



AMREF INTERNATIONAL UNIVERSITY

APPENDIX I (B)

PROPOSED CURRICULUM FOR BACHELOR OF SCIENCE IN HEALTH SYSTEMS MANAGEMENT AND DEVELOPMENT (BSc. HSMD)

Submitted to

The Commission for University Education, Kenya
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2.0 THE CURRICULUM

2.1 Title: Bachelor of Science in Health Systems Management and Development (BSc.HSMD).

2.2 Philosophy of the Programme

The philosophy of Bachelor of Science in Health Systems Management and Development programme is to produce transformational scholars of high integrity who have a theoretical, analytical and practical application of knowledge, skills, and attitudes to provide leadership in health organisations for the effective management of health services for lasting change in individuals and society.

2.3 Rationale of the Programme

The prevailing state of dysfunctional health systems is evidence enough to prompt a rethinking of the strategies for making the current health systems more responsive to the health needs of the society as a whole. Creating responsive health systems is possible through targeted training programmes.

2.3.1 Needs Assessment

Health is a basic human right which is recognised by the Constitution of Kenya (2010). Human resources for health is one of the most important health systems building blocks identified by World Health Organization for health systems strengthening. All forms of quality health services depend on a functional health system that ensures equity, accessibility and affordability. For the health systems to function, appropriately trained health system managers are an essential cadre at various levels of the system.

In Africa, including Kenya, there is continuing deliberate effort to develop capacities of the existing health system managers to provide the much-needed Leadership, Management, and Governance (LMG). Currently, the system based reforms in the health sector which focus on creating transformational leaders with capabilities and abilities to improve the performance of health care systems by

adopting core professional competencies to specific contexts while drawing on global knowledge is recognised in Kenya and within the African region. In this respect, the Ministry of Health and the Medical Training institutions including Universities in Kenya have adopted different approaches of training health care providers to meet the health care needs of the society. In the year 2011, the Ministry of Health conducted a Nationwide Performance Needs Assessment (PNA). The PNA revealed that there was a need for health care managers to be prepared to integrate various aspects of knowledge and competencies in managing health care services in their particular disciplines. The study also found that scholars in health professions are not trained to undertake their critical functions and responsibilities of managing and developing the health systems. The observation is that the weakness of the health system is as a result of inappropriate Leadership, Management, and Governance and not due to clinical incompetence. The UN Organisations including; World Health Organization (WHO), Ministries of Health, Public and Private Universities and Tertiary Institutions in Kenya and the African region, recognise the need to develop health systems management and development professionals at University level and also at Tertiary institutions.

2.3.2. Stakeholder Involvement

AMREF International Training Centre through strategic partnerships has played a key role in advancing the health systems strengthening agenda through targeted training and education of healthcare managers in Africa. Between 2011 and 2015, Amref Health Africa with the support of Government of Kenya MoH and funding from Japanese International Development Agency (JICA) had trained 260 middle and senior level health systems managers from 32 African countries. Amref Health Africa's plan is to use the experience gained to transform the Health Systems Strengthening – Leadership, Management and Governance (HSS-LMG) short course in an academic degree programme.

Amref Health Africa convened a stakeholder's meeting in March 2015 to further discuss health professionals training needs at county and health provider levels.

The meeting sought to identify county health training needs and the relevant educational programmes that can be mounted in order to serve county health needs effectively. The stakeholders expressed the need for capacity building of county health staff deployed in health facilities and training institutions. They also expressed the need for capacity building on how to conduct training needs assessment to ensure financing of priority courses. They further expressed the need to collaborate with Amref Health Africa for upgrading qualification courses such as medical education, leadership, management and governance courses, continuous professional development and mentoring and coaching in health systems research. The meeting drew participants from six counties. In attendance at the meeting were the following: County Executive Committee members and representatives of County Chief Operations Officers, six professional health bodies, Amref Health Africa staff, and Philips healthcare Ltd (one of Amref Health Africa's key strategic partners). See stakeholders report (Appendix VI).

Amref Health Africa's strategic development plan for the setting up of Amref International University has identified two Bachelors and one Masters degree programme to be the founding programmes for the creation of the University. The programmes are; (i) BSc. Community Health Practice, (ii) BSc. Health Systems Management and Development and (iii) MSc. Health Professions Education. In making the decision to start these programmes, comprehensive needs assessment through analysis of policy documents and reports from different relevant Government Ministries in Kenya and within the region was conducted. The analysis also covered WHO technical reports on training, education needs and human resource development for health. The key drivers of the document review process was a team of experts in curriculum design and development from (i) Amref Health Africa (ii) Government Ministries of Health in the Eastern African region (iii) Public and Private Universities offering Medical and Health related study programmes and also (iv) Other relevant institutions. The review was conducted during a five-day workshop held at Amref International Training Centre in April 2015.

The findings based on the analysis of the policy and technical documents and also published studies revealed that there was a need for the establishment of BSc. in Health Systems Management and Development as one of the three programmes. During the curriculum design and development expert's meeting, the core areas and courses for BSc. in Health Systems Management and Development were identified. Amref Health Africa's experience in implementing a regional Leadership, Management and Governance for health systems gathering programme, the outcomes of stakeholder engagement processes, the results of various document reviews formed the basis for the appointment of experts in the area of Health Systems Management and Development and other related disciplines to design and develop the curriculum for the BSc. HSMD.

2.3.3. Justification of the Need for the Programme

The rationale for the establishment of the programme is based on the need for the development of scholars and practitioners who are specialists in managing and developing health systems.

Africa, Kenya included, is experiencing a critical shortage of trained human resources for health (HRH) at all levels of the health system, with only 2.3 healthcare workers per 1,000 population compared with the Americas, where there are 24.8 healthcare workers per 1,000 population. The estimated deficit of health professionals for Africa is over 800,000 and growing. Correction of this deficit requires an increase in health professionals of more than 130% (World Health Report, WHO, 2006). In Kenya, if the gap is filled, most of the health professionals will be absorbed into the existing labour market and some of them will be trained to be academics and practitioners in their respective professional disciplines. The scholars will be expected to be agents of change. However, increasing the number of health professionals alone will not necessarily improve health systems performance and health outcomes in Africa. Conspicuously wanting, at all levels of the health system in Africa and Kenya in particular, is a critical mass of proactive and professionally trained health systems managers with

appropriate Leadership, Management and Governance skills. The current weak leadership, management, and governance make the health system vulnerable and prone to failure thus threatening the attainment of Universal Health Coverage (UHC). To prevent failure of the health system and thus attain UHC, the following issues require attention: weak or inappropriate health policies; poor health planning and management; poor health data collection and analysis, communication, and advocacy for health systems related issues.

These problems continue to pose challenges and further exacerbate the poor performance of health system in Kenya and Africa at large. An assessment of Leadership Development Gaps for Kenyan Health Managers conducted in 2007/2008 by MoH and USAID revealed that managers' career expectations did not include management or leadership, they were appointed while inadequately trained and were unaware of training opportunities in management. Availability of training was extremely limited in responsiveness to identified gaps and geographical accessibility. Additionally, the findings of this assessment showed that curriculum content, suitability, timeliness and a practical approach to delivery were critical in addressing the gaps. Among a raft of recommendations on the basis of the above findings was to offer pre-service training to those likely to take on health leadership and management roles and to provide remedial training for those serving in the positions of leadership and management. Institutionalisation of leadership and management is also acknowledged as a core competence requiring continuous improvement and sustenance. Acceptance of such a move was reinforced by the MoH and her partners as demonstrated by the inclusion of Leadership and Management as a priority in each of the then Health Ministries' Strategic Plans (2008-2012). This was corroborated by recent findings of the Mid-Term Review of the Amref Health Africa implemented regional HSS-LMG short course training showing that training institutions of higher learning in the African continent are in support of institutionalising LMG by integrating it into existing pre-service and in-service programmes or developing stand-alone academic programmes (Amref Health Africa, 2015).

The proposed BSc. HSMD degree programme of study is such a stand-alone programme where the primary aim is to build a critical mass of professional health systems managers in Kenya and across the African continent. This programme aims at providing an opportunity for those that are practising but lack pre-requisite leadership, management and governance skills as well as preparing the future health systems managers.

2.4 Goal of the Programme

The goal of the programme is to produce graduates who are knowledgeable, competent and ethical in managing and developing health care systems for provision of quality health care services.

2.5 Expected Learning Outcomes of the Programme

At the end of this program, the graduate should be able to:

1. Acquire in depth theoretical knowledge on the leadership, management and governance principles for health systems strengthening.
2. Analyse different principles and approaches of health care systems
3. Apply the principles of governance, leadership and management in healthcare systems
4. Formulate strategic development plan for different categories of health care systems.
5. Practice transformative leadership and management in healthcare systems
6. Use skills of information management, quality improvement and performance measurement effectively in a variety of health care settings
7. Manage health finances and human resources, for sustainable development of health care systems
8. Conduct research for evidence based decision and policy formulation, planning and continuous quality improvement in health.
9. Demonstrate professional ethics, values and attitude in their professional work practice.

2.6 Mode of Delivery of the Programme

The mode of delivery will either be face to face through full-time for school-based student (9 trimesters) and for a student on part-time (12 trimesters). This applies where a student attends scheduled regular classes and takes a full course load as provided in the Programme Structure in Section 2.11. The students will be engaged in the process of learning through use of innovative methods of learning. These methods will include: Lectures, Problem based Learning, Group discussions, self-directed learning, individual and group assignments (presentations), small group activities, and case study-based learning.

2.7 Academic Regulations for the Programme

2.7.1 Admission Requirements for the Programme

2.7.1.1 Minimum Programme Admission Requirements

- i. Be a holder of KCSE (or its equivalent) certificate with C+ for Biology and Chemistry.

Or

- ii. Be a holder of KACE with a minimum of two principal passes including Biology and subsidiary pass in Chemistry, Maths/Physics.

Or

- iii. Be a holder of either a Diploma (with a KSCE mean grade C) in Public Administration, Business Administration/Management, Public Health, Environmental health, Clinical Medicine, Pharmacy, Community Health, Human Nutrition, or the equivalent of any of these qualifications as approved by the University Senate.

Or

iv. Be a holder of a Higher National Diploma (HND) in Public Administration, Business Administration/Management, Public Health, Environmental Health, Clinical Medicine, Pharmacy, Community Health, Human Nutrition, or the equivalent of any of these qualifications from an Institution recognised by the University Senate plus a KSCSE mean grade C.

2.7.2 Regulations on Credit Transfer in the Programme

Courses taken in another accredited university or college or examinations taken from recognised examining bodies in the relevant field of study may be considered for credit transfer provided the candidate attained a credit grade of or above in similar course units at the same level and it is acceptable by the Senate. A student will not transfer more than 49% of the core course units. Courses used to meet an ordinary certificate requirement are not transferable to satisfy degree credit requirement.