

Table 4.1.2. The Alignment between the expected learning outcome and the MHPE curriculum, teaching strategies and students' assessments

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
To be Medical Teachers	(1) Are able to develop a learning instruction and facilitate the learning process in a variety of settings, in the classrooms, clinics, and community settings, as well as for a variety of domains, including knowledge, skills and bioethics or professional behaviour.	(1) Learning How People Learn in Medical and HPE	<ol style="list-style-type: none"> 1. Able to demonstrate a comprehensive understanding on conception of learning. 1G.1A.A.L1.1 (K) 2. Able to demonstrate a comprehensive understanding on the factors affecting learning. 1G.1A.A.L1.2 (K) 3. Able to explain how to apply learning theories into real educational settings. 1G.1A.A.L1.3 (K) 	<ul style="list-style-type: none"> • Interactive Lectures • Peer teaching • Critical Appraisal • Discussion and Observation with Students • Tutorial • Interactive Lecture • Observation and Feedback 	<ul style="list-style-type: none"> • Making poster (40%) • Essay (60%) 	1	2 credits (Learning how people learn 1)	Gandes Retno Rahayu, M.Med.Ed, Ph.D.	89.6
		(2) Facilitating Learning in Medical and HPE	<ol style="list-style-type: none"> 1. Able to demonstrate a comprehensive understanding of conception of facilitating learning and to reflect on its application within comprehensive local and international evidences. (UNIT 1) 1G.1A.A.FL1.1 (K) 2. Able to demonstrate a comprehensive understanding of the role of learning environment in facilitating learning process and apply the principles of learning and facilitating learning in various educational settings. (UNIT 2) 1G.1A.A.FL1.2 (K) 3. Able to comprehend the conception of facilitating learning to Instructional Design (ID) and reflect the best ID to facilitate learning process. (UNIT 3) 1G.1A.A.FL1.3 (K) 4. Able to give feedback effectively. (practical session within UNIT 1) 1G.2A.A.FL1.4 (GS) 	<ul style="list-style-type: none"> • Tutorials • Lectures • Practical session • Critical Appraisal 	Essay (100%)	1	2 credits	<ul style="list-style-type: none"> • Mora Claramita, MD, MHPE, PhD • Effrayim Suryadi, MD, MHPE • Hikmawati Nurrohmani, MD, MSc 	94.7
To be Medical Teachers	(1) Are able to develop a learning instruction and facilitate the learning process in a variety of settings, in the classrooms, clinics, and community settings, as well as for a variety of domains, including knowledge, skills	(3) Work place-based Learning in Medical and HPE	<ol style="list-style-type: none"> 1. Analyse background, theories, principles and concept of workplace-based learning that applied in their educational institution n(UNIT 1). 1G.1A.A.WPL.1 (GS) 2. Identify constituent, setting and factors that influence students learning in workplace in their educational institution (UNIT 2) 1G.1A.A.WPL.2 (K) 3. Demonstrate teaching method in workplace (UNIT 3) 1G.2A.A.WPL.3 (GS) 	<ul style="list-style-type: none"> • Lectures • Supervised Peer Teaching • Case based learning • Literature review presentation • Practical session 	Essay (100%)	1	2 credits	<ul style="list-style-type: none"> • Ova Emilia, MD, MMedEd, PhD, Prof • Yoyo Suhoyo, MD, MMedEd • Mora Claramita, MD, MHPE, PhD 	98.6
		(4) Educating Biomedical	<ol style="list-style-type: none"> 1. Are able to demonstrate a comprehensive understanding of educating Biomedical Ethics to medical and health professions students. 	<ul style="list-style-type: none"> • Lectures • Critical Appraisals • Tutorials 	<ul style="list-style-type: none"> • Presentation a module development 	1	2 credits	<ul style="list-style-type: none"> • Soenarto Sastrowijoto, MD, PhD, Prof 	93.1

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
	and bioethics or professional behaviour.	Ethics	1G.1A.A.EBE1.1 (K) 2. Are able to create an educational instructional design to a module on Biomedical Ethics based on the latest evidence on Problem-Based Learning. 1G.2A.A.EBE1.2 (GS)	<ul style="list-style-type: none"> Lectures Overview Tasks Working Group (Peer Group) 	(50%) • Submission a module development (50%)			<ul style="list-style-type: none"> Mora Claramita, MD, MHPE, PhD Yoyo Suhoyo, MD, MMed.Ed 	
	(2) Are able to develop quality, efficient, and affordable learning resources	(5) Learning Resources in Medical and HPE	1. Understand learning resources based on learning theories. 1G.1A.B.LR1.1 (K) 2. Understand the principles in learning resources development. 1G.1A.B.LR1.2 (K) 3. Able to critically evaluate and analyze of learning resources. 1G.1A.B.LR1.3 (GS) 4. Able to demonstrate effective use of learning resources for achieving learning outcome. 1G.2A.B.LR1.4 (GS)	<ul style="list-style-type: none"> Interactive lecture practical session VCD observation 	Presentation of selected learning resource (100%)	1	2 credits	<ul style="list-style-type: none"> Widyandana, MD, MHPE, Ph.D Yayi Suryo Prabandari, MSc, Ph.D Noviarina Kurniawati, MD, M.Sc 	99.0
To be Medical Teachers	(3) Are able to develop a system of student learning assessment that can stimulate learning	(6) Students' assessment	1. Will be able to choose assessment methods appropriate for learning objective. 1G.1A.C.SA1.1 (GS) 2. Will be able to develop assessment methods appropriate for learning objective. 1G.1A.C.SA1.2 (GS) 3. Will be able to administer, score and interpret the results of student assessment. 1G.1A.C.SA1.3 (GS) 4. Will be able to use assessment results for making decisions about individual students, planning teaching, developing curriculum and institution improvement. 1G.1A.C.SA1.4 (GS) 5. Will be able to identify various malpractices in student assessment and design prevention. 1G.1A.C.SA1.5 (K)	<ul style="list-style-type: none"> Tutorial Field Work & Reflection Interactive Lecture Practical Session Critical appraisal 	Essay (100%)	1	2 credits	<ul style="list-style-type: none"> Gandes Retno Rahayu, MD, MMed Ed, Ph.D Yoyo Suhoyo, MD, MMed Ed Rachmadya Nurhidayah, MD, MSc 	89.3
To be Medical Researchers	(1) Are able to develop contextual learning curriculum and instruction based on problems in society	(7) curriculum development	1. Explain the history of health profession education 1G.1A.D.CR1.1 (K) 2. Generalize factors that shape the curriculum of health profession education. 1G.1A.D.CR1.2 (K) 3. Compare various definitions of curriculum for health profession education 1G.1A.D.CR1.3 (GS) 4. Compare different models of curriculum for	<ul style="list-style-type: none"> Individual assignment Interactive lectures Tutorial Pair Assignment 	• a presentation to describe the history of health profession education and various factors that shape the curriculum	1	2 credits	<ul style="list-style-type: none"> Titri Savitri Prihatiningsih, MA, MMedEd, PhD Mora Claramita, MD, MHPE, PhD Savitri Shitarukmi, MD, MHPE 	89.7

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
			health profession education 1G.1A.D.CR1.4 (GS) 5. Creates connections between health service system and health profession education 1G.1A.D.CR1.5 (K) 6. Apply simple techniques to prioritize health problems 1G.1A.D.CR1.6 (GS) 7. Formulate graduate profiles, competences and learning outcomes 1G.1A.D.CR1.7 (GS) 8. Design curriculum from macro to meso and micro level. 1G.2A.D.CR1.8 (GS)		(10%) • Essay (25%) • Poster (65%)				
To be Medical Researchers	(1) Are able to develop contextual learning curriculum and instruction based on problems in society	(8a) Learning how people learn II (Elective)	1. Design learning activities in various contexts that is based on robust learning theories. 2G.2A.A.L2.1 (GS) 2. Write appropriate theoretical background for their thesis. 2G.1A.A.L2.2 (GS)	<ul style="list-style-type: none"> • Interactive Discussion • Critical appraisal • Writing a project, presentation and feedback • Critical Appraisal • Individual Writing 	<ul style="list-style-type: none"> • Design a project (75%) • Essay (25%) 	2	4	Gandes Retno Rahayu, MMedEd, MD, PhD	94.8
		(8b) Facilitating learning II (Elective)	1. Are able to demonstrate a comprehensive understanding on designing instruction by using good learning principles (constructive, collaborative, contextual, self-directed learning principles). 2G.1A.A.FL2.1 (K) 2. Are able to reflect on Indonesian evidences of participative learning (Tut WuriAndayani, Kartini School for children, and AchmadDahlan principles of learning). 2G.1A.A.FL2.2 (GS) 3. Are able to demonstrate a comprehensive understanding on facilitating participation of students who have less participation in learning 2G.1A.A.FL2.3 (K) 4. Are able to comprehend facilitating learning for faculty members. 2G.1A.A.FL2.4 (K)	<ul style="list-style-type: none"> • Assignments-Project • Critical Appraisals • Lectures • Tutorial • Assignments 	a proposal of research or a proposal of project on Faculty development on Clinical Education or Other Faculty Development Program (100%)	2	4	<ul style="list-style-type: none"> • Mora Claramita, MD, MHPE, PhD • Hikmawati Nurrochmanti, MD, MSc • Ova Emilia, MD, M.Med.Ed, PhD, Consultant Obgyn, Prof 	94.8
		(8c) Educating Biomedical II Ethics (Elective)	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept of biomedical ethics and or practice at a health profession educational	<ul style="list-style-type: none"> • Individual work • Lecture • Practical Session • Case based discussion • Problem Based Learning • Panel Lectures 	Essay (100%)	2	4	Soenarto Sastrowijoto, MD, PhD, Prof	94.8

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
			institution. 2G.2A.A.EBE2.1 (GS) 2. Able to arrange recommendation or certain strategy for education of biomedical ethics to improve the implementation of an educational concept and or practice. 2G.2A.A.EBE2.2 (GS)	<ul style="list-style-type: none"> Field Visit 					
To be Medical Researchers	(2) Are able to develop contextual learning curriculum and instruction based on problems in society	(8d) Learning resources II (Elective)	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept (ideas in learning resources) and or practice at a health profession educational institution. 2G.1A.B.LR2.1 (GS) 2. Able to arrange recommendation or certain learning resources to improve the implementation of an educational concept and or practice. 2G.2A.B.LR2.2 (GS)	<ul style="list-style-type: none"> Individual work Lecture Practical Session Case based discussion Problem Based Learning Panel Lectures Field Visit 	Essay (100%)	2	4	<ul style="list-style-type: none"> Widyandana, MD, MHPE, Ph.D Noviarina Kurniawati, MD, M.Sc 	94.8
		(8e) Student assessment II (Elective)	1. Design an assessment program applied in their own context supported by best available evidences. 2G.2A.C.SA2.1 (GS) 2. Design program to evaluate the quality of assessment program. 2G.1A.C.SA2.2 (GS) 3. Write short review of the literatures concerning their proposed thesis topic. 2G.1A.C.SA2.3 (K)	<ul style="list-style-type: none"> Interactive Lecture Peer teaching Critical appraisal Presentation and feedback 	Essay 1 - a and b (75%) Essay 2 – part of thesis (25%)	2	4	Gandes Retno Rahayu, MD, MMedEd, PhD	94.8
		(8f) Curriculum development II (Elective)	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept (ideas/innovation in curriculum development) and or practice at a health profession educational institution. 2G.2A.D.CR2.1 (GS) 2. Able to arrange	<ul style="list-style-type: none"> Individual work Lecture Practical Session Case based discussion Problem Based Learning Panel Lectures Field Visit 	Essay (100%)	2	4		94.8

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
			recommendation or certain innovation/ideas in curriculum to improve the implementation of an educational concept and or practice. 2G.2A.D.CR2.2 (GS)						
	(3) Are able to develop and implement a quality assurance system of medical education and health programmes	(9) Quality assurance	1. Develop internal quality assurance system in your own institution. 3G.1A.E.QA.1 (GS) 2. Develop a proposal for evaluating your educational activities. 3G.1A.E.QA.2 (GS)	<ul style="list-style-type: none"> Independent learning Lectures Tutorials Critical appraisal Case study 	Essay (100%)	2	2 credits	Titi Savitri Prihatiningsih, MD, MA, MMedEd, PhD	95.6
To be Medical Researchers	(3) Are able to develop educational research that can address problems in the higher education of medicine and health care professions and disseminate research outcomes in scientific forums and journals	(10a) Research in medical education I	1. Understand medical education research steps started from research design. 5G.1A.F.RME1.1 (K) 2. Develop a questionnaire and assess its validity and reliability. 5G.1A.F.RME1.2 (GS) 3. Construct a questionnaire or interview/focus group discussion guide based on the variables or scope of themes. 5G.1A.F.RME1.3 (GS) 4. Critically select the appropriate samples, subjects or informants. 5G.1A.F.RME1.4 (GS) 5. Design the analysis plan, quantitatively and qualitatively. 5G.1A.F.RME1.5 (GS) 6. Write a research proposal that can be developed as research design protocol for the final thesis. 5G.1A.F.RME1.6 (GS) 7. Understand how to write and disseminate research report. 5G.1A.F.RME1.7 (GS) 8. Are able to choose and decide the appropriate environment for elective block regarding to research themes. 8G.1A.F.RME1.8 (A)	<ul style="list-style-type: none"> Lectures Assignments Discussion proposal writing 	Presentation and draft proposal	2	2 credits	Mora Claramita, MD, MHPE, PhD	87.5
		(10b) Research in medical education II	1. Are able to demonstrate critical thinking in attempt to do a research in medical education. 2G.1A.F.RME2.1 (GS) 2. Are able to begin a research in medical education (to find knowledge gap of what have not been studied - based on adequate literature review from scientific strategies of literature searching and start, do the process, report and evaluate a scientific research project). 2G.1A.F.RME2.2 (GS)	<ul style="list-style-type: none"> Critical Appraisals (including literature searching/ searching for evidences) Literature Review Process of designing methods and collecting data (garbage in – 	<ul style="list-style-type: none"> Portfolio (documents, feedback (360 degree feedback, reflection and PoA) 	3	4 credits	<ul style="list-style-type: none"> Gandes Retno Rahayu, MD, M.Med.Ed, PhD Mora Claramita, MD, MHPE, PhD 	92.0

Specific Outcomes	Competencies	Block	Block Objectives	Teaching Strategies	Assessments	Semester	Credits	Block Coordinators	% Overall LOs Achievement
			3. Are able to collaborate with other research team members including supervisors in applying research in medical education. 2G.2A.F.RME2.3 (GS)	garbage out) <ul style="list-style-type: none"> • Subject • Instrument • Procedures • Analysis • Academic Writing • Thesis Seminar/ Presentation 					
To Be Medical Innovators	(1) Are able to develop educational innovation and manage the changes that can address problems in the higher education of medicine and health care professions	(11) elective module	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept and or practice at a health profession educational institution. 4G.1A.G.EL.1 (GS) 2. Able to arrange recommendation or certain strategy to improve the implementation of an educational concept and or practice. 4G.2A.G.EL.2 (GS) 3. able to develop and maintain networking on selected work environment related to research theme. 7G.2A.G.EL.2 (A)	<ul style="list-style-type: none"> • Individual work • Lecture • Practical Session • Case based discussion • Problem Based Learning • Panel Lectures • Field Visit 	Essay (100%)	2	4 credits	Yoyo Suhoyo, MD, MMedEd	96.4
	(2) Are able to manage the higher education institutions of medicine and health care professions	(10) educational management-leadership-policy	1. Demonstrate an introductory knowledge on leadership, management, and organizational behaviour and apply in their own setting. 6G.2A.H.EML.1 (K) 2. Demonstrate an introductory knowledge on assertive behavior, prataptriloka, in conjunction with theories leadership, management and organizational behaviour. 6G.2A.H.EML.2 (K) 3. Explain the managers' role. 6G.1A.H.EML.3 (K) 4. Demonstrate an ability in developing team work and commitment. 6G.2A.H.EML.4 (GS) 5. Demonstrate an effective communication technique as part of leadership and managerial skills. 6G.2A.H.EML.5 (GS) 6. Formulate the negotiation steps to address different interest. 6G.2A.H.EML.6 (GS) 7. Explain how to apply conflict management technique in disagreement. 6G.2A.H.EML.7 (GS)	<ul style="list-style-type: none"> • Lecture • Debate session • Peer Learning cycle • Interactive lecture • Case study • Role-play 	<ul style="list-style-type: none"> • Reflection of block activity (20%) • Essay (80%) 		2 credits	<ul style="list-style-type: none"> • Titi Savitri • Prihatiningsih, MD, MA, MMedEd, PhD • Mora Claramita, MD, MHPE, PhD • Siti Rokhmah Projosasmito, MD, M.Ed 	95.7

As also shown in table 4.1.3., the expected learning outcome also in-line with national master program.

Table 4.1.3.Alignment of the learning objectives in the Masters' of Medical Education with National codes of learning objectives for a master program

No.	National Code of Master Program (KKNI)	Code of M.M.Ed Generik	S2IPK Generik	Code of M.M.Ed Courses	Blocs	Course Objectives	End code
I	Are able to advanced logical – critical – creative - systematical thought, through scientific research, design creation or artworks in science and technology which acknowledge and applied humanistic value according to area of expertise.	A	Are able to develop a learning instruction and facilitate the learning process in a variety of settings, in the classrooms, clinics, and community settings, as well as for a variety of domains, including knowledge, skills and bioethics or professional behaviour.			1. Able to demonstrate a comprehensive understanding on conception of learning.	I.A.L1.1 (K)
II	Are able to compiling scientific conception and the result according to rule, procedure, and scientific ethics in a form of thesis which is published in a scientific accredited journal.	B	Are able to develop quality, efficient, and affordable learning resources	L1	(1) Learning How People Learn in Medical and HPE	2. Able to demonstrate a comprehensive understanding on the factors affecting learning.	I.A.L1.2 (K)
III	Are able to do academics validation or study according to area of expertise in solving the problem in the community area or industrial area which relevant to their career development and expertise.	C	Are able to develop a system of student learning assessment that can stimulate learning			3. Able to explain how to apply learning theories into real educational settings.	I.A.L1.3 (K)
IV	Are able to construct ideas, thought result, and scientific arguments in responsibly way, according to academic ethics, and able to communicate it to academic community and wide community through the media.	D	Are able to develop contextual learning curriculum and instruction based on problems in society			1. Able to demonstrate a comprehensive understanding of conception of facilitating learning and to reflect on its application within comprehensive local and international evidences. (UNIT 1)	I.A.FL1.1 (K)
V	Are able to identify the science as its object of research and positioning it into research map which is developed through inter or multi-disciplinary	E	Are able to develop and implement a quality assurance system of medical education and health programmes.	FL1	(2) Facilitating Learning in Medical and HPE	2. Able to demonstrate a comprehensive understanding of the role of learning environment in facilitating learning process and apply the principles of learning and facilitating learning in various educational settings. (UNIT 2)	I.A.FL1.2 (K)
VI	Are able to take decision in problem solving in science and technology development area with regards and applying humanism value according to study, analysis, or experimental related to data and information.	F	Are able to develop educational research that can address problems in the higher education of medicine and health care professions and disseminate research outcomes in scientific forums and journals.			3. Able to comprehend the conception of facilitating learning to Instructional Design (ID) and reflect the best ID to facilitate learning process. (UNIT 3)	I.A.FL1.3 (K)
VII	Are able to managing, developing, and maintaining networking with college within	G	Are able to develop educational innovation and manage the changes			4. Able to give feedback effectively. (practical session within UNIT 1)	I.A.FL1.4 (S)

	institution and wide research community.		that can address problems in the higher education of medicine and health care professions.				
VIII	Are able to directing themselves to enhance their own learning capability independently.	H	Are able to manage the higher education institutions of medicine and health care professions				1. Analyse background, theories, principles and concept of workplace-based learning that applied in their educational institution n(UNIT 1). I.A.WPL.1 (SS)
IX	Are able to documenting, saving, securing, and finding back again the research data in order to assure the research validity and preventing plagiarism			WPL	(3) Work place-based Learning in Medical and HPE		2. Identify constituent, setting and factors that influence students learning in workplace in their educational institution (UNIT 2) I.A.WPL.2 (K) 3. Demonstrate teaching method in workplace (UNIT 3) I.A.WPL.3 (S)
				EBE1	(4) Educating Biomedical Ethics		1. Are able to demonstrate a comprehensive understanding of educating Biomedical Ethics to medical and health professions students I.A.EBE1.1 (K) 2. Are able to create an educational instructional design to a module on Biomedical Ethics based on the latest evidence on Problem-Based Learning I.A.EBE1.2 (S)
				LR1	(5) Learning Resources in Medical and HPE		1. Understand learning resources based on learning theories I.B.LR1.1 (K) 2. Understand the principles in learning resources development I.B.LR1.2 (K) 3. Able to critically evaluate and analyze of learning resources I.B.LR1.3 (SS) 4. Able to demonstrate effective use of learning resources for achieving learning outcome I.B.LR1.4 (SS)
				SA1	(6) Students' assessment		1. Will be able to choose assessment methods appropriate for learning objective. I.C.SA1.1 (S) 2. Will be able to develop assessment methods appropriate for learning objective. I.C.SA1.2 (S) 3. Will be able to administer, score and interpret the results of student assessment. I.C.SA1.3 (S) 4. Will be able to use assessment results for making decisions about individual students, planning teaching, developing curriculum and institution improvement. I.C.SA1.4 (S) 5. Will be able to identify various malpractices in student assessment and design prevention. I.C.SA1.5 (K)
				CR1	(7) curriculum development		1. Explain the history of health profession education I.D.CR1.1 (K) 2. Generalize factors that shape the curriculum of health profession education I.D.CR1.2 (K) 3. Compare various definitions of curriculum for health profession education I.D.CR1.3 (S) 4. Compare different models of curriculum for health profession education I.D.CR1.4 (S) 5. Creates connections between health service I.D.CR1.5 (K)

		system and health profession education	
		6. Apply simple techniques to prioritize health problems	I.D.CR1.6 (S)
		7. Formulate graduate profiles, competences and learning outcomes	I.D.CR1.7 (S)
		8. Design curriculum from macro to meso and micro level.	I.D.CR1.8 (S)
L2	(8a) Learning how people learn II (Elective)	1. Design learning activities in various contexts that is based on robust learning theories.	II.A.L2.1 (S)
		2. Write appropriate theoretical background for their thesis.	II.A.L2.2 (S)
FL2	(8b) Facilitating learning II (Elective)	1. Are able to demonstrate a comprehensive understanding on designing instruction by using good learning principles (constructive, collaborative, contextual, self-directed learning principles).	II.A.FL2.1 (K)
		2. Are able to reflect on Indonesian evidences of participative learning (Tut WuriAndayani, Kartini School for children, and AchmadDahlan principles of learning).	II.A.FL2.2 (S)
		3. Are able to demonstrate a comprehensive understanding on facilitating participation of students who have less participation in learning	II.A.FL2.3 (K)
		4. Are able to comprehend and reflect on facilitating participation of learning for faculty members	II.A.FL2.4 (K)
EBE2	(8c) Educating Biomedical II Ethics (Elective)	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept of biomedical ethics and or practice at a health profession educational institution.	II.A.EBE2.1 (SS)
		2. Able to arrange recommendation or certain strategy for education of biomedical ethics to improve the implementation of an educational concept and or practice.	II.A.EBE2.2 (S)
LR2	(8d) Learning resources II (Elective)	1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept (ideas in learning resources) and or practice at a health profession educational institution.	II.B.LR2.1 (SS)
		2. Able to arrange recommendation or certain learning resources to improve the implementation of an educational concept and or practice.	II.B.LR2.2 (SS)
SA2	(8e) Student assessment II (Elective)	1. Design an assessment program applied in their own context supported by best available evidences.	II.C.SA2.1 (S)
		2. Design program to evaluate the quality of assessment program.	II.C.SA2.2 (S)
		3. Write short review of the literatures concerning	II.C.SA2.3 (K)

			their proposed thesis topic.	
CR2	(8f) Curriculum development II (Elective)		3. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept (ideas/innovation in curriculum development) and or practice at a health profession educational institution.	II.D.CR2.1 (SS)
			4. Able to arrange recommendation or certain innovation/ideas in curriculum to improve the implementation of an educational concept and or practice.	II.D.CR2.2 (SS)
QA	(9) Quality assurance		1. Develop internal quality assurance system in your own institution	III.E.QA.1 (S)
			2. Develop a proposal for evaluating your educational activities.	III.E.QA.2 (SS)
			1. Understand medical education research steps started from research design	V.F.RME1.1 (K)
			2. Develop a questionnaire and assess its validity and reliability	V.F.RME1.2 (S)
			3. Construct a questionnaire or interview/focus group discussion guide based on the variables or scope of themes	V.F.RME1.3 (S)
RME1	(10a) Research in medical education I		4. Critically select the appropriate samples, subjects or informants	V.F.RME1.4 (SS)
			5. Design the analysis plan, quantitatively and qualitatively	V.F.RME1.5 (SS)
			6. Write a research proposal that can be developed as research design protocol for the final thesis	V.F.RME1.6 (SS)
			7. Understand how to write and disseminate research report	V.F.RME1.7 (SS)
			1. Are able to demonstrate critical thinking in attempt to do a research in medical education	II.F.RME2.1 (SS)
			2. Are able to begin a research in medical education (to find knowledge gap of what have not been studied - based on adequate literature review from scientific strategies of literature searching and start, do the process, report and evaluate a scientific research project)	II.F.RME2.2 (SS)
RME2	(10b) Research in medical education II		3. Are able to collaborate with other research team members including supervisors in applying research in medical education	II.F.RME2.3 (SS)
			1. Able to evaluate the strength, weaknesses, opportunity and challenges in implementing an educational concept and or practice at a health profession educational institution.	IV.G.EL.1 (SS)
EL	(11) elective module		2. Able to arrange recommendation or certain strategy to improve the implementation of an	IV.G.EL.2 (SS)

		educational concept and or practice.	
		1. Demonstrate an introductory knowledge on leadership, management, and organizational behaviour and apply in their own setting	VI.H.EML.1 (K)
		2. Demonstrate an introductory knowledge on assertive behavior, prataptriloka, in conjunction with theories leadership, management and organizational behaviour	VI.H.EML.2 (K)
		3. Explain the managers' role	VI.H.EML.3 (K)
EML	(10) educational management-leadership-policy	4. Demonstrate an ability in developing team work and commitment	VI.H.EML.4 (S)
		5. Demonstrate an effective communication technique as part of leadership and managerial skills	VI.H.EML.5 (S)
		6. Formulate the negotiation steps to address different interest	VI.H.EML.6 (SS)
		7. Explain how to apply conflict management technique in disagreement	VI.H.EML.7 (SS)