

# **SCHOOL OF ANAESTHESIA**

**37 MILITARY HOSPITAL**



**QUALITY ASSURANCE POLICY**

# **INTRODUCTION**

37 Military Hospital has a Quality Assurance Unit, headed by the Director of Quality Assurance and supported by the Quality Assurance Committee.

The Quality Assurance Committee is a committee of the Academic Council. It is chaired by the Quality Assurance Officer of the School of Anaesthesia, 37 Military Hospital, and membership includes the Director, Deputy Director, the Academic Administrator, a representative from University of Cape Coast – UCC; affiliate university, and at least one nomination from each academic department serving two-year terms.

The Quality Assurance Committee has the responsibility of ensuring that the school maintains acceptable teaching and learning processes. The Quality Assurance Committee appraises curriculum reviews, pre- and post-moderation reports, NAB accreditation reviews, performance reviews, examination and final grade distributions, and/or any other issues pertaining to quality that Academic Council or members of the Quality Assurance Committee choose to bring forward. It has advisory responsibility for maintaining facilities on campus in terms of growth, IT and academic spaces which includes classrooms, faculty and staff offices.

The Quality Assurance Committee meets at least twice per semester. It reports findings and recommendations regularly to the Academic Board, and to the faculty, other departments, and the executive committee on an as-needed basis.

## **a. Student Status Sub-Committee**

The student status sub-committee is constituted each semester and consists of the Academic Administrator, the Director, Deputy Director, and a faculty representative from the Quality Assurance Committee. The student status sub-committee reviews students' progress toward acquiring a degree at the end of each semester, decides on the warning and probation status of students, and decides on the dismissal of students. The student status sub-committee is charged to follow documented policy for deciding student status; however, when circumstances seem to warrant, the committee is empowered to exercise discretion for exceptions.

The student status sub-committee reports to the Academic Board and the Quality Assurance Committee, but no approvals are necessary.

### **b. Re-Admission Committee**

A readmission committee is constituted each semester in which previously dismissed students have applied for readmission to school of anaesthesia before the documented deadline. The readmission sub-committee will consist of the Director, Deputy Director, and a faculty representative from the Quality Assurance Committee.

The readmission committee reviews the readmission applications and makes the readmission decisions. The readmission committee is charged to make decisions based on the quality of the readmission application, the reasons for initial dismissal, the likelihood of success if re-admitted (including evidence of real change), and past track records of similar readmission cases. However, when circumstances seem to warrant, the committee is empowered to exercise discretion for exceptional cases.

## **1. Quality Assurance of Teaching and Course Delivery**

### **i. Faculty Syllabi**

Each faculty member must submit his or her syllabus for each course she/he is teaching to the appropriate head(s) of department at the beginning of each semester. The syllabus is reviewed by the head of department, commented upon, and changed if necessary, before the faculty member distributes it to the class. The head of department may seek input from other faculty if needed.

In the first week of classes, faculty must provide students with a course outline that outlines the material to be covered, the basic bibliography and reading assignments for the course, and that lists of the required work expected of them, including papers, quizzes, tests and final examinations. Evaluation procedures to determine final course grades (marks) must be given in the syllabus. In addition, the course syllabus must include the School of Anaesthesia (SOA), 37 Military Hospital Learning Goals that the course will emphasize; it is recommended that each course emphasize at least three of the SOA seven learning goals.

The following information must be on page one of each syllabus:

- Course Name

- Course Code
- Semester and year
- Instructor Details (name, office location, contact info, office hours)
- FI Details (name, office location, contact info, office hours)
- Class Times & Location
- Course Description (a one paragraph overview of the content that matches the school's course catalogue)
- Textbooks and Required Course Materials (the short list).

## **ii. Approval of New Courses**

For a significant change in a course or a new course, the course syllabus is typically brought by the head of the relevant department to the Academic Board. It is recommended that the head of department have at least two faculty peers at School of Anaesthesia, 37 Military Hospital or at other comparable institutions review the proposed syllabus and primary textbook(s) and give feedback on the content, structure, rigor, the school learning goals, etc., prior to submission to the Academic Board. This feedback should be incorporated into the proposal before it comes to the Academic Board.

The Academic Board will review the proposed syllabus and either recommend approval of the course or not. If approved, the course name, number, and description are sent to the mentoring university – University of Cape Coast (UCC).

## **iii. Internal and External Moderation**

Per our affiliation agreements with The University of Cape Coast (UCC), faculty representatives from UCC externally moderate our final assessments each semester. This is a National Accreditation Board (NAB) requirement. Additionally, we perform internal moderation each semester.

The procedures for internal and external moderation of examinations is outlined as follows:

1. Faculty submit their final exam questions and marking scheme or rubric in paper form directly to their head of department at least four weeks before the start of final examinations.

2. Heads of departments review final exam questions, paper/project descriptions, and marking schemes/rubrics, or if she/he does not have sufficient expertise in the subject area, gives them to other full-time faculty member(s) to internally moderate. Feedback is given directly to the faculty member within one week. This constitutes school's internal pre-moderation process.
3. After any changes suggested or requested by the head of department or other reviewing faculty, final exam questions, paper/project descriptions, and marking schemes/rubrics are submitted in paper form to the Academic Board at least 21 days before the start of final examinations. The Academic Administrator securely stores the final exam questions, paper/project descriptions, and marking schemes/rubrics until UCC perform the external pre-moderation.
4. UCC perform the external pre-moderation. Feedback is communicated back to heads of departments who disseminate it to faculty. Faculty update their final assessments based on pre-moderation feedback if necessary.
5. School faculty and faculty interns implement final exams or final paper/projects for all courses.
6. Faculty submit final course grades on-line, and submit a printed broadsheet and a histogram of grade distributions to their head of department. The head of department reviews and discusses any anomalies with the faculty member, but with the Director if there are serious concerns. In particular, the head of department will carefully review the course grades of any course that has more than 33% A's assigned, or more than 20% D's, or E's assigned.

The Director will also be alerted to such courses, and will be invited to meet with the faculty and head of departments of such anomalous courses. The head of department signs the broadsheets if approved, and the faculty member submits the signed broadsheet and

histogram, marked scripts and marking scheme/rubric to the Academic Administrator (per Grading and Submission of Grades).

7. UCC schedules a post-moderation exercise. During the post-moderation exercise, representatives from UCC review the graded final exams, papers, projects, and marking schemes/rubrics, along with the broadsheets, histograms, and grade entries. UCC write a post-moderation report, which is forwarded to heads of departments and the Director. If anomalies are found, the relevant head of department submits a response to UCC changes grades if necessary.
8. All grades are considered provisional until the post-moderation process is completed.

#### **iv. Grading and Submission of Grades**

Faculty **MUST** complete their grading within the time stipulated by the Director and Academic Administrator (14 calendar days after the final assessment is due or given for seniors, calendar days after the final assessment is due or given for all other students). To complete their grading, faculty must complete the following within the stipulated time:

1. Submit their marked examinations, papers, or projects to the Academic Administrator.
2. Provide a printed broadsheet indicating the scores obtained by each student for each major component of the course, signed by the head of department, together with a histogram of grade distributions.
3. Enter the correct grade for each student for each major component of the course, and post final grades.
4. Faculty must also ensure that they inform their head of department and Director of any unusual findings for the necessary advice or direction. In particular, academic integrity is of utmost importance to School of Anaesthesia, 37 Military Hospital; students are expected

to maintain academic integrity, and faculty are expected to be observant to possible cases of academic integrity.

## **v. Course Evaluations and Other Student Feedback**

### **a. Course Evaluations**

In most cases, the use of anonymous on-line course evaluations is used by students to evaluate the course and the respective lecturer. In that case, students are asked to go to the school portal to evaluate the courses with their assigned lecturer.

Course evaluations serve as both a formative evaluation for faculty and courses, and summative evaluation for the effectiveness of teaching and learning in the course. For some reasons, or per the Director's discretion, a mid-semester student course evaluation shall also be given so that there is time for conversation or intervention regarding quality of the teaching and/or learning environment, as needed.

At the end of each semester, each faculty is provided with a summary of their course evaluations; the head of department and Director shall also review summaries of all student course evaluations and provide feedback to faculty as appropriate.

### **b. Other Student Feedback**

The School of Anaesthesia, 37 Military Hospital has an Educational Committee that intentionally seeks out student feedback on teaching and learning, and other academic matters, from a variety of students. The chair of the Educational Committee meets with the Director quarterly to provide feedback and report student suggestions and concerns.

The Director then instructs to investigate any issues or concerns and speaks with affected parties to resolve problems if needed, and passes on any student academic concerns to other offices if needed.

As a small campus, feedback on the quality of teaching and learning in the classrooms also comes in a variety of informal methods. Individual students or SRC representatives often

seek out heads of department; the Director, Deputy Director, Academic Administrator to voice concerns or ask for advice on particular issues.

## **2. Quality Assurance of Programmes**

### **i. Peer and Professional Review of Curricula**

Every other year, external evaluators are brought to School of Anaesthesia, 37 Military Hospital to assess the relevance and quality of courses taught in each programme, including a review of syllabi, final assessments and senior students' work. These external evaluators are External Examiner, Senior Lecturers or above (or equivalent) at Ghanaian or globally-recognized international universities, Ghana College of Surgeons and Physicians (GCSP), West African College of Surgeons (WACS), Medical and Dental Council (MDC).

Ideally, the external evaluators will comment on the general curriculum (mandatory courses). This feedback is given to the Academic Programmes Committee, and heads of department for consideration and dissemination to departmental faculty.

### **ii. Affiliation Oversight**

Every programme at School of Anaesthesia, 37 Military Hospital has oversight from a mentoring university in Ghana- University of Cape Coast (UCC).

School of Anaesthesia, 37 Military Hospital follows National Accreditation Board affiliation guidelines for our supervision by these universities, including oversight on: student admission and academic records; pre and post moderation exercises; invitation to matriculation; conferring degrees at graduation; oversight of full-time faculty hiring; invitations to serve on our Promotions Committee; and invitations to Academic Council meetings.

As of 2016, a representative of The University of Cape Coast (UCC) is always invited to School of Anaesthesia, 37 Military Hospital Board of Governors meetings, interview of new applicants and defense of research project work.

### **iii. Accreditation Oversight**

- A. **The National Accreditation Board of Ghana** provides oversight to our institution in several ways:



- Institutional Authorization
- Institutional Accreditation and Re-accreditation, every 5 years
- Institutional Audits, as notified
- Programme Accreditation and Re-accreditation, every 3-5 years

**B. West African College of Surgeons (WACS)**

The West African College of Surgeons is primarily focused on the accreditation of training institutions for trainees in all the surgical disciplines in the West Africa sub-region. The College also conducts examinations for, and certify specialists in all branches of surgery including Anaesthesia, Dental Surgery, Obstetrics & Gynaecology, Ophthalmology, Otorhinolaryngology, Radiology and Surgery (including the various sub-specialties). The training programmes run by the College include prevention, treatment and control of cancer in all these disciplines, which cover all parts of the human body.

**C. Ghana College of Surgeons and Physicians (GCSP)-** The Ghana College of Physicians and Surgeons is a National Postgraduate Medical College established to train specialist doctors in medicine, surgery and other related disciplines by an Act of parliament in 2003. Because School of Anesthesia, 37 Military Hospital also train postgraduate resident doctors in the anaesthesia specialty, the school is accredited by GCSP.

**D. Ghana Medical and Dental Council (MDC) -** The Medical and Dental Council is a statutory body responsible for securing in the public interest the highest level of training and practice of medicine and dentistry in Ghana.

- Assess facilities and contents of programmes for the training of doctors and dentists and physician assistants in training institutions;
- Ensure that the pre-registration training of newly qualified doctors and dentists and physician assistants in accredited training institutions meets the required standards.
- Conduct examinations for the registration of foreign trained medical and dental practitioners and physician assistants.
- Compile and keep registers of registered practitioners.
- Prescribe and enforce professional standards and conduct for practitioners

- Conduct examinations for the registration of locally trained medical and dental practitioners and physician assistant who do not meet the prescribed conditions for registration.
- Perform any other functions that are ancillary to the object of the Council.

### **3. Quality Assurance of Faculty**

#### **i. Faculty Development**

##### **a. Aim and Goals of Faculty Development**

The ultimate aim of faculty development is to enable faculty members to grow and excel as accomplished educators and scholars and thereby create a vibrant community that values, promotes and rewards learning, fosters student success and lifelong learning, leads to institutional excellence, and prepares students and graduates to transform Africa. School of Anaesthesia, 37 Military Hospital shall create an environment for faculty to develop by organizing and funding various activities and programmes and by collaborating with other relevant institutions. Faculty development seeks to achieve the following goals:

- a. Achieve excellence, leadership and sustained innovation in teaching.
- b. Promote excellence in research and sharing new knowledge and insights with academia in health care delivery.
- c. Develop leadership capabilities that enable faculty members to influence the growth of the institution, colleagues and the wider community.
- d. Engender sustained growth of faculty members in their disciplines and new areas of relevance and interests.

##### **b New Faculty Orientation and Development**

School of Anaesthesia, 37 Military Hospital shall organize orientation seminars for all new faculty at the beginning of their employment. New faculty are required to attend the new faculty seminars. The seminars shall seek to socialize new faculty into the academic profession and its philosophy, values and approaches. The faculty will also be made aware of school's expectations regarding teaching and learning as well as steps for academic advancement. These new faculty seminars address:

1. Necessary information regarding employment at School of Anaesthesia, 37 Military Hospital including the employee handbook and the faculty handbook.
2. Expectations of the liberal arts-based teaching and learning environment.
3. School of Anaesthesia, 37 Military Hospital academic guidelines, ethical standards, and honor code of conduct. New faculty are mentored by the head of department or another member of the department. New faculty are assigned to co-teach courses their first semester when possible. New faculty who do not already have a lot of teaching experience are counseled into participating in training workshops whenever possible, funded through the departmental faculty development budget.

### **c. Expectations for Faculty Development**

Because the sustained growth of faculty members is imperative to the success of the School, School of Anaesthesia, 37 Military Hospital provides training and development opportunities to assist faculty in their roles as lecturers, scholars, mentors, and professionals. Faculty must participate in training and development programs as reasonably determined by the school from time to time, which may be of an academic and non-academic nature. Examples include training on ethical standards, sexual harassment, diversity training, inclusive teaching practices, and instruction.

In each monthly faculty meeting, there are typically one or more reports on new trainings or tools for teaching, and faculty are encouraged to volunteer to present their experiences at faculty meetings.

In addition, faculty are expected to be professionally active and to seek local, regional, and international conferences and workshops that facilitate their continual teaching and/or research development. Each department has some funding for faculty to attend local and international conferences and workshops, including those focused on teaching practices and pedagogy.

For full-time faculty, departments are generally able to fund local and regional conference and workshop attendance, and for each faculty member attempt to fund attendance at one international

conference or workshop in his or her field per annum. Faculty are encouraged to contact their head of department well in advance if they would like to attend an outside workshop or conference related to their professional role as a faculty member at Ashesi in order to determine if full or partial funding is available.

#### **d. Teaching and Instructional Development**

School of Anaesthesia, 37 Military Hospital shall, through its academic departments or the Office of Director General Training- GHQ-GAF (General Headquarters- Ghana Armed Forces) sponsor faculty members to attend teaching and learning workshops that focus on developing faculty teaching skills in the areas of course design, teaching strategy/training, developing rubrics, assessment and feedback, grading, reflection, presentation and class facilitation, learning theory and style and the use of information technology.

The School also has in place a faculty peer teaching observation and review system where the academic heads of departments and other faculty members visit and observe their colleagues teaching in class. Colleagues whose teaching sessions are observed are given constructive feedback to enable them improve.

Faculty are encouraged to find other suitable teaching and learning workshops and resources and share them with other faculty as appropriate.

#### **e. Research Skills Development**

This area of faculty development seeks to enable faculty to excel as scholars and contribute to knowledge in their disciplines, and share insights as well as transfer technology to industry and the wider community. In addition to funding relevant approved research projects and studies, School of Anaesthesia, 37 Military Hospital shall sponsor faculty to attend seminars/workshops or organize activities to help faculty:

- Develop personal faculty academic and research goals
- Design and implement research projects and produce work for publication: designing research studies, collecting and analyzing data, drawing sound conclusion, writing and presenting results, writing for publication.
- Develop scholarship practice: reading and writing.
- Develop skills for supervising student's thesis and independent studies and academics.

- Advising.

Each department has some funding for faculty to attend local and international conferences and workshops, including those in the faculty member's area of research interest. For fulltime faculty, departments are generally able to fund local and regional conference and workshop attendance, and for each faculty member attempt to fund attendance at one international conference or workshop in his or her field per annum. Faculty are encouraged to contact their head of department well in advance if they would like to attend an outside workshop or conference in order to determine if full or partial funding is available.

#### **f. Leadership Development**

School of Anaesthesia, 37 Military Hospital shall encourage, nurture and support faculty members to aspire to leadership roles in academia. Some leadership roles such as head of department require a terminal degree in the field and knowledge of curriculum development, theories of teaching and learning, quality control, academic planning and administration, and managing and developing people.

The school shall sponsor faculty members in leadership positions to attend workshops, seminars or conferences to hone their skills in the following areas:

- Leading, articulating, promoting and captivating vision
- Curriculum planning and managing curriculum change
- Coordinating multidisciplinary teams and consensus-building
- Designing and leading academic quality assurance and improvement
- Developing junior colleagues as teachers and scholar

#### **g. Seeking a Ph.D. or other Terminal Degree**

Full-time faculty with masters-level degrees that are not terminal are encouraged to seek a Ph.D. (or other terminal degree in their field). The school will support faculty members who are actively pursuing terminal degrees.

## **ii. Faculty Assessment**

### **a. Course Evaluations**

Course evaluations are administered every semester and in every course. Course evaluations are applicable to both new and continuing instructors, both full-time and adjunct. For new instructors, or per the Director's discretion, a midsemester student course evaluation will also be given so that there is time for conversation or intervention regarding the quality of the teaching and/or learning environment, as needed.

Course evaluations serve as both a formative evaluation for faculty and continual course improvement, and a summative evaluation for the effective teaching and learning. The head of department and Director will review summaries of all student course evaluations and provide feedback to faculty as appropriate.

## **4. Quality Assurance of Facilities**

The Quality Assurance Committee has advisory responsibility for the maintenance of facilities on campus including IT and academic spaces (classrooms, library, faculty and staff offices). Any concerns are brought directly to the Officer in Charge of Biomedical Department – Ghana Armed Forces of the 37 Military Hospital through the Administrator of SOA.

# A TOOL FOR EVALUATION OF TUTORS

## TUTOR EVALUATION FORM



### SCHOOL OF ANAESTHESIA 37 MILITARY HOSPITAL

Course Code/Title: ..... Level: .....

Tutor's Name: ..... Date: ..... / ..... 2020

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Section: Course outline		1	2	3	4
1	A Course outline was made available at the beginning of the Course				
2	The Course Content was based on the outline provided				
3	The Course Content is likely to be covered by the end of the teaching period				
4	The Course was detailed (i.e. each week with its specific content, materials to read, etc.				
Section: Attendance					
5	The Tutor met the class				
6	The Tutor was most often in class				
7	The Tutor was most often absent from class				
Section: Mode of delivery					
8	The Tutor demonstrated knowledge of the subject matter				
9	The Tutor's delivery was organized and systematic				
10	The Tutor effectively communicated what he/she was teaching				

11	The Tutor used class time to fully promote teaching and learning				
12	The Tutor encouraged students to read materials beyond the suggested reading and teaching notes				
13	The Tutor encouraged students to analyse issues from different perspective				
14	The Tutor accepted other points of view				
15	The Tutor made time during lectures for questions and discussions				

16	The Tutor's response to questions were appropriate and informative				
17	The Tutor was concerned with the academic progress of students				
18	The Tutor used teaching and learning materials effectively				

**Section: Assessment – Underline the one applicable**

19	Indicate the mode of continuous assessment used in the course	Assignment	Presentation	Quizzes	Others
20	The number of assessments given by the tutor was	One	Two	Three	More

Indicate by underlining Yes/No

21	The tutor graded the assessment	Yes	No
22	The graded assessment was returned in good time	Yes	No
23	The graded assessments were subsequently discussed	Yes	No

**Section: Text ( indicate by writing or texting)**

Srl	Question	Answer
24	Tutor's Strength	



25	Tutor's Weakness	
26	Any Suggestions	