

**Title:** All Size and Flavors: Getting the Most out of Health Science Education Development Center of Debre Tabor University

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**What problem was addressed:** Debre Tabor University (DTU) has established a College of Health Sciences (CHS) in 2013/14 academic year. The college comprises five academic programs (namely medicine, midwifery, nursing, medical laboratory and anesthesia (non-physician anesthesia providers) program). As a newly established college DTU CHS has no well functional internal quality assurance (IQA) system that have been cascaded to each department level to conduct routine IQA, analysis of IQA data and provide feedback for continuously improving the quality of teaching and learning process.

**What was done:** With the aim to strengthen implementation of institutional continues IQA practice at DTU CHS the following key activities were tried and showed positive result to create functional IQA system which will serve the purpose. First to create positive environment advocacy, awareness creation and agreement work has been done, then vitalized the IQA unit and new IQA team has established in the HSEDC which are cascaded to each department to conduct routine IQA activities, the IQA team has provided orientation workshop on the national IQA standard (HERQA standard) to all faculties in each department and initiated the routine internal quality assessment and gap identification, based on the gap identified feedback provided to each program to analyze the root cause and develop intervention plan, and finally using the action plan the following key intervention were implemented so far: faculty development training (IQA orientation 61, effective teaching skills 30, student performance assessment 24, clinical teaching skills 23, problem based learning 86, and simulation based medical education 30 person respectively), curriculum revision (nursing, anesthesia, medical laboratory, and midwifery), skills lab redesign and arrangement for all programs, skills teaching and assessment tool development, documentation and communication of IQA assessment findings.

**What was learned:** In the efforts to strengthen routine IQA practice at DTU CHS the following lessons were learnt: be persistent don't frustrate if activities are not moving forward as your plan always look for solution and go forward, be flexible as necessary in your plan and intervention, participate and/or invite all interested and contributing person in to your team, when things get suitable don't put activity for tomorrow push as much as possible this will help you to compensate for hard (sluggish) time and catch-up to your plan, always look for opportunity inside and outside to sustain what has been tried, and it is quite natural to knock different doors and work with different teams and/or units in you path.