Decision of the FIBAA Accreditation and Certification Commission

11th meeting on September 20, 2023

CERTIFICATION „EXCELLENCE IN DIGITAL EDUCATION"®

Project number: 22/150
Institution: Empower Swiss, SARL (Empower School of Health)
Type of certification: Institutional

The FIBAA Accreditation and Certification Commission takes the following decision:

Empower Swiss, SARL (Empower School of Health) is certified according to § 7 and § 16 paragraph 1 of the procedural conditions for the award of the FIBAA quality seal „Excellence in Digital Education"® without conditions for five years and requested to observe the recommendations in the report.

Certification period: September 20, 2023 - September 19, 2028

The FIBAA quality seal „Excellence in Digital Education"® is awarded in the quality category „Advanced".

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FIBAA-Quality Seal
„Excellence in Digital Education"®
Report for Empower Swiss, SARL
(Empower School of Health)

General Information on the Institution

Short description on the Institution:

Empower School of Health is a global health education, digital learning and capacity building organisation which was launched in 2008. Empower School of Health has worked across 100+ countries in multiple languages to strengthen institutional and human resource capacity of global health and humanitarian programmes through design and development of e-learning content. This also includes the design, development, deployment, hosting and maintenance of learning management systems. In total, the institution has developed and delivered education, training and capacity building content to nearly 200,000 public health and supply chain professionals around the globe. The institution aims to provide affordable courses in Low- and Medium-Income Countries (LMIC) where there is unequal access to knowledge and learning. Currently, Empower School of Health has around 600 students enrolled each year.

As of July 2023, the institution's programme portfolio includes a Master of Science in Global Health Procurement and Supply Chain Management (24 months), a Post Graduate Diploma in Global Health Procurement and Supply Chain Management (twelve months), a Diploma in Global Health Procurement and Supply Chain Management (six months) as well as additional Advanced Certificates (three months) and Certificates (two - six months).

The institution is registered in Switzerland as Empower Swiss, SARL, and does business as Empower School of Health which is trademarked under Empower Swiss. While team members are spread across the globe, most of the development team is based in India.

Certification level:
Institutional

Type of certification:
Initial certification

Date of the Digital Assessment Conference:
July 18 - 19, 2023 (Zoom)

Course of procedure

Empower Swiss, SARL (Empower School of Health) is participating in the FIBAA certification „Excellence in Digital Education"® and submitted a self-documentation and attachments based on the assessment catalogue on May 18, 2023.

FIBAA has appointed the following panel members:

Prof. Dr. Claudia Mössenlechner
MCI | The Entrepreneurial School®, Austria
Head of Learning Solutions, Professor in Tourism,
(Digital Academical teaching; Tourism study programmes, economical study programmes)

Dr. Felix Claus
Videokursmanufaktur, Germany
CEO
(Entrepreneurship, Video creation and -edit, neurolinguistic programming, electrical engineering, Information technology / communication technology, Sound-, visual- and data communication, Digital signal processing, sound and image technology, voice recognition, extended knowledge in online courses)

Elias Konradi B.A.
FernUniversität in Hagen, Germany
Current Student of Law (LL.B.)
Completed Bachelor in Human Resource Management (B.A.) (online) at Hochschule Wismar - University of Applied Sciences, Germany

FIBAA Project Manager:

Antonia Lütgens M.A.

The following assessment is based on the self-documentation and the discussion during the digital conference on July 18 -19, 2023 (via Zoom). During the digital conference, the institution shared the following presentations:

- Presentation of the institution
- Presentation of technical infrastructure
- Presentation of the didactic concept

This report was made available to the institution for review on August 31, 2023. The institution submitted the feedback on September 7, 2023 and highlighted minor inaccuracies, the report was amended accordingly.

List of Tables

Summary

Empower Swiss, SARL, herein Empower School of Health meets the quality requirements on which the FIBAA Quality Seal „Excellence in Digital Education"® is based and exceeds them in three criteria. The institution can be certified by the Foundation for International Business Administration Accreditation (FIBAA) with the FIBAA Quality Seal „Excellence in Digital Education"®.

The panel members believe that the institution provides valuable work in global health education and particularly highlighted the digital didactic concept of the institution, represented in standard 4 of the certification. Recommendations for further improvement primarily concern the organisational development of the institution and the formalisation of processes. Against this background, the panel members suggest the following recommendations:

- **Standard 1: Strategy,** Criterion 1.2: Implementation of the strategy:

  The panel members recommend improving documentation of the seven strategic objectives as well as the processes and responsibilities to ensure the continuous consideration and implementation of the objectives.

- **Standard 1: Strategy,** Criterion 1.4: Future orientation:

  The panel members recommend systemising the time and manner invested to screen market trends.

- **Standard 4: Didactic Design,** Criterion 4.3: Learning materials:

  The panel members recommend enabling the download of the video scripts (lecture notes).

- **Standard 5: Quality Management,** Criterion 5.1: Quality management system:

  The panel members recommend including the existing processes of maintenance and content update in the existing course development process overview to ensure the quality assurance loop is closed..

Examples that can be highlighted as good practice include the provision of support – both academic and of technical nature – to an online audience and the established "community of Ambassadors" (graduates of the courses). The Ambassadors further motivate the students and bridge the relationships between alumni and current students.

The quality profile for the institution can be found at the end of this report (see p. 37).

Presentation and evaluation in detail

Standard 1: Strategy for the digitalisation of the teaching and learning portfolio

1.1 Criterion: Objectives

Empower School of Health supports the United Nations Sustainable Development Goals (SDG), specifically SDG 3.8: "Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all."[1] Through digital learning, Empower School of Health seeks to expand the ease of access and reach of high-quality and accessible health education to the poorest and most remote regions of the world, with a longer-term goal of achieving universal access to all. The institution designs its courses and programmes specifically for digital learning which in turn means that no courses in the institution's portfolio are conversions from face-to-face delivery. To start with, the following are the key benefits that encourage Empower School of Health to provide digital courses:

1. Learners get access to world class content and universities irrespective of their location.
2. Digital learning has a far better reach to students across the globe.
3. Digital courses can be made highly interactive and immersive.
4. It provides for greater flexibility for the learners and allows for self-paced learning.
5. It considerably reduces costs, as online courses are less-costlier than physical classrooms, hostels etc.
6. Students get a faster resolution to queries and dynamic interaction with experts.
7. Students get access to global academic resources.
8. Digital learning provides an option to learners in remote and low bandwidth areas to download content and learning as per their convenience.

For their digital teaching and learning strategy, the institution lists the following strategic objectives:

1. Embrace the technology
2. Have a clear and strong Human Presence
3. Set clear expectations for the course
4. Develop a culture of inclusion and professional development with a community of learners
5. Develop Student Skills and self-reliance on problem identification and problem solving
6. Monitor progress and feedback regularly
7. Review content and relevance in light of new developments regularly

In the digital conference, top management representatives emphasised that it was a challenge to bring objectives no. 1 and 2 together. Objective no. 2 – Have a clear and strong

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[1] Cited from https://sdgs.un.org/goals/goal3 (last call August 2 2023)

Human Presence – is interpreted by Empower School of Health as follows: online courses should not be 'robotic' courses. Students should be able to feel connected and have the opportunity to connect with real tutors whenever they need. The top management representatives added that objective no. 3 was particularly crucial for the instructional design of a digital learning format. Students need to have a clear synopsis of what is covered and not covered in the course and of the times and effort commitments required. With regard to objective no. 4, Empower School of Health illustrates that it is important that courses are presented with enthusiasm and excitement. This is further developed through the use of a community of learners to exchange ideas and experiences and by linking regular webinar training sessions from the relevant professional bodies. Objective no. 5 underlined the application of skills in the working environment. Objective no. 6 – Monitor progress and feedback regularly – is realised by short quizzes and as the course progresses, skills-building assignments. The regular review of course content – objective no. 7 – was highlighted as very important as new development moved quickly in the area of health care.

The representatives from the institution also illustrated that the strategic objectives were not defined top down but that the school rather followed a bottom up-approach and the definition of the objectives evolved over time. This continuous process was underlaid by online surveys and conducted interviews. The institution follows a market-driven approach, considering the global level, e.g. professional competency frameworks defined by the WHO (7.), as well as the needs of their students (5. und 6.).

Evaluation

The panel members are convinced that Empower School of Health sets up goals taking into account the areas of personnel, technology, didactic design and quality assurance. The quality requirement is fulfilled. The institution has formulated a clear and feasible strategy for the digitalisation of teaching.

1.2 Criterion: Implementation of the strategy

Decision-making processes, competencies and responsibilities for the implementation of the above-mentioned objectives are explained by Empower School of Health as follows: the institution's governing board and the Director of Learning and Teaching have lead responsibility for its implementation of the strategy. The Subject Matter Experts (herein SMEs) are the faculty led by the Director of Learning and Teaching. The SMEs are in charge of developing the course content which is also piloted with major agencies and reviewed by universities. The e-Learning development team, i.e. the Instructional designers, Graphic designers, Technology experts and Quality control representatives, help digitising the content. The development process of digital courses is described in more detail in criterion 4.1 below. The didactic concept of the institution is made public in several documents (e.g. Master Student Dossier) and on the institution's website.[2]

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[2] See https://empowerschoolofhealth.org/en/designing-learning-content (last call August 2 2023)

Evaluation

The quality requirement is fulfilled. The strategy for the digitalisation of teaching is part of the (overall) strategy of the institution. The institution has defined decision-making processes, competencies and responsibilities for the implementation of digital teaching. The institution informs the public about its concept for digital teaching.

However, it remains unclear to the panel members where the seven strategic objectives for digital teaching and learning are documented and available for all those in charge of developing the courses and the course content. Additionally, the panel members observed that processes to implement developments in the portfolio are mostly content-oriented and focus less on the strategic objectives that deal with the delivery of learning formats.

For further improvement, the panel members therefore recommend improving documentation of the seven strategic objectives as well as the processes and responsibilities to ensure the continuous consideration and implementation of the objectives. This will help the institution to ensure processes to implement developments in the portfolio that also focus on the delivery of learning formats. To achieve this, the Instructional designers may also define key performance indicators specifically for didactics.

1.3 Criterion: Review and measures

At Empower School of Health, the overall strategy is reviewed by the board and external bodies including organisations such as WHO, The Global Fund, UN agencies, cooperating universities and donors. Verification of the objectives for digital teaching and learning is undertaken in various layers and led by the Director of Learning and Teaching.

For the seven strategic objectives mentioned above, Empower School of Health describes how objectives are reviewed as follows: For example, the applied technology is reviewed by the technology team for compliance with the strategic objective of "embracing the technology". For instance, in case a student is unable to access the course due to any reason, a staff member from the Course administration team or Technology and IT team monitors the feedback and steps in to review the situation. Depending on the issue, corrective/alternative mechanisms are implemented. To ensure that courses are relevant in light of new developments, course content is piloted by external bodies and agencies as well as a "community of Ambassadors" (graduates of the courses) and Alumni who provide feedback. The process is overseen by the Director of Learning and Teaching. Initial data is collected by the operations team and then passed to the director for analysis and action.

One example for initiated measures is the following: Initially all courses at Empower School of Health were web-based. The institution received feedback from their student target group that internet connectivity is poor and that they are having trouble accessing the courses. The institution reacted to this and provided a mobile version in addition to the existing web-based LMS: students can now download the courses on their mobile phones when they have access to good internet and then view it at their convenience. Whenever they next have access to the

internet, their progress data is synced on the LMS. Courses were also made lighter in-terms of the file size, so that the courses get loaded/downloaded on offline versions easily.

In the digital conference, the representatives from the institution added that additional measures to review the strategic objectives were oriented very student-centric. To monitor progress, the Executive Director, Operations manager and Course coordinator look at drop-out rates during regular monthly reviews. Also, the level of the application of knowledge by the alumni was highlighted as important. This is reviewed regularly by feedback forms.

Evaluation

The quality requirement is fulfilled. The effectiveness of the strategy for the digitalisation of teaching is regularly and systematically being evaluated. If deviations are detected, measures are instituted to ensure that the goals are achieved.

1.4 Criterion: Future orientation

In the future, Empower School of Health is planning to include more scenario based, game-based content with a high visual appeal to improve the understanding and retention of content. It should also be mentioned that the institution is aiming at providing more scholarships to students in the future, considering the eligibility of their student target group. Some courses are already free of charge for students due to scholarship opportunities. The institution thus follows its aim to expand the ease of access and reach of health education. As mentioned above, one strategic objective of the institution is to review content and relevance in light of new developments regularly. Therefore, the institution is currently working on adding learning on Data Management in Health to their course portfolio. The institution is also looking at the more complex integration of AI in the health-education capacity building space. In the digital conference, top management representatives underlined the opportunities and risks that were entailed in the application of AI in the health sector.

Evaluation

The quality requirement is fulfilled. The institution operates in a future-oriented manner with regard to the digitisation of teaching. Steps are taken to ensure that trends in digital teaching and technical innovations are observed.

However, it remains unclear to the panel members in how far the steps taken are systematic processes. For further improvement, the panel members therefore recommend systemising the time and manner invested to screen market trends. The panel members miss a particular look at developments in didactic learning paths to continuously ensure the future-proofness of digital teaching at the institution.

Standard 2: Staff

2.1 Criterion: Staffing

The Empower School of Health team for the delivery of digital education consists of the following roles:

- o Academics Director
- o 9 SMEs/Advisors – "the Faculty" of the institution
- o 2 Delivery Management and Quality Assurance representatives
- o 2 Instructional designers
- o 2 Graphic designers
- o 2 Technical team representatives
- o 2 Quality control roles
- o 1 Manager – Online Education
- o 3 Student counsellors
- o 1 Course coordinator / LMS Administrator
- o 1 IT Support representative

Empower School of Health places a lot of importance on the subject expertise of the faculty members (SMEs). With regard to the competencies needed for digital teaching, the importance of the Instructional designers was highlighted by the institution during the digital conference. The Instructional designers understand the needs of the student target group, they analyse the content and systematically design the courses based on the inputs from the SMEs. The Graphic designers visualise the User Interface and design based on the course contents and the target group. They also develop all the graphics, charts and illustrations. In other words, the Graphic designers turn the storyboard elements into reality. The Technical team mainly manages the LMS related activities: the upload of courses, managing the courses, resolving any technical issues as well as adding new features and functionalities on the LMS. The Manager – Online Education is responsible for the overall management of Empower School of Health's online education: the promotion of courses, student acquisition, student onboarding and course operations. The Course coordinator / LMS Administrator is responsible for the overall management of student lifecycle, including the student onboarding and responding to queries – course-related and LMS-related. The coordinator also arranges student engagement activities. The IT Support representative is responsible for managing the hardware, software and server requirements for all Empower team members. CVs have been provided for all course team members.

Evaluation

The quality requirement is fulfilled. On the basis of the CVs provided by the institution and the discussions with teaching staff during the assessment conference, the panel members are convinced that the institution has qualified staff who have sufficient media competence

related to digital teaching. The panel members particularly highlight the role of the Instructional designers. The qualifications of the full-time academic staff and teaching assistants – e-Mentors in this case – meet the requirements of digital teaching in order to bridge the spatial/temporal distance to the students appropriately and to be able to realise the teaching-learning objectives in the best possible way.

2.2 Criterion: Further qualification

Empower School of Health has provided a dedicated Learning and Development policy document that includes guidelines about purpose, scope and applicability, policy elements, processes and procedures, responsibilities, training types, methodology and programmes as well as general guidelines.

The Human Resources team gets in touch with each project and functional manager to find out the requirements of existing and new team members Training needs are analysed based on the project requirements, skill upgradation/gaps, team development and individual training needs and interests. Based on these requirements, the HR team either plans for:

1. Internal/external training

2. Self-learning through web-based courses, webinars etc.

3. Face-to-face trainings with trainers

The institution's L&D Policy applies to all permanent, full-time or part-time employees of the organisation including staff working as mentors and in other support functions. Employees with temporary/short-term contracts might attend trainings at their manager's discretion. Staff training and development at the institution includes all activities which aim to assist staff to maintain, update and enhance their knowledge, skills and capabilities. This includes formal, informal and on-the-job training, as well as a range of other learning and development activities including electronic learning, self-managed learning, mentoring and coaching. The department in charge of the training in the use of relevant digital elements is the Digital Learning department. Blended learning is used as an approach which combines conventional classroom-based training and, on the job coaching with digital resources e.g., E-Learning, Webinars and Training, videos. This approach supports staff to tailor training to meet their needs and preferred learning style making learning effective and engaging.

Evaluation

The quality requirement is fulfilled. Training is provided for staff involved and expected to be involved in digital teaching. Staff working as mentors and in other support functions for students are appropriately instructed and trained in the use of relevant digital elements. Concrete measures for the further qualification of teaching staff are implemented.

2.3 Criterion: Support

At Empower School of Health, the SMEs interact extensively with the Instructional designers who support them to maintain and further develop their teaching methods. The Instructional designers guide them on various aspects such as course design, framing of objectives, chunking of content into logical units, instructional strategy, content flow etc. Similarly, the Graphic designers enhance the content with impactful visual design. According to the institution, a good visual design strategy will help the SMEs explain complex concepts in a simple yet effective way. The technology and course operations team members try to resolve many student requests. Only the ones related to the course contents or any other query are directed to the SMEs. The panel members believe that the support provided to the SMEs by the instructional designers, Graphic designers as well as Technology and Course operations team members is exemplary.

Evaluation

The quality requirement is exceeded. Teaching staff are supported in the didactic use of digital technologies, especially in the creation of teaching materials. The technical stakeholders regularly collaborate with the academic stakeholders in the further development of digital teaching. As Empower School of Health is a full online school and the staff has neither additional face-to-face teaching workload nor conducts research, workload balancing of digital teaching against obligations from conventional teaching and research[3] is not applicable.

2.4 Criterion: Knowledge management

Learnings from projects within Empower School of Health and staff's prior experiences have been documented and shared in the institution as:

1. Guidelines

2. Checklists

3. Best practices

These documents are developed from the perspective of an e-learning course development process for Instructional designers, Graphic designers, Quality specialists and SMEs. All these documents are stored in a centralised location and the team is encouraged to go through the documents before and during course development phases. The team members use MS OneDrive for collaborating internally and also as a repository of the policies, procedures, guidelines and checklists. SMEs/faculty have access to these folders on OneDrive. In addition to this, many cross-functional trainings are arranged at Empower School of Health. Since digital learning involves members from various functional groups, a cross-functional training helps these groups understand development processes and constraints faced by each

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[3] Full criterion description also reads: *„The institution ensures that the workload of academic staff and any other effects of participation in digital teaching are taken into account in the management of courses or programmes".*

functional area. It should also be noted that the course team members meet every morning to discuss critical targets.

Evaluation

The quality requirement is fulfilled. Staff are encouraged to support each other in the development of digital teaching materials and further development of digital teaching, and to exchange expertise across disciplines on teaching and learning techniques in digital teaching. The institution has provided an online platform accessible to all those involved in digital teaching where experiences can be submitted, commented on and shared.

Standard 3: Technology

3.1 Criterion: Technical organisational unit

Empower School of Health has an inhouse team of staff for digital learning which consists of Instructional designers, Graphic designers, Language editors, Technical developers and the Quality control team. This digital learning team interacts with the SMEs to develop the required content. The team develops the following digital learning assets:

1. SCORM based e-learning courses which includes:
   a. Content collocation and course design
   b. Content storyboarding
   c. UI Design
   d. Development and integration of graphic assets (images, infographics, animations etc.)
   e. Make the content SCORM compatible using tools such as Articulate Storyline and iSpring
   f. Upload to the LMS and manage the content
2. Video editing
3. Audio integration
4. Live streaming of webinars and workshops

The roles and responsibilities are illustrated in the following design stages of a course: Instructional designers are aligned with the SMEs to gather contents and help in the designing and storyboarding of a course. The SMEs do the video recording for the courses on their laptops with a green screen background. They either use the inbuilt camera on the laptop or an external camera to do the recording. After receiving the raw videos and storyboard, the Graphic designers do the processing of the videos, add background in them and edit them as needed. They add the introductory slides, final videos, images, audio, teach screens and quizzes to the Articulate/iSpring packages and create the final SCORM compliant courses for upload on the LMS. A team of Student counsellors and Course administrators help in marketing the courses, enrolling students, guiding them on how to access the courses and support them through their learning journey.

The institution's Network & IT policy states that IT training and guidance is provided to all new employees about using and maintaining their Personal Computer (PC), laptop, & equipment in the organisation, accessing the organisation network and using application software. IT Support is also provided to teaching staff by the Technical team.

Evaluation

The quality requirement is fulfilled. The panel members think that the information technology at Empower School of Health is modern and state-of-the-art.

The technical organisational unit enables and supports the implementation of digital teaching. Teachers have sufficient workstations – in this case software – at their disposal for the technical processing of learning aids and materials. There are also sufficient advisory and

support services available. The performance of the technical systems according to the requirements is guaranteed.

3.2 Criterion: Technical infrastructure

In addition to the technical infrastructure described above, the following tools are used at the institution for the development of the self-paced (asynchronous) courses:

- o   For recording video: Windows video
- o   For Graphic Design work: Adobe Creative Cloud Complete pack
- o   For course integration: Articulate storyline 360, Articulate rise, iSpring
- o   For course upload: Moodle LMS
- o   User progress and tracking: Moodle LMS reports and custom developed reports
- o   Assessments/quizzes: either on Moodle LMS or on Articulate Story
- o   Webinars: Zoom and Microsoft Teams
- o   Expert sessions for Revision and Q&A sessions: Zoom and Microsoft Teams

The following hardware is available to teachers, i.e. the SMEs:

1. Laptops: Apple Mac
2. Tablets if needed
3. Inbuilt microphone and headset or external device
4. Inbuilt web camera or external device
5. Inbuilt green screen

Internet bandwidth of 80-100 MBPS is available for all team members.

Evaluation

The quality requirement is fulfilled. The institution has a technical infrastructure that enables the implementation of digital teaching. The teachers are equipped with sufficient software and hardware to enable them design digital teaching programmes. As Empower School of Health is a full online school, the technical equipment of teaching rooms is not applicable[4].

3.3 Criterion: Teaching and learning platform

Empower School of Health uses Moodle as its LMS for all courses and has provided access for the panel members to a number of courses. The institution states to have chosen Moodle as the preferred learning management system, because of the following criteria:

- o   User-friendly interface
- o   Ease of integration
- o   Excellent content management
- o   Ease of access

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[4] Full criterion description also reads: „The lecture halls and seminar rooms are equipped with functional and modern media technology."

- o Assessment and testing
- o Reporting and tracking
- o Stable and scalable
- o Ease of collaborating with other tools
- o Security features

The courses are structured as follows on the LMS:

1. Course Overview and Introductions mentioning the complete course structure, outline and outcomes
2. Module:
   a. Module overview
   b. Chapters
   c. Chapter Quizzes
3. Module end quizzes/assessments
4. Projects/Thesis (for long-term courses)
5. Certificates

Table 1: LMS Dashboard
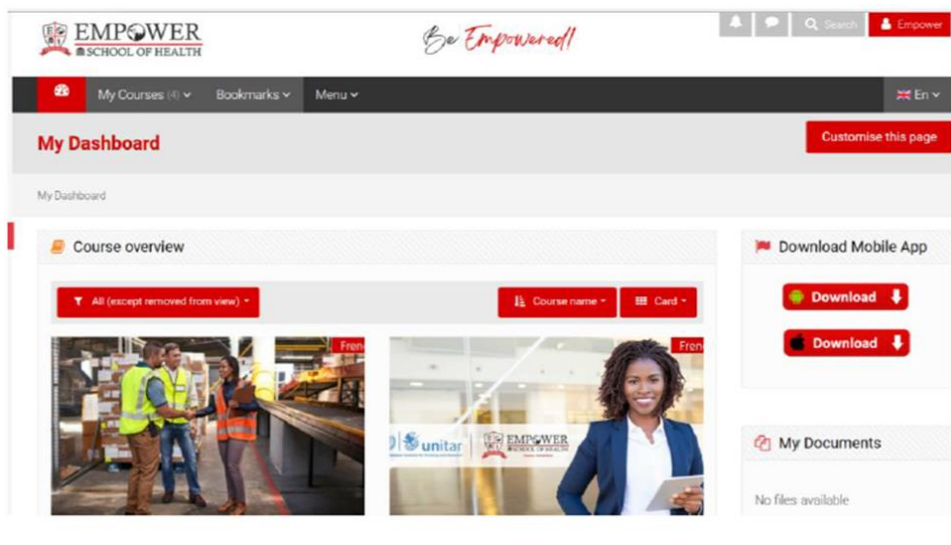
The learner gets to see the following details for each of his/her course:

1. Learning Progress
2. Discussion Forums
3. Calendar
4. Personalised Student Dashboard
5. Helpdesk/Chat
6. Reports (Overview and detailed user report)
7. Social Media
8. Certificate generation and sample certificate (for short term courses)

The learning platform can also be used on mobile devices. The learning management system auto-synchs automatically once the students goes online.

Empower School of Health processes personal data in accordance with the following data protection principles:

- o The organisation processes personal data lawfully, fairly and in a transparent manner.
- o The organisation collects personal data only for specified, explicit and legitimate purposes.
- o The organisation processes personal data only where it is adequate, relevant and limited to what is necessary for the purposes of processing.
- o The organisation keeps accurate personal data and takes all reasonable steps to ensure that inaccurate personal data is rectified or deleted without delay.
- o The organisation adopts appropriate measures to make sure that personal data is secure, and protected against unauthorised or unlawful processing, and accidental loss, destruction or damage.
- o The organisation will update personal data promptly if an individual advises that his/her information has changed or is inaccurate.
- o Personal data gathered is held in the individual's personnel, learner and customer files and on HR systems. The organisation keeps a record of its processing activities in respect of personal data in accordance with the requirements of the General Data Protection Regulation (GDPR).

Evaluation

The quality requirement is fulfilled. The teaching platform is clearly structured and designed to be user-friendly. It is stable and scalable and there are no disruptive impulses when using it. It offers sufficient possibilities for embedding text, audio, images, graphics, animation, multimedia files and social media. Students can navigate smoothly through the teaching units. For its learners and users of the teaching and learning platform, Empower School of Health has established data protection regulations according to GDPR.

3.4 Criterion: Data analysis system

Empower School of Health has customised Moodle to further capture data as per requirements. Examples for some of the data captured include user information, user course progress, quiz/assessment marks, user tracking logs, windows IP etc. The following reports are available: attendance, course progress, examination, user details reports, activity reports and participants report. According to the institution, Moodle database and its reports are robust and provide all the data for administration and management of the learner journey and records. Apart from Moodle, the institution has its inhouse student management system for students called "VAJRA". This tool is useful in managing student enrolments, fee payments etc. The operations manager along with the course administrators and student counsellors use both Vajra and Moodle to manage all aspects of the learning journey.

Evaluation

The quality requirement is fulfilled. The institution has a data analysis system and sufficient technology or resources to process large amounts of data.

3.5 Criterion: Technical support for students

Empower School of Health has two teams dedicated to student support; one for student acquisition and one for course coordination. Once a student shows interest in an Empower course, a student acquisition team member guides him/her about the course, answers all queries, recommends the relevant course for the student and facilitates an easy enrolment process. Once the student is enrolled, he/she receives a welcome note which includes:

- o Student dossier – which describes the course in detail, its components, assessments and its criteria, evaluation method, faculty details, technical requirements etc.
- o A short video about Empower and about the course
- o A short video on how to access the LMS and the course
- o Frequently Asked Questions (FAQ) which provide answers to standard student queries

After this, an Orientation Programme is conducted by the institution. In this programme, the student gets to meet the course coordination team who explains the following topics:

- o How to access the platform and the course
- o The course-flow
- o Quiz/assessment criteria
- o Assignment and thesis process
- o How to get in touch with the Course coordinators in case of support needed

According to the institution, the course coordinators are constantly in touch with the students throughout the course to provide any technical assistance. Students can very easily get in touch with the course coordinators through e-mails, phone etc. The LMS also sends regular and timely notifications to the students for keeping them updated on their progress. Automated flags come up in case students experience difficulties. In the Technical team, there are English-speaking and French-speaking team members available to solve issues, depending on the language of an enquiry. The internal rules for responding and resolving student queries and issues is as follows:

Table 2: Rules for Response and Resolution Times

Priority	Response time	Resolution time
High Priority	8 working hours	1 working day
Medium Priority	8 working hours	2 working days
Low Priority	8 working hours	5 working days

In the course evaluation form, students can also evaluate the availability of technical/operational support during a course.

Evaluation

The quality requirement is exceeded by Empower School of Health. Students can reach the technical support of the institution via a range of channels. Questions regarding digital teaching and the teaching platform are answered quickly. The institution ensures that students are able to handle the technologies and tools. The institution proactively supports communication between students and technical departments and establishes rules on response times.

Standard 4: Didactic design

4.1 Criterion: Digital didactic concept

Empower School of Health's courses are 100% self-paced online learning as students reside in remote areas. The institution uses an Online Learning course design methodology with a combination of synchronous and asynchronous learning elements. The institution uses the "ADDIE" (Analyse, Design, Develop, Implement and Evaluate) methodology for instructional development:

Table 3: ADDIE Methodology for Instructional Development
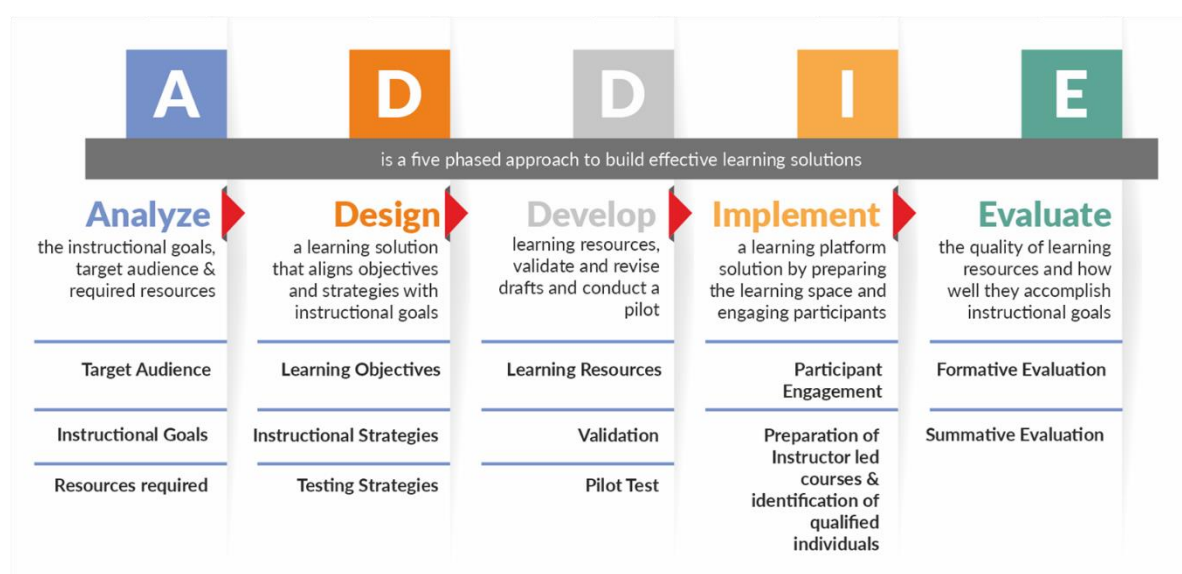
In its self-documentation, the instructional development process in the five phases is illustrated for the Module "Quantification/Forecasting of Essential Medicines". Roles and responsibilities for course design are clearly defined (see "Development Process" chart shown below) and involve the following: the SMEs represent "the faces" of the training. The SMEs collate and/or develop the relevant course content during a needs analysis and based on academic literature. They will gather the scenarios and examples that will be used to build the course. An Instructional design Guidelines document is in place which should be followed at the start of each project. On the basis of the guidelines, the following information needs to be submitted:

1. Project context (e.g. purpose of the course)
2. Project requirements (e.g. timelines)
3. Learning requirements (e.g. audience profile)
4. Course objectives (learning objectives and performance goals)
5. Instructional strategy:
     I. No. of modules
     II. No. of slides in each module
     III. Content strategy at each level
     IV. Presentation patterns

      V.   Media strategy (use of audio, visual and other multimedia elements)
6. Assessment strategy (formative and summative assessments)
7. Development tools (authoring tools)
8. Project sign off sheet (concurrence from all key players)

It is a stated quality standard of the institution that a digital course's content and learning activities are aligned to the stated learning objectives. Once the Instructional Design document is prepared, it needs to be vetted by all key stakeholders of the project. Content is piloted and trained in webinars and with major agencies (e.g. UN/WHO). Independent bodies (usually other universities and/or WHO/UN staff) review the content. The faculty members record the audio video presentations. Then the e-learning development team starts with the Instructional designers, Graphic designers, Technology experts, Quality control team to help digitise the content. The Instructional designers introduce elements during the "storyboarding phase" which means presenting the visual layout and content (e.g. on-screen text, exercises, images etc.), bearing in mind the learning audience. This content is then packaged in the right technical format (SCORM) and uploaded on the learning management system. The team checks if the courses are fully functioning (e.g. whether the animations are running correctly and the navigation is seamless). A Visual design Guidelines document is in place which tackles readability and layout of the elements, for instance. The courses are not only reviewed from a technical perspective but there is also an editorial review from the copy-edit perspective by a language expert. The Course administration and Student counsellors are involved in promoting the course, student enrolments and onboarding, providing support through the course.

The effectiveness of the ADDIE model was further underlined in the digital conference. Asked about the structure of the courses, course team members illustrated that each course consisted of modules which in turn consisted of chapters. The "Development Process" chart illustrates the process, responsibilities and key activities:

Table 4: Development Process (next page):

Development Process

Initiate Project	**Create Learning Design (IDD)** *(Includes review & approval)*	**Develop Course Storyboard** *(Includes review & approval)*	**Develop Alpha and Beta Releases** *(Includes review & approval)*	**Develop Gold Release**	**Translate Course** *(Includes review & approval)*	**Pilot testing an Deployment**
PURPOSE: Kick off the project and gather the materials(scenarios, examples that will be used to build the course	**PURPOSE:** Develop and approve the high-level design (IDD) for the learning	**PURPOSE:** Develop the course storyboard, presenting the visual layout and content	**PURPOSE:** Develop the fully functional learning course (two releases)	**PURPOSE:** Finalize and approve the English course release	**PURPOSE:** Translate the course into preferred Languages	**PURPOSE:** Deploy the learning content to the end learners
ROLES: Empower SME Empower PMO Empower Core Team	**ROLES:** Empower SME Empower PMO Empower Design Team	**ROLES:** Empower SME Empower PMO Empower Content Team	**ROLES:** Empower SME Empower PMO Empower Development Team Empower QA Team	**ROLES:** Project Sponsor Empower PMO Empower Development Team Empower QA Team	**ROLES:** Native Language Reviewers Empower Translation Team Empower Deploy Team	**ROLES:** Project Sponsor Empower Deploy Team
SME TIME COMMITMENT: ~1-2 Hours per 1 Hour module	SME TIME COMMITMENT: ~1-2 Hours per 1 Hour module	SME TIME COMMITMENT: ~2-3 Hours per 1 Hour module	SME TIME COMMITMENT: ~2-3 Hours per 1 Hour module	SME TIME COMMITMENT: ~2-3 Hours per 1 Hour module	NATIVE LANGUAGE REVIEWER TIME COMMITMENT: ~2-3 per 1 Hour module	SME TIME COMMITMENT: ~1-2 Hours per 1 Hour module
KEY ACTIVITIES: Conduct project kickoff Gather source content Provide access to existing courses/materials Answer questions	**KEY ACTIVITIES:** Participate in design sessions and workshops Identify learning audience Review and approve high-level design document	**KEY ACTIVITIES:** Review and provide input on course storyboard (on-screen text, exercises, images, etc.) Determine deployment approach	**KEY ACTIVITIES:** Review and provide input on course releases	**KEY ACTIVITIES:** Confirm launch communications	**KEY ACTIVITIES:** Translate learning content Review translated content	**KEY ACTIVITIES:** Deploy learning course to participants Begin course measurement
STAGE GATE: Project Kickoff Completed and 80% of Source Content Received	**STAGE GATE:** Approved Detailed Design	**STAGE GATE:** Approved Storyboard Approved Deployment Approach	**STAGE GATE:** Approved Beta Release	**STAGE GATE:** Approved Gold Release	**STAGE GATE:** Approved translation content	**STAGE GATE:** Course tested and deployed to all learning participants

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The following formats are used by Empower School of Health to address different learning types:

- o Didactic audio/video presentations
- o Video overviews of the topic from both Empower and external agencies
- o Guided research
- o Case Studies/role plays
- o Practical skills exercises
- o Research and practical report development
- o Animations based teaching

Empower School of Health claims that learner centredness is fundamental to the whole design concept. It is not enough that students acquire the technical knowledge and skill sets – they must feel both empowered and confident enough to be able to advocate effectively for adoption, implementation, and resource allocation of their operating areas. The institution achieves this by relating the course directly to the daily functions which many of the students have already been trying to undertake themselves and/or by them having witnessed these functions being undertaken. This way the course relates to them in a very real and practical sense.

Evaluation

The quality requirement is fulfilled. The documentation of the selected example of digital teaching provides exemplary evidence that the institution is capable of developing adequate concepts for digital teaching. The didactic concept takes into account learner-centredness, addresses different learning types and takes into account the use of different digital methods that are aligned with the intended learning outcomes of the learning unit.

4.2 Criterion: Teaching methods

The main flow of the courses is asynchronous which means that Empower School of Health's students may largely learn at their own pace and schedule. According to the institution, the conveyed theory and knowledge is reinforced by synchronous teaching in monthly Expert Session webinars – which also incorporate interactive sessions, polls and feedback – and regular webinars from professional societies and major agencies. The webinars are described by the institution as interactive discussion groups. Usually in a webinar, the panel will discuss a pre-arranged topic with the participant, who are expected to have prepared it and read the respective literature in advance in order to take part fully in the debate. The graphic shows an announcement for a webinar:

Table 5: Webinar Announcement

Gamification elements are also used to a certain extent, for instance via the use of scenario-based questions. Most assignments are based on real life scenarios. On its website, the institution presents the so-called "Spot the ADR Game".[5] In the game, players will play the role of a community health volunteer and take decisive actions to manage different adverse drug reactions (ADRs). During the digital conference, the institution clarified that the use of gamification elements depended on the Instructional designer's decision in the analysis phase, always keeping in mind the target audience and possible level of gamification. The added value of the tools and technologies, i.e. gamification, is continuously analysed.

Peer to peer learning is encouraged for students undertaking skills building exercises. Through this, students should develop an understanding of the importance of calculation verification by independent bodies. Further, the expert presentations are increasingly being presented by course alumni (Ambassadors) who share their post-graduation experiences and bring further peer-to-peer interaction.

<u>Evaluation</u>

The quality requirement is fulfilled. The institution uses appropriate methods for digital learning that correspond with the didactic concept. Empower School of Health implements a range of different teaching methods to cater for the different learning styles of individuals. The gamification approach as described and conducted by the institution is sensible.

4.3 Criterion: Learning materials

Many of the chapters in courses start with introductory learning videos to provide a background overview of the topic. Most chapters through the course have quizzes. The discussions forums are a part of the LMS. Any student who enrolls into the course gets access to the

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[5] See https://empowerschoolofhealth.org/en/spot-the-adr-game (last call August 4 2023)

discussion forum. The discussion forum is also used as a way for the students to contact the lecturer. All the major supplementary publications and resources from agencies and partners which are relevant to a course are hosted on the institution's own servers, so that students have direct and continuous access free of charge. The provision of access to an online library is currently planned. Information on the Instructional design Guidelines document has been shared above in criterion 4.1.

During the digital conference the panel members asked whether it was possible for the students to download the scripts. The course team members said that they did normally not share the slide decks but that they provided reference materials. They explained that videos can also not be downloaded yet as the courses are SCORM-based. However, it is possible to download the videos in the mobile version of the courses. With regard to synchronous learning, i.e. live webinars, recordings are provided for the public domain.

In the digital conference, the interviewed students emphasised that it would be very helpful to download learning materials as bandwidth was often a challenge at their respective location. Students described the quality of the videos as sufficient but complained about occasionally out-dated links. The course team is aware that external links change often. In sum, the interviewed students confirmed a diverse content and innovative learning design.

Empower School of Health integrates publications and resources provided by and under the auspices of the Major Agencies (e.g. World Bank, World Health Organization, UN agencies, The Global fund) and the Major Donors and Implementing Partners (e.g. USAID, MSH, JSI) etc.

From mid-course onwards, once they have gained a basic level of knowledge, students undertake assignments of guided research which require them to read major documents and resources (often tools) from the Major Agencies and answer structured questions to ensure that they have understood and absorbed the content. All of the Empower open forum webinar materials, including recordings and slide decks, are provided free to use in the public domain.

Evaluation

The quality requirement is fulfilled. Digital media are used in text, video and audio formats. The learning materials are technically well designed and reproduced. They are prepared in a user-friendly manner and encourage students to continue studying on their own. The learning materials are up-to-date and complete and correspond with the didactic concept. When creating the study material, the teachers have clearly defined instructions as to which teaching materials are to be created and in which digital form as content for a module. The teachers are provided with a criteria catalogue or similar document. Empower School of Health ensures that supplementary literature and purchased content from other sources is constantly available to the students. Empower School of Health integrates appropriate digital learning materials. The panel members recommend enabling the download of the video scripts (lecture notes). By this, Empower School can counteract potential low bandwidth on the part of the students and enables students to access the scripts at all times.

4.4 Criterion: Forms of examination

The following forms of examination at Empower School of Health are all held online via the LMS:

- o Quizzes and assessments with short multiple-choice questions after most chapters. Students must score a minimum of 50% to pass the quizzes.
- o Assignments & case studies with more complex questions.
- o Skills development with practical calculations – this often involves analysing and producing Excel style spreadsheets
- o Content analysis and relating personal observations with a 1,000-word essay in the Management and Leadership module.
- o Final case study: major assignment to produce a full written Procurement and Supply Chain Management Plan (typically 15 to 20 pages) for a major donor funded operation in the student's own country.
- o For the Master's degree: a 10,000-word thesis on a chosen topic. Identification of a problem, research, documentation, formulation of a possible solution.

Formal written assignments need to be submitted from mid-course onwards. Once they have gained a basic level of knowledge, students undertake assignments of guided research which require them to read major documents and resources (often tools) from major agencies and answer structured questions to ensure that they have understood and absorbed the content. The assignments are also linked to the case studies.

The authentication of the examinee takes place via login credentials. A code of conduct is available which addresses plagiarism to the students. Guidelines for the submission of case studies and final thesis are also available for students. Proctoring is not employed by the institution yet but planned to be used in the future. The use of plagiarism software is possible for faculty members.

Evaluation

The quality requirement is fulfilled. The forms of examination are also based on the didactic concept and are suitable for determining the achievement of the learning outcomes as well as the identity of the examinees. The institution uses competence-oriented online examination formats. The institution has established plagiarism rules and regulations regarding the conduct of digital examinations. Students are given transparent information about these regulations.

4.5 Criterion: Academic support for students

Students may raise questions at any time and via the following channels:

- o Directly to faculty, through e-mail
- o To the Course coordinator through e-mail, WhatsApp, Teams or Zoom call.
- o Through Q&A sessions during monthly live expert presentations and other webinars

      o   Through the discussion forum

Formative assessments are applied in the form of quizzes after most chapters. Summative learning assessments are applied at the end of each module. Students can access their scores and progress online. If they do not meet the minimum requirements, they are not able to progress in the course and are flagged up to the faculty for support.

During the digital conference, the course team members illustrated the role of the e-Mentor further. This includes the provision of guidance during the thesis phase in the Master programme along with the lecturers who also provide feedback during the process. There are four e-Mentors in total to cater for class sizes of up to 60 students. However, the representatives of the school illustrated that not every student needs a Mentor.

It should be noted that the interviewed students and alumni were very happy with the online courses and emphasised that Empower School of Health has helped them increase their professional experience. They highlighted the practical approach of the courses. The alumni also highlighted the role of the ambassadors which function as motivators in challenging times when students are tempted to cancel the course.

Evaluation

The quality requirement is exceeded by Empower School of Health. The institution supports communication between students and teachers and draws up regulations for this purpose (e.g. code of conduct).

The panel members highlight that there are a lot of templates and guidelines available to students, including for instance Guidelines for Assessments and Guidelines for Assignment & CaseStudy. In addition, the panel members highlight that the ambassadors are an example for good practice as they motivate the students further and bridge the relationships between alumni and current students. The ambassadors still have access to the courses they have studied and can also provide guidance with regard to technical difficulties students might have.

Standard 5: Quality assurance

5.1 Criterion: Integration into the quality management system

Quality standards at Empower School of Health are defined at every part of the development process. Key performance indicators are defined for: learning objectives, course design, course contents and activities, assessments (quizzes), faculty and student interaction, online student support, technology requirements as well as evaluation and improvement. Asked about how they would keep and maintain quality in asynchronous learning, the representatives referred to the many guidelines and checkpoints in place as well as the review by the internal team and external stakeholders. As illustrated in criterion 4.1 above, review and approval stages are part of the following phases: creation of the learning design, development of the course storyboard, development of alpha and beta releases as well as the translation of a course.[6] Internal stakeholders who review the course include SMEs (faculty), Instructional designers, Graphic designers and the Quality control team. The course is shared with them at various stages of development for review and the scope of review is clearly defined. For example, the SMEs faculty's primary focus is to check the factual correctness, flow and division of content. The Instructional designers check the course against the storyboard created and the cohesiveness of the course. A checklist is used to ensure the functionality of a course. Additionally, there are checklists for testing of the LMS, media (audio and video), the mobile App and Webpages. External stakeholders like independent faculty members are tasked with reviewing the course content and operation every year and with revising as necessary. Additional feedback from major organisations – e.g. UN and WHO – and professional bodies – e.g. IAPHL, PtD – is used to assist in content review. Additionally, student feedback is also considered in continuous improvement of the courses.

Evaluation

The quality requirement is fulfilled. The quality management system contains tools and procedures for the systematic review of digital teaching. The special features of digital teaching have been defined and taken into account accordingly in the quality management system. All processes for quality assurance in teaching and administration are digitalised and linked.

The panel members recommend including the existing processes of maintenance and content update in the existing course development process overview (see chart on p. 22) to ensure the quality assurance loop is closed.

5.2 Criterion: Quality assurance of teaching

Empower School of Health uses the following procedures for quality assurance of digital teaching at each phase of the development cycle:

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[6] See Table 4: „Development Process" chapter 4.1

Table 6: Quality Assurance in the Development Cycle

Procedure	Procedure	Responsibility
Didactic Review	This involves reviewing the course design and materials to ensure that they align with established pedagogical principles and standards. This review is conducted by internal and external SMEs. Course design is finalised using the Instructional and Graphic design guidelines.	SMEs, Instructional designer and Graphics designer
Content Review	This involves reviewing the course content to ensure that it is accurate, up-to-date, and relevant. This review is conducted by the SMEs taking the student feedback into consideration.	SMEs
Assessment of learning outcomes	Learning outcomes should be clearly defined and assessed regularly to determine whether they are being achieved. This can involve quizzes, tests, assignments, and other forms of assessment.	SMEs and Instructional designer
Technical Review	This involves reviewing the technical aspects of the digital teaching platform, such as the functionality of the platform and its compatibility with different devices and operating systems. Reviewers and QC team use checklists to verify the quality.	Technical Team and QC
Monitoring of student progress	Student coordinators should monitor student progress regularly to identify areas where students are struggling and to provide additional support if needed.	Student coordinators

User Experience Review	This involves collecting feedback from students and instructors about their experience with the digital teaching platform, including the usability of the platform, the quality of the content, and the effectiveness of the teaching methods.	Operations manager
Quality control	Procedures should be in place to ensure that the course materials and content are error-free, accessible, and meet relevant quality standards.	Delivery manager
Continuous Improvement	This involves using the feedback collected from reviews and evaluations to improve the quality of digital teaching materials and the teaching methods used in the course. It is an ongoing process that involves regular evaluation and feedback.	Operations manager and SMEs

At Empower School of Health, student feedback is an important tool for improving teaching and learning at all stages of the teaching process. Student feedback is obtained in the following ways:

Formative feedback: This type of feedback is obtained during the course and is used to improve teaching and learning in real-time. For example, in case of PSM courses, the institution provides a number of reference links to students that are from reputed organisations. These links change often. Similarly, students might spot any rare error in the quiz or a typo. These kinds of issues are fixed immediately in the courses and they are re-uploaded with the fix.

Summative feedback: This type of feedback is obtained at the end of a course and is used to evaluate the effectiveness of teaching and identify areas for improvement. The evaluation form shared with student at the end of the course. The Operations team and the SME analyse this document and make fixes either in the course design, content, delivery, support etc.

Course design and development: Student feedback is often used to inform the management team of new courses and modules. For example, Empower School of Health uses student feedback to identify areas where students struggled and accordingly develop new teaching materials or activities to address these challenges.

Programme evaluation: Student feedback is used to evaluate the effectiveness of an entire programme or curriculum.

The evaluation of the courses is led by the Director of Learning and Teaching. Course contents are reviewed every year and revised in light of any new developments in the field.

Evaluation

The quality requirement is fulfilled. The media competence of the teachers and the didactic design are subject to continuous monitoring. Quality assurance includes feedback from students.

5.3 Criterion: Learning Analytics

Empower School of Health describes the following goals, scope and processes of data collection:

- o Improving teaching and learning: Data collected by LMS is used to evaluate the effectiveness of course materials and teaching strategies, identify areas where students may be struggling, and make improvements to course design and delivery accordingly.
- o Supporting student success: Data collected by LMS is used to identify students who may be at risk of falling behind so that instructors can intervene with targeted support.
- o Enhancing student engagement: This data is used to track student engagement with course materials and activities, identify areas where engagement could be improved, and take steps to increase student motivation and participation.

The data collection mostly happens via the LMS, evaluation forms and feedback received from students. To assess the data, the course team connects SCORM with the data provided by Moodle. While every SCORM course package is analysed, team members primarily look at completion rates. Also, the team looks at the number of students that log on to a course offline (via the mobile app) and online and at the different age groups of students. The age of the students varies between 20 and 40 years of age and the team looks at what age groups are able to complete the courses. The following data is measured on the LMS:

1. Courses enrolled by student on the LMS
2. Progress on the courses/modules
3. Completion status
4. Quiz attempts
5. Quiz scores
6. Login date and time
7. Activity details on LMS
8. Activity on discussion forums
9. Messaging and communication preferences
10. Courses ID and student ID

Course coordinators closely monitor the student activity and progress on a course. If they see a student is not progressing ahead on the course as expected, they contact the student and

try to find out the reasons for the same and then provide the required support. In case they find students getting caught up on a particular location in the course or if they receive the same feedback from more than one student, the course coordinators along with the technical and teaching staff review the module to find out if there is any technical issue or content issue. This process is documented and shared with the students.

According to Empower School of Heath, personal data is processed in accordance with the following data protection principles:

- o The organisation processes personal data lawfully, fairly and in a transparent manner.
- o The organisation collects personal data only for specified, explicit and legitimate purposes.
- o The organisation processes personal data only where it is adequate, relevant and limited to what is necessary for the purposes of processing.
- o The organisation keeps accurate personal data and takes all reasonable steps to ensure that inaccurate personal data is rectified or deleted without delay.
- o The organisation adopts appropriate measures to make sure that personal data is secure, and protected against unauthorised or unlawful processing, and accidental loss, destruction or damage.
- o The organisation will update personal data promptly if an individual advises that his/her information has changed or is inaccurate.
- o Personal data gathered is held in the individual's personnel, learner and customer files and on HR systems. The organisation keeps a record of its processing activities in respect of personal data in accordance with the requirements of the General Data Protection Regulation (GDPR).

Empower School has implemented a Data Protection Policy based on GDPR (see chapter 3.3) Students are also formally informed in the induction phase which data is collected to track course progression the learning platform.

Evaluation

The quality requirement is fulfilled. Learning analytics objectives, scope and processes of data collection, analysis and evaluation are clearly defined and communicated transparently to students. The analysis method takes into account relevant and current research on learning analytics and is scientifically plausible. Data is analysed using transparent, coordinated instruments (across the entire institution, faculty or even across degree programmes). Findings are not only interpreted but used to react to problems (e.g. with regard to learning progress, dropout rates). The institution ensures that the legal framework governing data protection is communicated and adhered to.

5.4 Criterion: Quality assurance of technology

Empower uses the following procedures for quality assurance of technical infrastructure in digital teaching:

Table 7: Quality Assurance of Technical Infrastructure

Procedure	Quality Assurance	Responsibility
User feedback	User feedback is used to identify any technical issues or problems that users may be experiencing and to ensure that the technical infrastructure is meeting their needs. This can be achieved through regular user surveys and user testing	Technical team and Student co-ordinators
Regular maintenance and updates	Regular maintenance and updates of the technical infrastructure are essential to ensure that it is functioning correctly and is up-to-date with the latest security features and software updates. This can be achieved through regular system checks and software updates, as well as regular backups to protect against data loss. Empower has its LMS server on AWS. The technical team is in constant touch with AWS for regular maintenance and updates	Technical team and QC team
Security audits	Regular security audits help to identify potential security vulnerabilities in the technical infrastructure and ensure that appropriate security measures are in place. Please refer to Appendix 5.4 Network and IT Policy at Empower for more details.	Technical team
Compliance with standards and regulations	Compliance to regulations, standards and policies help in maintaining a safe and efficient technical infrastructure. Please refer Appendix 3.3 and Appendix 5.4.	Technical Team and Operations team

Student and teacher feedback is an important tool for improving teaching and learning at all stages of the teaching process and is obtained in design stage, testing stage, implementation stage and evaluation stage.

Evaluation

The quality requirement is fulfilled. The technical infrastructure is subject to continuous monitoring. Quality assurance includes feedback from students and the teaching staff.

5.5 Criterion: Continuous improvement

Every three months, the course team checks if there are any non-functional elements in the courses. Empower School of Health provided the following examples of continuous improvement of digital teaching based on quality assurance:

1. Initially all courses were web-based. The institution received feedback from the students that their internet connectivity is poor and that they are having trouble accessing the courses. Empower team analysed the issues and decided on a 2-pronged approach:

    i. Using the mobile version of the LMS: Moodle mobile application provides the flexibility to students to download the courses on their mobile phones when they have access to good internet and then view it at their convenience. Whenever they next have access to the internet, their progress data is synced on the LMS. The course team developed and promoted the mobile application in addition to the existing web-based LMS. This proved to be highly beneficial to the students who had connectivity issues.

    ii. Making the courses lighter in terms of the file size, so that the courses get loaded/downloaded on offline versions easily.

2. Earlier, if learners wanted to have access to the trainers/SME, they only had two mediums: either through the discussion forums or by e-mail. As an improvement to the process, Empower School of Health team started planning regular Expert sessions with the SMEs and trainers where the topics covered are revised, there is a detailed Q&A part Students now have a real-time access to the SMEs and trainers and the institution sees a lot of improvement in the student learning with the introduction of these sessions.

3. Courses and modules developed a few years ago, have a textual and graphical representation of the content but the SMEs never featured in them. As an improvement, Empower School of Health changed their learning strategy to have SME recorded videos and integrated these videos with text and graphical elements on the courses. This enabled the students to connect better with the content, improved his/her understanding and also gave a face to the course. They felt comfortable discussing their issues/queries in discussion forums with the SME as they had a known face now.

4. Improvement in course development tool: Empower School of Health had been using iSpring as a development tool for its digital learning courses. Though it was easy to develop courses, it did not provide much flexibility and options to customise the courses and improve course design. Empower School of Health's development team then tested and started using to Articulate Storyline. Some benefits:

    a. Courses are more interactive and attractive to the learner

    b. More customisations on the screen layout/graphical design etc. are possible on Storyline

c. It has a 360 Library which provides for a large variety of pre-designed graphical elements (like icons)

d. From a development perspective:

    i. Ease of development

    ii. Ease of finding developers for articulate

    iii. Articulate provides for an internal review link, where reviewers can put in their feedback directly on the specific page, making updating of the courses easier.

Evaluation

The quality requirement is fulfilled. Should need for action become apparent in the context of quality assurance, necessary measures are taken and implemented to ensure the academic success of the digital teaching formats. The measures taken are continuously reviewed and the results are used to further develop digital teaching.

Quality Profile

Institution: Empower Swiss, SARL (Empower School of Health)

Certification level: Institutional

		Quality requirement exceeded:	Quality requirement fulfilled:
1.	**Standard: Strategy for the digitalisation of the teaching and learning portfolio**		
1.1	Criterion: Objectives		x
1.2	Criterion: Implementation of the strategy		x
1.3	Criterion: Review and measures		x
1.4	Criterion: Future orientation		x
2.	**Standard: Staff**		
2.1	Criterion: Staffing		x
2.2	Criterion: Further qualification		x
2.3	Criterion: Support	x	
2.4	Criterion: Knowledge management		x
3.	**Standard: Technology**		
3.1	Criterion: Technical organisational unit		x
3.2	Criterion: Technical infrastructure		x
3.3	Criterion: Teaching and learning platform		x
3.4	Criterion: Data analysis system		x
3.5	Criterion: Technical support for students	x	
4.	**Standard: Didactic design**		
4.1	Criterion: Digital didactic concept		x
4.2	Criterion: Teaching methods		x
4.3	Criterion: Learning materials		x
4.4	Criterion: Forms of examination		x
4.5	Criterion: Academic support for students	x	
5.	**Standard: Quality assurance**		
5.1	Criterion: Integration into the quality management system		x
5.2	Criterion: Quality assurance of teaching		x
5.3	Criterion: Learning Analytics		x
5.4	Criterion: Quality assurance of technology		x
5.5	Criterion: Continuous improvement		x