

Africa Academy for Environmental Health

QUALITY MANAGEMENT MANUAL

QUALITY MANAGEMENT FRAMEWORK, CRITERIA & GUIDELINES



© Africa Academy for Environmental Health

DISCLAIMER: No part of this document may be reproduced without the written permission of the Africa Academy for Environmental Health

Preface

As Chairperson of the Africa Academy for Environmental Health (AAEH) I am deeply honoured to share some remarks on quality assurance at higher education level in Africa. Quality teaching and research is embedded in most of the training institutions on an international level. For training Institutions to be recognised and compete internationally it is of utmost importance that their respective training programmes that they present not only meet, but also excel international quality norms and standards.

It is therefore obvious that rigid quality management systems must be implemented and maintained to ensure that the deliverables (competency of students) meet and exceed minimum quality standards. Such quality management systems must meet acceptable frameworks and criteria been used to develop, implement and maintain such system and must also be of an acceptable level. As part of the DelPHE project, sponsored by the British Council, the AAEH identified a gap that exists with some environmental health training programmes in Africa in that no formal quality management systems exist at University, Faculty or programme level. One of the main objectives of the DelPHE project was to develop a manual that will guide, direct and inform Institutions on the development, implementation and maintenance of a quality system.

A comprehensive consultative process was followed that included two workshops been conducted in South Africa and Kenya. Role-players that represented the environmental health discipline were part of the respective workshops (see the contribution list at the end of the three parts of the manual). The workshops were facilitated by two quality management specialists from the Directorate: Quality of the Tshwane University of Technology in South Africa. The AAEH would like to thank Dr D Naidoo and Me C Selepe for their professional manner in facilitating the workshops, judging on the comments and drafting the final document. All the other contributors to this manual is also recognised and thanked.

As far as can be determined this documents represents a first for Africa where a document has been compiled including best international practise made applicable to the uniqueness of Africa. The manual has been divided into three separate parts namely a recommended quality management framework, followed by a set of quality criteria to be met to assure quality. The last part of the manual documents guidelines that can be followed.

The wish of the AAEH is that this manual will assist environmental health training programmes in Africa and elsewhere to become leaders in their respective Institutions on managing quality of their respective training programmes.



JC (Koos) ENGELBRECHT (Dr)

CHAIRPERSON: AFRICA ACADEMY FOR ENVIRONMENTAL HEALTH

3 MARCH 2010

Africa Academy for Environmental Health

QUALITY MANAGEMENT MANUAL

PART A

QUALITY MANAGEMENT FRAMEWORK



Contents

1. Introduction.....	5
2. Concept of quality	5
3. Purpose of a transnational quality management framework	6
4. Objectives of the quality management framework.....	6
5. Scope of the quality management framework.....	6
6. The quality management framework	7
6.1. National context	8
6.2. Institutional context	8
6.3. Teaching and learning.....	8
6.4. Research.....	9
6.5. Outreach	9
6.6. Staff.....	9
6.7. Services	9
6.8. Facilities and resources.....	9
6.9. Results and outcomes.....	10
6.10. Internal and external feedback	10
6.11. Interpretation and implementation.....	10
7. Framework implementation (The ADRI Approach)	10
7.1. Approach	11
7.2. Deploy	11
7.3. Results.....	11
7.4. Improvement.....	11
8. References.....	12
9. Contribution organisations.....	13

1. Introduction

This quality management framework is aimed at assisting and guiding institutions develop their quality management systems for environmental health programme provisioning as well as providing a common frame of reference for the Africa Academy for Environment Health.

It is not the intention of the framework and associated to dictate practice or be interpreted as prescriptive or unchangeable. In addition, in some countries of Africa the ministry of education or an equivalent organization has the responsibility for some of the areas covered by the standards and guidelines. Where this is the case, the institutions should also ensure that appropriate quality assurances mechanisms prescribed by their Ministries of Education and associated professional bodies are also taken into consideration to ensure compliance.

The framework and its criteria aim to improve the quality of environmental health programmes offered by African higher education institutions. In addition, it serves as a tool to assist higher education institutions manage and enhance their quality. Finally it provides a transparent mechanism for all stakeholders to make informed and comparative judgments about the quality of academic offerings.

The following organisations need to be recognised for their contribution towards this manual: The British Council through the DelPHE project for financially sponsoring this manual. Various universities, institutions, professional bodies and associations as well as government departments contributed to ensure that this quality manual is representative of reflecting an Africa model to ensure quality in environmental health programmes (Find detail list of collaborating Institutions at the back of this manual).

2. Concept of quality

The concept of quality is not foreign to higher education. The concept of quality includes at least the notions of fitness of and for purpose, value for money and transformation (i.e. developing the capabilities of individual learners for personal enrichment as well as the requirements for social development and economic and employment growth).

But how do we judge whether what we do and whether the results of our actions can be described as 'quality'? While finding objective criteria is almost as difficult as defining the notion of quality, they are nevertheless critical to make informed statements about the quality of academic provisioning.

3. Purpose of a transnational quality management framework

In keeping with the goals and objectives of the Africa Academy for Environmental Health, the purpose of the quality management framework is to:

- Facilitate institutional, national and transnational benchmarking.
- Secure consistency and comparability in environmental health education standards.
- Stimulate enhanced environmental health practitioner training.
- Protect African environmental health academic programmes and practitioners reputation.
- Increase marketability of the African environmental health education programmes.

4. Objectives of the quality management framework

The objectives of the quality management framework are to:

- Enhance the quality of environmental health programmes by providing a common quality management framework with associated criteria for programme management, development, delivery and evaluation.
- Protect students from poor quality programmes.
- Encourage institutionalization of a culture of quality and peer evaluation.
- Increase the confidence of the local and international stakeholders in African environmental health programmes
- Facilitate articulation between environmental health programmes at transnational level
- Provide a mechanism for recognition of the status of programmes at continental level to enhance student mobility across countries and institutions offering equivalent programmes

5. Scope of the quality management framework

The scope of the quality management framework manual focuses on what should be achieved generically by all environmental health programmes subscribed to Africa Academy for Environmental Health. No prescription is made to the means by which these ends are to be reached, since they will vary according to institutional contexts.

The framework establishes the parameters of the approach to quality management while the criteria serve as standards and guidelines to achieve the outcomes of the programmes and to enhance the quality of the academic offerings.

In terms of its generic design, not all the statements in the manual would be relevant to every part of the environmental health programme in the various countries and institutions. The framework does

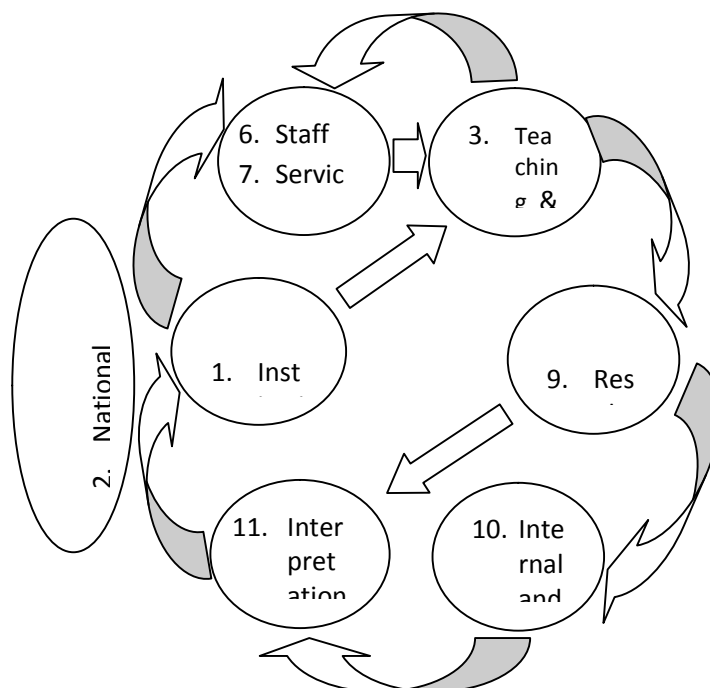
establish what institutions, faculties, schools and departments offering environmental health programmes should strive to achieve to ensure local, national, continental and international comparability.

While the theory underpinning curriculum development and delivery have not been ignored, the framework and associated criteria were designed to stimulate collegial and peer engagement in building good practice in African environmental health programme provisioning.

The framework and criteria will be of use, though not limited, to:

- Academic or programme managers who have the responsibility to lead the development and delivery of the environmental health curricula.
- Curriculum development practitioners
- Quality assurance practitioners.
- Academic staff
- Africa Academy of Environmental Health
- Regulatory bodies of environmental health vocational programmes
- Internal and external stakeholders for assessing the quality of the EH offerings

6. The quality management framework



(Woodhouse, 2006)

6.1. National Context

- National policies
- National strategic and developmental goals
- Funding and resources

6.2. Institutional context

- Governance
- Institutional mission and fitness of purpose (vision, goals and objectives)
- Strategic plan of the institution, faculties and departments
- Management system and fitness for purpose
- Policy formulation and implementation
- Social corporate responsibility
- Student recruitment and development policies
- QMS

6.3. Teaching and learning

- Education strategy and academic plan
- Programme design, implementation, management, monitoring, review and improvement
- Teaching and learning strategies
- Assessment and moderation
- Internationalisation, flexible delivery, supplemental instruction, e-learning
- Indigenous knowledge systems
- Critical mass and academic competence,
- Balanced excellence
- Support of professional bodies, governmental and nongovernmental organisations, private sector
- Personal development plan (links with professional bodies/membership, self directed learning)
- Mentoring of academics, undergraduates and postgraduates
- Staff induction and orientation

6.4. Research

- Research strategy and management
- Post graduate strategy and management
- Multidisciplinary and interdisciplinary research
- Teaching and learning, research and outreach nexus
- Partnerships, commercialisation and beneficiation
- *Innovation*
- *Mode 1 and mode 2 research*

6.5. Outreach

- Institutional strategy
- Social corporate responsibility
- Management
- Indigenous community development
- Service learning/work based learning
- Continuous professional development
- *Professional advisory board*
- *Professional body student membership*
- *Consultancy*

6.6. Staff

- Human resource development policy and strategy
- Staff recruitment, induction, mentoring , development and retention
- Performance management systems
- *Critical academic and administrative mass*

6.7. Services

- Administrative, support. logistical and financial management systems
- Public relation and marketing
- Student governance and student life management

6.8. Facilities and resources

- Infrastructure development strategy and provisioning
- Physical and technology maintenance plans and provisioning
- Facility management
- Libraries, information technology, information systems and educational electronic resources

6.9. Results and outcomes

- Pass rates, retention rates and graduation rates
- Graduation employability and destination
- Impact on society

- *How well are we doing? Are we doing it well?*
- *Impact of research (opportunities for further funding)*

6.10. Internal and external feedback

- Monitoring and evaluation systems
- Surveys and impact studies
- Student evaluation
- Advisory and professional board
- Accreditation
- Alumni tracking

6.11. Interpretation and improvement

- Staff and student development systems
- Planning and policy review and implementation cycles
- Development and implementation of improvement plans
- Induction and orientation
- Monitoring and evaluation
- *Teaching and learning committees*
- *Staff mentoring scheme*
- *Updating and adaptation of policies etc.*
- *Compliance with departmental, faculty and institutional strategic plans*

7. Framework implementation (The ADRI Approach)

The quality cycle (Approach – Deploy – Results – Improve) is a useful tool in quality management implementation, as it is for every other aspect of the education delivery. The unfolding of the process in terms of the quality cycle is provided below.



7.1. Approach

Establish systems, structures, policies and procedures for developing objectives, planning and resourcing the approach and deploying it.

7.2. Deploy

The steps taken to put the approach into effect, including resource provisioning, staff development and capacity building.

7.3. Results

The results are the achievement of the objectives, but most commonly there is a gap between them. At this point it becomes essential to review the approach as the institution is unlikely to understand why it achieved those particular results

7.4. Improvement

What is done after analysing the results, including comparing them with the objectives. In general, the organisation may amend its objectives and/or its approach and/or its deployment, and then embark on the ADRI cycle once again.

8. References

- Baird, J. (Ed.). (2004). *Quality frameworks*. Melbourne: Australian Universities Quality Agency.
- European Association for Quality Assurance in European Higher Education. (2005). *Standards and guidelines for QA in European higher education*. Unpublished manuscript, Helsinki.
- Ewan, C. (2009). *Learning and teaching in Australian universities: A thematic analysis of Cycle 1 AUQA audits*. Melbourne.
- Gonzalez, J., & Wagenaar, R. (2008). *Universities contribution to the Bologna Process: An introduction*. Bilbao, Spain: Tuning Project.
- Healey, M. G., P. (1997). *Identifying and disseminating good practice in the teaching and learning of Geography in Higher Education*. Paper presented at the Institute of Australian Geographers and New Zealand Geographical Society Second Joint Conference and the Association of American Geographers' Annual Conference
- Higher Education Quality Committee. (2004). *Criteria for programme accreditation*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee. (2004). *Framework for programme accreditation*. Pretoria: Council on Higher Education.
- Imaginative Curriculum Network. (2002). *Contexts for curriculum design: working with external pressures*. Retrieved 03 August, 2009, from www.palatine.ac.uk/files/1027.pdf
- Quality Assurance Agency for Higher Education. (2006). *Guidelines for preparing programme specifications*. Mansfield, UK.
- UNESCO. (2005). *Guidelines for Quality Provision in cross boarder Higher Education*. Paris.
- University of Sydney. (2001). *Guidelines for Good Practice in Teaching & Learning*.
- Vlascean, L. G., L & Parlea, D. (2004). *Quality Assurance and Accreditation: A glossary of basic terms and Definitions*: UNESCO.
- Woodhouse, D. (2006). *Quality framework for institutions*. In J. Baird (Ed.), *Quality frameworks. Reflections from Australian universities*. Melbourne: Australian Universities Quality Agency.

9. Contribution organisations

Africa Academy for Environmental Health (specific recognition to Mr W Kitagwa and Mr S Nkambule of the Quality Portfolio of the Africa Academy for Environmental Health)

Botswana University, BOTSWANA

British Council, Johannesburg, SOUTH AFRICA

Cape Peninsula University of Technology, SOUTH AFRICA

Central University of Technology, SOUTH AFRICA

Durban University of Technology, SOUTH AFRICA

Health Professions Council of South Africa (Professional Board for Environmental Health Practitioners), SOUTH AFRICA

Kenya Medical Training College, KENYA

Kenyatta University, KENYA

Mangosuthu University of Technology, SOUTH AFRICA

Ministries of Health of the following countries: KENYA & SOUTH AFRICA

Moi University, KENYA

Muhimbili University of Allied and Health Sciences, School of Hygiene, TANZANIA

National University of Science and Technology, ZIMBABWE

Nelson Mandela Metropolitan University, SOUTH AFRICA

Public Health Officers Association, KENYA

South African Institute for Environmental Health, SOUTH AFRICA

Strathclyde University, SCOTLAND, UNITED KINGDOM

Tshwane University of Technology, SOUTH AFRICA. (Special recognition to Dr D Naidoo and Me C Selepe from the Quality Directorate of the University)

University of Johannesburg, SOUTH AFRICA

University of Malawi, MALAWI

University of Swaziland, SWAZILAND

University of Ulster, IRELAND, UNITED KINGDOM

University of Zambia, ZAMBIA

Africa Academy for Environmental Health

QUALITY MANAGEMENT MANUAL

PART B

CRITERIA FOR PROGRAMME QUALITY ASSURANCE



Contents

1. Introduction	17
2. Purpose of the criteria	17
3. Scope of the criteria.....	18
4. Criteria For Programme Input, Process, Output, Impact And Quality Enhancement	19
5. Examples of Good Practice in Programme Quality Management	23
6. References	26
7. Contributing organisations.....	27

1. Introduction

The criteria for academic quality assurance, which follow, have been developed for the use of higher education institutions in the Africa. The guidelines and criteria take into account the transnational and international frameworks and trends with respect to programme quality and standards in higher education. The criteria covers key areas relating to academic programme quality assurance as well as examples of good practice.

The rationale for the criteria is to provide a source of assistance and guidance to higher education institutions in developing their own quality assurance systems as well as to contribute to a common frame of reference, which can be used AAEH. Ultimately, the main purpose of this quality assurance manual is to enhance environmental health degree programmes and service delivery in Africa. It is not the intention of this manual that these standards and guidelines should dictate practice or be interpreted as prescriptive or unchangeable. In addition, in some countries of Africa the ministry of education or an equivalent organization has the responsibility for some of the areas covered by the standards and guidelines. Where this is the case, the institutions should also ensure that appropriate quality assurance mechanisms prescribed by their Ministries of Education and associated professional bodies are also taken into consideration to ensure compliance.

The following organisations need to be recognised for their contribution towards this manual: The British Council through the DelPHE project for financially sponsoring this manual. Various universities, institutions, professional bodies and associations as well as government departments contributed to ensure that this quality manual is representative of reflecting an Africa model to ensure quality in environmental health programmes (Find detail list of collaborating Institutions at the back of this manual).

2. Purpose of the criteria

The purpose of the criteria and guidelines are to:

- ❖ Improve the quality education in environmental health programmes offered in higher education institutions in Africa;
- ❖ Improve the consistency of the quality of environmental health degree programmes in Africa.
- ❖ To facilitate portability of environmental health degree programmes and mobility of graduates and practitioners throughout Africa.
- ❖ Assist higher education institutions in managing and enhancing their quality and, thereby, to help to justify their institutional autonomy;

- ❖ Make quality assurance more transparent for Institutions offering environmental health degree programmes.

These criteria should be used in conjunction with the programme quality framework in Part A and Guidelines in Part C of the Quality Assurance Manual.

3. Scope of the criteria

The criteria are categorized according to the link that exists between the framework factors and the main focus area of programme provisioning. These criteria are generic and should be met by all institutions offering Environmental health programmes. Higher education institutes which offer environmental health undergraduate degree programmes are encouraged to use these criteria together with other quality assurance mechanisms operating within their own institutions.

The following should be noted:

- The criteria should be used for all modes of teaching and learning to allow for flexibility (e.g. face to face, distance, e-learning programmes, problem based learning, work based learning, etc.).
- Where necessary, institutions may include additional criteria to address specific international, national and institutional and professional requirements
- The framework and criteria will be subject to consultation and review on a maximum five year cycle.

Examples of good practice, on how to create a link between the criteria and mechanism used to quality assure provisioning are also included as quality management guidelines

4. Criteria For Programme Input, Process, Output, Impact And Quality Enhancement

Framework Factors	Key Focus Area	Criteria
International, Regional, National and Professional Context	International guidelines and Regional and National Policies	International guidelines, and Regional and national policy should take into consideration the African Union, SADC, ECOWAS, East African Community and other relevant organisations For example, Institutions, faculties and departments should have a strategic plan which reflects international guidelines, and regional and national policy
International, Regional, National and Professional Context & Teaching and Learning	Programme Design, implementation , management , monitoring, review and implementation	<p>The programme is consonant with the institution's mission and forms part of the institutional planning and resource allocation, meets international, national and transnational and professional requirements, the needs of the students, and other stakeholders, has academic rigor and it is intellectually credible. It is designed coherently and articulates well with relevant programmes where possible</p> <ul style="list-style-type: none"> • Consultation with key stakeholders to assess national and professional contextual needs • Institutions should have evidence of this consultation in the form of strategy documents (government, professional and institutional), meetings and assigned actions
Institutional Context (Leadership)	Policy and procedures formulation and implementation	Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.
Teaching and Learning	Programme approval, design, implementation, management, monitoring, review and improvement programmes and awards	Institutions, faculties and departments should have formal mechanisms for the approval, design, periodic review and monitoring of their strategies, policies and programmes and awards
Teaching and Learning	Teaching and learning strategy	The teaching and learning strategy is appropriate for the programme's outcomes, modes of delivery, student composition and contains mechanisms to ensure the

Framework Factors	Key Focus Area	Criteria
		appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement
Institutional Services	Student Recruitment, admission and selection and Enrolment)	Institutions should have recruitment documentation which informs prospective students of the programme accurately and sufficiently, and admission criteria adheres to current national/professional/institutional legislation. Admission and selection of students are commensurate with the minimum entrance requirements for the programme within the framework of widening access and equity. The number of students selected takes into account the programmes intended learning outcomes, its capacity to offer good quality education and the needs of the profession.
Staff	Staff recruitment, induction, mentoring, development and retention	Institutions should have evidence that academic staff and external tutors responsible for the programme are appropriately qualified and have sufficient relevant experience and teaching competence for the level of the programme.
Staff	Staff recruitment, induction, mentoring, development and retention	The institution should ensure that programmes are in place for staff induction, mentoring and retention of academic staff to enhance their competence and support their professional growth and development.
Staff	Staff recruitment, induction, mentoring, development and retention	The institution should ensure that the ratio of students to staff meets national and institutional standards to ensure effective mentoring, academic rigor and quality of training.
Staff	Staff recruitment, induction, mentoring, development and retention	Institutions should have evidence that technical staff which support the programme are appropriately qualified and have sufficient relevant experience and competence for the needs of the programme. The institution should ensure that programmes are in place for staff induction, mentoring and retention of technical staff to enhance their competence and support their professional growth and development.
Staffing	Staff size and seniority	The institution should ensure that the ratio of students to technical staff meets national and institutional standards to ensure effective supervision, mentoring, academic rigor, quality of training and adhere to health and safety standards.
Facilities and resources	Conducive Learning	The institution should provide a conducive environment (internal and external) for teaching, learning and research. by

Framework Factors	Key Focus Area	Criteria
	environment	providing suitable facilities and physical resources for the implementation of the programme provision in line with the AAEH Curriculum
Facilities and Resources	Libraries, information technology, information systems and educational electronic resources	Policies and guidelines should exist for the proper management and maintenance of library services. Library resources should complement the AAEH curriculum. The institution should provide adequate library support, adequate access to library, research and computer facilities.
Facilities and Resources	Libraries, information technology, information systems and educational electronic resources	The institution should ensure that suitable and sufficient IT infrastructure is available as determined by the nature of the programme. This includes functional, appropriate hardware, software and databases. The infrastructure is properly maintained and continuously upgraded.
Services	Student administrative and academic support, logistics, and financial management systems	The institution should provide adequate and appropriate student services. These should include evidence of support for administration, recruitment, selection, progression and counseling.
Teaching and Learning, Services	Programme management and administration	The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme
Teaching and Learning	Programme management	The institute should demonstrate that programme is effectively coordinated and reviewed in order to facilitate the attainment of its intended purposes and outcome by providing evidence of the following documents and their review: <ul style="list-style-type: none"> • Curriculum • Credit descriptor/study guide/subject outline (e.g. class code, name, aims and objectives, syllabus, reading materials, timetable, assignment schedule, laboratories, assessment details) • Course handbook, e.g. student services, compliment of staff, credit systems. Contact details, timetable (class and labs), assessment schedule, WBL, accreditation, map of campus, support services, university calendar

Framework Factors	Key Focus Area	Criteria
		The institute should ensure that students are aware of the departmental structure and organization.
Teaching and learning	Assessment policies and procedures	<p>The institute should ensure that all modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigor and security of the assessment system and for the development of staff competences in assessment</p> <p>The institute should ensure that they have a forum for a requisite number of staff student meetings per programme per academic year with student representatives and minutes of meetings recorded with actions. – include the greater detail in guidelines</p>
Teaching and Learning	Teaching and Learning interaction	<p>The institution should demonstrate that the programme is conducted in accordance with the institutional teaching and learning strategy.</p> <p>The institutions should demonstrate that teaching and learning methods, materials and learning opportunities are suitable to achieve the purpose and outcomes of the programme</p>
Teaching and Learning	Work Based Learning services, practices and management	The coordination of work-based learning is done effectively in all applicable components of the programme. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring, mentoring, assessment and review.
Research	Research Management and dissemination	<p>Institutions should have a plan and strategy to nurture a culture of academic, undergraduate and collaborative research taking into consideration teaching and learning, and outreach programmes.</p> <p>The institution should ensure that programmes are in place for staff induction, mentoring and retention of research active academic staff to enhance their competence and support their professional growth and development.</p> <p>Institutions should ensure that research is needs driven, relevant, appropriate and disseminated.</p>

Framework Factors	Key Focus Area	Criteria
Outreach	Community Engagement and partnerships	The institution should develop programmes to nurture social responsibility and indigenous community development.
Results and Outcomes	Output Performance	Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary
Results and Outcomes	Output Performance	The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme
Internal and External Feedback	Output Performance	User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme’s design, delivery and resourcing, and for staff development and student support, where necessary

5. Examples of Good Practice in Programme Quality Management

There are various examples of good practice from literature. The few examples provided below in Table 2, were adopted from (Ewan, 2009).

Aspects of criteria	Good Practice
Academic Board (Senate) Quality Management Framework	The quality management framework guides the Academic Board or Senate in ensuring that the academic goals of the University are being achieved, and gives structure to the Board's continuous improvement
Effective Quality Assurance Systems in Transnational Education	Quality assurance and the continuous improvement of the University's educational programs are fundamental to the mission of the University. For transnational education, this begins with the business development process and is then subsumed by the teaching and learning framework. This framework requires individual academics and teaching teams to review content, focus and outcomes of their courses, reflect on their teaching through feedback from students and other stakeholders, and make improvements as required.
Assessment: External Moderation	The external moderation processes are designed to ensure that academic quality is

Aspects of criteria	Good Practice
	maintained across the Africa Academy of Environmental Health network of institutions, objectives for each unit are addressed in the way students are assessed, grade descriptors for each unit are uniformly and consistently applied by markers in each college, and graduate attributes are likely to be attained
Curricula Design and Development for Quality Learning	To provide teaching staff with a template for an integrated support system. The system helps them to develop the skills, capacities and knowledge required for sound curriculum design and effective teaching across the range of teaching settings. It recognises the importance of curricula built on the alignment of desired learning outcomes with assessment tasks and learning and teaching activities, in any mix of flexible learning options on offer
Assessment moderation procedures	<ul style="list-style-type: none"> (i) ensure assessment that is fair, equitable and reliable ii) attain a standard that is both current and comparable nation wide (iii) obtain feedback from stakeholders iv) produce graduates who are successful in obtaining employment in their chosen fields, are equipped to move along a career path and become agents of change
Cross Campus Collaboration in Environmental Health Education	The goal is to ensure consistency and quality in the teaching and learning experience for students undertaking undergraduate and postgraduate Environmental Health education at all campuses of
Assessment Policy and Procedures	<ul style="list-style-type: none"> (i) There is an institutional policy on assessment, which makes explicit the values, theories or philosophy of assessment on which it is based. (ii) The policy aims to ensure the development of valid, reliable and transparent assessment practices in keeping with academic and professional standards. (iii) The policy also provides for the effective validation of assessment practices. (iv) There are procedures through which faculties and departments/ schools are accountable for the implementation of the institutional assessment policy. (v) There are structures at institutional, faculty and department/ school level to implement,

Aspects of criteria	Good Practice
	monitor and review the assessment policy. Assessment decisions made by the committees/ boards at these levels are validated by external expert peers. (vi) Academic managers are committed to the implementation of the institutional assessment policy, and teaching staff and students are aware of the responsibilities and rights that it accords them

6. References

- Baird, J. (Ed.). (2004). *Quality frameworks*. Melbourne: Australian Universities Quality Agency.
- European Association for Quality Assurance in European Higher Education. (2005). *Standards and guidelines for QA in European higher education*. Unpublished manuscript, Helsinki.
- Ewan, C. (2009). *Learning and teaching in Australian universities: A thematic analysis of Cycle 1 AUQA audits*. Melbourne.
- Gonzalez, J., & Wagenaar, R. (2008). *Universities contribution to the Bologna Process: An introduction*. Bilbao, Spain: Tuning Project.
- Healey, M. G., P. (1997). *Identifying and disseminating good practice in the teaching and learning of Geography in Higher Education*. Paper presented at the Institute of Australian Geographers and New Zealand Geographical Society Second Joint Conference and the Association of American Geographers' Annual Conference
- Higher Education Quality Committee. (2004). *Criteria for programme accreditation*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee. (2004). *Framework for programme accreditation*. Pretoria: Council on Higher Education.
- Imaginative Curriculum Network. (2002). *Contexts for curriculum design: working with external pressures*. Retrieved 03 August, 2009, from www.palatine.ac.uk/files/1027.pdf
- Quality Assurance Agency for Higher Education. (2006). *Guidelines for preparing programme specifications*. Mansfield, UK.
- UNESCO. (2005). *Guidelines for Quality Provision in cross boarder Higher Education*. Paris.
- University of Sydney. (2001). *Guidelines for Good Practice in Teaching & Learning*.
- Vlascean, L. G., L & Parlea, D. (2004). *Quality Assurance and Accreditation: A glossary of basic terms and Definitions: UNESCO*.
- Woodhouse, D. (2006). *Quality framework for institutions*. In J. Baird (Ed.), *Quality frameworks. Reflections from Australian universities*. Melbourne: Australian Universities Quality Agency.

10. Contributing organisations

Africa Academy for Environmental Health (specific recognition to Mr W Kitagwa and Mr S Nkambule of the Quality Portfolio of the Africa Academy for Environmental Health)

Botswana University, BOTSWANA

British Council, Johannesburg, SOUTH AFRICA

Cape Peninsula University of Technology, SOUTH AFRICA

Central University of Technology, SOUTH AFRICA

Durban University of Technology, SOUTH AFRICA

Health Professions Council of South Africa (Professional Board for Environmental Health Practitioners), SOUTH AFRICA

Kenya Medical Training College, KENYA

Kenyatta University, KENYA

Mangosuthu University of Technology, SOUTH AFRICA

Ministries of Health of the following countries: KENYA & SOUTH AFRICA

Moi University, KENYA

Muhimbili University of Allied and Health Sciences, School of Hygiene, TANZANIA

National University of Science and Technology, ZIMBABWE

Nelson Mandela Metropolitan University, SOUTH AFRICA

Public Health Officers Association, KENYA

South African Institute for Environmental Health, SOUTH AFRICA

Strathclyde University, SCOTLAND, UNITED KINGDOM

Tshwane University of Technology, SOUTH AFRICA. (Special recognition to Dr D Naidoo and Me C Selepe from the Quality Directorate of the University)

University of Johannesburg, SOUTH AFRICA

University of Malawi, MALAWI

University of Swaziland, SWAZILAND

University of Ulster, IRELAND, UNITED KINGDOM

University of Zambia, ZAMBIA

*Africa Academy for
Environmental Health*

QUALITY MANUAL
PART C
QUALITY MANAGEMENT GUIDELINES



Contents

1. Introduction	31
2. The purpose of the guidelines	31
3. References	36
4. Contributing organisations.....	37

1. Introduction

Teaching and learning is a core business of institutions of higher learning hence the need for provision for the development of quality in teaching and learning. As evidenced by the numerous attempts/efforts made for several decades to develop quality structures, models or frameworks, criteria and guidelines to assist organization in pursuit of quality.

The criteria and guidelines in this document, take into account that, within the quality assurance community itself, there are some quite fundamental differences of view of the appropriate relationship that should be established between higher education institutions and their external evaluators. Some, mainly from agencies which accredit programmes or institutions, take the view that external quality assurance is essentially a matter of consumer protection, requiring a clear distance to be established between the quality assurance agencies and the higher education institutions whose work they assess, while other agencies see the principal purpose of external quality assurance to be the provision of advice and guidance in pursuit of improvements in the standards and quality of programmes of study and associated qualifications.

This manual contains a set of proposed criteria and guidelines which serves as standards for quality assurance in the Africa Academy for Environmental Health. The guidelines are designed to be applicable to all higher education institutions offering programmes in environmental health in Africa, irrespective of their structure, function and size, and the national system in which they are located. It has not been considered appropriate to include detailed procedures in the manual, since institutional procedures are an important part of their autonomy. It will be for the institutions and agencies themselves, co-operating within their individual contexts, to decide the procedural consequences of adopting the guidelines contained in this manual.

The following organisations need to be recognised for their contribution towards this manual: The British Council through the DelPHE project for financially sponsoring this manual. Various universities, institutions, professional bodies and associations as well as government departments contributed to ensure that this quality manual is representative of reflecting an Africa model to ensure quality in environmental health programmes (Find detail list of collaborating Institutions at the back of this manual).

2. The Purpose of the Guidelines

The guideline shall be referred to as Guidelines for Africa Academy for Environmental Health. The main purpose of the quality assurance guidelines is to promote mutual trust and improve transparency while respecting the diversity of national contexts and discipline areas. At the individual institutions, the guideline is designed to provide valuable foundation and framework to guide academic programme design, delivery and continuous evaluation. Furthermore, the guidelines

could be used to measure performance on a wide range of educational key performance indicators in agreement with other quality assurance proclamations.

The Link between guidelines and Criteria is described in the table below. It should be noted that the links created here are not an exhaustive list, and thus the users of this manual are at liberty to extent the links to meet their needs. In order to have a clear understanding of the quality management processes of academic programmes, this document (Part C) should be used in conjunction with Part A (the framework) and Part B (criteria) of the manual.

Framework Aspect	Criteria	Guideline
1. Policy and procedures for quality assurance	Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards	<p>Commit explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work.</p> <ul style="list-style-type: none"> • Develop and implement a strategy for the continuous enhancement of quality. • The strategy, policy and procedures should have a formal status and be publicly available • Have a role for students and other stakeholders • Provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems • Provide public confidence in institutional autonomy.
2. Programme design	The programme is consonant with the institution’s mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.	<p>Relation to institution’s mission and planning Criterion</p> <ul style="list-style-type: none"> • Needs of students and other stakeholders • Intellectual credibility • Coherence • Articulation • Characteristics and needs of professional and vocational education • Learning materials development
3. Student recruitment, admission and selection	Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme’s academic requirements, within a framework	<ul style="list-style-type: none"> • Recruitment • Legislative issues • Widening of access • Equity • Assumptions of learning • Professional needs • Capacity of the programme to offer quality education

Framework Aspect	Criteria	Guideline
	of widened access and equity. The number of students selected takes into account the programmes intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).	
4. Staffing	Academic staff responsible for the programme is suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognized agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.	<p>Qualifications</p> <ul style="list-style-type: none"> • Teaching experience • Assessment competence • Research profile • Staff development • Size and seniority of full-time and part-time staff • Legislation and conditions of service • Procedures for selection, appointment, induction and payment • Contractual arrangements <ul style="list-style-type: none"> • Administrative and technical staff
5. Teaching and learning strategy	<p>The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition</p> <p>Contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods.</p> <p>The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.</p>	<p>Importance of promotion of student learning:</p> <ul style="list-style-type: none"> • Institutional type, mode(s) of delivery and student composition • Appropriate teaching and learning methods • Upgrading of teaching methods • Targets, implementation plans, and ways to monitor, evaluate impact, and effect improvement
6. Student assessment, policies and procedures	The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigor and security of the assessment system; RPL; and	<p>Internal assessment:</p> <ul style="list-style-type: none"> • Internal and external moderation • Monitoring of student progress • Validity and reliability of assessment • Recording of results • Security • Recognition of prior learning (RPL)

Framework Aspect	Criteria	Guideline
	for the development of staff competence in assessment.	
7. Infrastructure and library resources	Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis.	<p>Venues</p> <ul style="list-style-type: none"> • IT infrastructure and training • Size and scope of library resources • Integration of library resources into curriculum • Management and maintenance of library resources • Library support and access to students
8. Programme administrative services	The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.	<p>Provision of information</p> <ul style="list-style-type: none"> • Identifying non-active and at-risk students • Dealing with the needs of a diverse student population • Ensuring the integrity of certification
9. Postgraduate policies, regulations and procedures	Postgraduate programmes have appropriate policies, procedures and regulations for the admission and selection of students, the selection and appointment of supervisors, and the definition of the roles and responsibilities of supervisors and students, etc.	<p>Policies, regulations and procedures:</p> <ul style="list-style-type: none"> • Equity and access • Preparation of students
10 Programme coordination	<ul style="list-style-type: none"> • The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes. 	<p>Mandate and responsibilities of the programme coordinator(s)</p> <ul style="list-style-type: none"> • Student input and participation • Implementation of policies for ensuring the integrity of certification
11. Academic development for student success	Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.	<p>Student and staff development</p> <ul style="list-style-type: none"> • Curriculum development • Additional student academic support
12. Teaching and learning interactions	<ul style="list-style-type: none"> • Effective teaching and learning methods • Suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme. 	<p>Guidance to students on programme integration and outcomes</p> <ul style="list-style-type: none"> • Teaching and learning methods • Suitable learning opportunities • Student involvement
13. Student assessment practices	The programme has taken measures to ensure the reliability, rigor and security of the assessment system.	<p>Integral part of teaching and learning</p> <ul style="list-style-type: none"> • Internal (or external) assessment • Internal and external moderation • Reliability • Rigor and security

Framework Aspect	Criteria	Guideline
14. Coordination of work-based learning	The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring	<ul style="list-style-type: none"> • Communication • Recording system • Monitoring system • Mentoring system
15. Delivery of postgraduate programmes	The postgraduate programme is managed properly, offers opportunities for students to develop research competence, and ensures that research is properly assessed. Policies for student admission and selection, criteria for the selection and appointment of supervisors, and guidelines on the roles and responsibilities of supervisors and students are effectively implemented.	<p>Management of the postgraduate programme</p> <ul style="list-style-type: none"> • Assessment • Implementation of policies for student admission and selection • Implementation of criteria for selection and appointment of supervisors • Implementation of guidelines on roles and responsibilities of supervisors and students
16. Student retention and throughput rates	Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary	<p>Monitoring of information</p> <ul style="list-style-type: none"> • Remedial action • Profiles of entering and qualifying class
17. Programme impact	The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.	<ul style="list-style-type: none"> • Employability of students • External acknowledgement of programme
18. Programme review	User surveys are used to evaluate impact and used to enhance the <ul style="list-style-type: none"> • Reviews • Impact studies • Use of results 	<ul style="list-style-type: none"> • User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. • Results are used to improve the programme's design, delivery and resourcing, and for staff development and student support, where necessary

These Guidelines represent a set of standards by which to evaluate the improvements in the quality of education in the environmental Health programmes in the areas of teaching and learning through the delivery of coursework awards, at a number of levels in the university/ institution. They serve to make clear the commitment of the Africa Academy for Environmental Health to meeting the needs

of tomorrow's society, through the provision of high-quality educational experiences for universities/institutions in Africa and other stakeholders today, the monitoring of quality standards, and by continuing to adapt effectively to a rapidly changing world.

3. References

- Baird, J. (Ed.). (2004). *Quality frameworks*. Melbourne: Australian Universities Quality Agency.
- European Association for Quality Assurance in European Higher Education. (2005). *Standards and guidelines for QA in European higher education*. Unpublished manuscript, Helsinki.
- Ewan, C. (2009). *Learning and teaching in Australian universities: A thematic analysis of Cycle 1 AUQA audits*. Melbourne.
- Gonzalez, J., & Wagenaar, R. (2008). *Universities contribution to the Bologna Process: An introduction*. Bilbao, Spain: Tuning Project.
- Healey, M. G., P. (1997). *Identifying and disseminating good practice in the teaching and learning of Geography in Higher Education*. Paper presented at the Institute of Australian Geographers and New Zealand Geographical Society Second Joint Conference and the Association of American Geographers' Annual Conference
- Higher Education Quality Committee. (2004). *Criteria for programme accreditation*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee. (2004). *Framework for programme accreditation*. Pretoria: Council on Higher Education.
- Imaginative Curriculum Network. (2002). *Contexts for curriculum design: working with external pressures*. Retrieved 03 August, 2009, from www.palatine.ac.uk/files/1027.pdf
- Quality Assurance Agency for Higher Education. (2006). *Guidelines for preparing programme specifications*. Mansfield, UK.
- UNESCO. (2005). *Guidelines for Quality Provision in cross boarder Higher Education*. Paris.
- University of Sydney. (2001). *Guidelines for Good Practice in Teaching & Learning*.
- Vlascean, L. G., L & Parlea, D. (2004). *Quality Assurance and Accreditation: A glossary of basic terms and Definitions*: UNESCO.
- Woodhouse, D. (2006). *Quality framework for institutions*. In J. Baird (Ed.), *Quality frameworks. Reflections from Australian universities*. Melbourne: Australian Universities Quality Agency.

4. Contributing organisations

Africa Academy for Environmental Health (specific recognition to Mr W Kitagwa and Mr S Nkambule of the Quality Portfolio of the Africa Academy for Environmental Health)

Botswana University, BOTSWANA

British Council, Johannesburg, SOUTH AFRICA

Cape Peninsula University of Technology, SOUTH AFRICA

Central University of Technology, SOUTH AFRICA

Durban University of Technology, SOUTH AFRICA

Health Professions Council of South Africa (Professional Board for Environmental Health Practitioners), SOUTH AFRICA

Kenya Medical Training College, KENYA

Kenyatta University, KENYA

Mangosuthu University of Technology, SOUTH AFRICA

Ministries of Health of the following countries: KENYA & SOUTH AFRICA

Moi University, KENYA

Muhimbili University of Allied and Health Sciences, School of Hygiene, TANZANIA

National University of Science and Technology, ZIMBABWE

Nelson Mandela Metropolitan University, SOUTH AFRICA

Public Health Officers Association, KENYA

South African Institute for Environmental Health, SOUTH AFRICA

Strathclyde University, SCOTLAND, UNITED KINGDOM

Tshwane University of Technology, SOUTH AFRICA. (Special recognition to Dr D Naidoo and Me C Selepe from the Quality Directorate of the University)

University of Johannesburg, SOUTH AFRICA

University of Malawi, MALAWI

University of Swaziland, SWAZILAND

University of Ulster, IRELAND, UNITED KINGDOM

University of Zambia, ZAMBIA