



## **Bukhara State Medical Institute and Tashkent Medical Academy**

### **Train the Trainer Course**

#### **Output 1.9: Four one-week training courses in partner HEI**

Each EU partner provides a one-week “Train the trainers” courses in each partner HEI enhance the content offered by partner HEIs and demonstrate the “management of change”. Innovative teaching tools, including “Need to change”, an interdisciplinary competition and “To the university’s health” are introduced.

#### **Introduction**

An analysis into content pertaining to curriculum design and development covered during previous study tours and the calibre and content identified from the ten modules submitted by all of the partners, was conducted to identify future learning needs and to determine appropriate ‘train the trainers’ teaching and learning activities. The following is an outline understanding based on the outcomes of an analysis conducted on eleven of the modules that have been submitted to date by all partner HEIs. These are intended as some helpful suggestions titrated to individual HEIs for areas that require some enhancement as part of the ‘train the trainers’ teaching and learning activities undertaken by two people from EU visiting a partner HEI. Where possible the programme is bespoke to the individual partner HEI.

#### **Curriculum Development content previously covered**

At the study tour hosted by the University of Pavia during middle of March 2018, interactive and remote teaching simulation and information on supported teaching methods were presented as part of teaching and learning strategies. Simultaneously, as part of the study tour to Dublin later that month, European Union accreditation and University College Dublin regulations governing masters’ programmes were explained.

Furthermore, a smorgasbord (an abundant and diverse collection) of current curricula on Graduate Diplomas Level 9 programmes was outlined pertaining to Chronic Illness Management, Diabetes Care, Rheumatology Nursing and Public Health Nursing. The contribution of blended learning to the development of an international Masters' Programme, innovative approaches to embedding Chronic Disease Management in the context of a curriculum for Physiotherapists and EU Accreditation of Programmes Developing a Master Programme for Chronic Disease aligned with Grading Systems were also facilitated.

## **What is curriculum development?**

Curriculum development encompasses the process of curriculum design of integrated strategies for learning, implementation preparation, evaluation and the outcomes of the learning experience. The curriculum design process includes the educational philosophy of the programme, the curriculum model applied, programme aims and specified outcomes, organisation and structure, teaching, learning and assessment strategies and module design. Additionally, alignment with the ASPHER (Association of Schools of Public Health in the European Region) List of Core Competences for the Public Health professional is essential for programme accreditation and will provide structure and focus to the design.

## **Indicative Learning Outcomes for competence enhancement week**

At the end of this 'train the trainers' teaching and learning programme, the participants will be able to:

1. Understand the process of curriculum development and discuss the benefits of curriculum models
2. Demonstrate an understanding for application of Fink's Model of Significant Learning in curriculum design
3. Examine the value of integrating aspects of ASPHER Core Competences for the Public Health Professional to the IHOD MSc. Programme
4. Understand the process of APHEA Accreditation and integrate learning in local applications
5. Compare and contrast different modes of module assessment
6. Create and apply innovative modes of assessment to IHOD modules
7. Integrate specialist content within designed curriculum modules of local training programmes
8. Critically evaluate different teaching and learning strategies and apply these to the IHOD programme
9. Apply Fink's Model for Significant Learning in practice to evaluate learning
10. Demonstrate the ability to integrate and apply new knowledge

<b>Time</b>	<b>Monday 24<sup>th</sup> June</b>	<b>Tuesday 25<sup>th</sup> June</b>	<b>Wednesday 26<sup>th</sup> June</b>	<b>Thursday 27<sup>th</sup> June</b>	<b>Friday 28<sup>th</sup> June</b>
09h00-10h30	Meet & Greet; Show & Tell: shared values, experiences and collaborative learning  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>	Employ Fink's Model of Significant Learning  <b>Ms. Marlice Barnard</b>	APHEA – Ensuring Quality in Public Health Education  <b>Ms. Marlice Barnard</b>	How do students learn? Kolb's Learning Cycle & different learning styles  <b>Ms. Marlice Barnard</b>	Formative and Summative Assessment  <b>Prof. Hasheem Mannan</b>
<b>Break</b>					
11h00-12h00	Curriculum development process  <b>Ms. Marlice Barnard</b>	<b>Specialist content:</b> As related to the facilitator's expertise: <b>Health Policy, Quality and Health Economics</b>  <b>Prof. Hasheem Mannan</b>	What is competence? A description of ASPHER's List of Core Competences  <b>Ms. Marlice Barnard</b>	The process of developing assessment outcomes  <b>Prof. Hasheem Mannan</b>	<b>Workshop:</b> Practical application of Fink's Model for the evaluation of learning  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>
12h00-13h00	Drafting the curriculum philosophy & incorporating sustainability in design  <b>Ms. Marlice Barnard</b>	<b>Workshop:</b> Practical application of Fink's Model pertaining to: Philosophy of Learning Programme Aims & Objectives Teaching & Learning Methods  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>	<b>Workshop:</b> Compare and Contrast ASPHER's Core Competence with content of the IHOD MSc Programme  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>	<b>Workshop:</b> Critically review different types of assessments for the IHOD MSc and Compare & Contrast different modes of module assessment  <b>Prof. Hasheem Mannan</b>	Summary, Conclusion and Evaluation Questionnaire  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>
<b>Lunch</b>					
14h00-16h00	Benefits of curriculum models and discussion on institutional chosen model  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>	Achieving accreditation from a recognised accreditation body: APHEA accreditation requirements  <b>Ms. Marlice Barnard</b>	<b>Specialist content:</b> As related to the facilitator's expertise: <b>Advanced Research Methods</b>  <b>Prof. Hasheem Mannan</b>	Critical discussion seminar on student learning and assessment  <b>Prof. Hasheem Mannan &amp; Ms. Marlice Barnard</b>	

**Note**

This is a suggested outline for the enhancement process is facilitated by the EU. Emphasis is on engagement of the partner universities. Teaching and learning activities will be determined by the facilitators. In the main, the emphasis is active participation of the participants such as workshops/seminars.