THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF HEALTH AND SOCIAL WELFARE

Curriculum for Ordinary Diploma in Clinical Medicine

NTA LEVEL 6

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LIST OF ABBREVIATIONS

AFB	-	Acid Fast Bacilli
AIDS	-	Acquired Immunodeficiency Syndrome
AMREF	-	African Medical and Research Foundation
ARI	-	Acute Respiratory Infection
ART	-	Anti-retroviral Therapy
C/DHB		Council/District Health Board
CA	-	Continuous Assessment
CCHP	-	Comprehensive Council Health Plan
CDC	-	Centres for Disease Control and prevention
CHMT	-	Council Health Management Team
CM	-	Clinical Medicine
CPR	-	Cardiac Pulmonary Resuscitation
CSEE	-	Certificate of Secondary Examination Education
DACUM	-	Developing of a Curriculum
DHA	-	District Health Account Tool
DOS	-	Disc Operating System
DVD	-	Digital Video Disc
ENT	-	Ear, Nose and Throat
EPI info	-	Statistical Soft Ware (Package)
EPI	-	Expanded Programme on Immunization
GNP	-	Gross National Product
GPA	-	Grade Point Average
HIV	-	Human Immunodeficiency Virus
HMIS	-	Health Management information System
HP	-	Health Promotion
HSR	-	Health Sector Reforms
ICT	-	Information Communication Technology
ILS	-	Integrated Logistic System
IMAI	-	Integrated Management of Adolescent and adult Illness
IMCI	-	Integrated Management of Childhood Illnesses
IPC	-	Infection Prevention and Control
IT	-	Information Technology
IUCD	-	Intra Uterine Contraceptive Device
LBW	-	Low Birth Weight

MDGs	-	Millennium Development Goals
MDR-TB	-	Multi-Drug Resistance to Tuberculosis
SDA		Sustainable Developmental Goal
MKUKUTA	-	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini
MOHSW	-	Ministry of Health and Social Welfare
MTUHA	-	Mfumo wa Taarifa za Uendeshaji Huduma za Afya
MVA	-	Manual Vacuum Aspiration
NACP	-	National AIDS Control Programme
NACTE	-	National Council for Technical Education
NSEGPR	-	National Strategy for Economic Growth and Poverty Reduction
NTA	-	National Technical Awards
NTLP	-	National Tuberculosis and Leprosy Programme
OHP	-	Over Head Projector
PEP	-	Post Exposure Prophylaxis
PHAST	-	Participatory Hygiene and Sanitation Transformation
PHC	-	Primary Health Care
PLHA	-	People Living with HIV/AIDS
PMCTC	-	Prevention of Mother to Child Transmission
PRA	-	Participatory Rural Approach
QIC	-	Quality Improvement Concept
RMO	-	Regional Medical Officer
SPSS	-	Statistical Package for Social Sciences
STI	-	Sexually Transmitted Infection
TB	-	Tuberculosis
WHO	-	World Health Organization
ZN	-	Ziehl Nielsen Stain

EXECUTIVE SUMMARY

Adoption and implementation of the National Technical Awards (NTA) system is a mandatory requirement for technical training programmes to be accredited by the National Council for Technical Education (NACTE).

The Ordinary Diploma programme in Clinical Medicine is a two semester programme, which has been developed to suit the needs of the health sector, the labour market demands, legal and professional needs that exist in our country. It is one of the initiatives done by the Government to modernize qualifications within the health sector and optimize transferability within and across sectors and disciplines.

Development of this programme is aimed at rewarding individual achievement in learning and competence gained in a variety of different ways and contexts. The introduction of this programme is geared towards increasing productivity in training institutions, addressing skills gaps and shortages in workplaces, providing a climbing ladder for higher skills opportunities and achieving more responsive education and training system, aligned with health sector employment needs.

The philosophy of developing NTA Clinical Medicine programme at level 6 is to provide a fairly well developed 'stairway' in technical education that opens the possibility for moving around and within the NTA qualification framework and receive appropriate recognition, which is currently limited. It is thus intended for producing creative, innovative and flexible graduates who will contribute in the national development schemes in the health sector by utilising their competences in the community.

NTA level 6 has 10 modules with a total of 130 credits that are spread over two semesters. Each Semester lasts for 20 weeks of study inclusive of clinical apprenticeship, 2 weeks of examination and 4 weeks for fieldwork attachment at the end of semester I.

Students will be required to practice in clinical areas under supervision as an important learning method and gaining hands-on experience and fill in their practical procedure books. They will be assessed throughout the course using assignments, written tests, clinical examination, oral examinations, and OSCE/OSPE. These will be conducted during continuous assessment and End of semester examination. They are also required to write reports on field practice noting clearly what they have learnt in their field attachment and conduct operational research.

ACKNOWLEDGEMENT

This competence based curriculum has been review to accommodate societal needs and new technological advancement in managing diseases. It is an exit point at NTA level 6 for pre-service students and an entry point for NTA level 7 and other health related higher education. A qualified candidate will be awarded Ordinary Diploma in Clinical Medicine. The programme will take a year comprising of two semesters with a total of 10 modules.

The review of this curriculum is largely a collaborative effort of the Ministry of Health and Social Welfare, International training and Education Canter for health (I-TECH), the National Council for Technical Education (NACTE) and expertise from various professionals and tutors from health training institutions.

Particular thanks are due to Dr. Bumi L.A. Mwamasage, the Assistant Director for Allied Health training, Dr. Mabula M. Ndimila and Mr. Dennis Busuguli coordinators of Allied Health Training who organised this activity.

The list of names of these experts albeit in no particular order is attached here to and I crave leave for it to be construed as part of this curriculum.

Finally, I sincerely thank Centre for Disease Control Tanzania for financial support towards realization of this curriculum.

Dr. Otillia Gowele
DIRECTOR OF HUMAN RESOURCE DEVELOPMENT

PART I

1.0 INTRODUCTION

1.1 BACKGROUND INFORMATION

The National Council for Technical Education (NACTE) was established by Act of Parliament No. 9 of 1997. The Act provides a legal framework for the Council to build an efficient national qualification framework for ensuring that products from technical institutions are of high quality and respond to changing needs of the country as well as technological innovations in the world.

One of the accreditation requirements is that institutions should offer appropriate academic level programmes in recognised field of study that culminate in identified student competences leading to the National Technical Awards (NTA). Institutions are therefore required to ensure that training programmes are supported by curricula, which are developed according to NACTE requirements. The requirements include; situational analysis, develop DACUM chart and competent based learning outcomes, formulating modules and adopting a semester system.

The competence-based curriculum was first developed in 2007. Since then, many changes have taken place especially in the area of socioeconomic, technological needs and advancement in the management of diseases. In response to the changes and NACTE requirements to review a curriculum after every five years, the Ministry of Health and Social Welfare (MoHSW) recognised the need for reviewing the Ordinary Diploma in Clinical Medicine curriculum

1.2 VISIONS AND MISSION OF THE PROGRAMME

1.2.1 Vision

To have adequate trained and developed work force who will cope with existing and emerging health issues

1.2.2 Mission

To establish conducive and sustainable training environment that will enable graduates to perform competently at their relevant levels and attain higher level of knowledge, skills and attitude in clinical medicine and health sciences.

1.3 PROGRAMME RATIONALE AND PHILOSOPHY

1.3.1 Programme Rationale

The main objective of the National Health Policy is to improve the health and well-being of all Tanzanians, with a focus on those most at risk. It also encourages the health system to be more responsive to the needs of the people.

According to WHO (2006) World Health Report, skilled and motivated health workers are crucially important for producing good health through the performance of health systems as they constitute a significant share of the labour force and perform key social roles in all societies.

Primary Health Care Development Programme (PHCDP) (2007-15) needs the nation to strengthen and expand health services to the village level. This is best achieved if the nation has appropriately trained and adequate work force that can be deployed in the health facilities to provide quality health services.

Tanzania Vision 2025, National Strategy for Economic Growth and Poverty Reduction (NSEGPR)/MKUKUTA), Health for All, Primary Health Care (PHC) and Millennium Development Goals (MDGs) will be achieved in the presence of appropriately prepared and deployed health workforce. The training of health workers is therefore crucial for achieving equity-oriented national health goals.

To achieve this goal, the MoHSW in collaboration with I-TECH identified various competences that are not adequately imparted to the Clinical Assistants and Clinical officers' curricula. In order to make the competences effectively taught in the technical institutions, they were to be integrated into the curriculum used to train these cadres. The competences that were ear marked and integrated include Family Planning (FP), Gender Based Violence (GBV), Violence against Children (VAC), Voluntary Medical Male Circumcision (VMMC), Early Infant Medical Male Circumcision (EIMMC), cervical cancer screening and Prevention of Mother to Child Transmission (PMTCT).

The rationale for this programme is to produce competent health workers to address shortages of skilled staff at workplaces, provide a climbing ladder for higher skills opportunities, and achieving more responsive education and training system aligned with health sector employment needs.

This programme has been developed in line with the above considerations, which provides for a creation of a life-long learning culture, modularisation, credit accumulation and scalability, leading to acquisition of more knowledge, skills and wider understanding in health care practice.

The programme takes into account the question of employability and acceptance into further training levels, at the same time enabling one to bear the costs of training.

1.3.2 Programme Philosophy

This programme is geared towards producing innovative, creative and flexible graduates who will cope with the dynamic changes of technology and socio-economic needs. To enhance this programme is designed such that it:

- Provides a sound progression in medical sciences and develops ability in communication and entrepreneurial skills so as to give the graduates an opportunity for further training
- Allows for development of skilled and professional career education with a strong base in clinical medicine and other allied health disciplines
- Offers a wide base of inter-disciplinary aspects in the fields of health with a foundation in life skills, Information and Communication Technologies (ICT)
- Enhances graduates' awareness towards professional, legal and socio-economic influences in the delivery of health care services
- Enables graduates to be self-confident and acquire competences that solve day-to-day problems
- Satisfies the specified standards in line with the National Technical Awards system
- Imparts creativeness and strong ability for the graduates to undertake given tasks competently.

It is, therefore, expected that the graduates from this programme will have aspirations to become full professionals.

1.4 OBJECTIVES OF THE PROGRAMME

The general objective and specific objectives of the program are as detailed herein

1.4.1 General Objective

To produce competent technicians in clinical medicine who will work effectively at different work places.

1.4.2 Specific objectives:

The specific objectives of this program are to:

(a) Train clinician who will be able to provide preventive and rehabilitative services
(b) Facilitate trainee to acquire competence in diagnostic and curative services
(c) Prepare a technician who will carry out administrative services at primary health facility.
(d) Provide a professional career development with the stronger base in clinical medicine.
(e) Create awareness toward profession, legal and socioeconomic influences in the delivery of health care services.

1.5 ADMISSION REQUIREMENTS

Admission to this level will be open to both pre and in-service candidates with technician certificate in Clinical medicine from a recognised institution.

1.6 PROGRAM STRUCTURE

1.6.1. Overall Structure for NTA Level 6

The NTA Level 6 has a total of ten (10) modules that will be covered in one academic year.
This level has a total of 48 weeks of study in one academic year, which is divided in two semesters. Forty (40) weeks are set aside for teaching and learning, while four (4) weeks are allocated for fieldwork attachment and four (4) weeks for examinations.
Semester one has six (6) modules and semester two has four (4) modules
NTA Level 6 is meant to build on what was learnt on NTA Level 5

1.6.2. Methods of Study

The programme enhances a broad range of study methods and approaches. These include lecture discussions, tutorials, role play, case study, small group discussions, assignments, practical, demonstration, simulations, laboratory/ attachments, clinical sessions, field attachment, study tours and simple operational research.

1.6.3. Module Coding

The system of coding has adopted a combination of letters and numbers, which have specific meaning. For example Basics of Family Medicine is coded as CMT06101;

CM	Represents the first two letters of the department “Clinical Medicine”,
T	Represent Technician award,
06	Represents the respective NTA Level,
1	Indicates the first semester in which the module is conducted,
01	Represents the serial number to which a particular module is assigned in the respective Department.

1.6.4. Distribution of Modules

Table 1: Distribution of modules

CODE	MODULE	SEMESTER 1	SEMESTER 2
CM106101	Basics of Family Medicine	√	
CMT06102	Leadership and Management in health	√	
CMT06103	Fundamentals of Operational Research	√	
CMT06104	Health policy and planning	√	
CMT06105	Surgical speciality	√	
CMT06106	Basics of forensic medicine	√	
CMT06207	Apprenticeship in Surgery		√
CMT06208	Apprenticeship in Internal medicine		√
CMT06209	Apprentice in Paediatrics and child Health		√
CMT06210	Apprenticeship in Obstetrics and Gynaecology		√

1.6.5. Scheme of Study

1.6.5.1 Semester 1 Modules

Total hours /week = 30

Table 2: Semester I Scheme of study

Code	Module title	Scheme of Study (Hours per week)					Credits/ Semester
		Lecture discussion	Tutorials	Practical / field work	Assignment	Total hrs/week	
CM106101	Basics of Family Medicine	1	1	1	1	4	7
CMT06102	Leadership and Management in health	2	1	-	1	4	8
CMT06103	Fundamentals of Operational Research	1	2	3	1	7	14
CMT06104	Health policy and planning	1	1	-	1	3	6
CMT06105	Surgical speciality	2	1	4	1	8	15
CMT06106	Basics of forensic medicine	1	1	-	1	3	6
SUB TOTAL		8	7	8	6	**29**	**56**

Table 3: Field work attachment

Field work attachment	Scheme of Study (Hours per week)	Duration	Credits/ Semester
	35	4 weeks	10

1.6.5.2 Semester II Modules

Table 4: Semester II Scheme of study

Code	Module title	Scheme of Study (Hours per week)					Credits/ Semester
		Lecture discussion	Tutorials	Practical/Clinical Session	Assignment	Total hrs/week	
CMT06207	Apprenticeship in Surgery	2	1	4	1	8	16
CMT06208	Apprenticeship in Internal medicine	2	1	4	1	8	16
CMT06209	Apprentice in Paediatrics and child Health	2	1	4	1	8	16
CMT06210	Apprenticeship in Obstetrics and Gynaecology	2	1	4	1	8	16
SUBTOTAL		**8**	**4**	**16**	**4**	**32**	**64**

1.7 ASSESSMENT

The conduct and management of continuous assessments, end of semester and supplementary examinations shall be done in-accordance to regulations stipulated in the MoHSW Examination Regulations and Guidelines for Health Training Institutions.

1.7.1 Objective of Assessment

The objective of assessment is to set a comprehensive system of measuring the achievement of the learning outcomes. It provides a yardstick for which the expected outcomes and benchmarking items are evaluated.

1.7.2 Purpose of assessment

To provide students with feedback during the process of learning, teaching, teaching and student learning, ensure student have adequate support to achieve learning outcome outline in the curriculum, and assist in grading students for the purpose of accreditation and certification

1.7.3 Assessment Philosophy

Assessment is an integral part of the learning process and it must support and complete the learning strategies in order to achieve the required outcomes. Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed.

1.7.4 Principles of Assessment

The assessment of student will

(a) Reflect the aims and objectives of the overall scheme, the route way and the learning outcomes of the module.
(b) Be designed to assist student learning, in particular their development as self-directed learners and the acquisition of key skills.
(c) Be varied, to facilitate motivation and in recognition of the need to adopt approaches, which enable students to demonstrate that, they have fulfilled learning objectives.
(d) Reflect progression through studying modules and semesters; with increasingly complexity of assessment methods being associated with higher order skills.

1.7.5 Assessment Methods

The following assessment methods will be used:

1.7.5.1 Assignments

The objective of assignments is to reinforce the learning process by involving the participation of students in finding solutions to given questions or problems that require decision-making.

They may be administered in a form of written work, field report and practical exercises that are done individually or in a group so as to enhance self-development. For each module appropriate assessment methods and instruments will be indicated.

1.7.5.2 Laboratory/practical Work /Clinical examination/Objective structured Clinical Examinations

Practical/laboratory/Clinical examination is intended to allow the student to participate in undertaking a particular process individually or in groups. The learner should demonstrate the ability to observe, carry out procedures and realize results. It generally reinforces the learning process and develops the learners' practical ability.

1.7.5.3 Written tests/examinations

The Intention of written tests and examinations is to measure the theoretical ability of students and evaluate performance in written work.

1.7.5.4 End of semester examination

End of semester examination will be conducted at the end of each semester as described in the specific module

1.7.5.5 Field work attachment

Fieldwork attachment shall be conducted at the end of semester one of this programme and shall be conducted in Level three hospitals. It shall be assessed by Oral presentation, group and individual reports.

N.B Level three hospitals include district, council hospitals and the like.

1.7.5.6 Operational research

One operational research shall be undertaken within the programme. It shall be assessed by oral examinations, assignments and written examinations.

1.7.6 Management of Assessment

There shall be Continuous Assessments and End of Semester Examinations

1.7.6.1 Continuous Assessment

The management of assessment shall be organized and implemented according to the MoHSW Examination Regulations and guidelines. Students in their respective institutions can access these regulations. Students shall also be given an orientation on assessment before the respective assessment activities

(a) Continuous assessments will comprise of three components; assignments, theory and oral/practical/clinical examination.
(b) There shall be a minimum of two (2) assignments, two (2) theory tests and one (1) oral/practical/clinical examination for each module before end of semester examinations, except for operational research.
(c) Theory test shall be conducted for duration of two and half hours.
(d) Clinical examination shall be conducted for a duration of 1 hour; clerking shall take 40 minutes and 20 minutes for summary presentation and discussion
(e) A candidate must have an average of at least 50% pass mark in each component of the continuous assessment (written, assignment, clinical/practical/oral, Field work attachment) before appearing for end of semester examination.
(f) No candidate(s) shall be allowed to sit for end of semester examination without successful completion of continuous assessment
(g) A candidate failing to achieve an average pass mark of at least 50% in each component of the module shall be given a supplementary on the respective component.
(h) The marks obtained after passing a supplementary of a component in CA shall be graded 50% regardless of the actual score
(i) All assessments including 1st sitting and supplementary shall be completed two weeks before the end of semester examination
(j) Continuous assessment shall contribute 40% to the final score of the module; the distribution of percentage is elaborated in module description part II of this curriculum

N.B Field attachment and operational research shall be assessed as described in the module description.

1.7.6.2 End of semester Examination.

Before a candidate is allowed to sit for end of semester examination, He/she must fulfil the requirement as per examination regulations for training institution provided by MoHSW.

It is mandatory that every student must sit for end of semester examination, failure to do so without genuine and evidence based reason shall lead to student discontinuation from the course.

1.7.6.3 Eligibility to enter semester II

The candidate shall be allowed to enter semester II after obtaining a minimum of GPA of 2.0 or above and passed 50% of the examined modules. A candidate who has failed any component of the module during end of semester examination will be allowed to continue with semester II and appear for supplementary examination three weeks after declaration of results

1.7.6.4 Declaration of examination results

a) The candidate shall be declared 'pass' after obtaining a minimum of 50% in each module for both written and practical/ clinical end of semester examinations with GPA of 2.0 or above
b) A candidate shall be declared failed if he/she
    i. Has GPA less than 2.0
    ii. Has GPA of 2.0 or above but failed either written or clinical/practical examination of any module
c) The results of candidate shall be declare incomplete if she/he did not attempt some of the required module examinations at the end of semester
d) A candidate shall be allowed to supplement end of semester examination if her/his semester GPA is 2.0 or above and has passed at least 50% of total modules in the Semester.
e) A candidate who failed written or clinical/practical examination in a module shall supplement both written and clinical/practical examination
f) A candidate who failed written or clinical/practical examination shall do supplementary examination six weeks after declaration of results
g) A candidate who fails supplementary examinations shall repeat the failed module(s) when next offered.
h) A candidate who fails a repeated module(s) shall be discontinued from studies.

1.7.6.5 Disposal of a Failed Candidate

A candidate shall be discontinued from studies if has semester GPA of;

i. Less than 2.0
ii. Two (2.0) or above but has failed more than 50% of the total number of modules in the end of semester examination

1.7.6.6 Assessment plan, recording and reporting

(a) Assessment plan showing abilities and outcomes to be assessed, tools or instruments for assessment of each module shall be developed.

(b) Assessment record and reporting system shall follow NACTE procedures to maintain assessment data, for purpose of feedback of assessment results and adherence to assessment regulations.

1.7.6.7 Examination irregularities

Any detected examination misconduct shall be dealt according to MoHSW examination regulations for HTIs

1.7.6.8 Distribution of marks for Continuous assessment and End of semester examination Semester 1:

Table 5: Semester I distribution of marks

Code	Module title	Weighting for continuous assessment 40and End of Semester examination is 60							
		CA 40%				SE 60%			
		Written examination	Oral examination (viva)	Practical/clinical examination/OSCE	Written/practical assignment report	Written examination	Oral examination (viva)	Practical/ clinical examination/OSCE	TOTAL
CM106101	Basics of Family Medicine	25	10	-	5	45	15	-	100
CMT06102	Leadership and Management in health	25	10	-	5	45	15	-	100
CMT06103	Fundamentals of Operational Research	Refer module description							
CMT06104	Health policy and planning	25	10	-	5	45	15	-	100
CMT06105	Surgical speciality	15	-	20	5	15	-	45	100
CMT06106	Basics of forensic medicine	25	10	-	5	45	15	-	100

N.B For field attachment marks distribution, refer to module description

1.7.6.9 Semester II:

Table 6: semester II distribution of marks

Code	Module title	Weighting for continuous assessment 40 and End of Semester examination is 60							
		CA 40%				SE 60%			
		Written test	Oral examination (viva)	Practical/clinical examination/OSCE	Written /practical assignment report	Written test	Oral examination (viva)	Practical/ clinical examination/OSCE	TOTAL
CMT 06207	Apprenticeship in Surgery	10	-	25	5	20		40	100
CMT 06208	Apprenticeship in Internal medicine	10	-	25	5	20		40	100
CMT 06209	Apprentice in Paediatrics and child Health	10	-	25	5	20		40	100
CMT 06210	Apprenticeship in Obstetrics and Gynaecology	10	-	25	5	20		40	100

1.8 GRADING SYSTEM

1.8.1 Score range and grading system

For NTA level 6, all assessed work will be marked according to the following grading system which specify range of scores for different grades, points and their definitions, as shown

Table 7: The range of scores for different grades, points and their definitions

S/N	SCORERANGE	GRADE	POINTS	DEFINITION
1	75 – 100	A	5	Excellent
2	70 - 74	B+	4	Very Good
3	65 – 69	B	3	Good
4	50 – 64	C	2	Satisfactory
5	40 – 49	D	1	Poor
6	0.0 – 39	F	0	Failure
7	-	I		Incomplete
8	-	Q		Disqualification

1.8.2 Computation of GPA

GPA shall be computed from grades achieved by students in each semester by combining results of CA and ES examinations.

Divide the total of number of grade points earned by the student for that module times credits assigned to the module by the total number of credits for module examined. For example

Semester GPA for each candidate is calculated as follows:

$$\textbf{Semester GPA} = \frac{\textbf{Sum (P x N)}}{\textbf{Sum of N}}$$

P - Grade point assigned to a letter grade scored by the student in a module

N – Number of credits associated with the module in a semester

$$\textbf{Cumulative GPA} = \frac{\textbf{Sum of } (P_1 \times N_1) + (P_2 \times N_2)}{\textbf{Sum of } N_1 + N_2}$$

P - Grade point assigned to a letter grade scored by the student in a module

N - Number of credits associated with the module (N_1 and N_2) number of credits for semester 1 and 2 respectively

1.8.3 Classification of Awards

Following completion of all modules in a given semester the performance shall be computed to obtain GPA achieved by the respective candidate.

When a candidate is liable for offer of an award, cumulative GPA will be computed and his/her diploma will be classified as follow:

Table 8: classification of awards

CLASS OF AWARD	CUMMULATIVE GPA
First class	4.4 - 5.0
Upper Second class	3.5-4.3
Lower Second class	2.7 -3.4
Pass	2.0 – 2.6

PART II:

2.0 CURRICULUM DETAILS

2.1 Title of Qualification: Ordinary Diploma in Clinical Medicine

2.2 Purpose of Qualification: This qualification is intended for a person who will apply knowledge, skills and ethics to provide curative, rehabilitative, preventive and promotive services, plan, network, conduct supervisory roles and operational research at primary health care level.

2.3 NTA Level: **6**

2.4 Level Descriptor: The holder of the qualification will be able to apply skills and knowledge in a broad range of work activities, most of which are non-routine.

2.5 Total Credits at this level: **120**

2.6 Cumulative Credits from the Lowest Level: **240**

2.7 Minimum Entry Requirement: NTA level 5 in Clinical Medicine.

2.8 Date the Qualification Standard Developed: January, 2015

2.9 PRINCIPAL LEARNING OUTCOME, CREDIT VALUE AND ASSESSMENT

Table 9: Principal Learning Outcome, Credit Value and Assessment

SNO	Principal Learning Outcomes	Credits Value		Assessment Criteria
1	Apply knowledge and skills of medicine to manage clients with medical and surgical conditions	**86**	(a)	Dental, eye and ENT conditions are managed according to principles and protocol
			(b)	Non-communicable medical conditions are managed according to principles and protocol
			(c)	Gynaecological conditions are managed according to principles and protocol
			(d)	Surgical conditions are managed according to principles and protocol
			(e)	Paediatric conditions are managed according to principles and protocol
			(f)	Special groups and terminally ill patients are managed according to principles and protocol
			(g)	Clinical procedures are performed according to principles and protocol
			(h)	Communicable and emergence medical conditions are managed according to principles and protocol
2	Apply knowledge and skills of leadership and management to improve health care services.	**8**	(a)	Human resource is managed according to the guidelines and supervisory skills.
			(b)	Principles of leadership are correctly employed in delivering health services
			(c)	Leadership and management skills are correctly applied to establish and maintain networking with stakeholders
3	Apply knowledge and skills of operational research, health policy and planning to improve health care services.	**20**	(a)	Knowledge and skills of research re correctly employed to conduct operational research
			(b)	Health and health related policies are correctly utilized to improve health care services
			(c)	Knowledge and skills of planning are correctly utilized to improve health care services
4	Apply knowledge and skills of forensic medicine to manage clients with medical legal issue	**6**	(a)	Principles of forensic medicine are correctly utilized to manage survivors of forensic injuries.
			(b)	Principles of forensic medicine are correctly utilized to handle forensic evidences
			(c)	Knowledge and skills of forensic medicine are correctly employed in preparing forensic examination reports
Total Credits		**120**		

2.10 PRINCIPAL LEARNING OUTCOMES AND ENABLING OUTCOMES

Table 10: Principal Learning Outcomes and Enabling Outcomes

NO	Principal Learning Outcomes		Enabling outcome
1.	Apply knowledge and skills of medicine to manage clients with medical and surgical conditions.	1.1	Apply knowledge and skills of medicine in the management of patients with Dental, Eye and ear, nose and throat conditions
		1.2	Utilize knowledge and skills of medicine in the management of patients with Non- communicable diseases
		1.3	Employ knowledge and skills of medicine in the management of patients with gynaecological conditions
		1.4	Apply knowledge and skills of medicine in the management patients with Surgical conditions
		1.5	Apply knowledge and skills of medicine in the management of patients with paediatric conditions
		1.6	Utilize knowledge and skills of medicine to provide care to the special groups and terminally ill patients
		1.7	Perform clinical procedures to manage patients with medical and surgical conditions
		1.8	Utilize clinical approach to manage patient with communicable and emergency medical and surgical conditions
2.	Apply knowledge and skills of leadership and management to improve health care services.	2.1	Employ Principles of human resource management in managing human resource
		2.2	Utilize principles of leadership and management in delivering health care services
		2.3	Descibe leadership and management skills to establish and maintain networking with stake holders
3.	Apply knowledge and skills of operational research, health policy and planning to improve health care services.	3.1	Employ knowledge and skills of research to conduct operational research
		3.2	Utilize Health and Health related Policy to improve health care services
		3.3	Utilize knowledge and skills of planning to improve health care services
4.	Apply knowledge and skills of forensic medicine to manage clients with medical legal issue	4.1	Describe management of survivors of forensic injuries.
		4.2	Utilize principles of forensic medicine to handle forensic evidences
		4.3	Employ knowledge and skills of forensic medicine to prepare forensic examination reports

2.11 ENABLING AND SUB ENABLING OUTCOMES

Table 11: Enabling and Sub Enabling Outcomes

S/N	ENABLING OUTCOMES	S/N	SUB ENABLING OUTCOMES
1.1	Apply knowledge and skills of Medicine in the management of patients with Dental, Eye, ear, nose and throat conditions	1.1.1	Manage patients with common oral conditions
		1.1.2	Manage patients with common eye conditions
		1.1.3	Manage patients with common , ear, nose and throat conditions
1.2	Utilize knowledge and skills of medicine in the management of patients with Non- communicable diseases	1.2.1	Manage patients with haemato-oncological conditions
		1.2.2	Manage patients with neuro-endocrine conditions
		1.2.3	Manage patients with genitourinary conditions
		1.2.4	Manage patients with gastrointestinal conditions
		1.2.5	Manage patients with dermatological conditions
		1.2.6	Manage patient with masculo-skeletal conditions
		1.2.7	Manage patient with Mental disorders and Drug/substance abuse
1.3	Employ knowledge and skills of medicine in the management of patients with gynaecological conditions	1.3.1	Manage Patients with gyne-oncological conditions
		1.3.2	Manage patients with upper genital tract conditions
		1.3.3	Manage patients with lower genital tract conditions
1.4	Apply knowledge and skills of medicine in the management patients with Surgical conditions	1.4.1	Manage patient with general surgical conditions
		1.4.2	Manage patients with urological conditions
		1.4.3	Manage patients with trauma and orthopaedic conditions
		1.4.4	Manage patients with surgical-oncological conditions
		1.4.5	Manage patients with paediatric surgical conditions
1.5	Apply knowledge and skills of medicine in the management of patients with paediatric conditions	1.5.1	Manage patients with paediatric cardio- respiratory conditions
		1.5.2	Manage patients with paediatric genital-urinary conditions
		1.5.3	Manage patients with general paediatric disorders
		1.5.4	Manage patients with paediatric Nervous system disorders
		1.5.5	Manage patients with paediatric oncological conditions
		1.5.6	Manage patients with paediatric dermatological conditions
		1.5.7	Manage patients with paediatric genetical/ congenital disorders
1.6	Utilize knowledge and skills of	1.6.1	Manage patients with geriatric conditions

S/N	ENABLING OUTCOMES	S/N	SUB ENABLING OUTCOMES
	medicine to provide care to the special groups and terminally ill patients	1.6.2	Provide palliative care to terminally ill patients
		1.6.3	Provide care for special groups
1.7	Perform clinical procedures to manage patients with medical and surgical conditions	1.7.1	Perform medical clinical procedures
		1.7.2	Perform surgical clinical procedure
		1.7.3	Perform paediatric clinical procedures
		1.7.4	Perform Obstetric and gynaecological clinical procedures
1.8	Utilize clinical approach to manage patient with communicable and emergency medical and surgical conditions	1.8.1	Manage patients with communicable and emergence medical conditions
		1.8.2	Manage new-born and patients with communicable and emergence paediatric conditions
		1.8.3	Manage patients with obstetrical conditions
		1.8.4	Manage patients with emergence gynaecological conditions
		1.8.5	Manage patients with emergence surgical conditions
2.1	Employ Principles of human resource management in managing human resource	2.1.1	Describe concepts and principles of human resource management
		2.1.2	Describe functions of a leader and a manager
		2.1.3	Apply skills of leadership and management in health care service delivery
2.2	Utilize principles of leadership and management in delivering health care services	2.2.1	Describe principles of good governance in improving quality of health services
		2.2.2	Describe the key human resource management functions
		2.2.3	Apply knowledge and skills of human resource management to conduct supportive supervision
		2.2.4	Apply labour laws and disciplinary procedure in managing human resource
		2.2.5	Describe quality improvement strategy for health services
2.3	Describe leadership and management skills to establish and maintain networking with stake holders	2.3.1	Describe concepts of stakeholders networking in health care services.
		2.3.2	Describe process of establishing and maintaining stakeholders network
		2.3.3	Describe skills of stake holders networking in improving health care provision
3.1	Employ knowledge and skills of research to conduct operational research	3.1.1	Describe concepts and principles of research
		3.1.2	Describe process of conducting operational research
		3.1.3	Conduct operational research
3.2	Utilize Health and Health related Policy to improve health care	3.2.1	Describe health and health related policies and guidelines

S/N	ENABLING OUTCOMES	S/N	SUB ENABLING OUTCOMES
	services	3.2.2	Describe health policy and guidelines development process
		3.2.3	Implement health and health related policies
3.3	Utilize knowledge and skills of planning to improve health care services	3.3.1	Describe concepts and principles of planning
		3.3.2	Describe process of planning
		3.3.3	Prepare health facility plan .
4.1	Describe management of survivors of forensic injuries.	4.1.1	Describe management of survivors of blunt force injuries
		4.1.2	Describe management of survivors of sharp force injuries
		4.1.3	Describe management of survivors of firearm injuries
		4.1.4	Describe management of survivor of forensic burn injuries
4.2	Utilize principles of forensic medicine to handle forensic evidences	4.2.1	Describe concepts and principles of forensic medicine
		4.2.2	Collect forensic evidences
		4.2.3	Process forensic evidences
4.3	Employ knowledge and skills of forensic medicine to prepare forensic examination reports	4.3.1	Describe different tools for documentation of forensic evidences
		4.3.2	Prepare forensic reports
		4.3.3	Describe process of maintaining forensic records

2.12 ASSESSMENT AND THEIR BENCHMARKING

2.12.1 Related Tasks, Assessment Criteria, Assessment Methods and Instruments

Table 12: Related Tasks, Assessment Criteria, Assessment Methods and Instruments

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
1.1.1	Manage patients with common oral conditions	(a)	Take history of the patient	Patient's history is taken according to standards	• Clinical examination • Observation of performance • Assignments • Objective Structured Clinical Examination • Oral examination	• Checklist • Portfolio • rating scale • Assignment reports
		(b)	Perform clinical examination of the patient	Clinical examination is performed according to standards	• Clinical examination • Assignments • Objective Structured Clinical Examination • Oral examination • Observation of performance	• Checklist • Portfolio • Rating scale • Assignment reports
		(c)	Define common oral conditions	Common oral conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(d)	Identify aetiology/risk factors of common oral conditions			
		(e)	Outline epidemiology of common oral conditions			
		(f)	Explain clinical features of common oral conditions			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(g)	Establish provisional and differential diagnosis of common oral conditions	Common oral conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(h)	Treat common oral conditions			
		(i)	Provide health education			
		(j)	Refer as appropriate			
			Deciduous teeth extraction, broken root, reduction of temporal mandibular joint dislocation, infected socket, dental carries, periodontal condition, Oral ulcers, ameloblastoma, dental abscess, periodontal abscess			
			Take history, Examine patient, collect investigations, Administer IV fluid, perform IV cannulation and Provide health education.			
1.1.2	Manage patients with common eye conditions	(a)	Take history of the patient	History of the patient is taken according to standards	• Clinical examination • Observation of performance • Assignments • Objective Structured Clinical Examination • Oral examination	• Checklist • Portfolio • Rating scale • Assignment reports
		(b)	Perform clinical examination of the patient (including Visual assessment, eye examination by using torch)	Clinical examination is performed according to standards	• Clinical examination • Assignments • Objective Structured Clinical Examination • Oral examination • Observation of performance	• Checklist • Portfolio • Rating scale • Assignment reports
		(c)	Define common eye conditions	Common eye conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports
		(d)	Identify aetiology/risk factors of common eye			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			• Checklist
		(e)	Outline epidemiology of common eye conditions			
		(f)	Explain clinical features of common eye conditions			
		(g)	Establish provisional and differential diagnosis of common eye conditions	Common eye conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination	• Checklist • Portfolio • Rating scale • Question paper • Answer guide
		(h)	Treat common eye conditions			
		(i)	Refer as appropriate			
		(j)	Provide health education			
			Active trachoma, epidemic viral Keratoconjunctivitis, bacterial conjunctivitis, Blepharitis, corneal ulcers, cataract, ectropion, Ocular injuries, Glaucoma, visual impairments, retinoblastoma, Squamous cell carcinoma of the eye, Ocular cyst, foreign body, retinopathies (Diabetes, Hypertensive, HIV)			
			Take history, Examine patient, collect investigations, Administer IV fluid, perform IV cannulation, Provide health education, Visual assessment, eye examination by using torch, Remove superficial un-imbedded foreign bodies, apply eye patch			
1.1.3	Manage patients with common ear, nose and throat conditions	(a)	Take history of the patient	History of the patient is taken according to standards	• Clinical examination • Observation of performance • Assignments • Objective Structured Clinical Examination • Oral examination	• Checklist • Portfolio • rating scale • Assignment reports
		(b)	Perform clinical examination of the patient (including otoscopy)	Clinical examination is performed according to standards	• Clinical examination • Assignments • Objective Structured	• Checklist • Portfolio • Rating scale

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
					Clinical Examination • Oral examination • Observation of performance	• Assignment reports
		(c)	Define common ear, nose and throat conditions	Common Ear, nose and throat conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(d)	Identify aetiology/risk factors of common ear, nose and throat conditions			
		(e)	Outline epidemiology of common ear nose and throat conditions			
		(f)	Explain clinical features of common oral conditions			
		(g)	Establish provisional and differential diagnosis of common ear, nose and throat conditions	Common Ear, nose and throat conditions managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination	• Checklist • Portfolio • Rating scale • Question paper • Answer guide
		(h)	Treat common ear, nose and throat conditions			
		(i)	Refer as appropriate			
		(j)	Provide health education			
			Otitis media, Otitis externa, allergic rhinitis, epistaxis, mastoditis, peritonsilar abscess, Tonsillitis, Sinusitis, Hoarseness of voice, Nasal polyps, adenoid hypertrophy			
			Take history, Examine patient, collect investigations, Administer IV fluid, perform IV cannulation, Provide health education, Apply anterior nasal pack, Inspect throat by torch, Perform otoscopy, dry ear by wicking, removal un-imbedded foreign bodies, Perform helmich manoeuvre			
1.2.1	Manage patients with haemato-oncological	(a)	Define common haemato-oncological conditions	Common haemato-oncological conditions	• Assignment	• Assignment report

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	conditions	(b)	Identify aetiology/ risk factors of common haemato-oncological conditions	are correctly described	• Written examination • Oral examination	• Question paper • Answer guide • Checklist
		(c)	Outline epidemiology of common haemato-oncological conditions			
		(d)	Explain clinical features of common haemato-oncological conditions			
		(e)	Establish provisional and differential diagnosis of common haemato-oncological conditions	Common haemato-oncological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	pre-referral treatment of common haemato-oncological conditions			
		(g)	Provide follow-up services of common haemato-oncological conditions			
		(h)	Provide control and preventive measures of common haemato-oncological conditions			
			Hodgkin lymphomas, Non-Hodgkin lymphomas, Leukemia			
1.2.2	Manage patients with Neuro-endocrine conditions	(a)	Define common neuro-endocrine conditions	Common neuro-endocrine conditions are correctly described	• Assignment • Written examination • Oral examination	• Assignment report • Question paper • Answer guide
		(b)	Identify aetiology/ risk factors of common neuro-			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			endocrine conditions			• Checklist
		(c)	Outline epidemiology of common neuro-endocrine conditions			
		(d)	Explain clinical features of common neuro-endocrine conditions			
		(e)	Establish provisional and differential diagnosis of common neuro-endocrine conditions	Common neuro-endocrine conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	pre-referral treatment of common neuro-endocrine conditions			
		(g)	Provide follow-up services of common neuro-endocrine conditions			
		(h)	Provide control and preventive measures of common neuro-endocrine conditions			
			Simple goitre, hyperthyroidism, hypothyroidism, Migraine and tension headaches, trigeminal neuralgia, facial nerve palsy			
1.2.3	Manage patients with genitourinary conditions	(a)	Define common genitourinary conditions	Common genitourinary conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/ risk factors of common genitourinary conditions			
		(c)	Outline epidemiology of common genitourinary			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
		(d)	Explain clinical features of common genitourinary conditions			
		(e)	Establish provisional and differential diagnosis of common genitourinary conditions	Common genitourinary conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	pre-referral treatment of common genitourinary conditions			
		(g)	Provide follow-up services of common genitourinary conditions			
		(h)	Provide control and preventive measures of common genitourinary conditions			
			Glomerulonephritis, Nephrotic syndrome, Renal failure.			
1.2.4	Manage patients with gastrointestinal conditions	(a)	Define common gastrointestinal conditions	Common Gastrointestinal conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/ risk factors of common gastrointestinal conditions			
		(c)	Outline epidemiology of common gastrointestinal conditions			
		(d)	Explain clinical features of common gastrointestinal conditions			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(e)	Establish provisional and differential diagnosis of common gastrointestinal conditions	Common gastrointestinal conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	pre-referral treatment of common gastrointestinal conditions			
		(g)	Provide follow-up services of common gastrointestinal conditions			
		(h)	Provide control and preventive measures of common gastrointestinal conditions			
			Liver cirrhosis, Hepatoma, Liver failure.			
1.2.5	Manage patients with dermatological conditions	(a)	Define terminologies used in dermatology	Common dermatological conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Define common dermatological conditions			
		(c)	Identify aetiology/risk factors of common dermatological conditions			
		(d)	Outline epidemiology of common dermatological conditions			
		(e)	Explain clinical features of common dermatological conditions			
		(f)	Establish provisional and differential diagnosis of common dermatological	Common dermatological conditions are	• Clinical examination • written examination	• Checklist • Portfolio

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions	managed according to guidelines	• Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Rating scale • Question paper • Answer guide • Assignment report
		(g)	Provide pre-referral treatment of common dermatological conditions			
		(h)	Provide follow-up services of common dermatological conditions			
		(i)	Provide control and preventive measures of common dermatological conditions			
			Eczema, Vitiligo, Acne, Psoriasis			
1.2.6	Manage patients with musculoskeletal conditions	(a)	Define common musculoskeletal conditions	Common musculoskeletal conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common musculoskeletal conditions			
		(c)	Outline epidemiology of common musculoskeletal conditions			
		(d)	Outline epidemiology of common musculoskeletal conditions			
		(e)	Explain clinical features of common musculoskeletal conditions			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(f)	Establish provisional and differential diagnosis of common musculoskeletal conditions	Common musculoskeletal conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(g)	Provide pre-referral treatment of common musculoskeletal conditions			
		(h)	Provide follow-up services of common musculoskeletal conditions			
			Gout arthritis and rheumatoid arthritis			
1.2.7	Manage patients with common mental disorders and drug/substance abuse	(a)	Define terminologies used in common mental disorders	Common mental disorders are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Define common mental disorders			
		(c)	Identify aetiology/risk factors of common mental disorders			
		(d)	Outline epidemiology of common mental disorders			
		(e)	Explain clinical features of common mental disorders			
		(f)	Establish provisional and differential diagnosis of common mental disorders conditions	Common mental disorders are managed according to guidelines	• Clinical examination • written examination • Oral examination	• Checklist • Portfolio • Rating scale

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(g)	Provide pre-referral treatment of common mental disorders conditions		• Observation of performance • Objective Structured Clinical Examination • Assignment	• Question paper • Answer guide • Assignment report
		(h)	Provide follow-up services of common mental disorders conditions			
			Schizophrenia, Depression, Mania, Bipolar disorder, Hysteria, Drug/Substance abuse disorders			
1.3.1	Manage Patients with gyne-oncological conditions	(a)	Define common gynae-oncological conditions	Common gynae-oncological conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common gynae-oncological conditions			
		(c)	Outline epidemiology of common gynae-oncological conditions			
		(d)	Explain clinical features of common gynae-oncological conditions			
		(e)	Establish provisional and differential diagnosis of common gynae-oncological conditions	Common gynae-oncological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common gynae-oncological conditions			
		(g)	Provide follow-up services of common gynae-oncological			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
		(h)	Provide control and preventive measures of common gyne-oncological conditions			
			Uterine fibroid, Endometrial polyp, Endometrial carcinoma, Cervical carcinoma, Cervical polyp, Ovarian cyst, Ovarian cancer, Choriocarcinoma, Vaginal cancer			
1.3.2	Manage patients with upper genital tract conditions	(a)	Define common upper genital tract conditions	Common upper genital tract conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common upper genital tract conditions			
		(c)	Outline epidemiology of common upper genital tract conditions			
		(d)	Explain clinical features of common upper genital tract conditions			
		(e)	Establish provisional and differential diagnosis of common upper genital tract conditions	Common upper genital tract conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common upper genital tract conditions			
		(g)	Provide follow-up services of common upper genital tract conditions			
		(h)	Provide control and preventive measures of			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			common upper genital tract conditions			
			Menstrual disorders, infertility, Endometriosis, Hematometra, Asherman's syndrome, Menopause			
1.3.3	Manage patients with lower genital tract conditions	(a)	Define common lower genital tract conditions	Common lower genital tract conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common lower genital tract conditions			
		(c)	Outline epidemiology of common lower genital tract conditions			
		(d)	Explain clinical features of common lower genital tract conditions			
		(e)	Establish provisional and differential diagnosis of common lower genital tract conditions	Common lower genital tract conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common lower genital tract conditions			
		(g)	Provide follow-up services of common lower genital tract conditions			
		(h)	Provide control and preventive measures of common upper genital tract conditions			
			Bartholin cyst, Genital prolapse, Urogenital fistula, imperforate hymen, Labial fusion			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
1.4.1	Manage patient with general surgical conditions	(a)	Define common general surgical conditions	Common general surgical conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common general surgical conditions			
		(c)	Outline epidemiology of common general surgical conditions			
		(d)	Explain clinical features of common general surgical conditions			
		(e)	Establish provisional and differential diagnosis of common general surgical conditions	Common general surgical conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common general surgical conditions			
		(g)	Provide follow-up services of common general surgical conditions			
		(h)	Provide control and preventive measures of common general surgical conditions			
			Ulcers, lymphadenitis, thoracic empyema and pyomyositis, Gastro-oesophageal reflux disease, Hiatal hernia, Anorectal fistula, Hydrocele, Cholelithiasis, surgical jaundice and constipation, bed sores			
1.4.2	Manage patients with	(a)	Define common	Common urological	• Assignment	• Assignment

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	urological conditions		urological conditions	conditions are correctly described	• Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common urological conditions			
		(c)	Outline epidemiology of common urological conditions			
		(d)	Explain clinical features of common urological conditions			
		(e)	Establish provisional and differential diagnosis of common urological conditions	Common urological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common urological conditions			
		(g)	Provide follow-up services of common urological conditions			
		(h)	Provide control and preventive measures of common urological conditions			
			BPH, Urethral Strictures, urolithiasis			
1.4.3	Manage patients with trauma and orthopaedic conditions	(a)	Define common trauma and orthopaedic conditions	Common trauma and orthopaedic conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common trauma and orthopaedic			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
		(c)	Outline epidemiology of common trauma and orthopaedic conditions			
		(d)	Explain clinical features of common trauma and orthopaedic conditions			
		(e)	Establish provisional and differential diagnosis of common trauma and orthopaedic conditions	Common trauma and orthopaedic conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common trauma and orthopaedic conditions			
		(g)	Provide follow-up services for common trauma and orthopaedic conditions			
		(h)	Provide control and preventive measures of common trauma and orthopaedic conditions			
			Osteomyelitis, Septic arthritis, degenerative arthritis, Osteoporosis, spondylitis, congenital talipes equinovarus, congenital hip dysplasia			
1.4.4	Manage patients with surgical oncological conditions	(a)	Define common surgical oncological conditions	Common surgical oncological conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common surgical oncological			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
		(c)	Outline epidemiology of common surgical oncological conditions			
		(d)	Explain clinical features of common surgical oncological conditions			
		(e)	Establish provisional and differential diagnosis of common surgical oncological conditions	Common surgical oncological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common surgical oncological conditions			
		(g)	Provide appropriate supportive care for common surgical oncological conditions			
		(h)	Provide counselling and follow-up services of common surgical oncological conditions			
		(i)	Provide control and preventive measures of common surgical oncological conditions			
			Lung cancer, Breast lumps, Breast cancer, cancer of the prostate, Gastric carcinoma, Bladder carcinoma, Cancer of esophagus, Lipoma, squamous cell carcinoma of the skin, basal cell carcinoma and malignant melanoma, sebaceous cyst			
1.4.5	Manage patients with	(a)	Define common	Common paediatric	• Assignment	• Question paper

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	paediatric surgical conditions		paediatric surgical conditions	surgical conditions are correctly described	• Written examination • Oral examination	• Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common paediatric surgical conditions			
		(c)	Outline epidemiology of common paediatric surgical conditions			
		(d)	Explain clinical features of common paediatric surgical conditions			
		(e)	Establish provisional and differential diagnosis of common paediatric surgical conditions	Common paediatric surgical conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric surgical conditions			
		(g)	Provide appropriate supportive care for common paediatric surgical conditions			
		(h)	Provide follow-up services of common paediatric surgical conditions			
			Cystic hygroma, hemangioma, cryptorchidism, hydrocephalus, spinal bifida.			
1.5.1	Manage patients with paediatric cardio-	(a)	Define common paediatric cardio-	Common paediatric cardio- respiratory	• Assignment	• Question paper

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	respiratory conditions		respiratory conditions	conditions are correctly described	• Written examination • Oral examination	• Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common paediatric cardio-respiratory conditions			
		(c)	Outline epidemiology of common paediatric cardio- respiratory conditions			
		(d)	Explain clinical features of common paediatric cardio- respiratory conditions			
		(e)	Establish provisional and differential diagnosis of common paediatric cardio- respiratory conditions	Common paediatric cardio- respiratory conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric cardio-respiratory conditions			
		(g)	Provide appropriate supportive care for common paediatric cardio- respiratory conditions			
		(h)	Provide follow-up services of common paediatric cardio-respiratory conditions			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			Ventricular septal defect, Atrioseptal defect, and Patent Ductus Arteriosus Tetralogy of Fallot and Infective endocarditis			
1.5.2	Manage patients with paediatric genital urinary conditions	(a)	Define common paediatric genital urinary conditions	Common paediatric genital urinary conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common paediatric genital urinary conditions			
		(c)	Outline epidemiology of common paediatric genital urinary conditions			
		(d)	Explain clinical features of common paediatric genital urinary conditions			
		(e)	Establish provisional and differential diagnosis of common paediatric genital urinary conditions	Common paediatric genital urinary conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric genital urinary conditions			
		(g)	Provide appropriate supportive care for common paediatric genital urinary conditions			
		(h)	Provide follow-up services of common paediatric genital urinary			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
			Nephrotic syndrome, Haematuria			
1.5.3	Manage patients with general paediatric disorders	(a)	Define common paediatric general disorders	Common paediatric general disorders are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common general disorders			
		(c)	Outline epidemiology of common paediatric general disorders			
		(d)	Explain clinical features of common general paediatric disorders			
		(e)	Establish provisional and differential diagnosis of common paediatric general disorders	Common paediatric general disorders are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common general paediatric disorders			
		(g)	Provide appropriate supportive care for common general paediatric disorders			
		(h)	Provide counselling and follow-up services of common general paediatric disorders			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			Delayed puberty and development, precocious puberty, Juvenile arthritis.			
1.5.4	Manage patient with paediatric nervous system disorders	(a)	Define common paediatric nervous system disorders	Common paediatric nervous system disorders are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common nervous system disorders			
		(c)	Outline epidemiology of common paediatric nervous system disorders			
		(d)	Explain clinical features of common paediatric nervous system disorders			
		(e)	Establish provisional and differential diagnosis of common paediatric nervous system disorders	Common paediatric nervous system disorders are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric nervous system disorders			
		(g)	Provide appropriate supportive care for nervous system disorders			
		(h)	Provide counselling and follow-up services of common paediatric nervous system disorders			
			Floppy infant, Acute transverse myelitis, nocturnal enuresis			
1.5.5	Manage patients with	(a)	Define common	Common paediatric	• Assignment	• Question paper

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	paediatric oncological conditions		paediatric oncological conditions	oncological conditions are correctly described	• Written examination • Oral examination	• Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common oncological conditions			
		(c)	Outline epidemiology of common paediatric oncological conditions			
		(d)	Explain clinical features of common paediatric oncological conditions			
		(e)	Establish provisional and differential diagnosis of common paediatric oncological conditions	Common paediatric oncological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric oncological conditions			
		(g)	Provide appropriate supportive care for oncological conditions			
		(h)	Provide counselling and follow-up services of common paediatric oncological conditions			
			Neuroblastoma, Teratoma, Nephroblastoma			
1.5.6	Manage patients with paediatric dermatological conditions	(a)	Define common paediatric dermatological conditions	Common paediatric dermatological conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports
		(b)	Outline epidemiology of common dermatological			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			• Checklist
		(c)	Identify aetiology /risk factors of common paediatric dermatological conditions			
		(d)	Explain clinical features of common paediatric dermatological conditions			
		(e)	Establish provisional and differential diagnosis of common paediatric dermatological conditions	Common paediatric dermatological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Treat common paediatric dermatological conditions according to protocol			
		(g)	Provide pre-referral treatment and refer common paediatric dermatological conditions			
		(h)	Provide counselling and follow-up services of common paediatric dermatological conditions			
		(i)	Provide preventive and control measures of common paediatric dermatological conditions			
			Psoriasis, pytriasis alba, eczema and albinism			
1.5.7	Manage patients with paediatric genetical/	(a)	Define common paediatric genetical/	Common paediatric genetical/ congenital	• Assignment	• Question paper

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	congenital disorders		congenital disorders	disorders are correctly described	• Written examination • Oral examination	• Answer guide • Assignment reports • Checklist
		(b)	Identify aetiology/risk factors of common paediatric genetical/ congenital disorders			
		(c)	Outline epidemiology of common paediatric genetical/ congenital disorders			
		(d)	Explain clinical features of common paediatric genetical/ congenital disorders			
		(e)	Establish provisional and differential diagnosis of common paediatric genetical/ congenital disorders	Common paediatric genetical/ congenital disorders are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Provide pre-referral treatment of common paediatric genetical/ congenital disorders			
		(g)	Provide appropriate supportive care for common paediatric genetical/ congenital disorders			
		(h)	Provide counselling and follow-up services of common paediatric genetical/ congenital			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			disorders			
			Downs syndrome, Oesophageal atresia and Tracheoesophageal Fistula, Congenital Hypertrophic pyloric stenosis, intestinal atresia, Hirchsprung disease, Anal rectal malformations, cleft lip and palate, omphalocoele and gastroschysis, bladder exstrophy.			
1.6.1	Manage patients with geriatric conditions	(a)	Define common geriatric conditions	Common geriatric conditions are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify aetiologies/risk factors of common geriatric conditions			
		(c)	Outline epidemiology of common geriatric conditions			
		(d)	Explain clinical features of common geriatric conditions			
		(e)	Establish provisional and differential diagnosis of common geriatric conditions	Common geriatric conditions are managed according to guidelines	• Written examination • Oral examination • Observation of performance • Assignment	• Checklist • Portfolio • Question paper • Answer guide • Assignment report
		(f)	Assess specific needs			
		(g)	Provide pre-referral treatment of common geriatric conditions			
		(h)	Provide counselling follow-up services of common geriatric conditions			
		(i)	Provide control and preventive measures of common geriatric			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			conditions			
			Senile Dementia, Alzheimer disease, Parkinson disease.			
1.6.2	Provide palliative care to terminally ill patients	(a)	Explain principles of palliative care	Palliative care to terminally ill patient is provided according to guidelines	• Written examination • Oral examination • Observation of performance • Assignment	• Checklist • Question paper • Answer guide • Portfolio • Assignment report
		(b)	Identify patients in need of palliative care			
		(c)	Assess specific needs of terminally ill patients			
		(d)	Coach care takers to provide care to terminally ill patients			
		(e)	Provide psychosocial support and counselling			
		(f)	Provide pain relief to terminally ill patients			
		(g)	Provide appropriate care to terminally ill patients			
		(h)	Link for continuum of care (social worker, home based care, religious leaders)			
1.6.3	Provide care for special groups	(a)	Identify specific needs for special groups	Care to special group is provided according to guidelines	• Written examination • Oral examination • Assignment	• Checklist • Question paper • Answer guide • Portfolio • Assignment report
		(b)	Mobilize resources for special groups			
		(c)	Link for continuum of care			
		(d)	Provide counselling			
		(e)	Conduct follow up			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(f)	Establish groups with common interests			
			Visual, hearing and speech impairment, physical disabilities, Albino and mental handicap			
1.7.1	Perform medical clinical procedures	(a)	Administer oxygen therapy	Medical clinical procedures are performed according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform ascitic tap			
		(c)	Perform gastric lavage			
		(d)	Insert nasogastric tube			
		(e)	Perform venepuncture			
		(f)	Administer medicine			
		(g)	Administer blood transfusion			
		(h)	Perform cardiopulmonary resuscitation			
		(i)	Insert urethral catheter			
		(j)	Administer blood transfusion			
1.7.2	Perform surgical clinical procedure	(a)	Perform social toilet	Surgical clinical procedures are performed according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform wound repair			
		(c)	Perform surgical debridement			
		(d)	Apply different types of splinting			
		(e)	Insert urethral catheter			
		(f)	Perform supra-pubic aspiration			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(g)	Perform incision and drainage			
		(h)	Administer oxygen therapy			
		(i)	Administer blood transfusion			
		(j)	Give enema			
		(k)	Change colostomy bag			
		(l)	Perform suprapubic puncture			
		(m)	Dress wound			
		(n)	Perform enema			
		(o)	Change colostomy bag			
		(p)	Stabilize the neck			
		(q)	Administer local anaesthesia			
		(r)	Assist major operation			
		(s)	Perform venous cut down			
		(t)	Clean tracheostomy tube			
		(u)	Administer local anaesthesia			
1.7.3	Perform paediatric clinical procedures	(a)	Perform ascitic tap	Paediatric clinical procedures are performed according to standards	• Clinical examination • written examination • Oral examination • Observation of performance	• Checklist • Portfolio • Rating scale • Question paper • Answer guide
		(b)	Perform gastric lavage			
		(c)	Insert nasogastric tube			
		(d)	Perform venepuncture			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(e)	Insert intraosseous cannula for administering fluids or blood.		• Objective Structured Clinical Examination • Assignment	• Assignment report
		(f)	Administer oxygen therapy			
		(g)	Perform cardiopulmonary resuscitation(CPR)			
		(h)	Administer blood transfusion			
		(i)	Provide Kangaroo Mother care			
		(j)	Prepare Oral rehydration solution			
		(k)	Prepare Rehydration solution for malnourished children			
		(l)	Prepare therapeutic milk			
		(m)	Administer medicine			
1.7.4	Perform Obstetric and gynaecological clinical procedures	(a)	Perform pelvic assessment	Obstetrics and gynaecological clinical procedures are performed according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform speculum examination			
		(c)	Insert and Remove IUCD			
		(d)	Insert and remove implant			
		(e)	Administer IV fluid			
		(f)	Perform manual removal of the placenta			
		(g)	Perform Manual vacuum Aspiration(MVA)			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(h)	Perform IV cannulation			
		(i)	Provide oxygen therapy			
		(j)	perform gastric lavage			
		(k)	Pelvic examination for woman in labour			
		(l)	administer blood transfusion			
		(m)	Take cervical smear			
		(n)	Conduct normal delivery			
		(o)	Assist breech delivery			
		(p)	Repair first and second degree tear of the perineum			
		(q)	Assist major operation			
		(r)	Perform pelvic assessment			
		(s)	Examine placenta			
		(t)	Provide family planning services			
		(u)	Insert urethral catheter			
		(v)	Perform speculum examination			
		(w)	Perform episiotomy			
		(x)	Perform cardiopulmonary resuscitation			
1.8.1	Manage patients with communicable and	(a)	Take history of the patient	Patient's history is taken, recorded and	• Clinical examination • Observation of	• Checklist • Portfolio

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	emergence medical conditions			presented according to standards	performance • Assignments • Objective Structured Clinical Examination • Oral examination	• rating scale • Assignment reports
		(b)	Perform clinical examination of the patient	Clinical examination is performed and findings recorded and presented according to standards	• Clinical examination • Observation of performance • Assignments • Objective Structured Clinical Examination • Oral examination	• Checklist • Portfolio • rating scale • Assignment reports
		(c)	Record patient's history and examination findings			
		(d)	Present patient's history and findings systematically			
		(e)	Establish provisional and differential diagnoses	Communicable and emergence medical conditions are managed according to guidelines	• Clinical examination • Observation of performance • Assignments • Objective Structured Clinical Examination • Oral examination	• Checklist • Portfolio • rating scale • Assignment reports
		(f)	Perform laboratory investigations			
		(g)	Provide treatment			
		(h)	Provide health education			
		(i)	Refer as appropriate			
1.8.2	Manage new-born and patients with communicable and emergence paediatric conditions	(a)	Take history of the patient	Patient's history is taken, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform clinical examination of the patient	Clinical examination is performed, recorded	• Clinical examination	• Checklist

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(c)	Record patient's history and findings systematically	and presented according to standards	• written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(d)	Present patient's history and examination findings systematically			
		(e)	Establish provisional and differential diagnoses	New born and patients with communicable and emergence paediatric conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Perform laboratory investigations			
		(g)	Provide treatment			
		(h)	Provide health education			
		(i)	Refer as appropriate			
1.8.3	Manage patients with obstetrical conditions	(a)	Take history of the patient	Patient's history is taken, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform clinical examination of the patient	Clinical examination is performed, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(c)	Record patient's history and findings systematically			
		(d)	Present patient's history and examination findings			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			systematically		• Assignment	
		(e)	Establish provisional and differential diagnoses	Obstetric conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Perform laboratory investigations			
		(g)	Provide treatment			
		(h)	Provide health education			
		(i)	Refer as appropriate			
1.8.4	Manage patients with emergence gynaecological conditions	(a)	Take history of the patient	Patient's history is taken, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform clinical examination of the patient	Clinical examination is performed, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(c)	Record patient's history and findings systematically			
		(d)	Present patient's history and findings systematically			
		(e)	Establish provisional and differential diagnoses	Emergence gynaecological conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination	• Checklist • Portfolio • Rating scale
		(f)	Perform laboratory investigations			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(g)	Provide treatment		• Observation of performance • Objective Structured Clinical Examination • Assignment	• Question paper • Answer guide • Assignment report
		(h)	Provide health education			
		(i)	Refer as appropriate			
1.8.5	Manage patient with emergence surgical conditions	(a)	Take history of the patient	Patient's history is taken, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Perform clinical examination of the patient	Clinical examination is performed, recorded and presented according to standards	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(c)	Record patient's history and findings systematically			
		(d)	Present patient's history and findings systematically			
		(e)	Establish provisional and differential diagnoses	Emergence surgical conditions are managed according to guidelines	• Clinical examination • written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(f)	Perform laboratory investigations			
		(g)	Provide treatment			
		(h)	Provide health education			
		(i)	Refer as appropriate			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
2.1.1	Describe concepts and principles of human resource management	(a)	Define leadership and management	Leadership and management are correctly defined and distinguished	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Distinguish leader and manager			
		(c)	Describe leadership qualities (characteristics, values, traits)	Leadership qualities and styles are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(d)	Describe leadership styles			
		(e)	Outline leadership skills	Leadership and management skills and theories are correctly explained	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(f)	Outline management skills			
		(g)	Explain leadership theories			
2.1.2	Describe functions of a leader and a manager	(a)	Describe functions of a leader	Functions, challenges facing leaders and managers and ways to overcome the challenges are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Describe functions of a manager			
		(c)	Outline challenges facing leaders and managers			
		(d)	Outline ways to overcome challenges facing leaders and managers			
2.1.3	Apply skills of leadership and management in health care services delivery.	(a)	Describe steps of appraise and motivate staff at health facility level	Steps of appraisal and identification of human resource requirements are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Identify human resource requirements at the health facility			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(c)	Allocate jobs at health facility level	Roles and responsibilities of a leader and a manager are correctly explained	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(d)	Build team work spirit and capacity of co-workers			
		(e)	Implement human resource guidelines at work place			
		(f)	Establish good communication system at health facility			
2.2.1	Describe principles of good governance in improving quality of health services	(a)	Define good governance	Principles of good governance for improving quality of health services are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Outline importance of good governance in health care provision			
		(c)	Explain characteristics of good governance			
		(d)	Identify key actors in governance			
		(e)	Explain the interaction between key actors of governance			
2.2.2	Describe the key human resource management functions	(a)	Describe process of recruitment, selection and induction	Process of recruitment, selection, induction, principles performance of management and appraisal are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Describe process and principles of performance management and appraisal			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(c)	Describe staff development process	Staff development process, motivation and retention strategies are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(d)	Describe motivation and retention strategies			
2.2.3	Apply knowledge and skills of human resource management to conduct supportive supervision	(a)	Explain process of supportive supervision	Process of supportive supervision, mentoring and coaching are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Explain process of mentoring			
		(c)	Explain process of coaching			
		(d)	Conduct supportive supervision			
		(e)	Prepare report and feedback			
		(f)	Conduct staff Mentoring and Coaching			
2.2.4	Apply labour laws and disciplinary procedure in managing human resource	(a)	Outline labour laws, standing orders, regulations, acts and policies	Labour laws, standing orders, regulations, acts and policies are correctly outlined	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Apply labour laws, standing orders, regulations, acts and policies to resolve disputes			
		(c)	Apply labour laws, regulations and acts in disciplinary proceedings			
2.2.5	Describe quality improvement strategy for health services	(a)	Define quality improvement and work improvement teams	Quality improvement strategies for health services are correctly	• Assignment • Written examination	• Question papers • Answer Guide

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(b)	Explain rationale for work improvement	described	• Oral examination	• Checklist • Assignment report
		(c)	Explain quality improvement principles			
		(d)	Explain preventive maintenance of infrastructures			
2.3.1	Describe concepts of stakeholders networking in health care services.	(a)	Define stake holders and networking in health care services delivery	Concepts of stake holders networking are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Identify stakeholders in health care service delivery			
		(c)	List approaches used in stakeholders networking			
2.3.2	Describe process of establishing and maintaining stakeholders network	(a)	Outline the process of mapping the stake holders	Procedures for mapping, prioritizing and organizing meeting with potential stakeholders are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Outline process of prioritizing stakeholders			
		(c)	Describe procedures for organizing meeting with potential stakeholders			
		(d)	Describe procedures for negotiating with stakeholders			
		(e)	Describe process of maintaining good communication with stakeholders			
2.3.3	Describe skills of stake holders networking in	(a)	Describe different approaches for networking	Skills of stake holders networking in	• Assignment	• Question papers

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	improving health care provision		with stakeholders	improving health care provision are correctly described	• Written examination • Oral examination	• Answer Guide • Checklist • Assignment report
		(b)	Explain how to organize meeting with stakeholders			
		(c)	Describe how to provide feedback to stakeholders			
3.1.1	Describe concepts and principles of research	(a)	Define terminologies commonly used in research	Types and designs of research are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer Guide • Checklist • Assignment report
		(b)	Describe types of research			
		(c)	Describe research designs			
		(d)	Describe principles of conducting research	Principles, steps and challenges for conducting research are correctly explained	• Written assignment • Written test/ examination • Oral examination	• Assignment • Question paper • Answer guide • Assignment reports • Checklist • Assignment
		(e)	Explain steps for conducting research			
		(f)	Explain challenges for conducting operational research			
3.1.2	Describe process of conducting operational research	(a)	Describe principles of operational research	Principles of operational research are correctly described	• Written assignment • Written test/ examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Describe process of problem identification	Process of conducting operational research is correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(c)	Describe sources of data			
		(d)	Describe sample and sampling procedure			
		(e)	Describe data collection methods			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(f)	Describe methods of data processing and analysis			
		(g)	Describe format of research report writing			
3.1.3	Conduct operational research	(a)	Identify health research problems	Research proposal is prepared according to principles	• Assignment • Written examination • Oral examination • Practical examination	• Question papers • Answer guide • Checklist • Assignment report • Research proposal
		(b)	Prioritize health problems based on WHO criteria			
		(c)	Prepare operational research proposal			
		(d)	Perform data collection for operational research	Data collection and analysis are correctly performed	• Assignment • Written examination • Oral examination • Practical examination	• Question papers • Answer guide • Checklist • Assignment report • Research results
		(e)	Perform data analysis for operational research			
		(f)	Prepare research report	Research information, results and report are correctly prepared	• Assignment • Written examination • Oral examination • Practical examination	• Question papers • Answer guide • Checklist • Assignment report • Research report
		(g)	Utilize research information/results			
		(h)	Disseminate research findings			
3.2.1	Describe health and health related policies and guidelines	(a)	Identify health and health related policies and guidelines	National health policy and health related policies in Tanzania are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Describe the national health policy			
		(c)	Describe health related policies in Tanzania			
		(d)	Describe linkage of the national health policy with national and international			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
			initiatives			
3.2.2	Describe health policy and guidelines development process	(a)	Identify stakeholders involved in health policy development	Process of formulating policy guidelines is correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Describe procedures for conducting situational analysis			
		(c)	Describe formulation of policy guidelines			
3.2.3	Implement health and health related policies	(a)	Utilize health and health related policy guidelines	Health and health related policy are implemented according to guidelines	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Sensitize community on implementation of health policy and health related policy guidelines			
		(c)	Describe how to supervise implementation of health policy and health related policy guidelines			
3.3.1	Describe concepts and principles of planning	(a)	Define terminologies used in planning	Concepts and principles of planning are correctly described	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Describe different approaches of planning			
		(c)	Describe rationale for planning			
		(d)	Describe principles of planning			
3.3.2	Describe process of planning	(a)	Describe steps for designing a health facility plan	Implementation, monitoring and evaluation of health	• Assignment • Written examination	• Question papers • Answer guide

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(b)	Describe implementation of a health facility plan	facility plans are correctly described	• Oral examination	• Checklist • Assignment report
		(c)	Describe procedures for developing monitoring and evaluation framework			
3.3.3	Prepare health facility plan	(a)	Identify health facility needs	Health facility plan is prepared according to guidelines	• Assignment • Written examination • Oral examination	• Question papers • Answer guide • Checklist • Assignment report
		(b)	Prioritize health facility needs			
		(c)	Prepare health facility budget			
4.1.1	Describe management of survivors of blunt force injuries	(a)	Define blunt force injuries	Management of survivors of blunt force injuries are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identifies common causes of blunt force injuries			
		(c)	Describe documentation of findings			
		(d)	Explain clinical features of blunt force injuries			
		(e)	Outline measures of protection for survivors of blunt force injuries			
		(f)	Describe link for continuum of care (social welfare services, police and legal support)			
4.1.2	Describe management of survivors of sharp force injuries	(a)	Define forensic sharp force injuries	Management of survivors of sharp force injuries are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identifies common causes of forensic sharp force injuries			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(c)	Describe documentation of findings			
		(d)	Explain clinical features of sharp force injuries			
		(e)	Outline measures of protection for survivors of sharp force injuries			
		(f)	Describe link for continuum of care (social welfare services, police and legal support)			
4.1.3	Describe management of survivors of firearm injuries	(a)	Define forensic firearm injuries	Management of survivors of firearm injuries are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identifies common causes of firearm injuries			
		(c)	Describe documentation of findings			
		(d)	Explain clinical features of firearm injuries			
		(e)	Outline measures of protection for survivors of firearm injuries			
		(f)	Describe link for continuum of care (social welfare services, police and legal support)			
4.1.4	Describe management of survivors of forensic burn injuries	(a)	Define forensic burn injuries	Management of survivors of forensic burn injuries are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports
		(b)	Identifies common causes of forensic burn injuries			

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(c)	Describe documentation of findings			• Checklist
		(d)	Explain clinical features of forensic burn injuries			
		(e)	Outline measures of protection for survivors of forensic burn injuries			
		(f)	Describe link for continuum of care (social welfare services, police and legal support)			
4.2.1	Describe concepts and principles of forensic medicine	(a)	Define terminologies used in forensic medicine	Concepts and principles of forensic medicine are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Explain importance of forensic medicine			
		(c)	Outline branches of forensic medicine			
		(d)	Explain principles of forensic medicine			
		(e)	Outline concepts of legal issues in medicine			
		(f)	Identify common causes of forensic injuries			
		(g)	List types of forensic evidences			
		(h)	Describe preventive measures of forensic injuries			
4.2.2	Collect forensic evidences	(a)	Identify forensic evidences for different scenarios	Forensic evidences and their tools for collection and storage	• Assignment • Written examination	• Question paper • Answer guide

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
		(b)	Identify tools/ instruments for evidence collection	are correctly identified	• Oral examination	• Assignment reports • Checklist
		(c)	Identify tools/ instruments for storage of forensic evidences			
		(d)	Explain principles for collecting evidences for forensic analysis	Forensic evidences are collected according to standards	• Written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(e)	Describe procedures for collecting evidences			
		(f)	Take forensic evidences according to procedures			
4.2.3	Process forensic evidences	(a)	Identify procedures for preservation and transportation of forensic evidences	Forensic evidences are processed according to standards	• Written examination • Oral examination • Observation of performance • Objective Structured Clinical Examination • Assignment	• Checklist • Portfolio • Rating scale • Question paper • Answer guide • Assignment report
		(b)	Label the forensic evidences appropriately			
		(c)	Preserve forensic evidences			
4.3.1	Describe different tools for documentation of forensic evidences	(a)	Identify tools for documentation of forensic evidences	Different tools for documentation of forensic evidences are described according to standards	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Describe the format of different tools used in forensic documentation			
		(c)	Describe process of forensic evidence documentation			
4.3.2	Prepare forensic	(a)	Explain forensic report	Forensic reports are	• Assignment	• Question paper

S/N	Sub enabling outcomes	S/N	Related tasks	Assessment criteria	Assessment methods	Assessment instruments
	reports	(b)	Identify components of forensic report	prepared and submitted according to guidelines	• Written examination • Oral examination	• Answer guide • Assignment reports • Checklist
		(c)	Write forensic report			
		(d)	Submit forensic reports to relevant authorities			
4.3.3	Describe process of maintaining forensic records	(a)	Explain protective security procedures of forensic records	Process of maintaining forensic records are correctly described	• Assignment • Written examination • Oral examination	• Question paper • Answer guide • Assignment reports • Checklist
		(b)	Identify people with access to forensic records			
		(c)	Identify persons with authority over records			
		(d)	Outline procedures for relocation, removal and transfer of relevant records			

2.12.2 Benchmarks for Assessment Criteria

Benchmarking is a means of determining the learner's achievement based on the statements that indicate what the learner is expected to do in order to demonstrate that s/he has successfully realized the sub-enabling outcomes. The statements have been formulated based on the tasks the learner is expected to perform to realize the respective outcome. In this curriculum, benchmarks comprise of performance statement indicating the criteria for gauging learners at satisfactory, good, and excellent levels.

It is expected that the module facilitators will make use of the developed benchmark statements during curriculum implementation.

Table 13: Benchmarks for Assessment Criteria

Assessment criteria	**Benchmarking**		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.1.1.1 Patient's history is taken according to standards	Create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills
1.1.1.2 Clinical examination is performed according to standards	Explain the procedure to the patient, observe privacy, perform extra and intra oral examination, perform physical examination systematically and detect obvious findings	Explain the procedure to the patient, observe privacy, perform extra and intra oral examination, perform physical examination systematically and detect obvious findings and interpret findings	Explain the procedure to the patient, observe privacy, perform extra and intra oral examination, perform physical examination systematically, detect obvious findings, interpret findings and provide feedback to the patient
1.1.1.3 Common oral conditions are correctly described	Define and explain clinical features of common oral conditions	Define, identify aetiology/risk factors and explain clinical features of common oral conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common oral conditions

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.1.1.4 Common oral conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common oral conditions	Order relevant investigations, interpret results, treat and/or refer common oral conditions	Order relevant investigations, interpret results, diagnose, treat, refer and counsel on control and preventive measures of common oral conditions
1.1.2.1 History of the patient is taken according to standards	Create rapport, observe privacy and confidentiality and take thorough patient focused history according to standards.	Good introduction, create rapport, observe privacy and confidentiality; take thorough patient focused history according to standards.	Good introduction, Create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills.
1.1.2.2 Clinical examination is performed according to standards	Explain the procedure to the patient, observe privacy, perform local eye examination, perform physical examination systematically and detect obvious findings	Explain the procedure to the patient, observe privacy, perform local eye examination, perform physical examination systematically and detect obvious findings and interpret findings	Explain the procedure to the patient, observe privacy, perform local eye examination, perform physical examination systematically and detect obvious findings , interpret findings and provide feedback to the patient
1.1.2.3 Common eye conditions are correctly described	Define and explain clinical features of common eye conditions	Define, identify aetiology/risk factors and explain clinical features of common eye conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common eye conditions
1.1.2.4 Common eye conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common eye conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common eye conditions	Order relevant investigations, interpret results, diagnose, treat, refer and counsel on control and preventive measures for common eye conditions
1.1.3.1 History of the patient is taken according to standards	Create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.1.3.2 Clinical examination is performed according to standards	Explain the procedure to the patient, observe privacy, perform local examination of ear, nose and throat, perform physical examination systematically and detect obvious findings	Explain the procedure to the patient, observe privacy, perform local ear, nose and throat examination, perform physical examination systematically and detect obvious findings and interpret findings	Explain the procedure to the patient, observe privacy, perform local ear, nose and throat examination, perform physical examination systematically and detect obvious findings , interpret findings and provide feedback to the patient
1.1.3.3 Common Ear, nose and throat conditions are correctly described	Define and explain clinical features of common ear, nose and throat conditions	Define, identify aetiology/risk factors and explain clinical features of common ear, nose and throat conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common ear, nose and throat conditions
1.1.3.4 Common Ear, nose and throat conditions managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common Ear, nose and throat conditions	Order relevant investigations and interpret results, diagnose, treat and/or refer common Ear, nose and throat conditions	Order relevant investigations and interpret results, diagnose, treat, refer and counsel on control and preventive measures for common ear, nose and throat conditions
1.2.1.1 Common haemato-oncological conditions are correctly described	Define and explain clinical features of common hemato-oncological conditions	Define, identify aetiology/risk factors and explain clinical features of common hemato-oncological conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common hemato-oncological conditions
1.2.1.2 Common haemato-oncological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common hemato-oncological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common hemato-oncological conditions	Order relevant investigation, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services for common hemato-oncologocal conditions
1.2.2.1 Common neuro-	Define , identify	Define, identify aetiology/risk factors	Define, identify aetiology/risk

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
endocrine conditions are correctly described	aetiology/risk factors and clinical features of common neuro-endocrine conditions	and clinical features of common neuro-endocrine conditions	factors, outline epidemiology and explain clinical features of common neuro-endocrine conditions
1.2.2.2 Common neuro-endocrine conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common neuro-endocrine conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common neuro-endocrine conditions	Order relevant investigations and interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services for common neuro-endocrine conditions
1.2.3.1 Common genitourinary conditions are correctly described	Define and explain clinical features of common genitourinary conditions	Define, identify aetiology/risk factors and explain clinical features of common genitourinary conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common genitourinary conditions
1.2.3.2 Common genitourinary conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common genitourinary conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common genitourinary conditions	Order relevant investigations, interpret results, diagnose treat, refer, counsel on control and preventive measures and provide follow-up services of common genitourinary conditions
1.2.4.1 Common Gastrointestinal conditions are correctly described	Define and explain clinical features of common gastrointestinal conditions	Define, identify aetiology/risk factors and explain clinical features of common gastrointestinal conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common gastrointestinal conditions
1.2.4.2 Common Gastrointestinal conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common gastrointestinal conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common gastrointestinal conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common gastrointestinal conditions

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.2.5.1 Common dermatological conditions are correctly described	Define and explain clinical features of common dermatological conditions	Define, identify aetiology/risk factors and explain clinical features of common dermatological conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common dermatological conditions
1.2.5.2 Common dermatological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common dermatological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common dermatological conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common dermatological conditions
1.2.6.1 Common musculoskeletal conditions are correctly described	Define and explain clinical features of common musculoskeletal conditions	Define, identify aetiology/risk factors and explain clinical features of common musculoskeletal conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common musculoskeletal conditions
1.2.6.2 Common musculoskeletal conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common musculoskeletal conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common musculoskeletal conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common musculoskeletal conditions
1.2.7.1 Common mental disorders are correctly described	Define and explain clinical features of common mental disorders	Define, identify aetiology/risk factors and explain clinical features of common mental disorders	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common mental disorders
1.2.7.2 Common mental disorders are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common mental disorders	Order relevant investigations, interpret results, diagnose, treat and/or refer common mental disorders	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common mental disorders
1.3.1.1 Common gyne-	Define and explain clinical	Define, identify aetiology/risk factors,	Define, identify aetiology/risk factors,

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
oncological conditions are correctly described	features of common gyne-oncological conditions	and explain clinical features of common gyne-oncological conditions	outline epidemiology and explain clinical features of common gyne-oncological conditions
1.3.1.2 Common gyne-oncological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common gyne-oncological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common gyne-oncological conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common gyne-oncological conditions
1.3.2.1 Common upper genital tract conditions are correctly described	Define and explain clinical features of common upper genital tract conditions	Define, identify aetiology/risk factors, and explain clinical features of common upper genital tract conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common upper genital tract conditions
1.3.2.2 Common upper genital tract conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common upper genital tract conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common upper genital tract conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common upper genital tract conditions
1.3.3.1 Common lower genital tract conditions are correctly described	Define and explain clinical features of common lower genital tract conditions	Define, identify aetiology/risk factors, and explain clinical features of common lower genital tract conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common lower genital tract conditions
1.3.3.2 Common lower genital tract conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common lower genital tract conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common lower genital tract conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common lower genital tract conditions
1.4.1.1 Common general	Define and explain clinical	Define, identify aetiology/risk factors,	Define, identify aetiology/risk factors,

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
surgical conditions are correctly described	features of common general surgical conditions	and explain clinical features of common general surgical conditions	outline epidemiology and explain clinical features of common general surgical conditions
1.4.1.2 Common general surgical conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common general surgical conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common general surgical conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common general surgical conditions
1.4.2.1 Common urological conditions are correctly described	Define and explain clinical features of common urological conditions	Define, identify aetiology/risk factors, and explain clinical features of common urological conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common urological conditions
1.4.2.2 Common urological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common urological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common urological conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common urological conditions
1.4.3.1 Common trauma and orthopaedic conditions are correctly described	Define and explain clinical features of common trauma and orthopaedic conditions	Define, identify aetiology/risk factors, and explain clinical features of common trauma and orthopaedic conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common trauma and orthopaedic conditions
1.4.3.2 Common trauma and orthopaedic conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common trauma and orthopaedic conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common trauma and orthopaedic conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common trauma and orthopaedic conditions
1.4.4.1 Common surgical	Define and explain clinical	Define, identify aetiology/risk factors,	Define, identify aetiology/risk factors,

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
oncological conditions are correctly described	features of common surgical oncological conditions	and explain clinical features of common surgical oncological conditions	outline epidemiology and explain clinical features of common surgical oncological conditions
1.4.4.2 Common surgical oncological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common surgical oncological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common gastrointestinal conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of surgical oncological conditions
1.4.5.1 Common paediatric surgical conditions are correctly described	Define and explain clinical features of common paediatric surgical conditions	Define, identify aetiology/risk factors and explain clinical features of common paediatric surgical conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric surgical conditions
1.4.5.2 Common paediatric surgical conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric surgical conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric surgical conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric surgical conditions
1.5.1.1 Common paediatric cardio- respiratory conditions are correctly described	Define explain clinical features of common paediatric cardio-respiratory conditions	Define, identify aetiology/risk factors, and explain clinical features of common paediatric cardio- respiratory conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric cardio- respiratory conditions
1.5.1.2 Common paediatric cardio- respiratory conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric cardio-respiratory conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric cardio- respiratory conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric cardio-respiratory conditions

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.5.2.1 Common paediatric genital urinary conditions are correctly described	Define and explain clinical features of common paediatric genital urinary conditions	Define, identify aetiology/risk factors, and explain clinical features of common paediatric genital urinary conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric genital urinary conditions
1.5.2.2 Common paediatric genital urinary conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric genital urinary conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric genital urinary conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric genital urinary conditions
1.5.3.1 Common paediatric endocrine/metabolic disorders are correctly described	Define and explain clinical features of common general paediatric disorders	Define, identify aetiology/risk factors, and explain clinical features of common general paediatric disorders	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common general paediatric disorders
1.5.3.2 Common paediatric endocrine/metabolic disorders are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common general paediatric disorders	Order relevant investigations, interpret results, diagnose, treat and/or refer common general paediatric disorders	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common general paediatric disorders
1.5.4.1 Common paediatric nervous system disorders are correctly described	Define and explain clinical features of common paediatric nervous system disorders	Define, identify aetiology/risk factors, and explain clinical features of common paediatric nervous system disorders	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric nervous system disorders
1.5.4.2 Common paediatric nervous system disorders are	Order relevant investigations, diagnose, treat and/or refer	Order relevant investigations, interpret results, diagnose, treat and/or refer	Order relevant investigations, interpret results, diagnose, treat, refer, counsel

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
managed according to guidelines	common paediatric nervous system disorders	common paediatric nervous system disorders	on control and preventive measures and provide follow-up services of common paediatric nervous system disorders
1.5.5.1 Common paediatric oncological conditions are correctly described	Define and explain clinical features of common paediatric oncological conditions	Define, identify aetiology/risk factors, and explain clinical features of common paediatric oncological conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric oncological conditions
1.5.5.2 Common paediatric oncological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric oncological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric oncological conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric oncological conditions
1.5.6.1 Common paediatric dermatological conditions are correctly described	Define and explain clinical features of common paediatric dermatological conditions	Define, identify aetiology/risk factors, and explain clinical features of common paediatric dermatological conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common paediatric dermatological conditions
1.5.6.2 Common paediatric dermatological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric dermatological conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric dermatological conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric dermatological conditions
1.5.7.1 Common paediatric genetical/ congenital disorders are correctly described	Define and explain clinical features of common paediatric genetical/ congenital	Define, identify aetiology/risk factors, and explain clinical features of common paediatric genetical/	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
	disorders	congenital disorders	paediatric genetical/ congenital disorders
1.5.7.2 Common paediatric genetical/ congenital disorders are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common paediatric genetical/ congenital disorders	Order relevant investigations, interpret results, diagnose, treat and/or refer common paediatric genetical/ congenital disorders	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common paediatric genetical/ congenital disorders
1.6.1.1 Common geriatric conditions are correctly described	Define and explain clinical features of common geriatric conditions	Define, identify aetiology/risk factors, and explain clinical features of common geriatric conditions	Define, identify aetiology/risk factors, outline epidemiology and explain clinical features of common geriatric conditions
1.6.1.2 Common geriatric conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer common geriatric conditions	Order relevant investigations, interpret results, diagnose, treat and/or refer common geriatric conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures and provide follow-up services of common geriatric conditions
1.6.2.1 Palliative care to terminally ill patients is provided according to guidelines	Create rapport, observe privacy, take thorough patient focused history, perform physical examination systematically, order relevant investigations, diagnose, treat, refer as appropriate and/or continue with palliative care and provide counselling	Create rapport, observe privacy, take thorough patient focused history, perform physical examination systematically, order relevant investigations, interpret results, diagnose, treat refer as appropriate and/or continue with palliative care and provide counselling	Create rapport, observe privacy, take thorough patient focused history, perform physical examination systematically, order relevant investigations, interpret results, diagnose, treat refer as appropriate and/or continue with palliative care, provide counselling and follow up services
1.6.3.1 Care to special group is provided according to guidelines	Create rapport, observe privacy, confidentiality, take thorough	Create rapport, observe privacy, confidentiality take thorough patient	Create rapport, observe privacy, confidentiality take thorough patient

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
	patient focused history, perform physical examination systematically, order relevant investigations, diagnose, counselling treat and/or refer	focused history, perform physical examination systematically, order relevant investigations, interpret results, diagnose, treat, counselling and refer	focused history, perform physical examination systematically, order relevant investigations, interpret results, diagnose, treat, provide counselling and follow-up services, use effective communication skills and refer
1.7.1.1 Medical clinical procedures are performed according to standards	Determine appropriate procedure, establish good rapport, observe IPC measures before the procedure, perform appropriate procedure correctly and document the procedure done	Determine appropriate procedure, establish good rapport, observe privacy, Observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done	Determine appropriate procedure, establish good rapport, Observe privacy, inform patient and/or care taker about the procedure, observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done
1.7.2.1 Surgical clinical procedures are performed according to standards	Determine appropriate procedure, establish good rapport, observe IPC measures before the procedure, perform appropriate procedure correctly and document the procedure done	Determine appropriate procedure, establish good rapport, observe privacy, Observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done	Determine appropriate procedure, establish good rapport, Observe privacy, inform patient and/or care taker about the procedure, observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done
1.7.3.1 Paediatric clinical procedures are performed according to standards	Determine appropriate procedure, establish good rapport, observe IPC measures	Determine appropriate procedure, establish good rapport, observe privacy, Observe IPC measures before	Determine appropriate procedure, establish good rapport, Observe privacy, inform patient and/or care

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
	before the procedure, perform appropriate procedure correctly and document the procedure done	the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done	taker about the procedure, observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done
1.7.4.1 Obstetrics and gynaecological procedures are performed according to standards	Determine appropriate procedure, establish good rapport, observe IPC measures before the procedure, perform appropriate procedure correctly and document the procedure done	Determine appropriate procedure, establish good rapport, observe privacy, Observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done	Determine appropriate procedure, establish good rapport, Observe privacy, inform patient and/or care taker about the procedure, observe IPC measures before the procedure, perform appropriate procedure correctly, thank patient and/or care taker and document the procedure done
1.8.1.1 Patient's history is taken, recorded and presented according to standards	Create rapport, observe privacy, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, use effective communication skills, record and present all findings
1.8.1.2 Clinical examination is performed, findings recorded and presented according to standards	Explain the procedure to the patient, observe privacy, perform physical examination systematically, detect obvious findings, record and present	Explain the procedure to the patient, observe privacy, perform physical examination systematically, detect obvious findings, interpret, record and present	Explain the procedure to the patient, observe privacy, perform physical examination systematically, detect obvious findings , interpret, record, present and provide feedback to the patient
1.8.1.3 Communicable and emergence medical conditions	Order relevant investigations, diagnose, treat and/or refer	Order relevant investigations, interpret results, treat and/or refer	Order relevant investigations, interpret results, diagnose, treat, refer and

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
are managed according to guidelines	communicable and emergence medical conditions	communicable and emergence medical conditions	counsel on control and preventive measures of communicable and emergence medical conditions
1.8.2.1 Patient's history is taken, recorded and presented according to standards	Create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills, record and present all findings
1.8.2.2 Clinical examination is performed, recorded and presented according to standards	Explain the procedure to the patient, observe privacy, perform physical examination systematically and detect obvious findings, record and present findings	Explain the procedure to the patient, observe privacy, perform physical examination systematically and detect obvious findings, interpret findings, record and present findings	Explain the procedure to the patient, observe privacy, perform physical examination systematically and detect obvious findings , interpret findings and provide feedback to the patient, record and present all the findings
1.8.2.3 New born and patients with communicable and emergence paediatric conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer new born patients with communicable and emergence paediatric conditions	Order relevant investigations, interpret results, treat and/or refer new born, patients with communicable and emergence paediatric conditions	Order relevant investigations, interpret results, diagnose, treat, refer and counsel on control and preventive measures of new-born, patients with communicable and emergence paediatric conditions
1.8.3.1 Patient's history is taken, recorded and presented according to standards	Create rapport, observe privacy, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills, record and present all findings
1.8.3.2 Clinical examination is performed, recorded and	Explain the procedure to the patient, observe privacy and	Explain the procedure to the patient, observe privacy and confidentiality,	Explain the procedure to the patient, observe privacy and confidentiality,

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
presented according to standards	confidentiality, perform physical examination systematically, detect obvious finding, record and present	perform physical examination systematically, detect obvious findings, interpret, record and present	perform physical examination systematically and detect obvious findings , interpret, record, present and provide feedback to the patient
1.8.3.3 Obstetric conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer obstetrics conditions	Order relevant investigations, interpret results, treat and/or refer obstetrics conditions	Order relevant investigations, interpret results, diagnose treat, refer and counsel on control and preventive measures of obstetrics conditions
1.8.4.1 Patient's history is taken, recorded and presented according to standards	Create rapport, observe privacy and confidentiality,, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills, record and present all findings
1.8.4.2 Clinical examination is performed, recorded and presented according to standards	Explain the procedure to the patient, observe privacy and confidentiality, perform physical examination systematically and detect obvious findings, record and present	Explain the procedure to the patient, observe privacy, perform physical examination systematically and detect obvious findings, interpret, record and present	Explain the procedure to the patient, observe privacy, perform physical examination systematically and detect obvious findings , interpret, record, present and provide feedback to the patient
1.8.4.3 Emergence gynaecological conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer emergence gynaecological conditions	Order relevant investigations, interpret results, treat and/or refer emergence gynaecological conditions	Order relevant investigations, interpret results, diagnose, treat, refer and counsel on control and preventive measures of emergence gynaecological conditions

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
1.8.5.1 Patient's history is taken, recorded and presented according to standards	Create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards, record and present	Good introduction, create rapport, observe privacy and confidentiality, take thorough patient focused history according to standards and use effective communication skills, record and present all findings
1.8.5.2 Clinical examination is performed, recorded and presented according to standards	Explain the procedure to the patient, observe privacy and confidentiality, perform physical examination systematically and detect obvious findings, record and present	Explain the procedure to the patient, observe privacy and confidentiality, perform physical examination systematically and detect obvious findings, record and present	Explain the procedure to the patient, observe privacy and confidentiality, perform physical examination systematically and detect obvious findings, interpret, record, present and provide feedback to the patient
1.8.5.3 Emergence surgical conditions are managed according to guidelines	Order relevant investigations, diagnose, treat and/or refer emergence surgical conditions	Order relevant investigations, interpret results, treat and/or refer emergence surgical conditions	Order relevant investigations, interpret results, diagnose, treat, refer, counsel on control and preventive measures of emergence surgical conditions
2.1.1.1 Leadership and management are correctly defined and distinguished	Define leadership and management	Define, and outline three difference between leadership and management	Define and outline more than three differences between leadership and management
2.1.1.2 Leadership qualities and styles are correctly described	Describe characters, values and traits of a leader	Describe characters, values, traits of a leader and one style of leadership	Describe characters, values and traits of a leader and different styles of leadership
2.1.1.3 Leadership and management skills and theories are correctly explained	Describe leadership and management skills	Describe leadership and management skills and theories	Describe leadership and management skills, theories, their advantages and disadvantages
2.1.2.1 Functions, challenges facing leaders and managers and	Describe functions of a leader and a manager	Describe functions, challenges of a leader and a manager	Describe functions, challenges of a leader and a manager and ways to

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
ways to overcome the challenges are correctly described			overcome the challenges
2.1.3.1 Steps of appraisal and identification of human resource requirements are correctly described	Identify human resource requirements at the health facility	Identify human resource requirements and appraise staff at the health facility	Identify human resource requirements, appraise and motivate staff at the health facility
2.1.3.2 Roles and responsibilities of a leader and a manager are correctly explained	Allocate jobs and implement human resource guidelines at health facility	Allocate jobs, build team work spirit and capacity of co-workers and implement human resource guidelines at health facility	Allocate jobs, build team work spirit and capacity of co-workers, implement human resource guidelines and establish good communication system at health facility
2.2.1.1 Principles of good governance for improving quality of health services are correctly described	Define and explain the characteristics and importance of good governance	Define and explain the characteristics, importance and identify key actors of good governance	Define and explain the characteristics, importance and identify key actors of good governance and their interaction
2.2.2.1 Process of recruitment, selection, induction, principles of performance management and appraisal are correctly described	Describe process and principles of performance management and appraisal	Describe process of recruitment, selection, principles of performance management and appraisal	Describe process of recruitment, selection, induction, principles of performance management and appraisal
2.2.2.2 Staff development process, motivation and retention strategies are correctly described	Describe staff development process	Describe staff development process and motivation strategies	Describe staff development process, motivation and retention strategies
2.2.3.1 Process of supportive supervision, mentoring and	Explain process of supportive supervision	Explain process of supportive supervision and mentoring	Explain process of supportive supervision, mentoring and coaching

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
coaching are correctly described			
2.2.4.1 Labour laws, standing orders, regulations, acts and policies are correctly outlined	Outline labour laws, standing orders, regulations, acts and policies to resolve disputes	Outline labour laws, standing orders, regulations, acts and policies to resolve disputes and disciplinary proceedings	Outline labour laws, standing orders, regulations, acts and policies to resolve disputes ,disciplinary proceedings and list relevant authorities for report submission.
2.2.5.1 Quality improvement strategies for health services are correctly described	Explain quality improvement principles, work improvement teams and preventive maintenance of infrastructures	Explain quality improvement principles, work improvement teams, preventive maintenance of infrastructures and rationale for work improvement	Explain quality improvement principles, work improvement teams, preventive maintenance of infrastructures, its schedule and rationale for work improvement
2.3.1.1 Concepts of stake holders networking are correctly described	Describe stakeholders in health care services delivery	Describe stakeholders and networking in health care services delivery	Describe stakeholders and networking and approaches used in stakeholders networking in health care services delivery
2.3.2.1 Procedures for mapping, prioritizing and organizing meeting with potential stakeholders are correctly described	Describe the process of mapping and prioritizing the stake holders	Describe the process of mapping, prioritizing, organizing and negotiating with the stake holders	Describe the process of mapping, prioritizing, organizing, negotiating and maintaining good communication with the stake holders
2.3.3.1Skills of stake holders networking in improving health care provision are correctly described	Describe approaches for networking with stakeholders	Describe approaches for networking and organize meeting with stakeholders	Describe approaches for networking, organize meeting and provide feedback with stakeholders
3.1.1.1 Types and designs of research are correctly described	Define common terminologies and outline research designs	Define common terminologies, types and outline research designs	Define common terminologies, types and describe research designs
3.1.1.2 Principles, steps and	Explain principles of	Explain principles and steps of	Explain principles, steps and

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
challenges for conducting research are correctly explained	conducting research	conducting research	challenges of conducting research
3.1.2.1 Principles of operational research are correctly described	Describe source of health information for operational research	Describe source of health information and research problem prioritization for operational research	Describe source of health information, research problem prioritization and decision making based on operational research findings
3.1.2.2 Process of conducting operational research is correctly described	Describe problem identification and source of data, sampling procedure, data collection and methods of data processing and analysis	Describe problem identification and source of data, sampling procedure, data collection, methods of data processing and analysis and format of research report writing	Describe problem Identification, source of data, sampling procedure, data collection, methods of data processing, analysis, format of research report writing and application of research information
3.1.3.1 Research proposal is prepared according to principles	Identify operational health research problem using standard(WHO) criteria and prepare research proposal	Identify operational health research problem using standard(WHO) criteria, prioritize and prepare operational research proposal	Identify operational health research problem using standard(WHO) criteria, prioritize and prepare operational research proposal and identify source of funding
3.1.3.2 Data collection and analysis are correctly performed	Develop tools for data collection, develop methodology for data collection, pretesting of methodology, collect, enter data	Develop tools for data collection, develop methodology for data collection, pretesting of methodology, collect, enter and analyse data	Develop tools for data collection, develop methodology for data collection, pretesting of methodology, collect, enter, clean, analyse and interpret findings
3.1.3.3 Research information, results and report are correctly prepared	Organize results findings and prepare research report	Organize results findings, prepare research report and describe utilization of research information	Organize results findings, prepare research report, describe utilization of research information and dissemination of findings
3.2.1.1 National health policy and health related policies in	Describe National Health Policy and its objectives.	Describe National Health Policy, its objectives and health Sector Reforms.	Describe National Health Policy, its objectives, Health Sector Reforms and

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
Tanzania are correctly described			relate national health policy with international initiatives (MDGs, SDGs)
3.2.2.1 Process of formulating policy guidelines is correctly described	Describe process formulating of policy guidelines	Describe process formulating of policy guidelines and identify stakeholders involved	Describe process of formulating of policy guidelines, identify stakeholders involved and conduct situational analysis
3.2.3.1 Health and health related policy are implemented according to guidelines	Sensitize community on implementation of health policy and health related policy guidelines	Sensitize and supervise implementation of health policy and health related policy guidelines	Sensitize, supervise and evaluate implementation of health policy and health related policy guidelines
3.3.1.1 Concepts and principles of planning are correctly described	Define terminologies used in planning and describe principles of planning	Define terminologies used in planning, describe principles and approaches of planning	Define terminologies used in planning, describe principles, rationale and approaches of planning
3.3.2.1 Implementation, monitoring and evaluation of health facility plans are correctly described	Describe steps for designing and implementation of health facility plan	Describe steps for designing and implementation of health facility plan monitoring framework	Describe steps for designing, implementation of health facility plan monitoring and evaluation framework
3.3.3.1 Health facility plan is prepared according to guidelines	Identify health facility needs and prepare budget	Identify health facility needs, prioritize and prepare health facility budget	Identify health facility needs, prioritize, prepare health facility budget and present in health facility governing committee
4.1.1.1 Management of survivors of blunt force injuries are correctly described	Define, explain clinical features, describe documentation of findings, and link survivors of blunt force injuries for continuum of care	Define, identify common causes, explain clinical features, describe documentation of findings, and link survivors of blunt force injuries for continuum of care (social welfare	Define, identify common causes, explain clinical features, describe documentation of findings, outline measures of protection and link for continuum of care for survivors of

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
	(social welfare services, police and legal support)	services, police and legal support)	blunt force injuries (social welfare services, police and legal support)
4.1.2.1 Management of survivors of sharp force injuries are correctly described	Define, explain clinical features, describe documentation of findings, and link survivors of sharp force injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, and link survivors of sharp force injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, outline measures of protection and link for continuum of care for survivors of sharp force injuries (social welfare services, police and legal support)
4.1.3.1 Management of survivors of firearm injuries are correctly described	Define, explain clinical features, describe documentation of findings, and link survivors of firearm injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, and link survivors of firearm injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, outline measures of protection and link for continuum of care for survivors of firearm injuries (social welfare services, police and legal support)
4.1.4.1 Management of survivors of forensic burn injuries are correctly described	Define, explain clinical features, describe documentation of finding and link survivors of forensic burn injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, and link survivors of forensic burn injuries for continuum of care (social welfare services, police and legal support)	Define, identify common causes, explain clinical features, describe documentation of findings, outline measures of protection and link for continuum of care for survivors of forensic burn injuries (social welfare services, police and legal support)
4.2.1.1 Concepts and principles of forensic medicine are correctly described	Identify common causes of forensic injuries, list types of forensic evidences, explain concepts, principles and legal issues in forensic medicine	Identify common causes of forensic injuries, list types of forensic evidences, explain concepts, principles, legal issues and branches of forensic medicine	Identify common causes of forensic injuries, list types of forensic evidences, explain concepts, principles, legal issues and branches of forensic medicine and preventive measures

Assessment criteria	Benchmarking		
	A learner has: Knowledge of/skills to/attitude of……		
	Satisfactory	**Good**	**Excellent**
4.2.2.1 Forensic evidences and their tools for collection and storage are correctly identified	Identify forensic evidences for different scenarios	Identify tools/ instruments for obtaining forensic evidences for different scenarios	Identify tools/ instruments for obtaining forensic evidences for different scenarios and store of forensic evidences
4.2.2.2 Forensic evidences are collected according to standards	Describe procedures for collecting evidences, take forensic evidences according to procedures	Explain principles for collecting evidences for forensic analysis create rapport, ensure privacy confidentiality and take forensic evidences according to procedures.	Explain principles for collecting evidences for forensic analysis, create rapport, ensure confidentiality, utilize effective communication skills and take forensic evidences according to procedures
4.2.3.1 Forensic evidences are processed according to standards	Identify procedures for preservation, label and preserve forensic evidences	Identify procedures for preservation, label, preserve and transportation of forensic evidences	Identify procedures for preservation, label, preserve, transportation of forensic evidences and submit to respective recipient.
4.3.1.1 Different tools for documentation of forensic evidences are described according to standards	Identify tools and describe process of forensic evidence documentation	Identify tools, format of different tools and describe process of forensic evidence documentation	Identify tools, format of different tools, describe process of forensic evidence documentation and storage
4.3.2.1 Forensic report are prepared and submitted according to guidelines	Describe components of forensic report and write forensic report	Describe components of forensic report, write forensic report and identify relevant authorities for submission of forensic report	Describe components of forensic report, write forensic report, identify relevant authorities and submit forensic reports
4.3.3.1 Process of maintaining forensic records are correctly described	Explain protective security procedures of forensic records and outline procedures for relocation, removal and transfer of relevant records	Explain protective security procedures of forensic records, outline procedures for relocation, removal, transfer of relevant records and identify people with access to forensic records	Explain protective security procedures of forensic records, outline procedures for relocation, removal, transfer of relevant records, identify people with access to forensic records and persons with authority over records

2.13.0 DESCRIPTION OF MODULES

2.13.1 Description of module 1

2.13.1.1 Module code: CMT06101

2.13.1.2 Module Title: Basics of Family Medicine

2.13.1.3 Number of credits: 4

2.13.1.4 Sub-enabling outcomes

1.6.1 Manage patients with geriatric conditions
1.6.2 Provide palliative care to terminally ill patients
1.6.3 Provide care for special groups

2.13.1.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05209: Surgery
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology
CMT05102: Management of communicable diseases
CMT05210: Internal medicine
CMT05104: Obstetrics and gynaecology I
CMT05208: Obstetrics and Gynaecology II
CMT05105: Health promotion
CMT05103: Paediatrics and Child Health I
CMT0521: Paediatric and Child Health II

2.13.1.6 Learning context:

This module will be conducted through bedside teaching, practical in clinical setting, lectures, Role play, lecture discussion, tutorials, group discussions, and assignments.

2.13.1.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/audio CD.

2.13.1.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	25%
• Oral examination	10%
• Assignment	5%
End of semester examination	**60%**
• Written examination	45%
• Oral examination	15%

2.13.1.9 Key Reference

Cassel, C. K. (Ed.). (2003). Geriatric medicine: an evidence-based approach. Springer science & Business Media.

Edwards, C. R. W., & Bouchier, I. A. (1992). Davidson's principles and practice of medicine: a textbook for students and doctors. Churchill Livingstone.

McPhee, S. J., & Papadakis, M. A. (Eds.). (2010). Current Medical Diagnosis & Treatment 2012. McGraw-Hill Medical.

2.13.2 Description of module 2

2.13.2.1 Module code: CMT06102

2.13.2.2 Module Title: Leadership and Management in health

2.13.2.3 Number of credits: 05

2.13.2.4 Sub-enabling outcomes

2.1.1 Describe concepts and principles of human resource management
2.1.2 Describe functions of a leader and a manager
2.1.3 Apply skills of leadership and management in health care service delivery
2.2.1 Describe principles of good governance in improving quality of health services
2.2.2 Describe key human resource management functions
2.2.3 Apply knowledge and skills of human resource management to conduct supportive supervision
2.2.4 Apply labour laws and disciplinary procedure in managing human resource
2.2.5 Describe quality improvement strategy for health services
2.3.1 Describe concepts of stakeholders networking in health care services.
2.3.2 Describe process of establishing and maintaining stakeholders' network
2.3.3 Describe skills of stake holders networking in improving health care provision

2.13.2.5 Pre-requisite Modules

CMT 04105: Ethics and Professionalism
CMT 04101: Communication Skills
CMT 04112: Computer Application
CMT 04108: Entrepreneurship and life skills
CMT 04107: Resource Management
CMT 04111: Epidemiology and Biostatistics
CMT05207: Counselling
CMT05105: Health promotion

2.13.2.6 Learning context:

This module will be conducted through, lectures, lecture discussion, tutorials, group discussions, Role play and assignments**.**

2.13.2.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.1.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	25%
• Oral examination	10%
• Assignment	5%
End of semester examination	**60%**
• Written examination	45%
• Oral examination	15%

2.13.2.9 Key Reference

Cassels, A., & Janovsky, K. (1991). Management development for primary health care: A framework for analysis. The International journal of health planning and management, 6(2), 109-124.

Kanani, S., Maneno, J., & Schlüter, P. (1984). Health Service Management (1). Administrative Support Unit, Ministry of Health, Kenya.

Ministry Of Health and Social Welfare. (2007) Health sector reforms and district health systems Retrieved March 10,2015 from http://www.tgpsh.or.tz/fileadmin/documents/JAST/Module_CM1.pdf

Ministry of Health and Social Welfare. (2007) District health management training modules Retrieved March 10,2015 from https://www.k4health.org/toolkits/hrh/district-health-management-team-training-modules

Ministry Of Health. (2000): Quality assurance training guidelines for Health workers. Retrieved March 10,2015 http://ihi.eprints.org/475/1/ihi_%2885%29.pdf

2.13.3 Description of module 3

2.13.3.1 Module code: CMT06103

2.13.3.2 Module Title: Fundamentals of Operational Research

2.13.3.3 Number of credits: 09

2.13.3.4 Sub-enabling outcomes

3.1.1 Describe concepts and principles of research
3.1.2 Describe process of conducting operational research
3.1.3 Conduct operational research

2.13.3.5 Pre-requisite Modules

CMT 04105: Ethics and Professionalism
CMT 04101: Communication Skills
CMT 04112: Computer Application
CMT 04111: Epidemiology and Biostatistics

2.13.3.6 Learning context

This module will be conducted through, lecture discussion, tutorials, group discussions, assignments and conducting operational research**.**

2.13.3.7 Teaching aids

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.3.8 integrated methods of assessment

- Written examination 10%
- Written Research proposal 30%
- Research proposal presentation 10%
- Assignment (Group research report) 10%
- Written Research report 30%
- Research report presentation 10%

2.13.3.9 Key Reference

Bonita, R., Beaglehole, R., & Kjellström, T. (2006). Basic epidemiology. World Health Organization.

Bowling, A. (2014). Research methods in health. United Kingdom; McGraw-Hill Education
Denscombe M. (1989) The Good Research Guide Buckingham: Buckingham Open University

Geri LoBiondo-Wood &Judith Haber (1994): Nursing Research. 3rd Ed. Mosby
Kapiga S.H. et al. (1998) Lecture Notes Epidemiology and Research methodology

2.13.4 Description of module 4

2.13.4.1 Module code: CMT06104

2.13.4.2 Module Title: Health Policy and Planning

2.13.4.3 Number of credits: 5

2.13.4.4 Sub-enabling outcomes

3.2.1 Describe health and health related policies and guidelines
3.2.2 Describe health policy and guidelines development process
3.2.3 Implement health and health related policies
3.3.1 Describe concepts and principles of planning
3.3.2 Describe process of planning
3.3.3 Prepare health facility plan

2.13.4.5 Pre-requisite Modules

CMT 04105: Ethics and Professionalism
CMT 04101: Communication Skills
CMT 04112: Computer Application
CMT 04107: Resource Management
CMT 04111: Epidemiology and Biostatistics
CMT 04108: Entrepreneurship and life skills
CMT05105: Health promotion

2.13.4.6 Learning context:

This module will be conducted primarily through district hospital attachment, but also lectures, lecture discussion, tutorials, group discussions, Role play and assignments will be used**.**

2.13.4.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.4.8 Integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	25%
• Oral examination	10%
• Assignment	5%
End of semester examination	**60%**
• Written examination	45%
• Oral examination	15%

2.13.4.9 Key Reference

Chloe' Barker Et al (2002): The practice guide to medical Ethics and Law. 1st Ed. Pastest

Donne Dickenson et al (2003): Death Dying and Bereavement. 1st Ed. SAGE

Ministry of health and social welfare (2007) National health policy

2.13.5 Description of module 5

2.13.5.1 Module code: CMT06105

2.13.5.2 Module title: Surgical specialities

2.13.5.3 Number of credits: 15.0

2.13.5.4 Sub-enabling outcomes

1.1.1 Manage patients with common oral conditions
1.1.2 Manage patients with common eye conditions
1.1.3 Manage patients with common ear, nose and throat conditions

2.13.5.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05209: Surgery
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology

2.13.5.6 Learning context:

This module will be conducted through bedside teaching, Chair side teaching, Clinical simulation, Clinical sessions, lectures, lecture discussion, tutorials, group discussions, Role play and assignments**.**

2.13.5.7Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.5.8 Integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	15%
• OSCE	20%
• Assignment	5%
End of semester examination	**60%**
• Written examination	15%
• OSCE	45%

2.13.5.9 Key Reference

Bull. P.D. (1996): Lecture Notes on diseases of the Ear Nose and Throat. 8th Edition. Blackwell science

Crick, R. P., & Khaw, P. T. (2003). *A textbook of clinical ophthalmology: a practical guide to disorders of the eyes and their management*. World Scientific.

David McGowan (Ed.). (1999). *Atlas Of Minor Oral Surgery*. Thieme.

Ezegwui, I. R., Umeh, R. E., & Ezepue, U. F. (2003). Causes of childhood blindness: results from schools for the blind in south eastern Nigeria. *British journal of ophthalmology*, *87*(1), 20-23.

Fonseca R.J,(1998) Oral and maxillofacial surgery, 2nd Ed. Saunders

Hall &Colmans (1995): Diseases of Nose throat head and Neck. 14th Ed. Churchill Livingstone

Hupp, J. R., & Tucker, M. R. (Eds.). (1998). *Contemporary oral and maxillofacial surgery* (3rd ed., pp. 355-390). St Louis, MO: Mosby.

Kidd, E. (2005). *Essentials of Dental Caries: the Disease and Its Management: The disease and its management*. Oxford University Press.

Kruger, G. O. (1974). *Textbook of oral surgery*. Mosby.

Ministry of Health and Social Welfare. (2004). Primary Eye Care Manual, draft. Dar es Salaam

Newman, M. G., Takei, H., Klokkevold, P. R., & Carranza, F. A. (2011). *Carranza's clinical periodontology*. Elsevier health sciences.

Riordan-Eva, P., & Whitcher, J. (Eds.). (2008). *Vaughan & Asbury's general ophthalmology* (p. 395). Lange Medical Books/McGraw-Hill Medical Pub. Division.

Ross&Wilson (2001): Anatomy and physiology in Health and illness. 9th Ed. Churchill Livingstone

Schwab, L. (2007). *Eye care in developing nations*. CRC Press.

Stanford-Smith, J. (1997). Eye Diseases in Hot climates (3rd ed). Italy: Vincenzo Bona, Torino. www.hawaiianeye.com/othereye/eyelid.php

2.13.6 Description of module 6

2.13.6.1 Module code: CMT06106

2.13.6.2 Module Title: Basics of Forensic Medicine

2.13.6.3 Number of credits: 4

2.13.6.4 Sub-enabling outcomes

4.1.1 Describe management of survivors of blunt force injuries
4.1.2 Describe management of survivors of sharp force injuries
4.1.3 Describe management of survivors of firearm injuries
4.1.4 Describe management of survivor of forensic burn injuries
4.2.1 Describe concepts and principles of forensic medicine
4.2.2 Collect forensic evidences
4.2.3 Process forensic evidences
4.3.1 Describe different tools for documentation of forensic evidences
4.3.2 Prepare forensic reports
4.3.3 Describe process of maintaining forensic records

2.13.6.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT05209: Surgery
CMT05207: Counselling

2.13.6.6 Learning context:

This module will be conducted through, lectures, lecture discussion, tutorials, group discussions, Role play and assignments**.**

2.13.6.7 Teaching aids

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.6.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	25%
• Oral examination	10%
• Assignment	5%
End of semester examination	**60%**
• Written examination	45%
• Oral examination	15%

2.13.6.9 Key Reference

DiMaio, D., & DiMaio, V. J. (2014). *Forensic pathology*. CRC press

Kumar, V., Abbas, A. K., Fausto, N., & Mitchell, R. N. (2012). Robbins basic pathology. Elsevier Health Sciences.

Payne-James, J., & Simpson, K. (2010). Simpson's forensic medicine. CRC Press

Walter, T. B., & Talbot, I. C. (1996). Welter and Israel General Pathology. London: Churchill Livingstone.

Field work attachment 10 credits

This will be conducted at the end of semester one.

Students will be attached to Level Three Hospital in small groups for four weeks duration. During fieldwork students will be rotating in six major clinical departments of the hospital i.e. Medical, Paediatrics, Obstetrics& Gynaecology, Surgical, Surgical specialities, Administration, Pharmacy and Laboratory department

During the attachment

- Students will conduct health education and advocacy sessions at the RCH and OPD.
- Students will work under supervision of Doctor in charge of particular department/wards.
- Tutor from the training institution will visit the students for supportive supervision.
- Field work attachment will be assessed separately and shall carry 10 credits.

Field Work Objectives:

- To expose students in real working environment.
- To provide students with an opportunity to integrate the theoretical aspect and practice hence consolidate their competences.
- To fulfil requirement for NTA level 6 award

Integrated methods of assessment

Filed attachment shall be assessed in the following format:

- Written Report for each rotation (four rotations, 15 Marks each) total 60% Marks
- General individual written report 30% Marks,
- Field report presentation 10% Marks

2.13.7 Description of module 7

2.13.7.1 Module code: CMT06207

2.13.7.2 Module Title: Apprenticeship in Surgery

2.13.7.3 Number of credits: 15

2.13.7.4 Sub-enabling outcomes

1.4.1 Manage patients with general surgical conditions
1.4.2 Manage patients with urological conditions
1.4.3 Manage patients with trauma and orthopaedic conditions
1.4.4 Manage patients with surgical-oncological conditions
1.4.5 Manage patients with paediatric surgical conditions
1.5.5 Manage patients with paediatric oncological conditions
1.7.2 Perform surgical clinical procedures
1.8.5 Manage patients with emergence surgical conditions

2.13.7.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05209: Surgery
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology

2.13.7.6 Learning context:

This module will be conducted through bedside teaching, practical in clinical setting, clinical simulation, lectures, lecture discussion, tutorials, group discussions, Role play and assignments**.**

2.13.7.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.7.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	10%
• Clinical examination	25%
• Assignment	5%
End of semester examination	**60%**
• Written examination	20%
• Clinical examination	40%

2.13.7.9 Key Reference

Bewes P. (2003), Surgery: A Manual for rural Health Workers. 2nd Ed. AMREF

Das, S. (2006). A concise Text Book of Surgery, Published by Dr. *S. Das, Calcutta, 4*.

Evers, B. M., Townsend, C., Mattox, K. L., & Beauchamp, R. D. (2004). Sabiston textbook of surgery.

Henry Thompson (2005). Clinical Surgery. 2nd ed. Saunders

Kirk Winsted. (2001): Essential general surgical operations 1st Ed. Churchill Livingstone

Townsend C et al, (2004) Textbook of surgery, 17th Ed, Elsevier a Division of Reed Elsevier India Private LTD.

Townsend C,(2005) Textbook of Surgery Pocket Companion,17thEd,Elsevier

Williams, N. S., Bulstrode, C. J., & O'Connell, P. R. (Eds.). (2008). *Bailey & Love's short practice of surgery*. Crc Press.

2.13.8 Description of module 8

2.13.8.1 Module code: CMT06208

2.13.8.2 Module Title: Apprenticeship in Internal medicine

2.13.8.3 Number of credits: 15

2.13.8.4 Sub-enabling outcomes

1.2.1 Manage patients with haemato-oncological conditions
1.2.2 Manage patients with neuro-endocrine conditions
1.2.3 Manage patients with genitourinary conditions
1.2.4 Manage patients with gastrointestinal conditions
1.2.5 Manage patients with dermatological disorders
1.2.6 Manage patient with masculo-skeletal disorders
1.2.7 Manage patient with mental disorders and drug/ substance abuse
1.7.1 Perform medical clinical procedures
1.8.1 Manage patients with communicable and emergence medical conditions

2.13.8.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05102: Management of communicable diseases
CMT05210: Internal medicine
CMT05105: Health promotion
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology

2.13.8.6 Learning context:

This module will be conducted through bedside teaching, practical in clinical setting, lectures, lecture discussion, tutorials, group discussions, and assignments**.**

2.13.8.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.8.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	10%
• Clinical examination	25%
• Assignment	5%
End of semester examination	**60%**
• Written examination	20%
• Clinical examination	40%

2.13.8.9 Key Reference

Douglas Model (2006): Making sense of Clinical Examination of the Adult patient. 1st Ed. Hodder Arnold

Kumar, P. J., & Clark, M. (2002). Textbook of clinical medicine. *Pub: Saunders (London)*, Longmore, M., Wilkinson, I., Baldwin, A., & Wallin, E. (2014). *Oxford handbook of clinical medicine*. Oxford

Macleod, J. (2009). *Macleod's clinical examination*. G. Douglas, E. F. Nicol, & C. E. Robertson (Eds.). Elsevier Health Sciences.

Ministry of health and social welfare (2007). Manuals for In-service Training on Collaborative TB and HIV activities, United Republic of Tanzania

Ministry of health and social welfare (2012). National Guidelines for Management of HIV/AIDS retrieved march from Mwaluko, G. P. (Ed.). (1991). *Health and disease in Tanzania*. Taylor & Francis.

Nicholson N., (1999), Medicine of Non-communicable diseases in adults. AMREF

Stuart and Saunders(2004): Mental health Nursing principles and practice. 1st Ed. Mosby

Swash, M., & Glynn, M. (2011). Hutchison's clinical methods: An integrated approach to clinical practice.

Walker, B. R., Colledge, N. R., Ralston, S. H., & Penman, I. (2013). *Davidson's principles and practice of medicine*. Elsevier Health Sciences.

Walterfang, M. (2004). OSCEs in psychiatry. *Australian and New Zealand Journal of Psychiatry*, *38*(4), 272-273.

Welsby P.D. (1996): Clinical History Taking and Examination 1st Ed. Saunders
WHO Primary Mental Health Care

2.13.9 Description of module 9

2.13.9.1 Module code: CMT06209

2.13.9.2 Module Title: Apprenticeship in Paediatric and child health

2.13.9.3 Number of credits: 15

2.13.9.4 Sub-enabling outcomes

1.5.1 Manage patients with paediatric cardio- respiratory conditions
1.5.2 Manage patients with paediatric genital-urinary conditions
1.5.3 Manage patients with general paediatric disorders
1.5.4 Manage patients with paediatric Nervous system disorders
1.5.6 Manage patients with paediatric dermatological conditions
1.5.7 Manage patients with paediatric genetical/ congenital disorders
1.7.3 Perform paediatric clinical procedures
1.8.2 Manage new born and patients with communicable and emergence paediatric conditions

2.13.9.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology
CMT05103: Paediatrics and Child Health I
CMT0521: Paediatric and Child Health II
CMT05206: Reproductive and Child Health
CMT05105: Health promotion

2.13.9.6 Learning context:

This module will be conducted through bedside teaching, practical in clinical setting, lectures, lecture discussion, tutorials, role play, group discussions, and assignments.

2.13.9.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.9.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	10%
• Clinical examination	25%
• Assignment	5%
End of semester examination	**60%**
• Written examination	20%
• Clinical examination	40%

2.13.9.9 Key Reference

Balldin B et al (2002) KCMC Paediatric Management Schedule, CPEP KCMC.

Clohert J P,Stark A.R,(1991).A Manual of Neonatal Care,Little Brown and Company.

Coovadia H.M,(1999) Paediatric & Child Health a Manual for Health Proffessionals in the third World.

Hutchison (1986): Practical paediatric problems .2nd Ed. Churchill Livingstone.

MoH&SW, IMCI case management modules IMCI - CD ROM.

Sathy (2005) Practical Paediatrics 2ndEd,PublisherElsevier,a division of Elsevier India private LTD-New Delhi-INDIA

Stanfield P, Balldin B (1999) Child health – AMREF

Stanfield, P. (1997). *Child health: a manual for medical and health workers in health centres and rural hospitals* (No. Ed. 2). African medical and research foundation.

Tindybwa D, et al (2004).Handbook on Paediatric AIDS in Africa, ANECCA.

WHO,UNICEF et al(2003), Managing Newborn Problems, JHPIEGO

WHO/UNICEF. (2005): Management of a Child with Severe Infection and Severe Malnutrition.WHO.

2.13.10 Description of module 10

2.13.10.1 Module code: CMT06210

2.13.10.2 Module Title: Apprenticeship in Obstetrics and Gynaecology

2.13.10.3 Number of credits: 14

2.13.10.4 Sub-enabling outcomes

1.3.1 Manage Patients with gyne-oncological conditions
1.3.2 Manage patients with upper genital tract conditions
1.3.3 Manage patients with lower genital tract conditions
1.7.4 Perform Obstetric and gynaecological procedures
1.8.3 Manage patients with obstetrical conditions
1.8.4 Manage patients with emergence gynaecological conditions

2.13.10.5 Pre-requisite Modules

CMT 04102: Anatomy and Physiology I
CMT 04110: Anatomy and Physiology II
CMT 04105: Ethics and Professionalism
CMT 04114: Pathology
CMT 04101: Communication Skills
CMT 04104: Microbiology, Parasitology and Entomology
CMT 04113: Clinical Skills
CMT 04109: Basic Clinical Laboratory
CMT 04106: Nutrition
CMT05207: Counselling
CMT05101: Essentials of pharmacy practice and Pharmacology
CMT05104: Obstetrics and gynaecology I
CMT05208: Obstetrics and Gynaecology II
CMT05206: Reproductive and Child Health
CMT05105: Health promotion

2.13.10.6 Learning context:

This module will be conducted through bedside teaching, practical in clinical setting, lectures, lecture discussion, tutorials, group discussions, and assignments**.**

2.13.10.7 Teaching aids:

Overhead Projector and Multimedia Projector, Computer, Writing board, Pin board, Flip chart, TV set, Audio cassettes, Video cassettes and Video/Audio CD.

2.13.10.8 integrated methods of assessment

Continuous assessment examination	**40%**
• Written examination	10%
• Clinical examination	25%
• Assignment	5%
End of semester examination	**60%**
• Written examination	20%
• Clinical examination	40%

2.13.10.9 Key Reference

Campbell S & Lees .C (2000): Obstetrics by Ten Teachers. 17th Ed. ELST with Arnold

Campbell S &MongaA (2000): Gynaecology by Ten Teachers. 17th Ed. ELST with Arnold

Driessen, F. (1999), Obstetric Problems (A Practical Manual), AMREF

Dutta. D.C (2001):Text Book of Obstetrics. 1stEd.Central

Everett.J: Obstetric Emergencies. Rural Health Series 4 .AMREF WHO,UNICEF et al (2000)Managing Complications in Pregnancy and Child birth

Govan A.D.T C.Hodge&R.Callander: (1985) Obstetrics illustrated. 3rd ed. Churchill Livingstone

Govan A.D.T/ C.Hodge&R.Callander: (1985) Gynaecology illustrated. 3rd ed. Churchill Livingstone

Jones, D. (1992), Fundamentals of Obstretrics and Gynaecology, 1sted, ELBS

Lawson, J. Obstetrics and Gynaecology in the Tropics

Massawe.F, Evans &R, Kagimba. J: (1984): Obstetrics and Gynaecology –1st Ed. AMREF

MOH/RCHS. (2004): national Guidelines for screening and treatment of syphilis during pregnancy. 1stEd.WHO, AMREF, USAID &JHPIEGO

Myles, M. (1999), Textbook for Midwives, 13thed, Churchhill Livingstone