



(University of Choice)

**MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY
(MMUST)**

NAIROBI CAMPUS

UNIVERSITY EXAMINATIONS

2017/2018 ACADEMIC YEAR

SECOND YEAR SECOND TRIMESTER EXAMINATIONS

FOR THE DEGREE

OF

**BACHELOR OF SCIENCE IN HEALTH PROFESSIONS
EDUCATION**

COURSE CODE: HPE 216

COURSE TITLE: QUALITY ASSURANCE IN HEALTH EDUCATION

DATE: _____ **TIME** _____

INSTRUCTIONS TO CANDIDATES

ALL Questions

Section A: 20 Marks

Section B : 40 Marks

Section C : 40 Marks

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TIME: 3 Hours

MMUST observes ZERO tolerance to examination cheating

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Moderated 8/7/2018
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Q9. Evaluation of teaching as a step in educational quality management course evaluation can be best accomplished by use of

- a) Questionnaires
- b) Interview guides
- c) Checklists
- d) Objective Structured Clinical Examinations

Q8. Which of the following may not be an appropriate instrument to adapt and design for purposes of evaluating a quality assurance programme?

- a) Supervision of learning process
 - b) Pointer for assessments
 - c) Progress reports
 - d) Feedback mechanism
- Q7) Monitoring and evaluation is a concept in quality assurance for

- a) Internal supervisors
- b) Only external supervisors
- c) Both internal and external supervisors
- d) Faculty staff

Q6). External supervision of students involve

- a) Departmental staff
- b) Teaching staff
- c) Teaching staff with external support
- d) Faculty staff

Q5. Internal moderation of examinations in institutions of higher learning involve

- a) Quality control does not involve measurement or other quantification
- b) Quality control deals with all dimension of quality EXCEPT the product
- c) Quality assurance is more restricted in the dimensions of quality dealt with
- d) Quality control is more reactive than proactive

Q4. As opposed to quality assurance, the truth concerning quality control is that

- a) Actually exclude strategies for assessing learning
- b) May be represented by student satisfaction with an individual course or unit
- c) Cannot be objectively defined
- d) Include lesson planning

Q3. Indicators of the *process* dimension in educational quality assurance

- a) The process of evaluating the concerned goods or services
 - b) A means for generating evaluation data for in quality assurance
 - c) Is relevant only in quality control and quality assurance
 - d) Basically yields quantitative data only
- Q2. Quality assessment is distinct from quality assurance. Quality assessment is

- a) Is synonymous with monitoring the conformance of products to set standards
- b) Is concerned more with concern mainly with processes than products
- c) Is not measurable
- d) Deals mainly with qualitative rather than quantitative aspects of goods or services

Q1. The truth about the *fitness-for-purpose* concept of quality as applied to quality assurance in health professions education is that it

(20marks)

SECTION A: MULTIPLE CHOICE QUESTIONS

- a) Program validation
 - b) A degree program's end of year examinations (EYE)
 - c) Program monitoring
 - d) Program review
- Q18. Program review as a quality assurance strategy in higher education
- a) Should happen every semester
 - b) Involves less of peer review than does program validation
 - c) Employs exclusively feedback from current students
 - d) Should normally happen after full academic cycles
- Q19. The external agencies involved in quality monitoring at higher learning institutional level are the
- a) Professional bodies rank high in importance
 - b) Government agencies would include health professions associations
 - c) Accrediting bodies include KEBS
 - d) Quality assurance mechanisms are rarely targeted in internal audits
- Q20). The overall purpose of quality assurance in education is for
- a) Standards and Quality education
 - b) Monitoring
 - c) Competent graduates
 - d) Certification

SECTION B: SHORT ANSWER QUESTIONS

(40 MARKS)

- Q1. Quality assurance at the institution level is key for the achievement of its objectives. In this respect;
- a) What are the levels of quality assurance in an institution? **(4 points)**
 - b) How would you evaluate the quality of teaching? **(6 points)**
- Q2. With regard to institutional services
- a) What are 5 characteristics quality institutional services? **(5 points)**
 - b) What are the guidelines for evaluating quality of institutional services? **(5 points)**
- Q3. Explain the scope and importance of internal quality audit in educational institutions **(9points)**
- Q4. a) What is program review? **(3Points)**
 b) State three things that distinguish program monitoring and program validation **(3Points)**
- Q5. What is the role of program monitoring in assuring the quality of education? **(5Points)**

SECTION C: LONG ANSWER QUESTIONS

(40 MARKS)

- Q1. Quality assurance at programmatic level is really focused on curriculum. Describe the process of quality check on the curriculum as the programmatic level of quality assurance **(20Points).**
- Q2. Explain the systems framework for quality management as applied in education **(20points)**

- Q10. The ability to lower the cost of education without diminishing attainable improvements is referred to as
- Self-evaluation strategies
 - Peer-review processes
 - Student evaluation
 - Judgments of educational experts
- Q11. In educational quality assurance the *Four-levels* evaluation model
- Was conceptualized by Daniel Stufflebeam
 - Is known also as Stakes model
 - Reaction* is synonymous with client satisfaction in other models
 - Learning is the first level of evaluation
- Q12. Program evaluation models commonly applicable in educational quality assurance practice include all EXCEPT
- Kirk Patrick's model
 - CIPP
 - SPICES
 - APO
- Q13. Quality audit is a central concept and process in educational quality assurance; it
- Looks at the quality management system
 - May involve evaluation of tools for assessing learning
 - May involve assessing how integrity of assessment process is guaranteed
 - Includes evaluation of lesson plans
- Q14. Educational quality assurance at programmatic level truth is that
- Conformance to standards include accreditation
 - Consistency with benchmarks is measurable as student attrition rate
 - Sequencing in curriculum is horizontal arrangement of courses
 - Vertical integration refers to extent of suitability of courses to being done same time
- Q15. In the *fitness-for-purpose* concept of quality keys indicators of conformance of *product* to quality include
- High grades in professional licensing examinations
 - Suitability of tools for assessing academic performance
 - Professional performance of graduates
 - Conduciveness of the working environment
- Q16. In educational quality assurance (EQA) fundamental sources of assessment benchmarks
- Stated mission
 - Stated ends
 - Instructional strategies
 - Instructional resources
- Q17. Educational quality assurance EQA) at institution al level key process EXCLUDE

Masinde Muliro University of Science and Technology (MMUST)
Health Professions Education Department (HPE)

BSc. Year 2

Trimester 2

May-August 2018

Course Code: HPE 213

Course Title: Learning –Teaching Materials (3 Units)

Course Lecturer:

1.0 Course Description

The course is designed to prepare the student teacher to design, develop, select and use appropriate teaching-learning materials to facilitate students learning

2.0 Learning outcomes

By the end of the course the learners should be able to:

- i. Explain various types of health learning materials and their uses
- ii. Describe general principles applicable to all types of instructional media
- iii. Explain the unique attributes of individual media in facilitation of students learning.
- iv. Prepare and Maintain appropriate learning-teaching materials.
- v. Discuss guidelines for development of print and non-printed materials
- vi. Prepare power point presentation to facilitate learning of concepts and principles; skills/procedures and attitudes
- vii. Discuss the principles of editing and the functions of an Editor
- viii. Establish and maintain HLM/R centre

3.0 Teaching methods

Overview lectures, reading assignments, Small group discussions, demonstrations, Self-directed learning, individual learning, principles of innovation

4.0 Course content for teaching

Week 1: Introduction to Health learning materials/resources (HLM/R): General principles; types; production; selection, preparation and usage.

Week 2: Planning and development of HLM/R: modern learning resource centre- Reference books, e-content, computers, CD's, DVD's, interactive instructional videos, simulations and simulated teaching, journal, magazines, websites

Week 3: Unique attributes: computers, LCD/Data projector, Instructional videos, power point presentations, models; simulations, black /white boards

CAT 1

Week 4: Designing instructional materials for teaching and learning: powerpoint, handout notes posters, diagrams, instructional videos

Week 5: Printed materials :Format and layout; use of words; illustration; stories; lists; charts; cartoons; games; headings, subheadings, chapters; Writing skills;

Week 6: Using Instructional materials to facilitate learning and teaching

Week 7: Principles of editing; functions of editor; testing for relevance, effects

Week 8: Development of HLM/R centre: current development

CAT 2

Week 9: Planning, Management, Establishment; organization; supervision; acquisition; utilization; maintenance and control .

Week 10: Development of a project proposal for Health Learning Resource centre; Planning; management a; establishment; Collaboration with relevant agencies; utilization, maintenance and control

CAT3

Week 11: Development of handout notes, manuals, power-point presentations, utilization and maintenance

Week 12: Using teaching- learning; re-usable teaching and learning materials;

Week 13: Exam Revision and preparation

Week 14 : End of trimester examination

5.0 Course Requirements

A) Attendance
Attendance of lectures, and evidence of development learning-teaching materials, other scheduled classes/practical/laboratory sessions is mandatory for all students. Any absence will prohibit the student from taking CAT's and Examination

B) Methods of Assessment

Continuous Assessment Test (CAT)	10%
Take Away CAT's	20%
Examination	70%
Practical Examination (where applicable)	100%
Pass Mark	50%

6.0 Texts for further reading/reference and required textbooks

1. Adams, A.M. (2004) Pedagogical underpinnings of computer-based learning. *Journal of Advanced Nursing*, Vol 46 91
2. Hainsworth, D.S and Bastable. S B. (1997), *Nurse as Educator*, Jones & Bartlett
3. Harden, R and Dent, J. Editors (Eds.) (2009) *A practical Guide for Medical Teachers*. Churchill Livingstone
4. Newble D. and Cannon R. (2002) *Handbook for Medical Teachers*. Kluwer Academic publishers, Newyork, Boston, Dordrecht, London, Moscow
5. Quinn, M Francis (2000) *Principles and practices of Nurse Education*, 4th edition., Fleet Harpshire, UK
6. Washer, P. (2001) Barriers to the use of web-based learning in Nurse education. *Nurse Education Today* Vol. 21: pp 455-460

Course Lecturer ----- Sign ----- Date-----

COD, HPE ----- Sign ----- Date-----