

Enhancing teaching, learning and assessment methods: MUHAS update

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Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania

- Established in 1963 as school for clinical health staff
- 1968 became a university faculty (faculty of Medicine) of UDSM
- A full fledged University through Article 1 of the Charter of Incorporation March in 2007
- 5 schools and 2 institutes , Medicine, Pharmacy, Nursing , Dentistry, Public Health and Social Sciences, Traditional Medicine and Allied Health Sciences
- Currently caters for approximately 3,000 students and runs 87 programs

Programmes

- 7 diploma courses
- 3 advanced diploma
- 14 undergraduate programmes
- 63 postgraduate degrees
- Distance learning programmes also planned starting with MPH – later this year
- PhD programmes are offered in all five schools and Institute

In Enhancing teaching, learning and assessment methods:

- In its 2014/15 – 2018/19 Five Year Rolling strategic plan, The University ensured this issue is given priority as evidenced by a number of strategic objectives

Objective 2: enhanced teaching, learning and assessment methods --- TARGETS

- e learning platform utilised by 30% of programmes by 2019
- Competence based curricula implemented by all faculty and technical staff by June 2017
- Health educators group strengthened by June 2016
- Guidelines for rewarding teaching in place by 2016
- M&E for teaching in place by June 2016
- Continuing education and professional development programmes developed and strengthened in all depts by June 2019

Other related strategic objectives:

- **Five:** university human resource strengthened
- **Six:** university infrastructure expanded and maintained
- **Seven:** Professional Identity and professionalism enhanced
- **Eight:** Advanced use of Information Communication Technology Integrated in the University Core functions
- **Eleven:** Enhanced strategic collaboration

As other Institutions of higher learning:

- **MUHAS responsibility**
 - Prepare of graduates who can contribute significantly to quality health care of the Tanzanian community, and therefore, has to ensure that
 - Its curricula are responsive and address the changing health needs of the society and global concerns by regular revisions and improvement.
- **Previous curricula revision:**
 - Semesterization & revision (2002 – 2004)

Curriculum Review

- Working within the Academic Learning Project, a collaboration between MUHAS and UCSF funded by Bill and Melinda Gates Foundation, a total of 84 Masters and Undergraduate programs were reviewed and accredited by TCU, (2010-2011)
- The process is documented in 15 peer reviewed articles appearing in the Journal of Public Health Policy supplement: “*Universities in transition to improve public health*”

- In October 2011 MUHAS started teaching its new Competence based Curricula (CBC) to all first year students across its schools and institutes
- By 2016, when all of the first batch of CBC students graduate, all years (programmes) will have adopted CB Education
- Competence based Curricula among other things requires student centered learning approaches

MUHAS Challenges in implementing CBE curricula1

1. Increased enrolment – mismatch between the number of students and faculty
2. Hiring/retaining faculty
3. Professional development of faculty and changing the mindset of faculty and students
 - i. Learning versus teaching
 - ii. Student centered versus teacher centered
 - iii. Inter-professional education and inter-professional collaboration among disciplines
 - “ Breaking silos “

MUHAS Challenges in implementing CBE curricula ...2

4. Implementing curricula that address needs of society and global trends and ensures competencies are acquired
3. Maintaining training standards – clinical years, in large classes etc, despite Quality assurance Directorate being in place
4. Space constraints and appropriate set up of existing space that was designed for teacher centered training

Tackling increased student enrollment and Faculty Shortage and retention

Year	1995	2014
Students	400	2458
Programs	28	84
Faculty	280	274

- The same faculty also teach at other Health Sciences Universities – good interuniversity collaboration despite being stretched



Health profession educator group (HPEGS)

Critical mass of faculty as change agents and role models of Inter-professional collaboration_who:

- Conduct educational faculty development workshops
- Design/administer training for Post graduate students to act as:
 - teaching assistants
 - future faculty
 - teachers in their professional capacities
 - conduct health education research

PG education course(HE 600)

- Curriculum requirement for all first year PG students
- 3-hour session once a week
- Making Teachers out of PG students
- Increased use of residency preceptors from 50% -87% in clinical disciplines



D. Mloka et al May 2014 Journal of Medical Education
“Tackling the resident preceptor shortage; The Tanzania initiative”

Honorary members of staff

- Honorary faculty – numbers have increased
academic GPAs not necessarily the same as
those of faculty

Tackling space/infrastructure constraints:

1. Centre for Health Professions Education (CHPE) (Not yet operational)

- To provide an open environment that catalyzes inter-professional development and promotion of medical education activities, MUHAS and beyond



Infrastructure cont...

2. Mloganzila Campus

- Plot of 3800 acres
- 25 Km from city center 3 km from Dar - Morogoro Highway
- 600 bed teaching hospital
- To curb infrastructure shortage
- Provide early clinical exposure to UG students and service to the community



3. Bagamoyo Training Unit (BTU)

- Early Community health exposure
- Inter-professional working environment for students
- Bagamoyo District Hospital



Flipping the classroom challenge

CBE Curricula among other things requires **student centered learning approaches that are facilitated by**

1. **student administration system (SARIS)**
2. **learning management systems e.g MOODLE**
3. **Interactive teaching and learning methods**



Way forward

- Scaling up faculty development in the use of SARIS, e- learning and Advanced interactive teaching methods/student centered approaches
- We are pleased to be part of the KCMCo MEPI collaboration that focuses on enhancing the above objectives
- Details of what has been done what is being done and what is planned will be presented tomorrow

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Thank you for your attention