of Regional Workshop
Malé, Maldives, 9–11 July 2007*



**World Health
Organization**
Regional Office for South-East Asia

Transforming and scaling up health professionals' education and training

WORLD HEALTH ORGANIZATION
GUIDELINES 2013



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4.2

Accreditation

4.2.1 Accreditation

RECOMMENDATION 10

National governments should introduce accreditation of health professionals' education where it does not exist and strengthen it where it does exist.

Quality of the evidence: **Low**

Strength of the recommendation: **Strong**

We recommend the option

Key considerations:

- strengthen existing health professional accreditation
- accreditation must be based on standards
- it must be supported by legislation
- it should be done independently
- the process should be transparent
- the system and process should be periodically evaluated.

In spite of the low quality of the evidence, the panel decided to issue a strong recommendation because a very high value was placed on an uncertain but potentially important impact on both the quality and relevance of the health workforce.



Topik Presentasi



E



Tren Global Akreditasi Pendidikan Profesi Kesehatan



Global Standards for the Accreditation System (WHO, 2013)

Requirements (“must haves”)

1

Accreditation must be based on standards

2

It must be supported by legislation

3

It must be undertaken independently, without dominance by any stakeholder

4

The process must be transparent

5

The system must not be run for profit

6

The accreditation team must represent all major stakeholders, but be independent

7

The system must be efficiently administered

8

The system must be nationally legitimate

9

The system must have the authority to accredit and sanction

10

The process must include at least self-assessment, external review and a site visit

11

The results must be reported to the institution with the opportunity for response

12

To ensure adequate human, material and financial resources, the core budget must be publicly financed

13

The system and process must be periodically evaluated

Global Standards for the Accreditation System (WHO, 2013)

Desirables (“should haves”)		
	14	Accreditation should be time-limited
	15	The system should be acceptable
	16	The system should be credible
	17	The system should be feasible



Meta-Accreditation

THE WFME PROGRAMME FOR RECOGNITION OF ACCREDITING AGENCIES FOR MEDICAL EDUCATION

**Recognition criteria for agencies accrediting medical
schools**

April 2019

Accrediting Excellence for a Medical School's Impact on Population Health

Charles Boelen¹, Danielle Blouin², Trevor Gibbs³, Robert Woollard⁴

¹International Consultant, Former Coordinator of the WHO (Geneva Headquarters) Program of Human Resources for Health, ²Faculty of Health Sciences (Department of Emergency Medicine) Faculty of Education Queen's University, Kingston, Ontario, Canada, ³President, Association for Medical Education in Europe (AMEE), UK, ⁴Co-Chair, Global Consensus for Social Accountability; Professor of Family Medicine, University of British Columbia, Vancouver, Canada

social accountability

Social accountability and accreditation: a new frontier for educational institutions

Charles Boelen¹ & Bob Woollard²

CONTEXT An association with *excellence* should be reserved for educational institutions which verify that their actions make a difference to people's well-being. The graduates they produce should not only *possess* all of the competencies desirable to improve the health of citizens and society, but should also *use* them in their professional practice. Four principles enunciated by the World Health Organization refer to the type of health care to which people have a right, from both an individual and a collective standpoint: *quality, equity, relevance and effectiveness*. Therefore, social, economic, cultural and environmental determinants of health must guide the strategic development of an educational institution.

DISCUSSION Social responsibility implies accountability to society for actions intended to serve it. In the health field, social accountability involves a commitment to respond as best as possible to the priority health needs of citizens and society. An educational institution should

verify its impact on society by following basic principles of quality, equity, relevance and effectiveness, and by active participation in health system development. Its social accountability should be measured in three interdependent domains concerning health personnel: conceptualisation, production and utilisability. An educational institution that fully assumes the position of a responsible partner in the health care system and is dedicated to the public interest deserves a label of excellence.

CONCLUSIONS As globalisation is reassessed for its social impact, societies will seek to justify their investments with more solid evidence of their impact on the public good. Medical schools should be prepared to be judged accordingly. There is an urgent need to foster the adaptation of accreditation standards and norms that reflect social accountability. Only then can educational institutions be measured and rewarded for their real capacity to meet the pressing health care needs of society.



There is an urgent need to foster the adaptation of accreditation standards and norms that **reflects social accountability.**

Educational institutions are rewarded for their real **capacity to meet the health care needs of society**



Global Symposium on Health Workforce Accreditation and Regulation Istanbul 10-12 Desember 2019



Tujuan Global Symposium on Health Workforce Accreditation and Regulation

- **To review and address health worker accreditation and regulatory issues with a focus towards achieving **Universal Health Coverage****

Tujuan Global Symposium on Health Workforce Accreditation and Regulation

- **To review and address health worker accreditation and regulatory issues with a focus towards achieving **Universal Health Coverage****

Issues discussed

- 1.What exists**
- 2.Present and future challenges**
- 3.Exploring what works**
- 4.What needs to be done**
- 5.Priority actions**



Topik Presentasi



**Kaitan antara Sistem Kesehatan dan Akreditasi
Pendidikan Profesi Kesehatan**



systematic review

Impact of Accreditation on the Quality of Healthcare Services: a Systematic Review of the Literature

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Ann Saudi Med 2011; 31(4): 407-416

DOI: 10.4103/0256-4947.83204

BACKGROUND AND OBJECTIVE: Accreditation is usually a voluntary program in which trained external peer reviewers evaluate a healthcare organization's compliance and compare it with pre-established performance standards. The aim of this study was to evaluate the impact of accreditation programs on the quality of healthcare services



SEARAM



THE LANCET

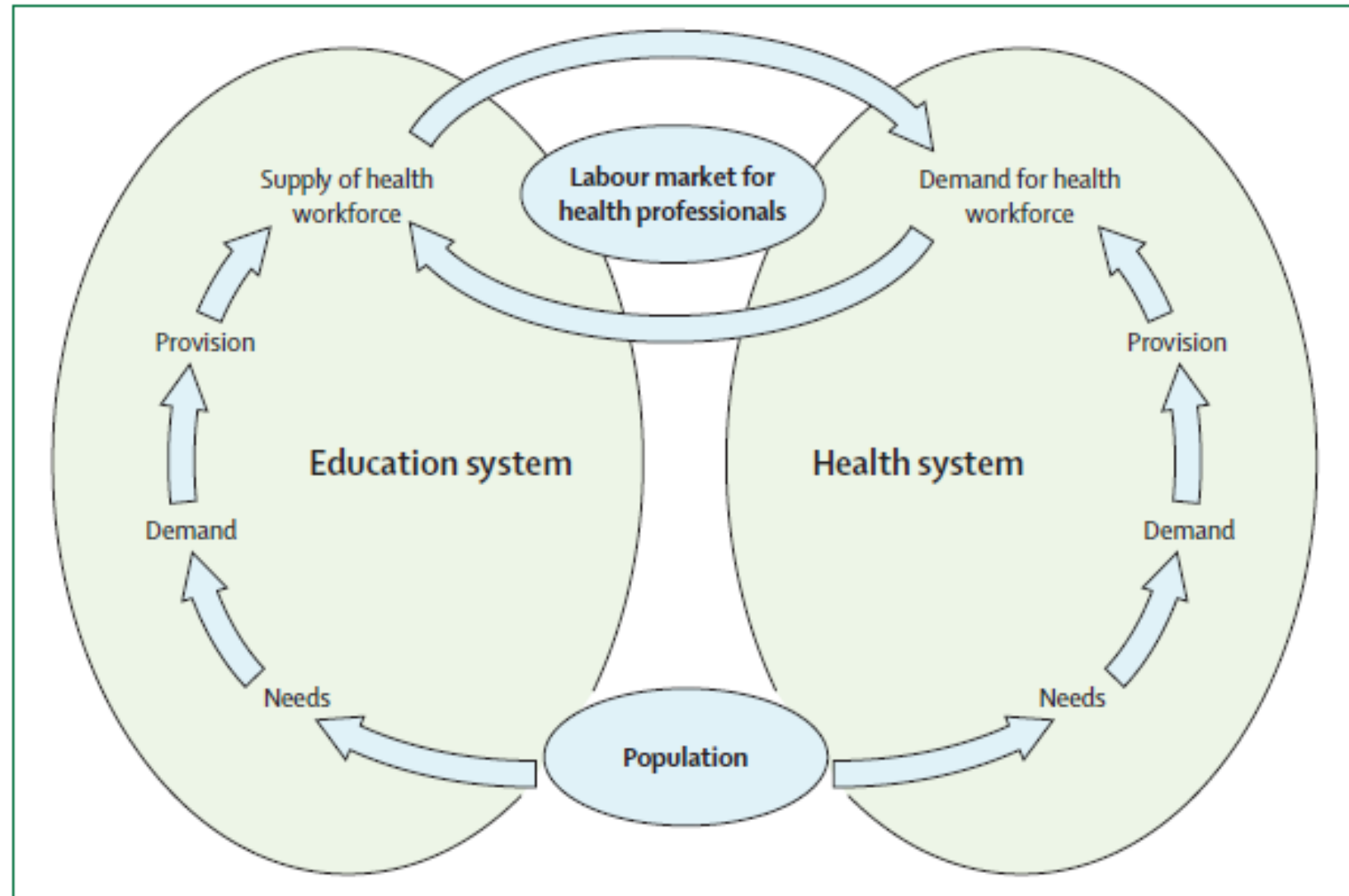
Health professionals for a new century: transforming education to strengthen health systems in an interdependent world



Julio Frenk, Lincoln Chen*, Zulfiqar A Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaf Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, Huda Zurayk*



SEARAME



(Frenk, *et.al*, 2010)



SEARAME

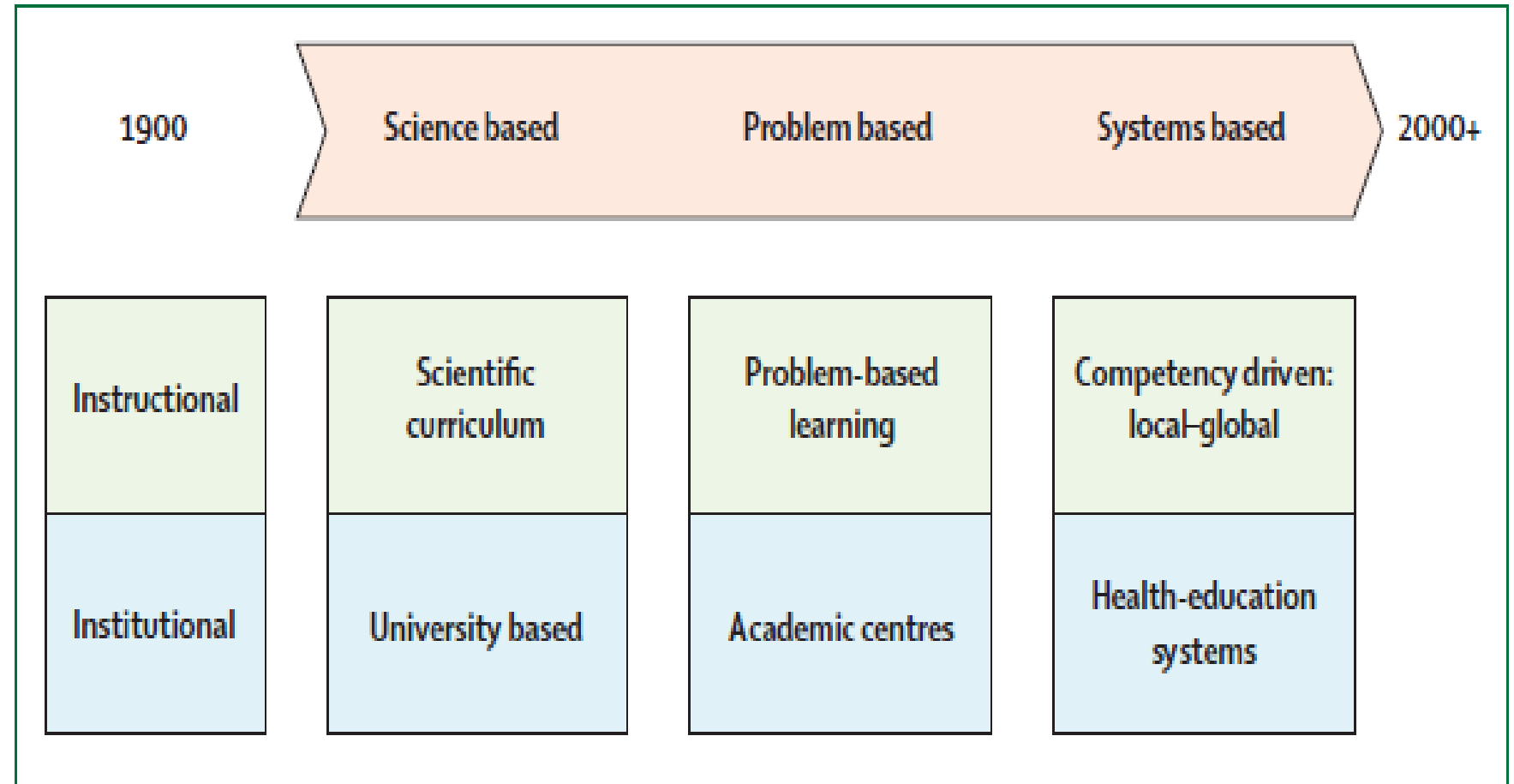
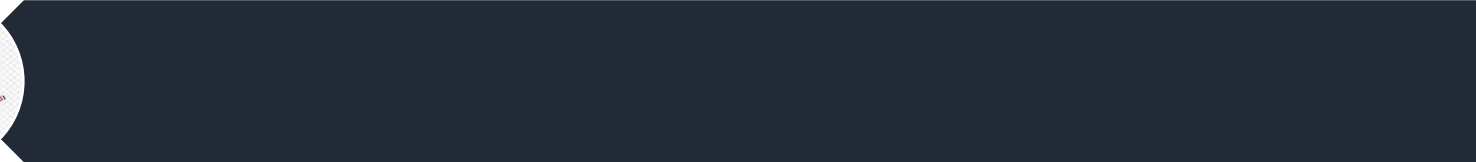


Figure 5: Three generations of reform

(Frenk, *et.al*, 2010)



Topik Presentasi



Bagaimana Peran Akreditasi Pendidikan Profesi Kesehatan dalam mencapai Universal Health Coverage?



What is Accreditation

- Accreditation in higher education is defined as a collegial process based on **self and peer assessment** for **public accountability** and **improvement of academic quality**. Peers assess the quality of an institution or academic program and assist the faculty and staff in improvement.



Accredited

What is Accreditation

- A review of an educational programme conducted by a government organization or private entity accountable at government level, **based on publicised standards and predetermined protocols**

(Van Zanten, *et.al.* (2012))

Ciri dan Fungsi SNP

Ciri Standar

Kriteria minimal

Fleksibel

Dinamis

Kontekstual

Dapat dinilai

Dapat dicapai

Fungsi Standar

as a reference
(acuan dalam perencanaan)

to govern
(pengelolaan)

to guide
(memandu)

to plan
(merencanakan)

to administrate

NOT to punish

Catatan: Kriteria (jamak) bukan Kriterium (tunggal). Standar terdiri dari beberapa kriterium: Input, Proses, Output, dan Outcome.

Bagaimana Standar Terkait dengan Mutu?



Perkembangan Konsep Mutu

- 1950an, kesesuaian dengan standar (*standard*)
- 1960an, kesesuaian dengan kegunaan (*use*)
- 1970an, kesesuaian dengan biaya (*cost*)
- 1980an, kesesuaian dengan persyaratan (*requirement*)
mis. keselamatan dll
- 1990an, kesesuaian dengan *latent requirement* (kepuasan pelanggan)
- 2000an, kesesuaian dengan kebutuhan semua pihak (*needs of all stakeholders*) mis. ramah lingkungan dll





1950s

1960s

1970s

Years

- 1950an, mesin cuci digerakkan motor sesuai standar
- 1960an, lebih mudah digunakan
- 1970an, biaya murah dengan lebih hemat energi
- 1980an, tidak berisik (bisa dipakai siang malam)
- 1990an, waktu cuci lebih cepat
- 2000an, deterjen ramah lingkungan, langsung kering
- 2010an, otomatisasi robotik
- 2020an ??? Artifical intelligent



Perubahan Paradigma Mutu dalam Pendidikan Tinggi

- 1950an, kesesuaian dengan standar (*standard*)
- 1960an, kesesuaian dengan kegunaan (*use*)
- 1970an, kesesuaian dengan biaya (*cost*)
- 1980an, kesesuaian dengan persyaratan (*requirement*) mis. keselamatan dll
- 1990an, kesesuaian dengan *latent requirement* (kepuasan pelanggan)
- 2000an, kesesuaian dengan kebutuhan semua pihak (*needs of all stakeholders*) mis. ramah lingkungan dll

What is not accreditation?

- **Accreditation is not 'a system of ranking'**
- **Accreditation is not standardization**
- **Accreditation is not documentation**
- **Accreditation is not 'a system of scoring the standards'**
- **Accreditation is not 'a prescription'**

‘Values’ Akreditasi

- **1. Fitness for Purpose (Outcome-based Education)**
- **2. Plan Do Check Act cycle (Improvement view)**
- **3. Public Accountability**
- **4. Constructive alignment**
- **5. Consistency**
- **6. Relevance**



Reformasi Sistem Akreditasi

- Standar memasukkan kriteria **akuntabilitas sosial** (keberadaan institusi pendidikan kesehatan untuk meningkatkan derajat kesehatan masyarakat (lokal, nasional atau global))
- Metodologi Penilaian Akreditasi ke arah: **fitness for purpose** (sejauh mana kontribusi institusi pendidikan kesehatan dalam meningkatkan derajat kesehatan masyarakat), sejauh mana ada mekanisme quality improvement di dalam SPMI
- Sejauh mana ada **constructive alignment** dalam penyelenggaraan pendidikan profesi kesehatan



SEARAME

**Insanity: doing the
same thing over and
over again and
expecting different
results.**



Albert Einstein

Picture Quotes.com

