



Approaches to obtaining accreditation for eLearning courses

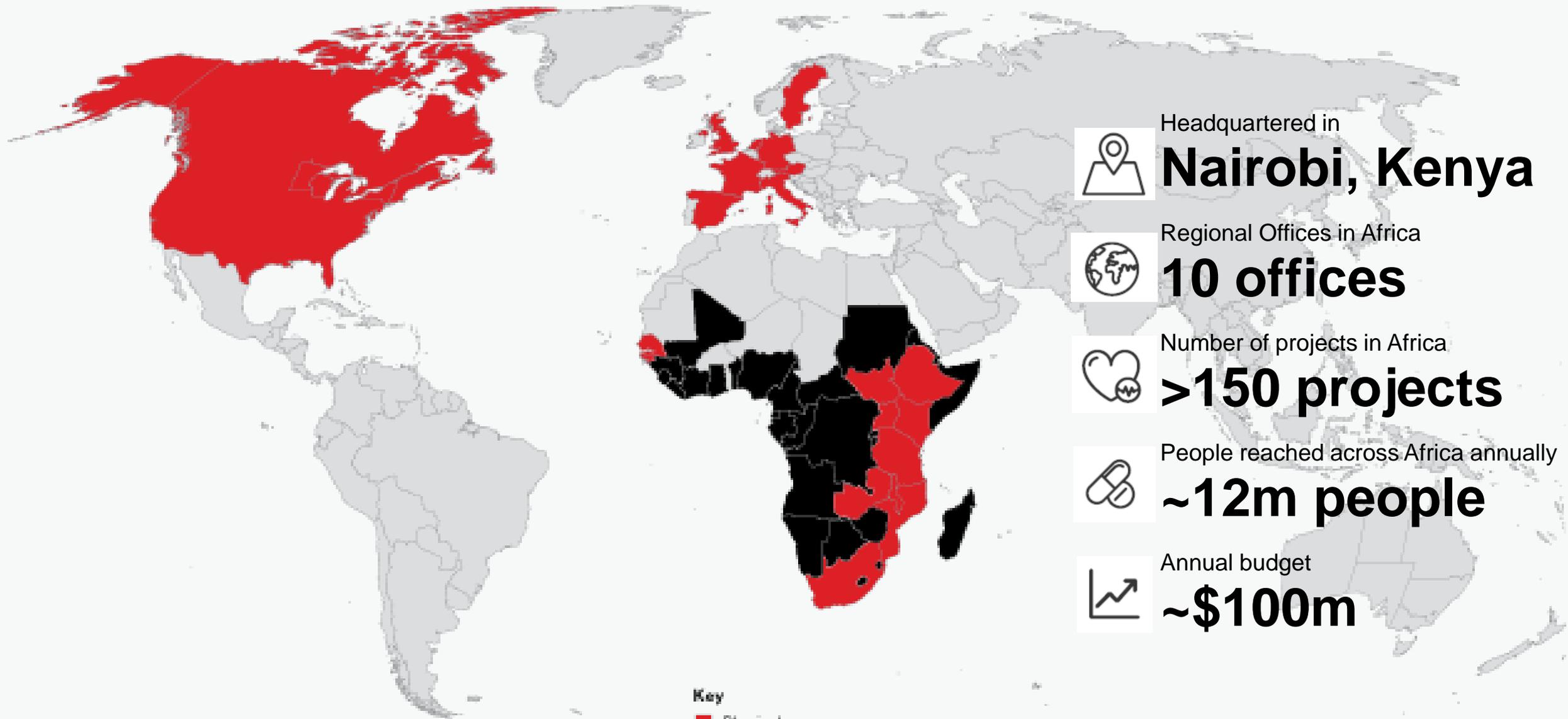
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Presentation Outline

- About Amref Health Africa
- The evolution of the Amref e&mLearning Programme
- Amref's approach and experience in accreditation of e&mLearning programmes
- Lessons learnt

Amref Health Africa Global Presence



Headquartered in
Nairobi, Kenya



Regional Offices in Africa
10 offices



Number of projects in Africa
>150 projects



People reached across Africa annually
~12m people



Annual budget
~\$100m

Key
■ Physical presence
■ Programmatic presence

THE BIG5 FOR AFRICAN HEALTH



OUR BIG AMBITION 2018-22



EDUCATE HEALTH WORKERS across Africa



GIVE COMMUNITIES ACCESS to high quality health and well-being



INCREASE FINANCIAL PROTECTION from healthcare expenses for vulnerable communities in Africa



INCREASE AWARENESS of and **DEMAND** for health as a human right



INNOVATE and **ACCELERATE** health training and access

Our Capacity Development Story... using the tools of our time

We have evolved from traditional to innovative methodologies to improve quality and reach



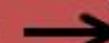
1950's – 60's AMREF
is founded using the
flying doctors
service to deliver
healthcare and
training to remote
areas in Africa



1970s -1980s -
Introduction of
Radio programmes
on National Radio
for health workers



1980s -1990s -
Introduction of
Print-based distance
education



2000 & beyond -
Introduction of
technology supported
learning including
telemedicine, eLearning
and mLearning

We work in partnerships with Governments and communities to empower them, build their knowledge, skills and means to transform their own health

What Accreditation Means to Us

- **Accreditation** [əkrɛdɪ'teɪʃ(ə)n]. Noun

- Official certification that a school or course has met standards set by external regulators.
- The action or process of officially recognizing someone as having a particular status or being qualified to perform a particular activity.

Source: English Oxford Dictionary

- The fact of being officially recognised, accepted, or approved of, or the act of officially recognising, accepting, or approving of something

Source: Cambridge Dictionary

Recognition as a provider of training OR of a person's credentials acquired by the **relevant regulator: Commission of University Education, Ministry of Health, Nursing Council, Clinical Officers Council, etc**

Our Approach to Accreditation (1 of 2)

- **Engagement with MoH/Regulator/Training Institution**
 - Alignment to country priorities. E.g. Nursing Councils, University Commissions, Ministries of Health. Amref has worked with NCK in Kenya, UNMC in Uganda, WAHO in Senegal, GNCZ in Zambia, etc
 - Identification of SMEs for curriculum and content development
 - Use of MoH/Regulator as quality assurance mechanism
- **Readiness assessments**
 - Use of Learning Capability Maturity Model (LCMM) © to assess as-in status of a country/programme, design and evaluate it. Takes into consideration the key components of a training programme and allows for responsive design per context. E.g. just concluded regional LMG assessment



Our Approach to Accreditation (2 of 2)

- **Co-creation of curriculum and content**
 - Engagement of regulator, local training institutions and SMEs
 - Adaptation of curricula for blended learning to cater for both theory and practice – including development of master rotation plans
- **Preparation for learning delivery**
 - Set up of infrastructure where applicable e.g. eCentres in Malawi, Kenya, and tablets installation in Zambia
 - Training of implementers (tutors and mentors)
- **Proof of concept / pilot**
 - Set criteria for identification of sites to test model
 - Quality assurance for identification of improvement opportunities and to revise model for accreditation
 - Scale of programme based on feedback from pilot phase



Our Experience in Accreditation (1 of 3)

Case 1: Kenya Enrolled Community Health Nurse upgrading programme:

- **Championed** by the regulator NCK
- Started with **curriculum adaptation**, print based content development, accreditation of 4 pilot schools (criteria: rural, urban, government, faith based)
- Converted to eLearning, **set up of infrastructure** (eLearning centres), capacity development of implementers (tutors and mentors),
- Accreditation of 4 pilot schools with 115 students
- Review of the programme using the Kirkpatrick model of evaluation
- Revision of model and scale to reach over 6,000 nurses
- **Total time taken = 5years (2005-2011)**
- Expansion by cadre and curriculum. There are now BScN programmes as well as many CPD courses on offer

Our Experience in Accreditation (2 of 3)

Case 2: Malawi Nurse Midwife Technician upgrading programme:

- **Stakeholder engagement** including MoH, Nursing Council, training institutions in public, private, faith based institutions
- Started with **curriculum revision** then **adaptation**
- Development and **conversion of eLearning content**
- **Set up of infrastructure** (eLearning centres), capacity development of implementers (tutors and mentors)
- **Accreditation of 2 pilot** schools with 80 students
- Launch of the programme
- Pilot ongoing
- **Total time taken = 5years (2013 to date)**

Our Experience in Accreditation (3 of 3)

Case 3: Regional Leadership Management & Governance (LMG) Prog:

- **Stakeholder engagement:** Included MoHs, training institutions in public, private, faith based institutions
- Co-creation of **curriculum and content:** With regional representation from Anglophone, Francophone and Lusophone countries
- Development and **conversion of eLearning content**
- **Translation** of the materials
- **Pre testing and validation** of eLearning content
- Identification and **capacity development of mentors** to provide learner support
- **Readiness assessments** in countries and institutions
- **Assessment approach** rides on the accreditation status of participating institutions
- Launch of the programme
- Pilot ongoing
- **Total time taken = 2years**

Lessons Learnt (1 of 3)

- **Ownership and Acceptance**
 - **Champions** hasten accreditation process.
 - Sensitisation and **presentation of evidence** as to efficacy of eLearning as a methodology.
 - **Adaptation** of eLearning model to suit context.
 - Adaptation and/or development of courses aligned to existing priorities.
 - Getting **buy-in takes time**.



Lessons Learnt (2 of 3)

- **Quality assurance and M&E**
 - Utilisation of tools like the Kirkpatrick model of evaluation to gather evidence for QA and accreditation
- **Existing accreditation framework not be suited for eLearning**
 - Assessment tools may vary.
 - Accreditation framework may not be readily available.



Lessons Learnt (3 of 3)

- **Policy framework**

- **Review of policies critical for facilitation of accreditation.** MoH Zambia change of policy has provided enabling environment for accreditation of additional schools and programmes

- **No one size fits all solution**

- Although ideal, **not possible to get blanket accreditation** for institutions or programmes
- Institutional accreditation does not guarantee course/curriculum accredited

- **Plays key role in motivation of HCWs**

- Kenya nurses pay for accredited courses when training opportunity arises to update their knowledge and skills for **career progression**
- Nurse training institutions (Private, Public) increased in Zambia due to **increase in demand for training.**



Thank You!

For further information:

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