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INEPEA

Training Day for : Module Design and Accreditation for 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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Design of the course

□ **Fundamental Modules:**

- Leadership & Management
- Teaching & Learning
- Health System Policy Development
- Advanced Nursing Practice Concepts
- Research Design & Analysis I&II

□ **Specialist courses:**

- 5 Clinical areas
- 2 Non-clinical areas

□ **Research project:**

- Submission
- Submission plus defense



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Specialist Courses

- Midwifery and Neonatal Nursing
- Paediatric Nursing
- Mental Health Nursing
- Medical/Surgical Nursing (Palliative care included)
- Community and PHC (includes geriatrics)
- Leadership and Management
- Health Science Education



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Curriculum Design

- The two years will be broken into four semesters of six months each.
 - Semester 1 – Fundamental modules plus research and knowledge management
 - Semester 2 – Specialisation modules I
 - Semester 3 – Specialization modules II
 - Semester 4 – Research
- Credits will be allocated as follows
 - Fundamental Modules – 20%
 - Research and knowledge management - 10%
 - Core Specialisation modules - 20%
 - Specialisation modules – 20%
 - Specialist research project -30%



Community of Practice Leaders/Coordinators

- Agreed for all modules we now need to agree
 - Responsibilities
 - How to train and support
 - Overall timetable
 - How modules will cover competencies
 - Reporting format
 - Quality assurance and common approach



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Confirmation of Module/Unit Title and Aim

- ❑ Module/unit should have clear title and aim
 - Reflecting the core and/or specialists field
 - The ANP competencies to be covered, and
 - The contribution to the curriculum aims
 - Providing a rationale, stating why it is necessary
- ❑ In outline the module aim is:
 - To enable the MSc N to perform to role of an advanced nurse practitioner as a Nurse Specialist in
- ❑ Where this is difficult you may need to define units.
- ❑ Discuss and agree module/unit titles and clarify how they interrelate.



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Module cross cutting themes

- Cross cutting themes may include
 - The specialist fields
 - MDGs and other East African health issues
 - ANP ethical considerations and values
 - Gender and equity
- Discussion
 - Define the cross cutting themes
 - Provide an example of a summary of how they apply to a particular module or unit



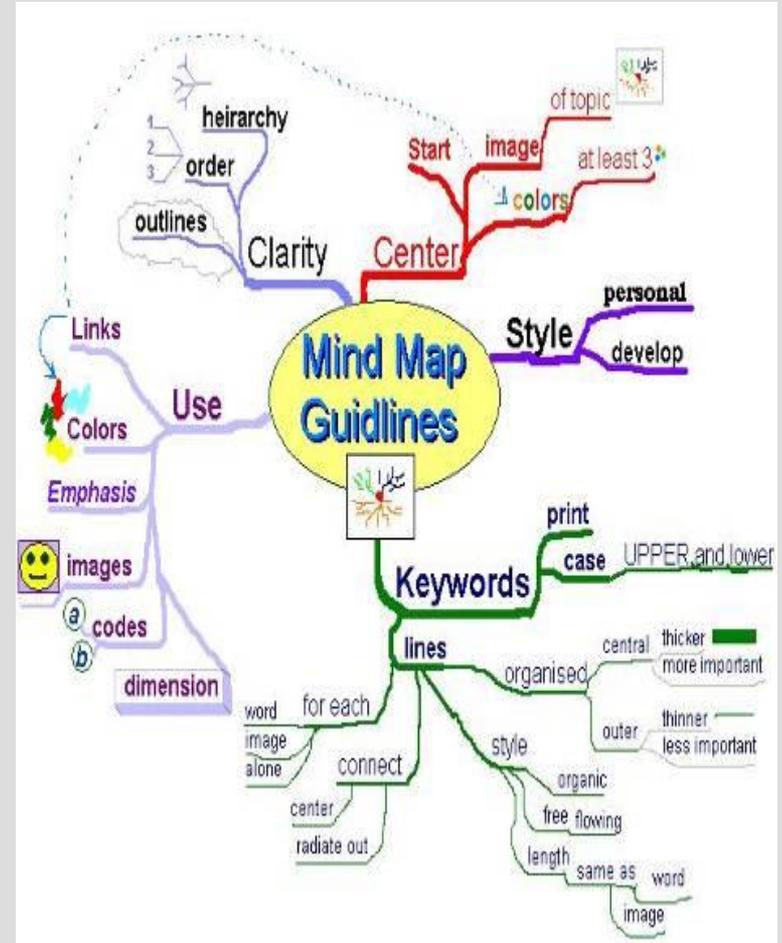
Module/Unit Content

- Content for each module/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
 - Lesson plans
 - How content will be taught/learnt
 - Classroom/ practice /self study
- It can be helpful to compare with similar international courses:
 - And /or to ask to share materials



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 competencies
- ❑ Present a mind map to the group





Mapping Modules to ANP Competencies

- Modules should match ANP competencies
- Map modules to competencies to avoid gaps or duplication and show relationships between modules
 - Note the following slide is only an example
- The team should review the proposed modules to ensure they are clear and comprehensive



Mapping the Modules to Competencies

ANP Competencies	Foundation Modules/Units	Specialist Clinical Modules/Units	Specialists Non Clinical M/U	Research Project
Nursing practice: Key Principles of Care Nursing theory, practical skills, communication Provision and management of client health Holistic and complex care Emergency, infection control and safe practice	ANP concepts Health care delivery systems	Specialist nursing practice Specialist nursing procedures Specialist pathology Specialist care delivery	Communications within care Community development	Leading innovation in specialist nursing practice
Leadership and Management Governance, autonomy and responsibility Leadership, organisations and partnerships Leading innovation, improvement and change Managing resources, outcomes, people, finance, quality and knowledge	Leadership and management theory Health System Policy Developments	Leadership and management in specialists area Health policy in specialist nursing practice	Further Leadership and management Leadership and management of specialist clinical practice	Leading innovation in specialists nursing practice
Education and Mentoring Reflective self development and role modelling Continuing professional education Teaching, coaching and mentoring Leading communities of practice	Education and self development	Specialists education Leading communities of practice in specialist area.	Further education theory and skills	Applied learning and research skills Publication and presentation of thesis/ papers
Empowerment and Healthy Communities Social determinants of health Working with communities Public health education and information provision Gender mainstreaming and cultural awareness	Community and public health	Specialists community health aspects	Further community and primary care	Research project (where appropriate)
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	Professional role development	Specialist ethical practice and role development	Continuing professional development	Ethical aspects of research
Research and Knowledge Management Documentation and reporting, biostatistics Research and use of knowledge Critical thinking, application of knowledge Use of information and ICT for health	Critical thinking Research methods Statistics Information and communication systems	Specialist health statistics Clinical research in specialists area	Knowledge resources in specialists area	Research and use of knowledge



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Module Learning outcomes

- Learning outcomes for each module/unit
 - Knowledge
 - Skills
 - Attitudes
- Should establish capability to:
 - Know and understand
 - Apply in practice
 - Innovate and develop
 - Lead and communicate to others
 - Reflecting an ANP level of responsibility
 - Putting theory and knowledge into action
 - Best summarised as: "The MSc N can....."



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Module Learning outcomes: group exercise

□ Working in groups

- Describe the learning outcomes for one module i.e.
 - The MSc N nurse knows and understands....
 - The MSc N nurse is able to.....
 - The MSc N nurse can innovate and develop....
 - The MSc N nurse can lead and train others in....
- Summarize this as the MSc nurse can.....
- Consider whether these outcomes require different teaching units i.e. separate assessable courses or simply one integrated module



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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 and
- 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
 - Report on implementation of improvements
 - Feedback from supervisors, colleagues, patients
 - Questionnaires, tests, oral/written examinations
 - Reflective self assessment/ use of a learning log
 - Research report, action proposal or essay
- There is no point in defining an outcome
- If you cannot say how it will be assessed
- What assessment methods will you 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
- How will INEPEA partners work together on QA?



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Module/Unit Delivery

- How will the module/unit be taught how many hours will be required for:
 - Classroom lectures or other guided learning
 - Self study – reading books, learning packs or other
 - Practice or research – how will this be mentored?
 - On line resources and teaching aids
 - Assessment
- How many learning credits will be allocated
- Who will lecture, supervise, mentor?
- What will this cost per student/ learning credit
- How can costs be reduced?



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Accreditation Processes

- ❑ Each institution and country has a process to ensure the MSc N meets their standards and requirements.
- ❑ Accreditation usually asks:
 - Is there a proven need for this qualification?
 - Does the qualification warrant an award at MSc level?
 - Does the course prepare students adequately for MSc level?
 - Is assessment and quality assurance of sufficient rigour?
 - Is the course sustainable i.e. financially viable
- ❑ See more detailed checklist and discuss and compare your institutions' accreditation process
- ❑ To what extent can we develop a common accreditation process for EA?



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Accreditation issues for Module Design

- ❑ At module and unit level design teams will need to consider:
 - What is the justification for the specific module/unit?
 - ❑ What demand is expected i.e. no of students?
 - How can it be delivered?
 - ❑ Who will teach the course, are they appropriately qualified?
 - How much will it cost to deliver?
 - ❑ What the costs to the institution per student of the module?
 - How will the assessment and quality assurance apply?
 - ❑ Are there clear criteria for assessing performance?
- ❑ See the Module Design Form [here](#) and discuss accreditation and business case issues for modules



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Complete the Module design form

- Refer to the detailed example you have prepared [here](#) and complete the module design form:
 - Module and Unit Title
 - Cross cutting themes
 - Module/Unit aim
 - Prior experience and learning
 - Links to other modules/units
 - Learning outcomes
 - Methods of assessment and Quality assurance
 - Indicative content
 - Learning hours
 - Learning credits
 - Accreditation: Sustainability, Use of Resources, Risks



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Evaluate the completed design forms

- ❑ 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?
- ❑ Is there a clear accreditation/business case?



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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 improve this training material?

□ Best of luck Graham Lister