

Interuniversity cooperation, networking and accreditation in Africa

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Aim of the workshop

- Actual situation Eastern Africa
 - Cooperation
 - Networking
 - Accreditation
- Comparison with Flanders > Belgium > Europe
- Opportunities for Africa and Europe
- Obstacles to cooperate

Cooperation in Eastern Africa

- The Inter-University Council for East Africa (IUCEA) is an inter-governmental organisation of the East African Partner States (of Kenya, Uganda, Tanzania, Rwanda and Burundi).
- IUCEA is mandated to co-ordinate collaboration among institutions of Higher Education in terms of teaching, research and outreach services through various structural and operational modalities.

The IUCEA membership now stands at 55 Universities. This number is expected to increase following admission of Rwanda and Burundi in EAC membership late 2006

- The mission of IUCEA is to become an organisation that co-ordinates, facilitates and administers stakeholders so as to promote strategic, sustainable and competitive development of higher education in East Africa.

1.0 Background

- The history of the Inter-university Council for East Africa is traced back to as early as 1922 at Makerere, when a small technical college existed. This was later transformed into a college that admitted students from the region – Uganda, Kenya, Tanganyika and Zanzibar.
- Makerere was the only Higher Education Institution in Eastern Africa and to a larger extent covering the present day Malawi, Zambia and Zimbabwe until 1954.

Background C'ntd

- It had 3 campuses in 1960s which as East African countries became independent, comprised University of East Africa. This continued until 1970 when the three Universities – Dar es Salaam, Nairobi and Makerere became autonomous, followed by the inter-university committee which was later in the 1980, transformed to the current Inter-University Council for East Africa (IUCEA).

C'ntd

- The IUCEA is one of the surviving institutions of the EAC for it survived the collapse of the first EAC.

IUCEA Programmes and Projects

- The IUCEA Programmes and Projects are guided by;
 - The Corporate Strategic Plan
 - Thematic Clusters

Strategic Plan

The KRAs which are most relevant to this forum and this session's context are;

- Leadership and Management Capacity of Member Universities
- Strategic Regional Training and Research Programmes
- **Inter-University Co-operation**
- Application of ICT and Networking at Member Universities
- **Regional Higher Education Quality Control and Assurance**
- **Internationalisation of Higher Education and Research in East Africa**
- Gender Balance and Mainstreaming

Thematic Clusters

The IUCEA has also identified 13 thematic clusters as consisting umbrella units where Higher Education scholars and stakeholders of different disciplines will interact for development of of the HE functions of Teaching, Research and Services. These are;

- *Education, Agriculture and Forestry, Environmental Management, Arts and Social sciences, Business Studies ICT and Library Sciences, Engineering and Technology, **Health Sciences** Gender and Youth, HIV and AIDS, Science, Veterinary Science Law and Human Rights*

From the 2 major criteria for identification of relevant programmes and projects in the IUCEA, the Family Medicine has a readily available institutional set-up for its development in the Health Sciences Thematic Cluster as well as in the Key Result Areas of the IUCEA strategic plan - Inter-University Co-operation, Regional Higher Education Quality Control and Assurance and Internationalisation of Higher Education and Research in East Africa

Structures and Status of developmental strategies

- The IUCEA has of recent embarked into various initiatives for implementation of the strategic plan as well as responding to developmental challenges both country-based, inter-country and international.
- In the Higher Education context, Quality Assurance is a Key Word.
- Cognizant with the varied perception on quality, it has embarked on a process towards more harmonized Quality Assurance processes in Higher Education, focussed towards a wide range of advantages namely;

Credit transfer, student and staff mobility for higher education institutions

As well as mobility of professionals.

These can be well implemented and sustained under an effective inter-country, regional and or thematic Quality Assurance Harmonization regimes

- The Key Aspects of Quality focused at this stage**
- **Accreditation of Schools and Programmes**
 - **Internal Quality Assurance**
 - **External Quality Assurance**

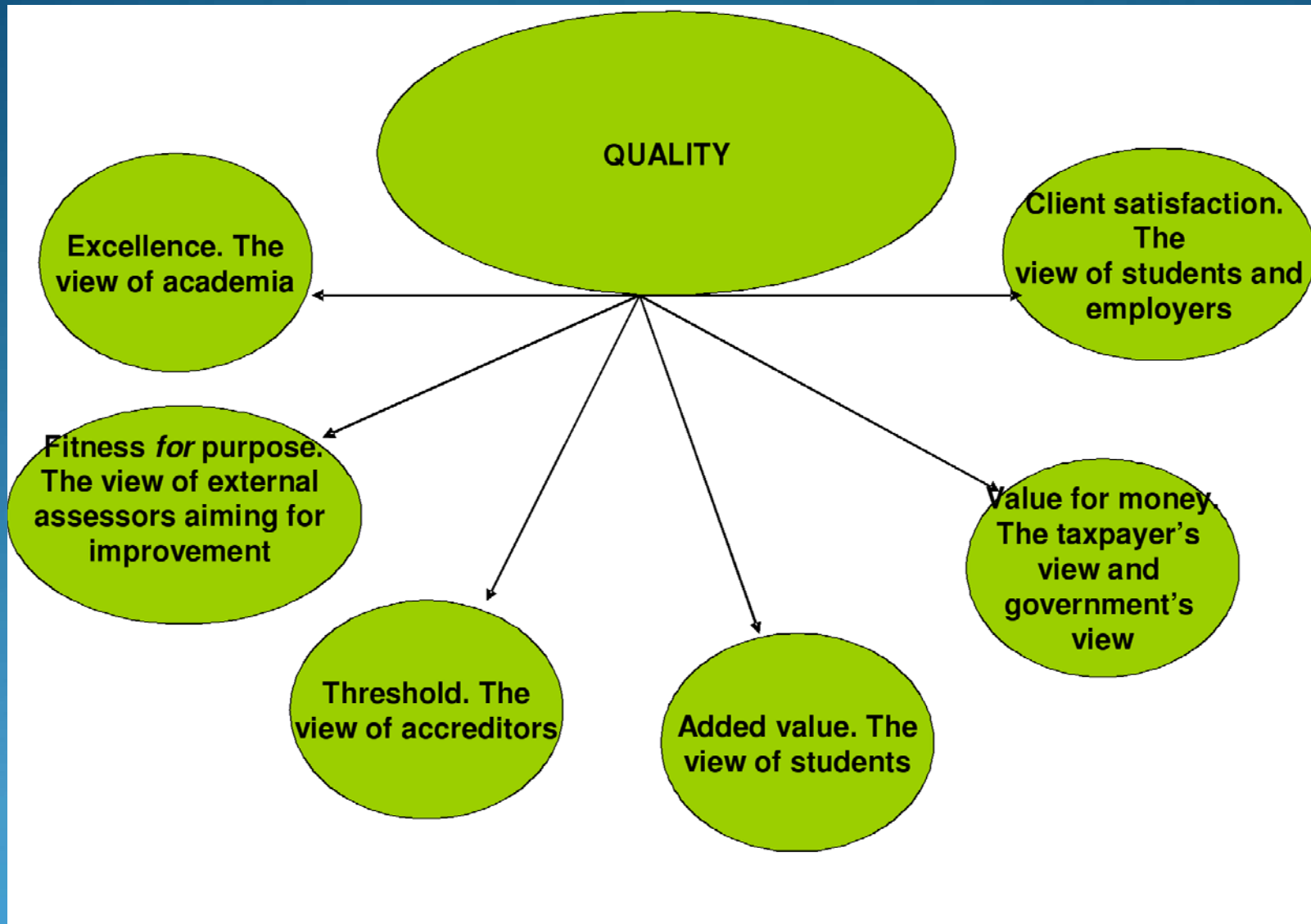
For Inter-country, regional and international Harmonization, the focus is harmonization of bench marks

With the potential for various views with regard to cooperation and benchmarking strategies for the Family Medicine education regionally and internationally, the following is so far, the IUCEA – led, status in the EAC region

Some Aspects of QA in Programme Development

1. QUALITY
2. STAKEHOLDERS INVOLVEMENT
3. BENCHMARKING

DIFFERENT VIEWS ON QUALITY



Quality assurance in higher education's context

- In higher education, perspectives on QUALITY are multifaceted as follows:
 - ❑ Views by students and parents on expected achievement
 - ❑ Institutional commitment to satisfy stakeholder expectations compatible with National and institutional missions

This can be achieved through adherence and accountability to;

- ❑ Internal policy requirements
- ❑ Stakeholders and general public

Why regional/international quality assurance systems?

Promotlon of

- **regional/international comparability of higher education**
- **regional/international student and staff mobility**
- **Promote internationally credible higher education area for academic excellence within regional/international socio-economic block set up**
- **Promote employability-based labour mobility**
- **Promote institutional accountability to beyond national stakeholders – regional and international**

Strategies for the IUCEA QA process ...

- **Training of critical mass of institutional quality assurance officers**
- **Sensitization workshops for Deans and DVC (academic)**
- **Pilot internal evaluation of selected programmes**
- **Assessment of experiences from pilot internal evaluation**

Status of quality assurance systems development at universities in the EAC

- Universities at different stages of establishing QA systems
- QA policies established at some universities (e.g. Makerere, Egerton, Kenyatta, Dar es Salaam, OUT, USIU, Daystar)
- Some universities piloted several programmes using the IUCEA –developed Handbook –*Roadmap to Quality*
- Some Universities integrated Handbook materials into their respective QA systems (e.g. USIU, Daystar, Egerton, Nkumba, IUIU, Kenyatta, Dar es Salaam, SUA, OUT)
- Some universities use the Handbook in ongoing university level curriculum reviews (e.g. Mzumbe, Busoga, SUA etc)

After pilot programme evaluation the following issues need to be assessed :

- Appropriateness of programs for our society
- Adequacy of Staff Qualifications to deliver those programs
- Effectiveness of delivery of quality education
- Employability of graduates

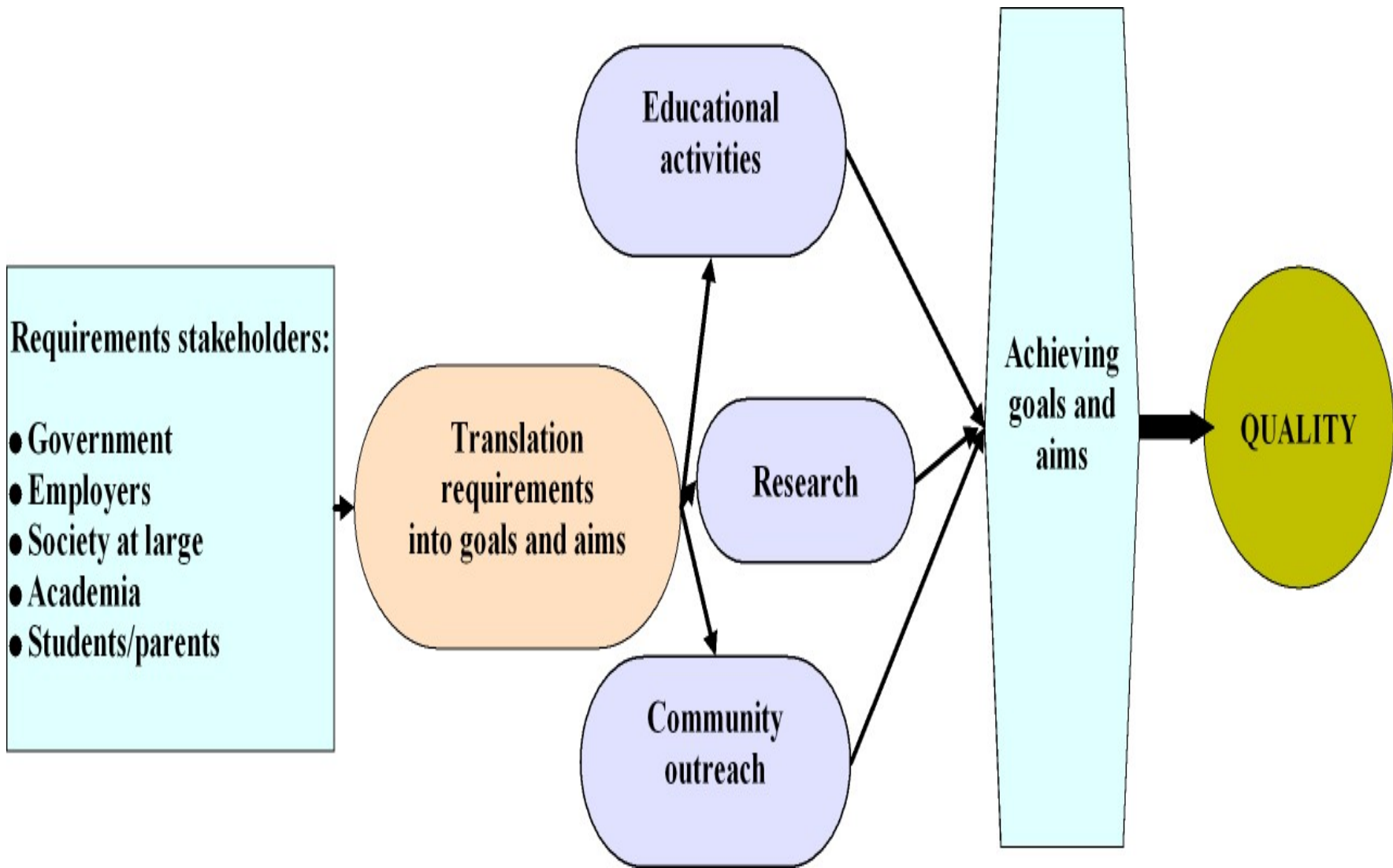
IUCEA Strategies and Progress

- Pilot self assessment
- National workshops to assess progress of pilot evaluation *Review of the Applied Handbook*
- IUCEA and regulatory agencies to set up a peer review system for programme external evaluation and Training of the peers/Pilot external assessment of programmes

Roadmap to Quality

- The Handbook used as a guide for the whole process of establishing a Higher Education Quality Assurance Framework for East Africa

Quality as object of negotiation



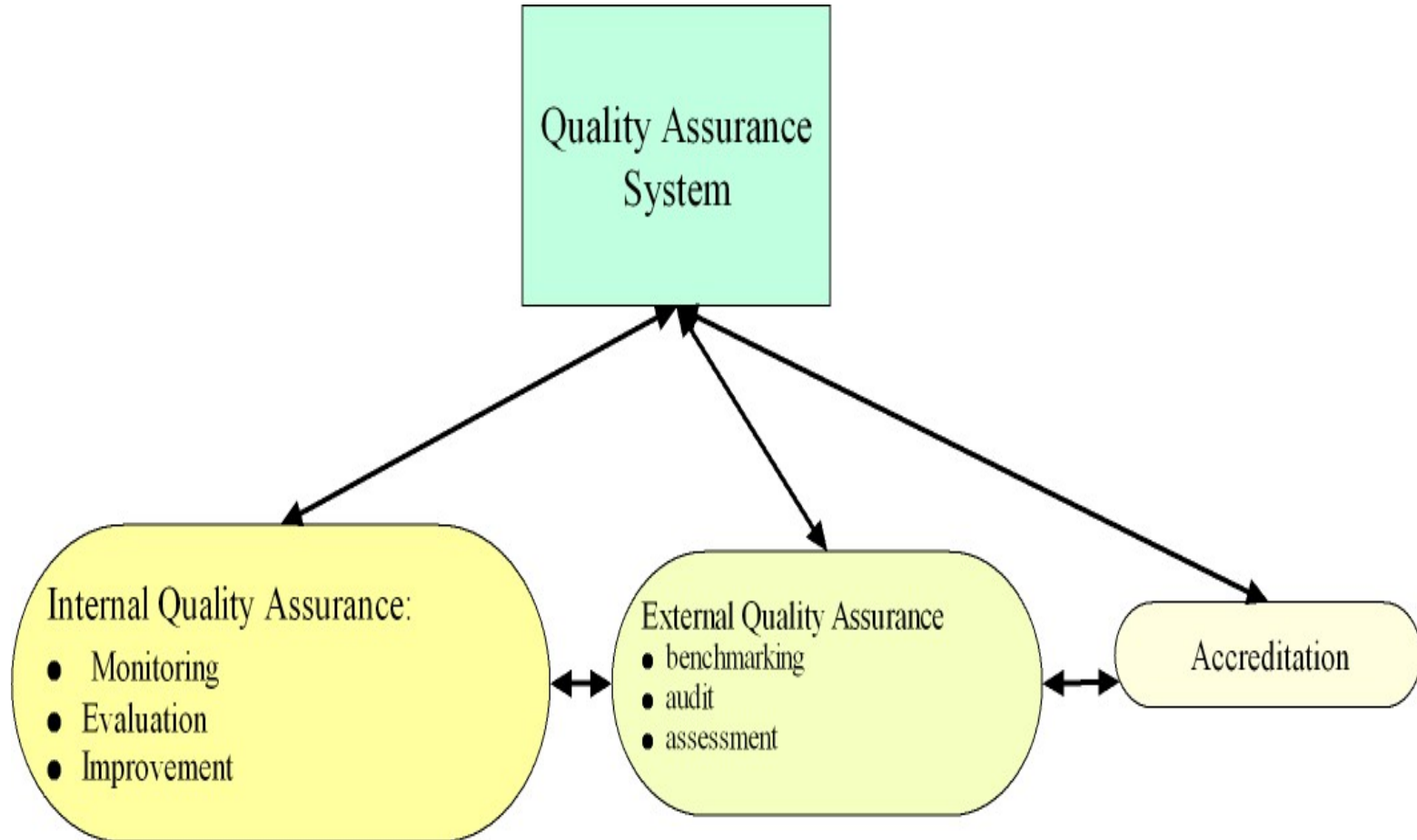
Generic Definition of Quality.....

Quality is achieving our goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of all our stakeholders in an adequate way.

Benchmarking

Benchmarking is a process that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time. It is important for a faculty to compare its programs with equivalent programs in the country, the region and internationally. Also the performance can be compared.

COMPONENTS OF QUALITY ASSURANCE SYSTEM



Quality as object of negotiation

Internal Quality Assurance System

An Internal Quality Assurance system (IQA system) is a system aiming at setting up, maintaining and improving the quality and standards of teaching, scholarship (student learning experience), research, and service to community.

The overall objective is to continuously promote and improve the quality of the core activities and the institution as a whole

CRITERIA FOR IQA

1	Policy and procedures for QA
2	Monitoring system
3	Periodic review of the core activities
4	Quality assurance of the student assessment
5	Quality assurance of staff
6	Quality assurance of facilities
7	Quality assurance of the student support
8	Self assessment
9	Internal audit
10	Information systems
11	Public information
12	A Quality handbook

SELF ASSESSMENT AT PROGRAMME LEVEL

- *A program is defined as a coherent set of courses leading to a certain degree (bachelor or master).*
- *We may call the program also a curriculum.*

Criteria to be assessed

- Goals and objectives; expected learning outcomes
- Program content
- Program specification or description
- Program organisation
- Didactic concept/teaching/learning strategy
- Student assessment
- Staff quality
- Quality of the support staff
- Student profile
- Student advice/support
- Facilities & infrastructure
- Student evaluation
- Curriculum design & evaluation
- Staff development activities
- Benchmarking
- Achievements /graduates
- Satisfaction stakeholders

DEVELOPMENT & PLANNING IN PROGRAMME DEVELOPMENT

1. The Profile

Formulate the academic and professional profile with reference to the local, regional, national and international context.

1. Learning outcomes and key competences

Define the learning outcomes of the programme in terms of competences (**what the student should know, understand and be able to do by the end of the learning process**). At this point, the key generic competences and the key subject specific competences must be defined and taken into account.

DEVELOPMENT & PLANNING IN PROGRAMME DEVELOPMENT

3. Build the curriculum with the final result in mind

Arrange the course units in such a way as to ensure progression, balance and that at the end of the study period

1. Competences and Credit units

Define the learning outcomes in terms of competences (generic and subject specific) to be achieved in each course unit or module

5. **DEVELOPMENT (cont'd.....)** Choose learning/teaching/assessment approaches

Investigate which learning/teaching and assessment methods are most appropriate for each course unit or module; clarify to what level the competences should be developed (desired learning outcome) and not only what the minimum level is for the student to pass (required learning outcome).

6 . Create space for mobility

Designate areas (groups of course units) in which the student has some choice (electives, different tracks, free credits); if these are grouped together it will facilitate international mobility and hence is to be considered good practice.

7. Check for balance and coherence

Reconsider the whole programme of study and check that it has variety and coherence. Be sure that many different learning/teaching and assessment methods will be used: each fosters particular generic competences and some learners profit more in one learning environment rather than in another.

Conclusion and Way Forward

- The current resources in Family Medicine – ***Regional and International Family Medicine Physicians/Scholars*** and the ***Quality Assurance Systems and Structures and potential pioneers of Family Medicine especially in EA*** can effectively and efficiently use this resource for the noble course of promotion of education for improved provision of Health

Cooperation in Flanders

Cooperation in Flanders

- VLIR 1977
- Family practice: ICHO 1984
- Interuniversity program in occupational medicine
- Interuniversity program in youth medicine
- Interuniversity Research group FM (informal)
- Very soon for specialist training
- And many others

VLIR Europe

- **European Framework Programme:**
 - Support for European projects in science and community
- **European Research Area (ERA):**
 - Science and technology in the EU
- **European Science Foundation (ESF):**
 - European forum to stimulate R&D
- **European Cooperation in the field of Scientific and Technical Research (COST):**
 - European forum for scientific and technological cooperation
- **Eureka:**
 - European network for market-driven R&D

VLIR International

- **Alpha Galileo:**
 - Exchange of research results, scientific information and expertise
- **Organisation for Economic Cooperation and Development (OECD):**
 - studies and advice on the quality of international cooperation
- **United Nations Educational, Scientific and Cultural Organization (UNESCO):**
 - International cooperation in education, science, culture and communication.
- **University development cooperation (UOS-VLIR):**
 - Scientific cooperation with the South

ICHO: family practice

- Interuniversity coordination of:
 - Vocational training for FM
 - Training of the trainers (1:15 and 1:1)
 - Pooling of the 1:1 trainers
 - Assessment of all FM students
 - Master thesis
 - Study objectives
- Participation in:
 - Spreading of EBM literature: Minerva

ICHO

- Structure
 - ICHO = administration
 - ISHO = training
 - SUI = financial aspect
- Staff groups
 - Staff vocational training (1:1 and 1:15)
 - Staff central education
 - Staff assessment and evaluation
 - Administrative staff

Europe

- WONCA Europe
 - EGPRN - European GP Research Network
 - EURACT - European Academy of Teachers in GP
 - EQUIP - European Association for Quality in GP

Opportunities of Cooperation

- The same high quality for all students
 - Training
 - Assessment
- More efficient use of resources
 - Financial
 - Human
- Strong partner for the government

Accreditation in Flanders

Visitation of the Medical Education in Belgium

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Aim of the visitation

- Evaluation of the quality of the education
- Quality of process of the education (including the organisation of the education)
- Recommendations for quality improvement
- Compare the quality of the education with the evaluation criteria for accreditation

General aspects

- Commissioned by the VLIR (Flemish Interuniversity Council) for the Flemish authorities
- Ranking of the universities by comparison of the scores is not the goal and is inappropriate

Time schedule

- Commission convened on the 25th of June and the 5th of October 2004
- Visits to the universities from March to June 2005
- Final report on the 15th of December 2005

The commission

- **Prof. B. Meyboom**, Professor in Family Practice at the University of Groningen in the Netherlands (President)
- **Prof. P. Deweer**, Professor in Physiology at the University of Pennsylvania in the United States
- **Prof. H. Van den Bussche**, director of the Institute for General Practice at the University of Hamburg in Germany
- **Prof. G. Visser**, Professor in Obstetrics at the University of Utrecht in the Netherlands
- **Prof. J. Metz**, Professor in Educational Science at the University of Nijmegen in the Netherlands
- **Mr. G. Van Pottelbergh**, medical student at the University of Leuven in Belgium
- **Mr. T. Ennekens**, medical student at the University of Antwerp in Belgium
- Additional member for the visitation of Food and Health science department of the University of Leuven:
Prof. R. Rottiers, Professor endocrinology at the University of Ghent in Belgium

Departments involved

- **University of Antwerp**
 - bachelor and master in Medicine
- **University of Brussels**
 - bachelor and master in Medicine
- **University of Hasselt**
 - bachelor in Medicine
- **University of Ghent**
 - bachelor and master in Medicine
- **University of Leuven**
 - bachelor and master in Medicine
 - Master in Food and Health sciences
- **Campus Kortrijk of the University of Leuven**
 - bachelor in Medicine
- **Interuniversity Centre for Training of General Practitioners**
 - Master-after-master General Practice

Geographic location of the Flemish universities



Family Practice in Belgium

- Medical education
 - 3 years Bachelor
 - 4 years Master
- 3 years of training in FP
- 1st year FP = 7th year of the medical training in each university
- 2nd and 3rd year by the ICHO(Interuniversity Centre for Training of General Practitioners)

The report (part 1)



Methodology of the visitation

- Self-evaluation report of the departments
- Site visits and interviews
- Evaluation of several documents
- Interim report
- Final report

Self-evaluation report

- Based on the visitation protocol from the VLIR (Flemish Interuniversity Council)
- Description of the education
- Perspectives of the departments
- Critical analysis of the strengths and the weaknesses

Site visits and interviews

- Interviews with
 - Professors
 - Assistants
 - Students
 - Employees
- Visits to
 - the library
 - computer classrooms
 - laboratories and other classrooms

Evaluation of several documents

- Educational program
- Lists of students and staff
- Description of the courses
- Exam questions

Interim report

- Oral presentation immediately after the visit
- Interim report
- Possibility to respond

Final report

- For the department and the university
- Freely available on the internet

The report (part 2)



Improvements compared to 1997

- Students are better trained in lifelong learning
- Active transfer of knowledge instead of passive transfer of knowledge
- Basic sciences such as biology and chemistry are set in a medical context
- An increase in the amount of clinical training in hospitals and in GP

Status-quo compared to 1997

- Still too many formal lectures
- Courses are often “authority based”
- Courses are too traditional
 - First the healthy patient, and later on the sick patient
 - First the basic sciences and later on the clinical aspects

Influence of the entrance exam

- Student group is of a higher quality and the group is more homogeneous
- The first year is no longer a selection year

Recommendations of the visitation commission

- A well-balanced spread of the students across the different universities will increase the quality of the education
- A combined training as medical doctor (MD) and doctor in medical science (PhD)
- The members of the commissions didn't reach a consensus about which university they would prefer to study medicine at

Aspects of the education

- Aim of the education
- Program of the education
- Efforts made by the staff
- Training equipment
- Internal quality control
- Results

Reference framework

- Respect for the individuality and the diversity of each university
- Did the universities fulfil
 - their own objectives
 - the common objectives

Reference framework

- Structure and context
- Structure of the training
 - Bachelor
 - Master
- Basic educational assumptions

Structure and context

- Do the students have enough basic knowledge to start specialist and GP training
 - Problem solving
 - Knowledge and skills
 - Teamwork
 - Scientific formation
 - Professional behaviour
 - Lifelong learning
 - Knowledge of own limitations

Structure of the training

- 3 years bachelor
- 4 years master
- Continuation course (for specialist and GP)
- Possibility to start the master courses for students who followed another bachelor programme

Bachelor

- Basic sciences relevant for medicine
- Skills
 - Clinical skills
 - Technical skills
 - Communication skills
- Professional behaviour
 - Scientific
 - Social context
 - Ethical aspects

Master

- Clinical training in hospitals and FP
- Medical problem solving
- Possibility to continue the continuation course (for specialist and FP)

Basic educational assumptions

- Scientific and social preparation for the profession
- Responsible for own learning process
- Quality of material for study
- Independent critical reflective assimilation
- Quality of training and didactic skills of the teachers
- Not only evaluate reproducible knowledge (inform the students in advance)
- Optional courses or trainings
- International experience
- Information and support during studies
- Taking responsibility by the student for choice, track, process and progress of studies
- Taking into account workload, enjoyment and style of studying