

HEQSF

- Masters
 - NQF level 9
 - Minimum total credits = 180
 - Minimum credits at level 9 = 120
(therefore could have 60 level 8 credits)
 - Research project = minimum 60 credits at level 9
 - Qualification cannot be awarded for early exit
- Postgraduate Diploma
 - NQF level 8
 - Minimum total credits = 120
 - Minimum credits at level 8 = 120



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UNIVERSITY

LEARNING OUTCOMES

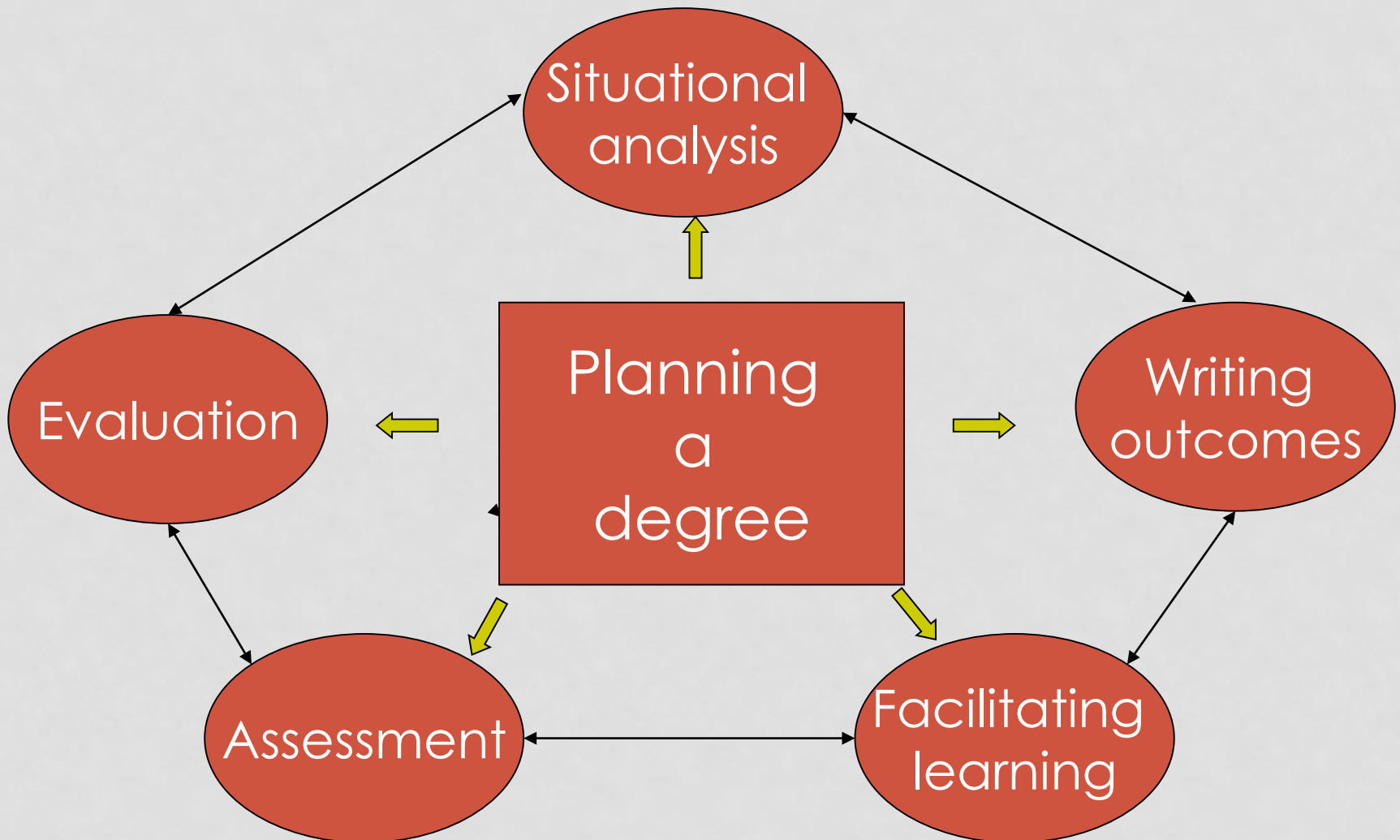
DIPLOMA IN FAMILY MEDICINE AND PRIMARY CARE

Julia Blitz

EDUCATIONAL DESIGN

- Determining the need for the instruction you are planning
- Analysing and understanding your intended audience
- Establishing clear aims and outcomes for your educational activity
- Development and delivery will be dealt with later

THE EDUCATIONAL DESIGN CYCLE



COURSE CONTENT

Make decisions about what we will and will not include in the Diploma.

This involves




- recognizing the **parameters of the course** (e.g., students' backgrounds and experience),
- setting our **priorities for student learning**,
- determining a set of **outcomes** that can be reasonably accomplished

INTENDED LEARNING OUTCOMES

The outcome is what we want the student to be **able to do** as a result of completing a process of learning

- what we want the student to do that they weren't able to do before

WHAT IS THE “BACKWARDS DESIGN”?

- What is our intended destination?  Learning outcomes
- How will we know if we have arrived?  Assessment
- How are we going to get there?  Facilitation of learning

PLANNING YOUR LEARNING OUTCOMES

Think of what you expect students to be able to do / to know before doing the Diploma

THEN

Think of them after they have done it.

- What should they **now be able to do** as a result of having participated in it?

SMART

Focus on the learner

S specific / understandable

M measurable / verifiable

A attainable

R relevant / results orientated

T time frame

students should be able to (action verb) + defined by explicit and observable terms.

BLOOM'S TAXONOMY (THE VERBS)

Before we can **understand** a concept we have to **remember** it;

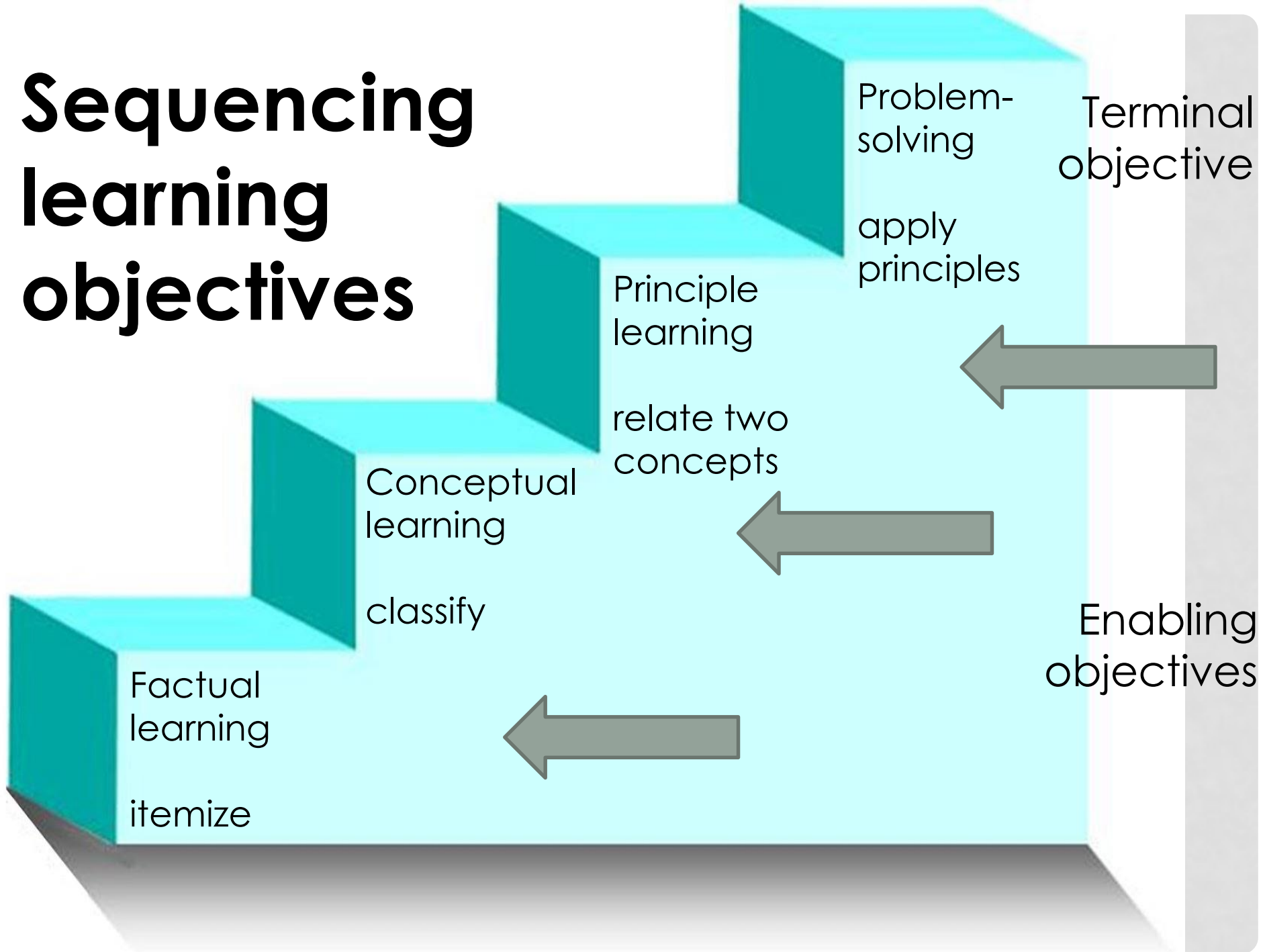
Before we can **apply** the concept we must **understand** it;

Before we **analyse** it we must be able to **apply** it;

Before we can **evaluate** its impact we must have **analysed** it;

Before we can **create** we must have **remembered, understood, applied, analysed, and evaluated.**

Sequencing learning objectives




FORMULA

1. Time-frame
2. Learner-focus
3. Action verb (behaviour)
4. Product / process / outcome

COGNITIVE / KNOWLEDGE

COGNITIVE DOMAIN



Knowledge	Recalls data or information	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
Comprehension	Demonstrates understanding	Assesses, classifies, compares, describes, differentiates, explains, predicts, interprets, restates, gives an example
Application	Applies what was learned to clinical practice	Constructs, chooses, demonstrates, develops, selects, employs, prepares, predicts, matches, uses
Analysis	Separates material into component parts and shows relationship between parts	Analyzes, compares, contrasts, appraises, distinguishes, differentiates, discriminates, separates, outlines
Synthesis	Uses diverse elements to form a whole with new meaning	Combines, compiles, creates, formulates, integrates, organizes, plans, explains, summarizes, constructs
Evaluation	Makes judgments about the value of ideas or materials	Appraises, determines, evaluates, judges, ranks, recommends, concludes, critiques, assesses, tests

AFFECTIVE / ATTITUDE

AFFECTIVE DOMAIN

Receiving	Willingly hears and considers	Perceives, acquires, identifies (demonstrates awareness of), attends, appreciates, realizes, questions, listens, selects
Responding	Attends and reacts to a particular phenomenon	Answers, completes, reports, participates, discusses, describes, establishes, writes, records, develops
Valuing	Attaches worth to a particular object, phenomenon or behaviour	Initiates, invites, shares, follows, selects, proposes, influences, appreciates, justifies
Organizing	Organizes values into priorities, with an emphasis on comparing, relating and synthesizing	Arranges, combines, integrates, organizes, prepares, relates, conceptualizes, formulates, examines, balances
Internalizing	Acts consistently in accordance with internalized values	Acts, discriminates, displays, avoids, resists, influences, requires, modifies, practises, judges

PSYCHOMOTOR / SKILL

PSYCHOMOTOR DOMAIN

Perception	Uses sensory cues to guide motor activity	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
Set	Possesses a mental, physical or emotional state underpinning a readiness to act	Begins, displays, explains, visualizes, proceeds, reacts, shows, states, volunteers
Guided response	Imitates, follows instruction, trial and error	Copies, traces, follows, reacts, reproduces, responds, mirrors
Mechanism	Applies learned responses habitually and with increasing confidence	Assembles, calibrates, constructs, displays, measures, manipulates, palpates, percusses
Complex overt response	Performs without hesitation or automatically	Assembles, calibrates, constructs, displays, measures, manipulates, palpates, percusses Note: The key verbs are the same as for Mechanism, but will have modifiers that indicate that the performance is quicker, better, more accurate, etc.
Adaptation	Modifies skills to fit special requirements	Innovates, modifies, adapts, alters, changes, rearranges, reorganizes, revises, varies
Origination	Shows creativity based on highly developed skills	Rearranges, innovates, builds, combines, composes, constructs, creates, designs, initiates, makes, originates

CRITERIA

Active	state what the participants will be able to DO
Attractive	participants will want to achieve them
Comprehensible	participants will know what it means
Appropriate	to the level of learning required for this course
Attainable	most participants will meet it with due effort in the time allocated
Assessable	their achievement can be measured

WHY DO YOU BOTHER?

So we can see where we are going!



TASKS BEFORE LUNCH

1. Four groups – per role
2. **60 minutes** to formulate 6 learning outcomes per role
3. **5 minutes** to present to plenary
4. 10 minutes discussion per role to reach consensus