

ACTIVITY COMPLETION REPORT¹

ACTIVITY FACTS		
Name of Platform	Human Health	
South Partner Institution	KCMC	
Activity number (from LFA)	13	
Activity name (from LFA)	Quality assurance system in education for postgraduate programs	
Main responsible resource person(s) for activity from Danish university and South partner institution²	Shirley Pollak (UCPH) Ben Hamel (KCMC)	
Start and end of implementation (dd/mm/yy)	31 December 2012	
BUDGET DETAILS		
Original Budget (DKK)		
Actual expenses (DKK)³		
ACTIVITY DESCRIPTION		
Brief description of planned activity⁴	Purpose	The objective of the assignment was to assess the needs for a QA system at the KCMU College for postgraduate programmes. Based on the assessment a plan for development of the QA system will be prepared and training of staff planned.
	Content	<ul style="list-style-type: none"> An assessment of existing quality assurance system for postgraduate programmes and plans for development of a QA system A final written report to the Implementing Committee, KCMC (copy to the PHH Secretariat) with recommendations for involved staff, KCMC and PHH.
	Contribution to research capacity building	n.a.
	Indicators	n.a.
	Other relevant details/comments	The assignment was undertaken concurrently with assignment 12 ('strengthening postgraduate office')

¹ Must be filled and submitted to Platform Secretariat (and other designated staff as outlined in agreement to the assignment) no later than 2 weeks upon completion of activity.

² All responsible parties must sign Activity Completion Report before submission.

³ If actual expenses (per budget line) deviate from original budget, this must be thoroughly explained and approval from Platform Secretariat attached to the Activity Completion Report.

⁴ Use LFA (and/or Monitoring Matrix) as a point of departure, where relevant

Number of participants	Target	All relevant academic, administrative and managing staff members.
	Result	17 key respondents were interviewed and a workshop discussing challenges in the organization of KCMC/KCMU Co/KCRI was held on 15 November 2012.
Describe/explain deviations from planned activity (timing, number of participants, content of activity, etc.)	It was expected that a successor to Ben Hamel, director of postgraduate office, would have been identified prior to the visit in order to ensure implementation and follow-up.	
Main lessons learned (list 3-5 issues)	<p>1) The inevitable gap between policy/strategy and on-the-ground reality requires effective leadership and communication. In the context of quality assurance/enhancement, there is a need to establish ‘enhancement infrastructures’ at all levels of the organization (university, faculty, department, programme, etc.) in order to facilitate change. This requires allocation of resources to support change at strategic as well as at functional process level.</p> <p>2) A system of quality assurance should be seen as facilitating rather than controlling and provide operational guidelines on structures and processes. Ideally, these should involve a minimum of paperwork in order not to put further strain on already limited resources and increase the burden on staff.</p> <p>3) Staff development is crucial in the context of increasing competition for recruitment and retention of the best in light of the continuing rise in the number of universities in the region. The introduction of some form of formal certification for teaching, including regular follow-up, can provide an important incentive for staff to improve their skills and stay up-to-date on latest developments and methodologies for teaching, learning and assessment as well as providing them with the necessary tools to critically evaluate their own practice.</p> <p>4) While externally funded projects can play an important part in supporting quality development in education, through e.g. increased use of ICT and learning content management systems and a move towards more student-centred learning approaches such as team-based learning and problem-based learning methodologies, in order to be sustainable in the long term and effect lasting change, it is crucial that such initiatives are integrated into the college system rather than being viewed as stand-alone projects. The establishment of mechanisms for systematic sharing of best practices and opportunities for peer-to-peer learning can provide incentives for collaboration and innovation across programmes.</p> <p>5) Quality enhancement processes must be a mix of strategic initiatives (‘top down’) and small steps (‘bottom up’), all the while keeping in mind that achieving lasting and sustainable change takes time and that results can be difficult to quantify and measure.</p>	
Suggestions for follow up	Establishment of a formal and functional unit tasked with	

activities	<p>leading and overseeing the quality enhancement process at all levels of the organisation and development of postgraduate programmes and with the necessary authority and resources (human, physical and financial) to provide input to the overall decision-making processes of the college.</p> <p>Development and implementation of standardized processes and procedures for curriculum development, course design, presentation of teaching materials, assessment, feedback and follow-up, etc.</p> <p>A ‘self-assessment exercise’ resulting in a comprehensive report on the quality of postgraduate programmes at KCMU Co (i.e. what works? what could be improved?) providing the required data to further guide the process of quality enhancement by identifying key issues and action points at different levels of the organization in the short-, mid- and long term, including resources and follow-up needed to achieve objectives. This could provide an evidence-based point of departure for formalisation (in the form of a detailed plan specifying the ‘what, who and when’) and formulation of a ‘quality strategy’ (the ‘why’).</p>
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Activity Completion Report submitted by:

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Where relevant please enclose:

- a) List of participants/attendance register
- b) List of materials (Means of Verification)⁶

⁵ Minimum e-mail address and phone number for all signatories.

⁶ (Scanned) copy of all written output (e.g. Power Point presentations, course materials, list of reading materials, course curriculum, etc.)