



MILESTONE INSTITUTE

QUALITY ASSUARANCE POLICY

PREAMBLE

In recognition of the pivotal role that Technical and Vocational Education and Training (TVET) plays in equipping individuals with practical skills and knowledge essential for career success, Milestone Institute is committed to fostering a dynamic learning environment that integrates theoretical understanding with hands-on experience. As an institution dedicated to excellence in TVET, we acknowledge the invaluable contribution of practical attachments to the holistic development of our students.

This Attachment Policy serves as a foundational document outlining the principles, guidelines, and expectations governing the attachment programs at MI. By articulating a comprehensive framework, we aim to provide a structured and enriching experience that aligns with the evolving needs of industries, enhances employability, and empowers our students to become competent professionals.

Through collaboration with industry partners, this policy seeks to establish mutually beneficial relationships that bridge the gap between academia and the workplace. We recognize the significance of real-world exposure in shaping the skills, attitudes, and work ethic of our students, ultimately preparing them for a seamless transition into the professional sphere.

Furthermore, this policy emphasizes the importance of ethical conduct, safety, and mentorship during attachment periods. It underscores the commitment of MI to ensuring a secure and supportive environment that facilitates learning, growth, and the application of theoretical knowledge in practical settings.

In adhering to this Attachment Policy, MI endeavors to produce graduates who are not only academically proficient but also possess the practical acumen and adaptability required to excel in a rapidly evolving global landscape. By championing a culture of innovation, collaboration, and experiential learning,

we aspire to contribute to the development of a skilled workforce that meets the demands of the contemporary professional world.

ACKNOWLEDGMENT.

Special thanks to the members of the academic board for their contribution to this policy: Mr. George G. Maina, Madam Enrica Kathia, Mr. Edison Otieno, Mr. Kelvin Chalila, Madam Margaret Maina, Mr. Jeffrey Many thanks go to the Director, Mr. George G. Maina for his unwavering support and the opportunity given to the academic committee; the completion of this policy would not have been possible without your support and guidance, your counsel was very helpful and timely.

DEFINITION OF TERMS

Term	Definition
Quality Assurance	Is a system of procedures, checks, audits, and corrective actions to ensure that all research, testing, monitoring, sampling, analysis, and other technical and reporting activities are of the highest achievable quality.
Staff members	Includes the professionals and employees of the Institution, as well as formally appointed administrators in their capacity in making nonacademic decisions (deans, heads of departments and executive officers).
Curriculum	Refers to educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation.
Knowledge	Is the acquisition or awareness of facts, data, information, ideas or principles to which one has access through formal or individual study, research, observation, experience or intuition
Professionalism	Means adherence to a set of values comprising both a formally agreed-upon code of conduct and the informal expectations of colleagues, clients and society. All these qualities are expected of members of highly trained professions

Research:

Is the scientific inquiry or an organized quest for new knowledge and better understanding, such as of the natural world or determinants of health and disease. Research can take several forms: empiric (observational), analytic, experimental, theoretical and applied

Skill

Is the ability to perform a task well, usually gained by training or experience; a systematic and coordinated pattern of mental and/or physical activity

Standard in Education:

Refers to model design or formulation related to various aspects of medical education and presented in a manner that enables the assessment of graduates' performance in compliance with generally accepted professional requirements

Regulatory Body

Is a licensing organization and its primary activity is to protect the public against harm that may be occasioned by the concerned professionals. Unlike professional associations, it is established on the basis of legal mandate. Regulatory bodies exercise a regulatory function, that is: imposing requirements, restrictions and conditions, setting standards in relation to any activity, and securing compliance or enforcement.

Assessment:

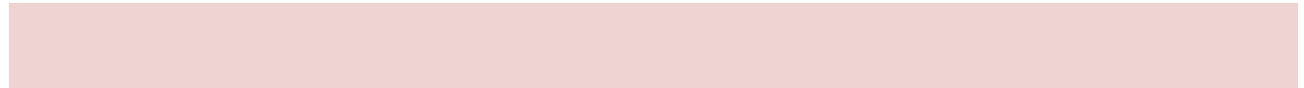
Is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accord with established standards.

Audit	Is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational
Programme Review:	Is a process of holistic appraisal of a course/programme and resources, with a view to its further evolution and improvement.
Quality	Refers to fitness for purpose (i.e. the institution and its components of activities have equality if they conform to the purpose for which they were designed).
Quality Management	Refers to all the processes that are in place to facilitate achievement of quality in an institution.
Stakeholders	Include agencies of government, public and private institutions, individuals, groups that are affected and participate in the implementation of this Policy.
Monitoring	Monitoring in this context means a process of following the progress of the implementation of planned activities and their outputs (using process/output indicators) against expected outcomes. This will be ongoing and shall be carried out periodically
Evaluation:	Evaluation in this context means a process of measuring outcomes and impact of QA guidelines. The impact and outcome targets shall be set to guide parties based on the guidelines of this Policy

1.0 INTRODUCTION

Milestone Institute embodies and delivers training for health and business professionals with particular regard to delivery of healthcare. This Policy seeks to enhance quality training and development of health and business professionals for driving societal progress.

Key to achieving this strategy is the development of an effective and efficient Quality Assurance (QA) system underpinned by quality teaching, curriculum development, student progression and welfare, research and consultancy.



1.1 FUNDAMENTAL STATEMENTS

VISION

To be premier source for education, workforce, training, partnerships and economic development

MISSION

To provide innovative education environment, opportunity and experience that enable individual, community and the region to grow, thrive and prosper

CORE VALUES

1. Commitments.
2. Accountability.
3. Respect.
4. Excellence.
5. Diversity.
6. Community.
7. Empowerment

2.0 The Purpose of the Policy

- To harmonize various quality assurance aspects/activities within the Institution.
- To ensure effective performance of staff and students.
- To improve the college environs in order to attract and retain staff and students.
- To strengthen ties with County, National, Regional and International Quality Assurance agencies and institutions.
- To continuously improve the QA system, through reviews, streamlining and modernizing of QA function, policies, procedures and their supporting protocols.
- To provide leadership in the transformation of the college Quality Assurance business processes through the implementation of Quality Management System and other Quality Assurance initiatives.

Features of the Quality Assurance Policy

Milestone Institute commits to a QA process that includes self-evaluation, evidence collection and peer review, external assessment, feedback to relevant stakeholders and action plan in accordance with the Quality Assurance Guidelines of Institution.

- (i) Milestone Institute shall focus on efficient management, planning and resource utilization to achieve excellence and to ensure continuous improvement.
- (ii) A commitment to judging outcomes and processes against internal standards, national health training standards and internationally recognized standards.

The objectives of the Policy

The aim of Quality Assurance Policy is to enhance the effectiveness of its core mandate of training Health Professionals. The Policy addresses all areas of the Institution activities focusing on their contribution to and in alignment with the Institution strategic goals.

The objectives of the Milestone Institute Quality Assurance Policy include the following:

- (i) To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
- (ii) To ensure that the quality of academic programmed at the Milestone Institute meet standards expected by stakeholders.
- (iii) To ensure that graduates have attained skills and knowledge through Milestone Institute academic programmes that are valued by stakeholders.
- (iv) To strengthen the independent role played by the Quality Unit in quality management and enhancement through various organs
- (v) To ensure effective performance of staff and students.
- (vi) To continuously improve the QA system, through reviews, streamlining and modernizing of QA function, policies, procedures and their supporting protocols.

Guiding Principles

Milestone Institution reaffirms its commitment to the development and implementation of a formal, Integrated Quality Assurance Management System as part of its strategic mission. It seeks to further bring about a creative, dynamic and supportive quality assurance culture built upon the following principles.

Quality Teaching, learning and Research

Ensuring that the College environment meets students and staff needs through good academic planning and evaluations. The need to focus on results, performance and

outcomes of both students and staff, and provide leadership and motivation, to support staff development, career progression and high completion rates.

Areas of Internal Quality assurance:

Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework set forth in this Policy and approved by the Academic Council and shall include mechanisms to assess the following areas:

- Quality of programmes and courses
- Quality of academic staff
- Quality of teaching and learning experiences
- Quality in student assessment: Internal moderation
- Quality in support services
- Quality of resources and facilities
- Quality of research.

Academic Quality Management

1. The Policy shall be implemented and carried out in context of vision, mission and value statements.
2. The Policy is based on the expectation that high quality standards shall be achieved and maintained and that academic programs shall be nationally and internationally recognized.
3. Quality management shall include all of the following activities;
 - a) Mandatory internal moderation procedures to ensure validity of student assessments and reliability of marking.
 - b) Assessment and monitoring of academic honesty.
 - c) Monitoring academic staff performance standards.
 - d) Monitoring of curriculum implementation processes.
 - e) Self-assessment reports.

- (i) Standardized programme and course development procedures which include: College Academic Council approved guidelines/templates.
- (ii) Academic and non-academic staff performance.
- (iii) Yearly appraisal of:
 - What the department is trying to do (planning).
 - What is has done (doing).
 - Monitoring and evaluating processes and outcomes (reviewing).
 - Making appropriate changes based on the data (improving).

Areas for Internal Quality assurance

The following areas for internal quality assurance are further described.

1. Quality of Programs and Courses

Assessment of quality in the design and implementation of programs and courses shall ensure that well qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Academic Council.

2. Quality of academic staff

Assessment of quality in academic staff shall include expectations with regard to qualifications, scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by academic units.

3. Quality in Teaching and learning experience

Assessment of quality in teaching and learning shall cover the following;

- a) Use of well-established tools such as the Head of Department's assessment.

- b) Student Evaluation of Course and Teaching.
- c) Teaching portfolios and peer review.
- d) Assessment level of student engagement in the teaching and learning experience.

4. Quality in student assessment: Internal Moderation

Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the Quality Assurance framework approved by senior management/Academic Board. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

5. Quality in support services

Assessment of quality in the academic support services provided to departments including record keeping and attention to process as it relates to academic excellence; shall be included in the framework for quality assurance.

The administrative departments which support the core mandate of Milesto shall also be subject to the Quality Assurance principle as stipulated in this Policy and their respective commitments to the Performance Contract parameters.

Each department shall set yearly targets and the Quality Assurance Officer will be tasked with the responsibility of auditing quality and reporting to the principal yearly, who will in turn keep the Board of Directors duly updated.

6. Quality of Resources and facilities.

Assessment of quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, ICTs, laboratory or practical facilities and equipment and include inspection of proposed sites for new campuses to establish suitability.

7. Quality of Research

In order for Milestone to keep up to date with the new discoveries in health sciences, it must be committed to maintaining and expanding its research capacity. Quality of research shall be ascertained through assessment of capacity to perform research at the individual, departmental and institutional level and the quality of publications in various journals.

8. Quality of Graduates

Monitoring of graduates shall be undertaken through a tracking and follow-up mechanism to obtain feedback on their performance from employers.

Outreach Professional services.

The quality shall be achieved through Identification and dissemination of good practices within and from outside the College in terms of upholding the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff.

Collaboration

The College shall provide an overview of its precepts, principles and guidelines on collaboration with other organizations and interdepartmental in offering taught programmes and other areas either at external level or between departments. This Policy takes cognizance of functions assigned to two levels of collaboration; External Collaboration to provide partnerships between Milestone and other institutions for mutual benefits and; internal collaboration which is responsible for collaboration between departments with a view of sharing of resources to optimize usage.

Commitment to Change & Innovation

Promoting an innovative quality assurance culture and continuous improvement; building on the experiences of the past, seeking opportunities for needed change and pursuing and promoting creativity among staff and students within the College

Quality assurance Policy statement

Milestone Institute shall adhere to training standards set by self, relevant regulatory bodies and other internationally recognized institutions in the design, delivery and evaluation of its training programmes.

Milestone Institute shall periodically appraise its education system using recognized quality health education assessment tools to determine the readiness of the Colleges to improve training management systems as well as scale up trainings.

Quality assurance Policy structure

- (i) The Milestone Institute management team shall provide the overall approval on the implementation and effectiveness of the QA strategy, facilitate in publicizing the achievements made, and independence of the quality assurance committee.

- (ii) There shall be established Quality Assurance Committees at departmental level.
- (iii) This Policy shall be implemented at Milestone.
- (iv) The Quality Assurance activities shall be centrally coordinated by the Registrar.
- (v) The Policy shall apply to all units of the Milestone Institute through internal quality assurance mechanisms on a continuous basis and external quality Assurance strategies which will be periodic.
- (vi) The Internal Quality Assurance mechanisms shall focus on the quality of programmes and courses, faculty, teaching and learning processes, teaching and learning resources, practicum experiences, staff and student performance assessment, research processes, support services and infrastructure.

Responsibility for Policy Implementation

The Milestone Institute principal shall oversee the implementation of the Policy and shall ensure implementation in all campuses.

Effective Date

This Policy becomes effective upon approval by the milestone Board of Director.

Monitoring and evaluation

The College shall conduct monitoring and evaluation of this Policy with the objective of promoting continuous improvement.

Review of the Policy

This Policy shall be reviewed from time to time but not later than three (3) years or when need arises.

APPROVAL

Title : Students Admission Policy

Contact : Registrar

Approval Authority : The Board of Director

Commencement Date :

Signed

Principal _____ **Date** _____

Director _____ **Date** _____

