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INEPEA

Training Day for: Design and Development of the Common Curriculum for MSc N in East Africa

The Improving Nurse Education and Practice in East Africa Programme is supported by EDULINK: the African, Caribbean and Pacific Group of States and EU Cooperation Programme in Higher Education.



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Preparation for the course

- Team members should:
 - Reflect on experience of curriculum design and development.
 - Review and bring guidelines or standards for curriculum design from their own institutions.
 - Bring any papers or other materials they have found helpful
 - Read the paper on clinical curriculum design and development posted on the INEPEA EZCollab site.
 - Judy McKimm "Curriculum Design and Development" School of Medicine, Imperial College Centre for Educational Development 2007
 - See papers and an e-learning resource for nursing faculty at <http://www.faculty.londondeanery.ac.uk/e-learning/explore-further>



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Curriculum Design Training Day

- Our agenda will be to:
 - Share our experience and guidelines
 - Revisit underlying theory and terminology
 - Review the overall curriculum structure
 - Review learning outcomes and assessment
 - Share examples of design stage products
 - Explore unit development using examples



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Sharing our experience

- “Our aim is to develop a shared approach to the design and development of the common curriculum for an MSc N in East Africa”
 - Team members should be able to train colleagues to develop a course outline and module in an agreed way.
- Team members will share their experience of curriculum design and the guidelines they use.
 - And discuss their personal training tips and issues
- Will it be feasible to develop one approach for INEPEA or do we need to show how we can meet the different standards of each institution?



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Curriculum programme vision and aims

- Vision of institutions reflect public needs
- And development of knowledge and skills
- Vision for programme reflects ANP contribution to improvement of health and care, and progress towards MDGs and human resources for health in East Africa
- Aims reflect required competencies of ANP
 - Level must be appropriate to MSc level
 - Balance of aims reflects needs and values
 - Core skills of ANP plus specialist skills
 - Reflected in the titles of course modules



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Domains for ANP Competencies 1 Updated

□ **Nursing practice: core and specialist**

- Provision and management of client health
- Nursing theory, practical skills, communication, counselling
- Holistic and complex care and specialist procedures
- Emergency response, patient and staff safety and infection control

□ **Leadership and management**

- Governance, autonomy, advocacy and responsibility
- Leadership (organisations and partnerships)
- Leading teams in innovation, improvement and change
- Managing resources/ outcomes; people, finance, quality, knowledge

□ **Research and Knowledge Management**

- Evidence-based practice; audit and evaluation
- Documentation and reporting, understanding biostatistics
- Participating in empirical research
- Critical thinking, appraisal and application of knowledge
- Use of information and communications; technology for health



Domains for ANP Competencies 2 Updated

□ **Education and mentoring**

- Reflective self development and role modelling
- Continuing professional education
- Teaching, coaching and mentoring (preceptorship)
- Leading communities of practice to share best practice

□ **Empowerment and healthy communities**

- Social determinants of health
- Working with communities and advocacy
- Public health education and information provision
- Gender mainstreaming and cultural awareness

□ **Professional and ethical practice**

- Professional role, legal practice and representation
- Ethical decision making and anti corruption
- Patient public and professional rights and duties
- Global perspectives on health



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Specialist Fields

- We noted there could be ANP in any field but
- What areas can we cover in the MSc
- The team decided on
 - Midwifery and Neonatal Nursing
 - Mental Health
 - Leadership and Management
 - Education
 - Community and Primary Care
 - Medical and Surgical Care
- These would be introduced in phases



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Specialist Field Competencies

- We will relate core skills to specialist fields
- In addition the team decided to include
 - Advanced Nursing Practice in
 - Provision and management of client health
 - Nursing theory, communication, counselling
 - Holistic and complex care and specialist procedures
 - Emergency response, patient and staff safety and infection control
 - Specialist clinical skills in each field of practice
 - Specialist assessment
 - Specialist procedures
 - Pathology
 - Specialist knowledge and applications



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Learning outcomes

□ Learning outcomes

- Reflect the requirements of ANP
 - Clinical skills, Leadership, Research and Knowledge Management, Education and Mentoring, Empowerment, Professional and Ethical Practice.
- At a level of action appropriate to ANP
 - Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation + attitudes and hands on skills
- Reflecting an MSc level of capability
- “The MSc N can.....
- Putting theory and knowledge into action



Bloom and other learning outcomes

- Bloom defined three major types of learning
 - Cognitive (knowledge and understanding)
 - Main elements taught by the MSc N
 - Psychomotor (manual skills, hand eye etc)
 - Such as operating procedures taught by practice
 - Affective (feelings and attitudes)
 - Such as compassion and resolution tested by experience
- But we might also use modern ideas about:
 - Leadership of people services and ideas
 - Role modelling ethical and professional behaviour
 - Leading knowledge translating ideas into action
 - Innovation and improvement



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Bloom's Cognitive Elements - Learning outcomes

| Bloom | Appropriate learning outcome action | BSc | MSc |
|---------------|--|-----|-----|
| Knowledge | arrange, define, <u>describe</u> , duplicate, find, <u>identify</u> , label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, show, state | 5% | 5% |
| Comprehension | <u>classify</u> , <u>compare</u> , <u>describe</u> , discuss, <u>distinguish</u> , <u>estimate</u> , explain, express, <u>identify</u> , indicate, <u>interpret</u> , locate, outline, <u>predict</u> , recognize, report, restate, review, select, translate, | 10% | 5% |
| Application | apply, choose, <u>classify</u> , complete demonstrate, dramatize, employ, <u>examine</u> , illustrate, <u>implement</u> , interpret, operate, practice, <u>produce</u> , <u>respond</u> , schedule, sketch, solve, use, write | 30% | 10% |
| Analysis | analyse, appraise, calculate, categorize, <u>compare</u> , contrast, criticize, differentiate, discriminate <u>distinguish</u> , <u>examine</u> , experiment, <u>explain</u> , identify, investigate. | 25% | 30% |
| Synthesis | <u>question</u> , <u>separate</u> , <u>test</u> , arrange, assemble, collect compose, construct, create, design develop, <u>devise</u> , <u>establish</u> , formulate, manage, modify, organize, plan, predict <u>predict</u> , prepare, <u>propose</u> , <u>set up</u> , write | 20% | 30% |
| Evaluation | appraise, argue, assess, attach, choose, <u>compare</u> , <u>debate</u> , <u>decide</u> defend, <u>estimate</u> , <u>evaluate</u> , <u>investigate</u> , judge, <u>justify</u> , predict, <u>prioritise</u> , rate, <u>recommend</u> , <u>review</u> , <u>report on</u> , score, select, support, value. | 10% | 20% |



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Learning credits

- Learning credits = value of assessed learning outcomes requiring on average 10 notional learning hours at the qualification level
 - **Is this scheme useful for us?**
- Notional learning hours = guided learning, private (including on line) practical and work based learning plus assessment time
 - **What balance of learning hours do we expect?**
- The team decided on 900 hrs for research
- Plus 450 hrs for core and
- 450 for specialist skills in a chosen field of practice.



Learning programme structure

- ❑ Will be reexamined during the next phase currently:
- ❑ Domains – Core and Specialist
 - May require 8- 10 for core – 45 specialist learning credits
 - Depending on salience, learning time and level
- ❑ Modules
 - May require 2-10 learning credits (this is less than normal)
- ❑ Individual units of assessment
 - Are the smallest part capable of being certified
 - May be assessed as 1-2 learning credits (not always used)
- ❑ Projects
 - Could be research and/or action research



Experience on admission to the programme

- The team agreed that on admission candidates:
 - Should have a BSc N and
 - A relevant post in an organisation willing to offer support
 - Experience in their field of specialisation
- If candidates did not have a BSc N
 - A six month foundation from Higher Diploma to BSc
 - Might be offered – this will require further development
- If candidates did not have a post in the field
 - An arrangement will be made with the MoH
 - To seek an appropriate posting (with a letter of support)
- In all cases it would be important to agree
 - A stable posting and organisation support



Prior experience and learning

- In designing the programme it is important to
 - Recognise the prior level of training to BScN
 - This differs slightly between EA countries, therefore
 - The common MSc N must bring up to a common level
- Prior experience and learning may mean
 - Some competencies require very little upgrade
 - Some training short courses may be recognised as useful
- Further review of recognition of short courses
 - Will help to establish common accreditation
 - Could help develop elements for the MSc N
 - Could attract donor funding



Indicative content

- Indicative content for each unit sets out:
 - The scope of the content,
 - What will be covered and what will not be included
 - The level of the content
 - In terms of learning levels
 - How content links to other units
- It can be helpful to use a mind map





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Designing learning experiences

- ❑ Conventional learning cycles may omit experience
 - Lecture, read, analyse, write, assess
 - Students must learn theory and understand how it is applied
- ❑ Experience based learning is different
 - Experience, discuss, read, reflect, act, assess
 - They must learn how to apply ideas to new problems
- ❑ Experiences can be
 - Practice based experience, project based or modelled and
 - Action learning sets, Communities of Practice
- ❑ Describe how to assess learning from experiences using appropriate descriptions from Bloom's taxonomy for BSc and MSc level learning outcomes



Cross cutting themes

- Cross cutting themes may include include
 - The specialist field
 - Core modules will require students to apply theory to their specific field of practice
 - MDGs and other East African health issues
 - Could be used as case studies
 - Ethical considerations and values relevant to EA
 - Should be defined for all modules
 - Gender and equity
 - Should be emphasised in all modules
 - Reflective learning and self development
 - Should be supported using learning logs and diaries
 - And assessed by a common reflective learning report



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Assessment and Quality Assurance

□ Assessment

- How MSc N will show they have met outcomes
- Must reflect MSc level of competence
- Must be capable of assessment and verification
- “The MSc N will have shown they can.. by.....”

□ Quality assurance

- Procedures to check assessment process is
- Meeting national and international standards



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Assessment is crucial

- Assessment may take many different forms
 - (Assessment of Prior Experience and Learning)
 - Workplace assessment by mentor or supervisor
 - Questionnaires, tests, oral/written examinations
 - Reflective assessment of experience
 - Research report, action research assessment
- There is no point in defining an outcome
- If you cannot say how it will be assessed but
 - Do not overload students and tutors
 - Assessments may cover whole modules
- What assessment methods will we use?



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Assessment and Quality Assurance

- Just as outcomes must be capable of assessment
- Assessment must be quality assured by:
 - Records and audit trail of the evidence
 - Standardisation amongst examiners
 - Agreed procedures and standards
 - Joint training and agreement
 - Internal verification
 - Sample double marking
 - External verification
 - Sample marking and standards review
 - Appeals procedures
- INEPEA partners agreed to work together on QA



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INEPEA an example of modern best practice

- PRISMS theory for design of modern clinical curriculum Bligh, Prideaux and Parsell 2001
 - **P**actice based
 - **R**elevant to students and communities
 - **I**nter-professional and interdisciplinary
 - **S**horter courses taught in smaller units
 - **M**ultisite locations
 - **S**ymbiotic (mutually reinforcing)



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PRISMS principles in INEPEA

- Practice based
 - Through work based assignments
- Relevant to students and communities
 - Designed around specialist and community practice
- Inter-professional interdisciplinary
 - Inter-professional CoP design and teach courses
- Shorter courses taught in smaller modules
 - Our design follows this advice
- Multisite locations
 - Using ICT and sharing teaching resources
- Symbiotic
 - Developing critical thinking skills and reflective learning
 - Using, learning logs and diaries and mentoring
 - With cross cutting themes linking work and study



Reflections

- ❑ **Do you accept PRISMS principles?**
- ❑ **Does this approach reflect your aims?**
- ❑ **Will it be accepted by institutions?**
- ❑ **Do you need to modify or rethink?**





Mapping Modules to Competences

□ Identify modules

- For competences to be upgraded from BSc to MSc
- In teachable modules and units
- That could be covered in 20-50 credit modules
- Comprising 4 – 8 credit units
- Check all required competencies are covered

□ Alternatively as a short cut

- Simply use the structure of the competence framework to guide outline course design



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Curriculum aims and structure: group exercise

□ Working in groups

- Describe aims for each module
 - The MSc N will be able to
- Allocate 90 Learning Credits across the modules
 - Or are they of equal value?
- For one domain define learning outcomes of modules
 - The MSc N can
 - How many outcomes say 5-10?
- For one module define units
 - How will you measure performance of students?
 - The MSc N will have shown they can .. By
 - Complete the form (omit indicative content for now)
- Report back to the team



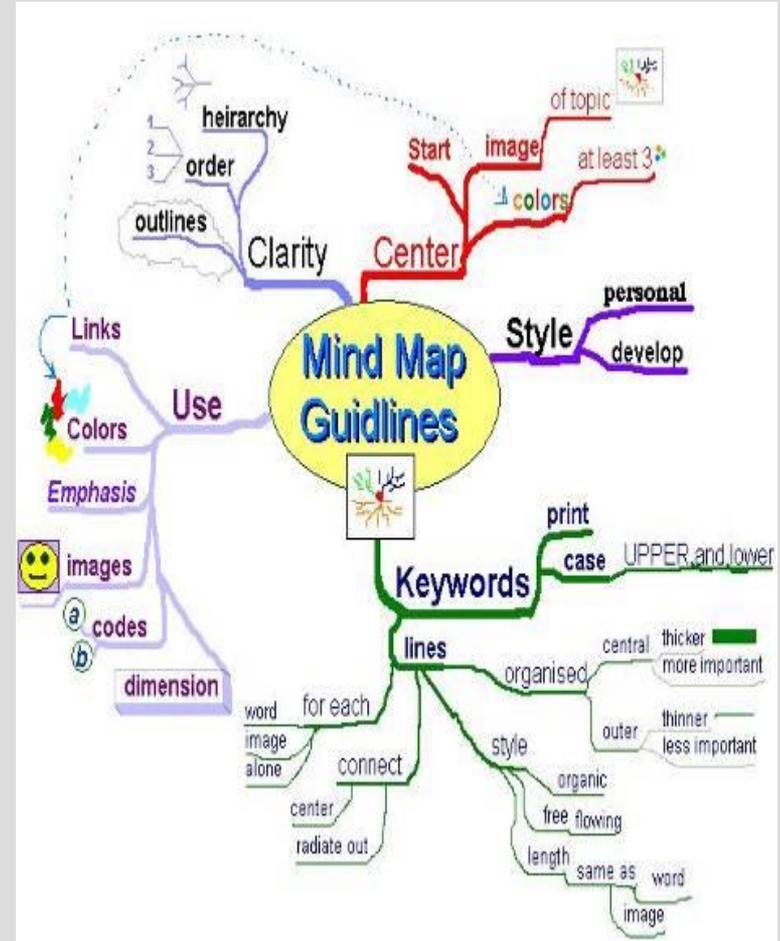
The INEPEA Module Design Form

| | | |
|--------------------|---|------------------|
| Module title | Cross cutting themes Links to other modules | |
| Module aim | Prior experience and learning | |
| Learning outcomes | Methods of assessment | |
| Indicative content | Learning hours Guided Self study Practice On line Assessment | Learning credits |



Developing indicative content

- ❑ A Mind Map helps generate ideas for indicative unit content
 - Start with aim of unit
 - Set out key elements on different coloured branches
 - Link to ideas generated by key words and then to other ideas
 - Generate links between ideas across branches
 - Use colours and revise it often
- ❑ Use this approach to set out the indicative content for your unit
- ❑ Check against learning outcomes
- ❑ Present a mind map to the group





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Evaluate the units presented by other groups

- ❑ Is the title clear and unambiguous?
- ❑ Is it clear how it will integrate with other units?
- ❑ Is the aim relevant for ANP and realistic?
- ❑ How will prior experience/ learning be recognised?
- ❑ Are learning outcomes realistic and assessable?
- ❑ Does indicative content reflect aims and outcomes?
- ❑ Is content achievable with learning hours available?
- ❑ Does it meet the aims and learning outcomes?
- ❑ Do learning credits reflect learning hours and impact?
- ❑ Is mix of learning hours input appropriate?



Next steps

- Agree course outline design
 - Agree programme vision and course aims
 - Check modules – against agreed competences
 - Check that credit values for modules – reflect vision and aims
- Complete curriculum design
 - Outline design of modules – complete module design forms
 - Quality assure – see check list
 - Present to INEPEA board
 - Launch at international conference
- Develop Communities of Practice
 - Recruit, train and prepare
 - Develop detailed lesson plans based on curriculum design
 - Identify content and teaching input



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Reflection and learning points

- ❑ What are the main things you learnt from today?
- ❑ Are there points where you need more guidance?
- ❑ Do you feel confident to train CoPs on this?
- ❑ How do we need to change this training material?

❑ Best of luck Graham Lister