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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



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



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



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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



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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%



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.



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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



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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?



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**ractice 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



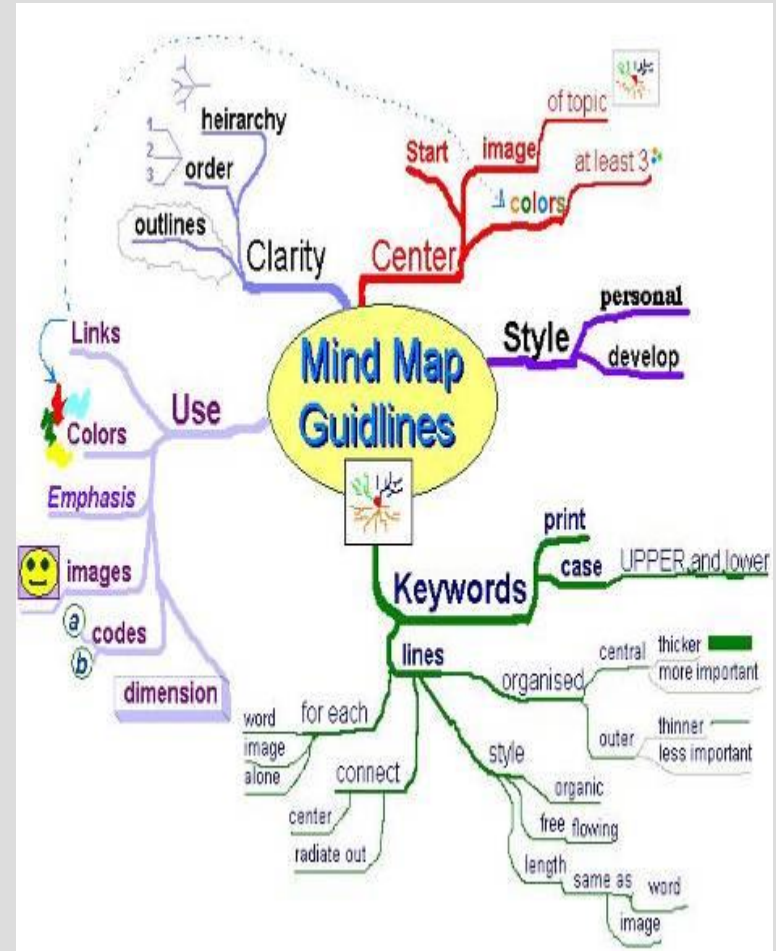
The INEPEA Module Design Form

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?



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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