NATIONAL BOARD FOR TECHNICAL EDUCATION

PLOT 'B' BIDA ROAD, PMB 2239, KADUNA, NIGERIA

FOUNDATION CERTIFICATE IN APPLIED HEALTH

CURRICULUM AND COURSE SPECIFICATIONS

DEVELOPED

IN COLLABORATION

WITH

AFE BABALOLA CENTRE FOR TRANSNATIONAL EDUCATION
KING'S COLLEGE LONDON

APRIL 2026

PREFACE

The Foundation Certificate in Applied Health Curriculum has been carefully developed to provide an inclusive, accessible, and practical pathway into higher education for young people, particularly those from underserved and disadvantaged communities. Recognising the persistent challenges of limited access to tertiary education and rising youth unemployment, this programme has been designed as an online or blended learning programme that combines flexibility with quality learning experiences. Through this approach, the programme will reach a wider population of learners who may not have the opportunity to participate in traditional classroom mode of studies.

The programme is intended to equip learners with relevant knowledge and practical skills to address health challenges within local communities. By focusing on applied health, the curriculum bridges the gap between theoretical learning and real-world practice. Students will gain competencies in areas such as basic health promotion, disease prevention, community health awareness, critical thinking, data analysis, social determinants of health and innovative health programme and project management. These competencies are essential for strengthening community-based health initiatives and improving health outcomes at the grassroots level.

Many African communities continue to face significant health challenges, including limited access to healthcare services, preventable diseases, and inadequate number of healthcare workers among others. At the same time, a large number of young people remain unemployed or underemployed despite their potential to contribute meaningfully to national development. This programme therefore serves to build local capacity to address pressing health needs within communities, prepare young people for entry-level roles in community health initiatives, non-governmental organisations, health support services and related fields; and creating a direct entry pathway into the second year of National Diploma (ND) in Health Technology programmes.

The development of this curriculum represents a collaborative effort aimed at ensuring that the programme remains relevant, responsive and aligned with contemporary health and educational needs. In this regard, we wish to express our profound appreciation to Afe Babalola Centre, King's College London for its visionary leadership and unwavering commitment to educational development and for sponsoring the development of this curriculum to foster sustainable solutions to societal and community development challenges.

It is our sincere hope that the Foundation Certificate in Applied Health Programme will serve as a transformative platform for many young people, enabling them to gain valuable competencies, improve their employment prospects, actively participate in promoting health and well-being within their communities and contribute to the broader goal of building healthier, more resilient African communities.

Prof. Idris M. Bugaje
Executive Secretary
National Board for Technical Education
Kaduna, Nigeria.

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GENERAL INFORMATION

1. PROGRAMME NOMENCLATURE AND DESCRIPTION

The Foundation Certificate in Applied Health *(FdCert in Applied Health)* is an innovative online programme designed to open doors to higher education and health careers for talented young people across Sub-Saharan Africa. The programme is specifically aimed at young people who are academically able but face barriers to direct entry admission into Higher Educational Institutions. It will be delivered online and optimised for mobile access, and provides a flexible, supportive and inclusive learning experience. Through a blend of interactive learning, real-world case studies and collaborative projects, students will build the academic knowledge, practical skills and confidence needed to succeed in higher education and make a meaningful impact in their communities. The programme also provides opportunities for students to access optional, complementary skills-based short courses that develop key digital and employability competencies.

The Foundation Certificate in Applied Health *(FdCert in Applied Health)* programme may **however** be approved by National Board for Technical Education (NBTE) for reputable and accredited Colleges of Health Sciences and Technology in Nigeria in form of hybrid or blended learning to contribute to the broader goal of achieving universal health coverage, in alignment with the World Health Organization's target of ensuring access to comprehensive, quality health services and expand access to National Diploma programmes in health related disciplines. Interested Colleges of Health Science and Technology shall apply to offer the *FdCert in Applied Health* programme through the Open Distance and Flexible e-Learning (ODFeL) initiative under the NBTE regulatory purview. For more information on ODFeL, please visit www.nbte.gov.ng/odfel.

2. PROGRAMME GOAL

The Foundation Certificate in Applied Health is aimed at providing an accessible entry route into higher education for underserved young people in Nigeria, prepare them for careers in healthcare professions and contribute to social mobility, inclusivity and capacity building in applied health across diverse African contexts.

3. PRORAMME OBJECTIVES

At the end of the programme, the Foundation Certificate holders should be able to:

i Explain relevant concepts in Biology, Chemistry, Physics and Mathematics, for progression into health-related National Diploma programmes or vocational qualifications;
ii Apply critical thinking and problem-solving to familiar and diverse health-related challenges in their contexts;
iii Use digital tools to support independent and collaborative learning and work in healthcare environment;
iv Demonstrate confidence, resilience and lifelong learning capacities aligned to regional and global health challenges;
v Promote national values, citizenship, ethics and sustainability as integral to their academic and professional lives;
vi Demonstrate entrepreneurial skills to establish micro and small enterprises;
vii Explain foundational principles of public health, health education and promotion, and community wellbeing;

viii Apply academic conventions in English for scientific purposes, including speaking, listening, reading, writing and referencing;
ix Analyse health data, texts, case studies and simulated laboratory scenarios using pre-defined criteria;
x Construct reasoned arguments and communicate them effectively in written and oral formats;
xi Demonstrate basic academic inquiry and research skills;
xii Collect, organise and present information using tables, graphs and other visual formats;
xiii Demonstrate basic project design skills through real or simulated tasks.

4. ADMISSION REQUIREMENTS

The entry requirements into the programme are as follows:

i Five (5) subjects passed at Credit level in not more than two sittings in WASSCE (WAEC), SSCE (NECO), NTC (NABTEB), SAISSCE (NBAIS) in Nigeria or GCSE in United Kingdom context. These subjects shall include English Language, Mathematics, Biology, Chemistry and Physics;
ii Online aptitude test or screening;
iii At least sixteen (16) years of age at the point of admission.

5. PROGRAMME STRUCTURE AND DURATION

The programme is structured to last for a minimum of one year (1) and maximum of two (2) years. It is made of two (2) semesters. Each semester shall be made of fifteen (15) weeks for theoretical and practical activities and two (2) weeks for registration and examinations. A minimum of twelve (12) weeks of health-based practicum in healthcare organisations shall take place at the end of second semester of the programme. The students shall be posted into relevant healthcare organisations within their localities during the practicum to gain practical and workplace experiences in applied health and related fields.

6. MODES OF DELIVERY

The programme will be delivered through the following modes:

6.1 Theoretical contents

i Guided reading of scientific and health-related texts to develop subject specific language and concepts;
ii Interactive small group tutorials and ongoing personal tutoring to scaffold disciplinary knowledge;
iii Problem-based learning through case studies drawn from African health contexts;
iv Reflective activities encouraging personal engagement with health and ethical issues;
v Review and discuss cases or scenario through role play;
vi Structured online debates or discussions and ethical scenario activities;
vii Tutor feedback and peer discussions in online forums to consolidate understanding.

6.2 Practical contents

i Scaffolded case studies that require analysis, argumentation and evidence use;

ii Online simulation tools using collaborative platforms (e.g. shared documents, discussion, chat groups);
iii Small-scale or applied projects such as designing a simple community health intervention;
iv Practical data tasks involving interpretation of tables, charts and statistics;
v Training and practice in basic level-appropriate software and digital communication tools;
vi Group presentations and multimedia outputs (e.g. video, concept map);
vii Academic guidance on structuring and delivering effective reports and presentations;
viii Individual report presentations after the health-based practicum.

7. ASSESSMENT STRATEGY

The assessment strategy for the Foundation Certificate in Applied Health is designed to be varied, continuous and carefully scaffolded.
A wide range of formative assessments are embedded throughout the programme to help students build confidence and receive regular feedback as they develop their skills. These include online quizzes, reading annotations and discussion board activities to check understanding, as well as short written summaries, data interpretation exercises and collaborative group tasks that encourage application of knowledge in context. Students also practise constructing arguments, reflecting critically on their learning and designing, preliminary project plans, all with tutor or peer feedback to guide their progress.

Summative assessments are authentic, allowing learners to demonstrate their knowledge and skills in multiple ways and across different domains. These include written assignments, recorded presentations, case studies and structured analyses of health topics, as well as written/oral examinations and timed online tests in key scientific disciplines.

Students also produce scientific posters and data reports, propose group projects and complete a final research or capstone project. Together, these assessments not only test subject knowledge and academic skills but also develop the critical thinking, communication and problem-solving abilities needed for progression into higher education and health-related careers.

8. CONDITIONS FOR THE AWARD OF FOUNDATION CERTIFICATE

8.1 Institutions offering the approved or accredited programme will award the FdCert to candidates who successfully completed the programme after passing prescribed coursework, examinations, capstone project and health-based practicum.

8.2 FdCert shall be classified as follows:

Distinction	CGPA of 3.50 and above
Upper Credit	CGPA of 3.00 - 3.49
Lower Credit	CGPA of 2.50 - 2.99
Pass	CGPA of 2.00 - 2.49

8.3 Grading of Courses

The grading of the courses shall be in accordance with NBTE approved grading system for Nigerian TVET Institutions. Grading systems in use by approved foreign Institutions offering the programme are allowed. NBTE approved grading system is as follows:

MARKED RANGE	LETTER GRADE	WEIGHTING
75% and above	A	4.00
70% – 74%	AB	3.50
65% – 69%	B	3.25
60% – 64%	BC	3.00
55% – 59%	C	2.75
50% – 54%	CD	2.50
45% – 49%	D	2.25
40% – 44%	E	2.00
Below 40%	F	0.0

9. CERTIFICATION

Students who have successfully completed the programme shall be awarded Foundation Certificate in Applied Health by the Institution offering the programme. This shall be equivalent to National Skills Qualification (NSQ) Level 4 in Nigeria.

10. ACADEMIC/CAREER PROSPECTS

The FdCert in Applied Health holders shall be eligible for direct entry admission into the second year of the following National Diploma programmes: ***Community Health Technology; Environmental Health Technology; Epidemiology and Disease Control; Family Healthcare Technology; Health Education and Promotion; Health Information Management; and Public Health Technology.***

The FdCert in Applied Health holders will be employment-ready health workers equipped to address primary health challenges at the grassroots level. They will assist and support Community Health Officers, Environmental Health Officers, Family Healthcare Officers, Health Records Officers, Public Health Officers, Health Promotion Officers and Disease Surveillance Officers etc to perform their duties.

11. STAFFING REQUIREMENTS

The teaching staff should have qualification in Online Education (Learning and Teaching) in addition to their core academic qualifications to build their capacities for online and blended teaching of the courses in the programme curriculum when the programme is offered in their respective Institutions.

12. ACCREDITATION

The Foundation Certificate in Applied Health Programme shall be duly approved by NBTE before the students can be enrolled and awarded the qualification by interested Institutions. Details about the process of approving or accrediting a programme (digital quality assurance) can

be obtained from the Executive Secretary, National Board for Technical Education (NBTE), Plot 'B', Bida Road, P.M.B. 2239, Kaduna, Nigeria or NBTE website: www.nbte.gov.ng. Only Federal Government approved, recognized or licensed Colleges of Health Sciences and Technology or Afe Babalola Centre's approved partners would be allowed to offer the programme after approval.

13. EQUALITY, DIVERSITY AND INCLUSION

13.1 Anticipatory

The programme has been shaped through consultation with the relevant stakeholders, to anticipate barriers to success. Institution(s) will proactively identify challenges such as limited internet access by optimising learning materials for low bandwidth, offering text-based and offline options, and chunking content into short, manageable segments. Live webinars will be run in small groups, with asynchronous collaboration. Students will be supported by personal tutors who will monitor progress and provide early interventions where difficulties arise.

13.2 Flexible

The programme's structure prioritizes flexibility and accessibility. Asynchronous, bite-sized learning units will allow learners to engage at their own pace, with clear weekly signposting to avoid overload. Where appropriate, resources will be available in multiple formats (video, audio, transcripts, downloadable files) to support different learning preferences and bandwidth constraints. Personal tutors will provide individualised guidance on pacing and progression.

13.3 Collaborative

Academic and peer support will be central to the learning experience. Students will participate in structured discussion forums and small-group activities, building a sense of belonging and community. Local case studies and guest voices will anchor discussions in regional realities, while personal tutors will foster collaboration through mentoring and group feedback. Continuous feedback from students will shape improvements throughout the period of programme delivery.

13.4 Transparent

Institutions will clearly communicate learning outcomes, assessment criteria and weekly expectations in advance, embedding them within teaching and learning activities. Content will be chunked into small, clearly labelled learning steps to make navigation intuitive and reduce cognitive load. Students will have direct access to information about personal tutoring, support services and resources. Regular updates and reminders will ensure participants remain informed, while plain English and culturally sensitive examples will make communication clear and inclusive.

13.5 Equitable

The programme is designed to ensure equitable access and success for students across Nigeria and Sub-Saharan Africa. The pedagogical strategy responds to socio-economic and cultural barriers using mobile-first synchronous and self-paced teaching and learning activities. Scholarships **may** be available to support those unable to afford fees, while the study skills module will help bridge entry gaps. Each student will be allocated a personal tutor to provide tailored academic and pastoral guidance, addressing individual needs and challenges. Additional technical support will be available for students with inconsistent connectivity.

14. GUIDELINES ON MANDATORY SKILLS QUALIFICATIONS (MSQ)

Please, download the Guidelines for the Implementation of MSQ in Polytechnics in Nigeria, available on NBTE website (www.nbte.gov.ng/downloads).

CURRICULUM TABLE

SEMESTER ONE

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH	REMARKS
1.	FAH 111 (OCIE0000)	Study Skills	1	0	0	1	1	Compulsory for all students
2.	FAH 112 (OCIE0001)	English for Scientific Academic Purposes	1	1	2	4	4	Compulsory for all students
3.	FAH 113(OCIE0002)	Mathematics and Data Analysis	1	1	2	4	4	Compulsory for all students
4.	FAH 114 (OCIE0003)	Biology	1	1	2	4	4	Compulsory for all students
5.	FAH 115 (OCIE0004)	Physics and Chemistry	1	1	2	4	4	Compulsory for all students
6.	GNS 111	Citizenship Education I	2	0	0	2	2	Compulsory for Nigerian students only
7.	MSQ 111	Mandatory Skills Qualification	1	0	1	2	2	Compulsory for Nigerian students only (Cisco, IBM, Google, Huawei or International ICT certification or Digital Skills courses etc)
TOTAL			8	4	9	21	21	

SEMESTER TWO

S/N	COURSE CODE	COURSE TITLE	L	T	P	CU	CH	REMARKS
1.	FAH 121 (OCIE0005)	Applied Critical Thinking	1	1	2	4	4	Compulsory for all students
2.	FAH 122 (OCIE0006)	Applied Health Sciences	1	1	2	4	4	Compulsory for all students
3.	FAH 123 (OCIE0007)	Innovation in Healthcare (Capstone)	1	1	6	8	8	Compulsory for all students
4.	FAH 124	Health based Practicum	0	0	4	4	4	Compulsory for Nigerian students only
5.	GNS 121	Citizenship Education II	2	0	0	2	2	Compulsory for Nigerian students only
6.	ENT 126	Introduction to Entrepreneurship I	2	0	1	3	3	Compulsory for Nigerian students only
TOTAL			**8**	**2**	**15**	**25**	**25**	

Key: L: Lectures, **T**-Tutorial**, P**-Practical, **CU**-Credit Unit, **CH**-Contact Hours

SEMESTER I

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Study Skills	**COURSE CODE: FAH 111 (0CIE0000)**	**CONTACT HOURS: 2 hours/week**
	CREDIT UNIT: 2	**THEORETICAL: 1 hour/week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 1 hour/week**
GOAL: The goal of the course is to prepare the students for successful online study by developing essential study skills, digital confidence, academic integrity, and effective approaches to independent learning.		
GENERAL OBJECTIVES: At the end of the course, the students should be able to: 1.0 Describe the skills, tools and practices required for effective participation in a fully online learning environment; 2.0 Describe the expectations of academic study at foundation level, including time management, independent learning, and academic integrity; 3.0 Use digital platforms for communication and assessment, while signposting further opportunities for developing academic and study skills.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Study Skills	COURSE CODE: FAH 111 (0CIE0000)	CONTACT HOURS: 2 hours/ week
	CREDIT UNIT: 2	THEORETICAL: 1 hour/ week
SEMESTER: I	PRE-REQUISITE: None	PRACTICAL: 1 hour/ week
COURSE SPECIFICATION: Theoretical and Practical		
General Objective 1.0: Describe the skills, tools and practices required for effective participation in a fully online learning environment.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-4	1.1 Define virtual learning environment (VLE). 1.2 Discuss the purpose of the virtual learning environment (VLE) used on the programme. 1.3 Describe the structure of the virtual learning environment (VLE) used to deliver the programme. 1.4 Explain the functions of core online tools used for communication, collaboration and assessment. 1.5 Explain basic expectations for	• Explain VLE structure and expectations using guided walkthroughs. • Describe key tools using demonstrations and examples. • Outline participation norms and digital study expectations using examples and scenarios. • Explain the uses of discussions boards, instant messaging, collaborative documents, video feedback	• Short explainer videos and podcasts on study skills; online academic integrity tutorials; self-check quizzes on study expectations and integrity; study planning guides and checklists.	1.1 Navigate the VLE to locate learning materials, announcements and assessment information. 1.2 Use core online tools to communicate with tutors and peers and submit learning activities. 1.3 Complete orientation tasks demonstrating basic digital confidence in the online	• Guide students through VLE navigation activities. • Support students in completing short practice tasks using discussion forums and submission tools. • Facilitate supported practice activities and provide formative feedback.	• VLE walkthroughs and screen-capture videos; discussion forums and icebreaker activities; reflective journals or learning logs; practice submission areas; learner personas illustrating common study challenges.

	participation, engagement and responsible online learning. 1.6 State the advantages and disadvantages of using the VLE. 1.7 Explain the health and safety precautions to be observed when using the VLE. 1.8 Discuss the software and hardware requirements that must be met before using the VLE. 1.9 Explain common VLE platforms available for online and hybrid learning.	etc. • Explain the similarities and differences between VLE and Learning Management System (LMS)		environment. 1.4 Troubleshoot basic VLE issues to maintain reliable access to module or course contents.		
General Objective 2.0: Describe the expectations of academic study at foundation level, including time management, independent learning, and academic integrity.						
5-10	2.1 Explain the concept of independent learning in an online foundation programme. 2.2 Explain the importance of goal setting and planning in independent learning.	• Introduce independent learning concepts through short explanations and examples. • Explain time-management principles using simple models and the study	• Short explainer videos and podcasts on study skills; online academic integrity tutorials; self-check quizzes on study expectations and integrity; study planning guides and checklists.	2.1 Apply simple time management strategies to plan weekly study activities. 2.2 Engage in independent and group learning activities.	• Support students in creating and reviewing a personal study plan. • Facilitate structured learning tasks and moderate group	• VLE walkthroughs and screen-capture videos; discussion forums and icebreaker activities; reflective journals or learning logs; practice

	2.3 Describe how to locate and select additional academic resources to support independent learning. 2.4 Describe basic strategies for managing time and organising study tasks. 2.5 Explain the process or procedures to monitor personal academic progress online. 2.6 Explain the principles of academic integrity, including plagiarism and appropriate use of sources. 2.7 Discuss the reasons for students to maintain academic integrity. 2.8 Discuss the importance of source attribution and citation to acknowledge intellectual property.	planner. • Explain academic integrity using clear definitions and illustrative examples.		2.3 Demonstrate academic integrity in short learning tasks and submissions.	activities. • Guide students through practice activities on referencing and plagiarism avoidance.	submission areas; learner personas illustrating common study challenges.

	2.9 Discuss plagiarism detection tools to verify and rectify their reports, essays, assignments etc before submission. 2.10 Differentiate between authorized collaboration and unauthorised collusion. 2.11 Explain the penalties for academic dishonesty.					
General Objective 3.0: Use digital platforms for communication and assessment, while signposting further opportunities for developing academic and study skills.						
11-15	3.1 Explain online communication using digital platforms. 3.2 Differentiate between synchronous and asynchronous communication. 3.3 State advantages and disadvantages of synchronous and asynchronous communication. 3.4 Describe effective approaches to online	• Explain principles of effective online communication using examples. • Describe feedback processes and reflective learning approaches. • Introduce support services and explain how students can access them.	• Short explainer videos and podcasts on study skills; online academic integrity tutorials; self-check quizzes on study expectations and integrity; study planning guides and checklists.	3.1 Participate appropriately in online discussions and communication activities. 3.2 Reflect on personal study strengths and areas for development using guided prompts. 3.3 Access relevant	• Moderate discussion forums and provide guidance on participation. • Facilitate reflective activities and support completion of the journal. • Guide students in locating and using support resources within	• VLE walkthroughs and screen-capture videos; discussion forums and icebreaker activities; reflective journals or learning logs; practice submission areas; learner personas illustrating common study challenges.

	communication in academic contexts. 3.5 Explain the term "netiquette'. 3.6 Discuss how to apply netiquette in online communications. 3.7 Explain digital body languages and how to use them effectively. 3.8 Explain the purpose of reflective learning at foundation level. 3.9 Explain the purpose of formative feedback at foundation level. 3.10 Identify institutional support services and resources for developing study skills.			academic support resources.	the VLE.	

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Reflective assignment **(100%)**

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: English for Scientific Academic Purposes	**COURSE CODE: FAH 112 (0CIE0001)**	**CONTACT HOURS: 4 hours/week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/ week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/ week**
GOAL: The goal of the course is to develop the students' ability to use academic English confidently and accurately in scientific and health-related contexts, supporting progression within the Foundation programme and into further study or professional pathways.		
GENERAL OBJECTIVES: At the end of the course, the students should be able to: 1.0 Use English effectively in academic and scientific contexts, with reference to the applied health sciences; 2.0 Demonstrate competence in the four language skills (reading, writing, listening, speaking) in an integrated way to prepare them for higher education programmes, as well as for other modules in the Foundation programme; 3.0 Express scientific ideas clearly and accurately, both orally and in writing, using appropriate academic language and style; 4.0 Demonstrate foundational academic literacies, including understanding and following basic academic conventions, paraphrasing, summarising, and acknowledging sources appropriately.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH						
COURSE TITLE: English for Scientific Academic Purposes		COURSE CODE: FAH 112 (0CIE0001)		CONTACT HOURS: 4 hours/ week THEORETICAL: 2 hours/ week		
SEMESTER: I		CREDIT UNIT: 4		PRACTICAL: 2 hours/ week		
COURSE SPECIFICATION: Theoretical and Practical						
General Objective 1.0: Use English effectively in academic and scientific contexts, with reference to the applied health sciences						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-3	1.1 Explain speech in English language with examples in scientific and health-related contexts. 1.2 Discuss tenses in English language and how to apply them in academic and scientific contexts. 1.3 Explain the difference between storytelling or fiction and scientific reporting. 1.4 Discuss common academic vocabulary used in scientific and health-related texts. 1.5 Recognise common academic language structures used in	• Identify the functions of noun, pronoun, verbs, adjectives, adverb, preposition, conjunction and interjection in English language • Introduce academic vocabulary and structures using short explanations and examples. • Outline academic conventions using examples.	• Short academic texts; explainer exercises on academic writing conventions; auto-marked quizzes on language use, short audio-video clips with guided tasks.	1.1 Use appropriate academic vocabulary in short written and spoken scientific contexts. 1.2 Apply reading and listening strategies to identify key ideas in short scientific texts and presentations. 1.3 Demonstrate comprehension of scientific content through short responses and discussions.	• Facilitate guided language practice and provide feedback. • Support structured reading and listening tasks with guided questions. • Moderate discussion activities and provide feedback. • Facilitate pair and group speaking activities. • Design integrated language activities and monitor participation.	• Discussion forums and peer-review spaces; writing templates and annotated examples; audio and video recording tools; branching scenarios for communication in academic contexts; learner characters modelling common language challenges.

	scientific and health-related texts. 1.6 Explain basic academic language used in scientific communication.					
General Objective 2.0: Demonstrate competence in the four language skills (reading, writing, listening, speaking) in an integrated way to prepare them for higher education programmes, as well as for other modules in the Foundation programme.						
4-8	2.1 Explain the four language skills 2.2 Discuss the importance of each language skills in health related contexts. 2.3 Explain basic features of reading academic texts. 2.4 Describe skimming and scanning as reading strategies used to understand scientific and health-related works. 2.5 Describe types of listening. 2.6 Explain listening strategies used to understand scientific and health-related materials. 2.7 Describe the key features of effective academic listening in scientific contexts.	• Explain features of effective spoken communication with examples. • Explain strategies such as skimming, scanning and critical listening. • Describe text structures using model examples. • Explain skill integration using practical academic scenarios.	• Short academic texts; explainer exercises on academic writing conventions; auto-marked quizzes on language use, short audio-video clips with guided tasks.	2.1 Produce short written texts using appropriate academic language and structure. 2.2 Participate in short spoken interactions on scientific or health-related topics. 2.3 Engage in integrated reading, writing, listening and speaking tasks.	• Support drafting activities and provide formative feedback.	• Discussion forums and peer-review spaces; writing templates and annotated examples; audio and video recording tools; branching scenarios for communication in academic contexts; learner characters modelling common language challenges.

	2.8 Differentiate between clinical and collaborative listening in healthcare 2.9 Explain the acronym and abbreviation protocol in applied science texts. 2.10 Explain the structure and techniques of scientific writing 2.11 Describe the key features of effective speaking in scientific contexts 2.12 Explain the structure and purpose of short academic texts. 2.13 Explain how language skills are integrated in academic study.					
General Objective 3.0: Express scientific ideas clearly and accurately, both orally and in writing, using appropriate academic language and style.						
9-12	3.1 Explain the characteristics of clear and accurate scientific communication. 3.2 Discuss the structure of scientific communications 3.3 Describe basic academic	• Explain clarity, accuracy and register using examples. • Introduce conventions through annotated samples.	• Short academic texts; explainer exercises on academic writing conventions; auto-marked quizzes on	3.1 Produce short written texts using clear and accurate scientific language. 3.2 Deliver short spoken presentations on scientific or	• Guide drafting and editing activities with feedback. • Support presentation practice and peer feedback. • Provide	• Discussion forums and peer-review spaces; writing templates and annotated examples; audio and video recording tools; branching scenarios for

	conventions used in scientific writing and presentations. 3.4 Explain oral presentations using slides. 3.5 Discuss the essential considerations for poster presentations. 3.6 Explain the key features of academic language, tone and styles. 3.7 Describe systematic approach to academic writing especially on health topics: planning, drafting, and iterative revision. 3.8 Explain common language challenges and solutions.	• Discuss typical challenges using learner scenarios.	language use; referencing guides and exemplars.	health-related topics. 3.3 Revise written and spoken work in response to feedback.	structured feedback and revision guidance.	communication in academic contexts; learner characters modelling common language challenges etc
General Objective 4.0: Demonstrate foundational academic literacies, including understanding and following basic academic conventions, paraphrasing, summarising, and acknowledging sources appropriately.						
13-15	4.1 Define the term "academic literacy". 4.2 Discuss evaluation of information sources to determine their suitability for academic use. 4.3 Explain the purpose of paraphrasing in academic study.	• Explain concepts using short examples. • Explain referencing principles and academic integrity. • Discuss	• Short academic texts; explainer exercises on academic writing conventions; auto-marked quizzes on	4.1 Paraphrase and summarise short scientific texts accurately. 4.2 Practice acknowledging sources appropriately in short written tasks.	• Support guided paraphrasing and summarising tasks. • Facilitate referencing practice using templates. • Provide	• Discussion forums and peer-review spaces; writing templates and annotated examples; audio and video recording tools; branching scenarios for

	4.4 Explain the purpose of summarising in academic study. 4.5 Explain the purpose and techniques of quoting in academic study. 4.6 Describe basic principles of acknowledging sources in academic work. 4.7 Explain common risks associated with this academic practice.	examples of plagiarism and academic referencing/ citation. • Explain ethical and responsible use of AI in academic work. • Discuss self-plagiarism and patch writing • Explain common citation management software	language use; referencing guides and exemplars.	4.3 Apply academic literacy skills in assessed coursework.	formative support and assessment guidance.	communication in academic contexts; learner characters modelling common language challenges.

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Oral examination (50%)
Written coursework (50%)
Total: 100%

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Mathematics and Data Analysis	**COURSE CODE: FAH 113 (OCIE0002)**	**CONTACT HOURS: 4 Hours/Week**
	CREDIT UNIT: 4	**THEORETICAL: 2 Hours/Week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 2 Hours/Week**
GOAL: The goal of the course is to equip the students with foundational mathematical and data analysis skills and confidence needed to interpret, apply, and communicate quantitative information in health-related academic and community contexts.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Demonstrate the essential mathematical and data analysis skills required in health sciences programmes or health-related careers; 2.0 Complete basic mathematical operations, simple statistical concepts, and data presentation and interpretation using relevant health examples; 3.0 Demonstrate the quantitative foundation necessary for success in their chosen pathway, whether pursuing further academic study or beginning professional practice in community health settings through practical problem-solving with real health scenarios; 4.0 Explain the concepts of vital and health statistics; 5.0 Describe the various methods of obtaining data in health related research; 6.0 Explain the application of quantitative skills in solving real health problems in community health settings.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Mathematics And Data Analysis	**COURSE CODE: FAH 113 (OCIE0002)**	**CONTACT HOURS: 4 Hours/Week**
	CREDIT UNITS: 4	**THEORETICAL: 2 Hours/Week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 2 Hours/Week**
COURSE SPECIFIFCATION: Theoretical and Practical		
General Objective 1.0: Demonstrate the essential mathematical and data analysis skills required in health sciences programmes or health-related careers.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**	**Specific Learning Outcome**	**Teacher's Activities**	**Resources**
1-2	1.1 Explain basic mathematical concepts used in health-related contexts. E.g. Statistics, approximation, percentage etc. 1.2 Explain the importance of mathematics and data analysis in health sciences and healthcare decision-making. 1.3 Describe common mathematical techniques used in applied health calculations. 1.4 Explain the purpose of	• Explain core concepts using worked examples • Introduce techniques through demonstrations. • Discuss applications using real-world examples. • Explain the importance of mathematics and data analysis in health sciences and healthcare decision-making. • Guide students perform calculations related to dosage, measurements, and	• Short instructional videos and narrated examples; digital textbooks or readings; auto-marked quizzes for calculations and concepts; formula sheets and reference guides; sample datasets.	1.1 Perform calculations using fractions, percentages, ratios and decimals 1.2 Use mathematical reasoning to check the accuracy of results. 1.3 Demonstrate the use of simple spreadsheet software for data entry and calculation. 1.4 Convert medical measurement units using practical	• Guide students through examples of health data interpretation using tables and graphs. • Moderate problem-solving exercises and review solutions. • Support structured calculation practice. • Moderate problem-solving exercises and review	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data visualisation templates; case studies using real-world health scenarios; scenario-based exercises with feedback.

	quantitative analysis in health and community settings. 1.5 Explain basic arithmetic operations (addition, subtraction, multiplication, and division) in solving health-related numerical problems. 1.6 Explain units of measurement commonly used in health sciences (e.g., mg, g, kg, mL, and L). 1.7 Explain the use of ratios, proportions, and percentages in medical and health data.	health statistics. • discussions on how mathematical skills support patient care and health research. • Provide worked examples and step-by-step solutions to common health-related numerical problems.		exercises (e.g., weight, volume, temperature). 1.5 Organize a small set of health data (e.g., patient temperatures or pulse rates) in a table.	solutions. • Support structured calculation practice. • Error checking strategies and identification mechanisms.	
General objective 2.0: Complete basic mathematical operations, simple statistical concepts, and data presentation and interpretation using relevant health examples.						
3-4	2.1 Describe basic statistical measures used in health data analysis. 2.2 Explain common methods for presenting health data.	• Explain measures using visual examples. • Describe charts, tables, and graphs with examples. • Discuss limitations	• Short instructional videos and narrated examples; digital textbooks or	2.1 Calculate and interpret basic statistical measures using health data. 2.1 Present data using appropriate	• Support applied calculation tasks using datasets. • Facilitate data presentation activities.	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data visualisation templates; case

	2.3 Explain limitations of simple statistical analysis. 2.4 Discuss basic statistical tools such as mean, median, and mode use in health data sets. 2.5 List digital tools used to organize, analyse and visualize health-related data such as Excel workbook, calculators, etc.	and sources of error. • Guide students through examples of health data interpretation using tables and graphs. • Demonstrate the use of simple spreadsheet software for data entry and calculation. • Explain data management principles and practice to the students.	readings; auto-marked quizzes for calculations and concepts; formula sheets and reference guides; sample datasets.	tables, charts or graphs. 2.2 Interpret simple datasets to draw basic conclusions. 2.3 Construct simple graphs or charts (bar chart, line graph, or pie chart) from given health data.	• Facilitate data interpretation exercises. • Construct simple graphs or charts (bar chart, line graph, or pie chart) from given health data.	studies using real-world health scenarios; scenario-based exercises with feedback.
General Objective 3.0: **Demonstrate the quantitative foundation necessary for success in their chosen pathway, whether pursuing further academic study or beginning professional practice in community health settings through practical problem-solving with real health scenarios.**						
5-7	3.1 Explain how quantitative data is used to support decision-making in health contexts. 3.2 Describe ethical considerations in the use of health data. 3.3 Explain the role of digital tools in basic data analysis.	• Explain decision-making examples using scenarios. • Discuss ethical use of data in simple terms. • Introduce common tools and their purposes.	• Short instructional videos and narrated examples; digital textbooks or readings; auto-marked quizzes for calculations and concepts; formula	3.1 Apply mathematical and data analysis skills to solve practical health-related problems. 3.2 Use simple digital tools to analyse and present data. 3.3 Communicate quantitative	• Support scenario-based problem-solving activities. • Guide use of spreadsheets or basic analysis tools. • Provide feedback on presentation	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data visualisation templates; case studies using real-world health scenarios; scenario-based exercises with feedback.

			sheets and reference guides; sample datasets.	findings clearly in written or visual form.	of results.	
General Objective 4.0: Explain the concepts of vital and health statistics						
8-10	4.1 Explain vital statistics. 4.2 Explain health statistics (e.g. infant mortality rate, under-5 mortality rate, total fertility rate). 4.3 Discuss the sources of vital and health data (e.g. Demographic and Health Survey) 4.4 Explain the importance of vital and health statistics 4.5 Describe simple statistical tables.	• Introduce the terms vital and health statistics • Give examples vital and health statistics • Show how to calculate rates such as birth rate and mortality rate. • Interpret simple statistical tables.	• Short instructional videos and narrated examples; digital textbooks or readings; auto-marked quizzes for calculations and concepts; formula sheets and reference guides; sample datasets.	4.1 Use Simple statistical tools for the collection of Data 4.2 Construct Health Data Tables 4.3 Prepare Health Statistics Report for the data collected.	• Guide students on the use of simple statistical tools, collection of Vital Statistics Data, construction of Health Data Tables and preparation of Health Statistics Report	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data visualisation templates; case studies using real-world health scenarios; scenario-based exercises with feedback.
General Objective 5.0: Describe the various methods of obtaining data in health-related research.						
11-12	5.1 Identify the various methods used in health-related research. 5.2 Explain each of the methods in 5.1 above.	• Explain the various health related research methods such as case study and Experiments etc. • Show samples of the tools using visual aids	• Short instructional videos and narrated examples; digital textbooks or	5.1 Present specific areas of the identified methods used in health-related research by students.	• Show visual of the identified methods used in health-related research.	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data visualisation templates; case

	5.3 Enumerate the modes of application of each method used in health-related research. 5.4 Describe the tools used in the collection of data in health related research. 5.5 State types and sources of biological and medical data such as: States and National Health Services, World Health Organization (WHO) etc. 5.6 Describe the means of presentation of health-related data for the purpose of analysis e.g. tables of results etc.	• Present health related data to students for their modes of presentation.	readings; auto-marked quizzes for calculations and concepts; formula sheets and reference guides; sample datasets.	5.2 Collect health related data using some of the Statistical tools. 5.3 Construct some data presentation tools with the data provided.	• Guide students through the collection of data by using visual aids. • Provide the students health related data for construction.	studies using real-world health scenarios; scenario-based exercises with feedback.
General Objective 6.0: Explain the application of quantitative skills in solving real health problems in community health settings.						
13-15	6.1 Define standard deviation, variance, range, percentages, approximations and proportions as	• Discuss quantitative concepts of standard deviation, variance, range, percentages, ratios, approximations	• Short instructional videos and narrated examples;	6.1 Perform standard deviation and variance calculations for community	• Explain standard deviation and variance calculations	• Virtual labs; problem sets, spreadsheets or simple analysis tools; data

	used in the interpretation of health data. 6.2 Explain the relevance of the mathematical tools listed in 6.1 above in interpreting health data. 6.3 Explain how quantitative data is used to support decision-making in health contexts. 6.4 Describe methods of summarizing health data and presentation using tables, charts, and graphs. 6.5 Explain measures of variability for health indicators. e.g. range, variance, standard deviation etc. 6.6 Explain the role of digital tools in basic data analysis. 6.7 Explain epidemiological data 6.8 Discuss the Interpretation of	and proportions relevant to health data • Show step-by-step application of the items in 6.1 to data obtained from health related problems. • Facilitate discussions on interpreting epidemiological data for community health planning. • Discuss electronic health records • Explain telemedicine for remote medical care • Discuss emerging technologies such as smart wearable devices, Internet of Medical things to address health challenges • Explain applications of AI in health data analysis and applied health	digital textbooks or readings; auto-marked quizzes for calculations and concepts; formula sheets and reference guides; sample datasets.	health indicators 6.2 Use spreadsheets (Excel, Google Sheets) to input, analyse, and visualize health data.	for community health indicators • Guide the Use spreadsheets (Excel, Google Sheets) to input, analyse, and visualize health data. • Provide feedback on presentation of results. • Organize group work to analyse real or simulated health datasets. • Provide feedback on presentation of results.	visualisation templates; case studies using real-world health scenarios; scenario-based exercises with feedback.

	epidemiological data (e.g. prevalence).					

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Written Exam: 40%
Applied data task: 60%
Total: 100%

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Biology	**COURSE CODE: FAH 114 (OCIE0003)**	**CONTACT HOURS: 4 hours/week**
	CREDIT UNITS: 4	**THEORETICAL: 2 hours/week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/week**
GOAL: The goal of the course is to develop the students understanding of core biological concepts and terminology relevant to health sciences, while building skills in analysis, interpretation, and application to health-related careers.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Explain biological concepts useful in the health sciences careers; 2.0 Demonstrate basic knowledge in relevant biology topics; 3.0 Identify biological terminologies and vocabulary; 4.0 Describe body systems and their functions; 5.0 Explain the relationship between environmental factors, disease vectors, modes of transmission, and human health; 6.0 Demonstrate relevant skills of evaluation, critical thinking and analysis.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH						
COURSE TITLE: Biology		COURSE CODE: FAH 114 (OCIE0003)			CONTACT HOURS: 4 hours/week	
		CREDIT UNIT: 4			THEORETICAL: 2 hours/week	
SEMESTER: I		PRE-REQUISITE: None			PRACTICAL: 2 hours/week	
COURSE SPECIFICATION: Theoretical and Practical						
General objective 1.0: Explain biological concepts useful in the health sciences careers.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-2	1.1 Define biology. 1.2 Explain key biological concepts and processes relevant to human health such as: cell theory, genes theory, biomolecules, microbiology, etc. 1.3 Identify core biological terminologies used in health sciences. 1.4 Describe applications of the concepts in 1.2 above in public health, nutrition,	• Explain foundational biological concepts using diagrams and short explanations. • Introduce terminology through structured explanations and examples. • Contextualise biological concepts using health-related examples.	• Short videos and animations; illustrated readings and diagrams; knowledge-check quizzes; biological terminology explainers; concept maps.	1.1 Demonstrate understanding of biological concepts. 1.2 Describe the structures and functions of the cell organelles. 1.3 Identify similarities and differences between animal and plant cells. 1.4 Present biological information relevant to health contexts. 1.5 Apply biological concepts to simple health-related scenarios.	• Facilitate knowledge-check activities and provide feedback. • Facilitate virtual laboratory simulations to show the use of a microscope in visualising a typical cell and its organelle. • Support structured presentation or poster-planning activities. • Facilitate application exercises using case studies.	• Virtual labs/ simulations; case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked to experiments.

	environmental health etc. 1.5 Explain the relevance of biological systems to health and diseases such as: body functions; causes of diseases etc.					
General Objective 2.0: Demonstrate basic knowledge in relevant biology topics.						
3-4	2.1 Describe foundational concepts in selected biology topics relevant to health sciences. 2.2 Explain basic biological mechanisms within human systems. 2.3 Explain how biological knowledge underpins health-related careers.	• Explain selected topics using short lectures and readings. • Describe mechanisms using visual models and explanations • Discuss applications of biology to health professions.	• Short videos and animations; illustrated readings and diagrams; knowledge-check quizzes; biological terminology explainers; concept maps.	2.1 Interpret information from simple biological diagrams or simulations. 2.2 Use biological concepts to explain basic health phenomena. 2.3 Apply biological knowledge to familiar health-science contexts.	• Guide interpretation of models and simulations. • Facilitate short written or oral explanation tasks. • Support applied tasks linked to health scenarios.	• Virtual labs/ simulations; case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked to experiments.
General objective 3.0: **Identify the use of biological terminologies and vocabulary.**						
5-7	3.1 Explain key biological	• Describe terminology	• Short videos and	3.1 Use appropriate biological	• Provide structured practice and	• Virtual labs/ simulations;

	terms used in health sciences such as: incidence, pandemic, epidemic, etc. 3.2 Describe the concepts of the processes of diffusion, osmosis and active transport across living membranes using biological vocabulary. 3.3 Explain the importance of precise scientific language in health contexts. 3.4 Describe conventions used in basic biological communication such as; use of scientific terminology (as in Microorganism e.g. viruses, fungi, protozoa and bacteria),	using glossaries and examples • Discuss clarity and accuracy using sample texts. • Introduce conventions using annotated examples. • Explain conventions used in basic biological communication.	animations; illustrated readings and diagrams; knowledge-check quizzes; biological terminology explainers; concept maps.	terminology in short written or oral tasks. 3.2 Interpret results from simulated biology experiments using correct terminology. 3.3 Communicate basic biological ideas clearly in poster or summary format.	feedback. • Support scientific communication tasks.	case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked to experiments.

	Binomial Nomenclature (Homo Sapiens: Human being), etc.					
General objective 4.0: Describe Human body systems and their functions						
8-10	4.1 Discuss human body systems and their functions and structures e.g., skeletal, muscular, nervous, digestive, respiratory, reproductive etc 4.2 Enumerate the different health problems associated with each of the human body systems discussed in 4.1 above. 4.3 Explain the preventive measures in tackling problems associated with	• Explain human body systems and functions. • Highlight problems associated with different human body systems	• Short videos and animations; illustrated readings and diagrams; knowledge-check quizzes; biological terminology explainers; concept maps.	4.1 Identify organs of the human body systems. 4.2 Present posters on the functions of body systems.	Guide students to: • Identify organs of human body systems. • Present posters on the functions of body systems.	• Virtual labs/ simulations; case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked to experiments.

	human body system					
General objective 5.0: **Explain the relationship between environmental factors, disease vectors, modes of transmission, and human health.**						
11-13	5.1 Describe types of disease vectors and their modes of transmission. 5.2 Explain the main components of the immune system. 5.3 Explain environmental factors that influence disease transmission such as temperature, water quality, sanitation, waste, etc. 5.4 Define health 5.5 Explain common health problems in the community 5.6 Discuss causes and prevention of health problems in the community.	• Discuss disease vectors and environmental factors that influence disease transmission. • Explain the importance of personal hygiene and environmental sanitation in disease prevention. • Discuss the principles of nutrition and their role in maintaining good health. • Describe the modes of transmission of communicable diseases • Outline diseases preventive measures. • Explain the	• Short videos and animations; illustrated readings and diagrams; knowledge-check quizzes; knowledge-check quizzes; biological terminology explainers; concept maps.	5.1 Identify the various disease vectors and environmental factors that influence health positively and negatively 5.2 Interpret simple clinical scenarios involving infection or immune dysfunction, such as allergy, autoimmune disease, immunodeficiency, etc 5.3 Apply the concept of infection prevention and control measures in clinical settings.	• Facilitate discussions on scenario-based problems. • Facilitate discussions around vaccine programmes and the fight against infectious diseased • Summarize key takeaways and link them to global health initiatives.	• Virtual labs/ simulations; case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked to experiments.

	5.7 Explain nutrition and their role in maintaining good health. 5.8 State basic health education principles in promoting healthy lifestyles in the community.	importance of immunization and other public health interventions. • Identify basic first aid procedures and • Discuss the role of health workers in promoting health and preventing disease. • State basic health education principles in promoting healthy lifestyles in the community.				
General Objective 6.0: **Demonstrate relevant skills of evaluation, critical thinking and analysis.**						
14-15	6.1 Enumerate basic principles for analysing biological data and results such as understanding data context and quality (sources of data, purpose of	• Explain basic principles of analysing biological data and results • Explain analysis concepts using worked examples. • Discuss limitations	• Reading materials • Video clips • Short videos and animations; illustrated readings and diagrams; knowledge-check quizzes;	6.1 Show basic principles of analysing biological data and results. 6.2 Analyse results from simulated biology experiments. 6.3 Evaluate biological	• Guide interpretation and explanation activities. • Support scientific communication tasks. • Facilitate guided data interpretation tasks. • Support evaluation	• Virtual labs/ simulations; case studies from health sciences; scientific poster templates; interactive models; reflective prompts linked

	data collection, time and location of data, sampled studied), appropriate statistical modelling (percentage, variance, etc) biological validations and interpretation. 6.2 Describe common sources of error or limitation in biological investigations. Such as human error, instrumental error, sample error, environmental error, biological variations, ethical and practical constraint, etc. 6.3 Explain how evidence supports biological conclusions in	using simplified scenarios. • Explain evidence-based reasoning using examples.	biological terminology explainers; concept maps.	information presented in health-related materials. 6.4 Communicate biological findings clearly and accurately. 6.5 Suggest basic dietary improvements based on case studies presented by patients. 6.6 Identify possible nutritional deficiencies from symptoms	activities using short texts or data. • Facilitate case study/ symptom review tasks.	to experiments.

	health contexts (Validate hypotheses, demonstrate cause and effect, guides clinical and public health decisions, reduce bias and assumptions). 6.4 Describe type of evidence in health and biology such as experimental evidence, observational evidence, statistical evidence, etc.					

COURSE ASSESSMENT:

Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Scientific poster:60%
Written exam: 40%
Total: 100%

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Physics and Chemistry	**COURSE CODE: FAH 115(OCIE0004)**	**CONTACT HOURS: 4 hours/ week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/ week**
SEMESTER: I	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/ week**
GOAL: The goal of the course is to provide the students with a solid foundation in physics and chemistry principles that underpin biological systems and medical applications, enabling confident application in health and life science contexts.		
GENERAL OBJECTIVES: At the end of this course, the students should be able to: 1.0 Demonstrate solid foundation in physics and chemistry, focusing on concepts which are especially relevant to life and medical and health sciences; 2.0 Explain the relevant topics in physics such as motion energy, waves, optics, electromagnetism and radioactivity; 3.0 Explain the relevant topics in chemistry such as body fluids, electrolytes, acid-base balance, salts, metals and non-metals; 4.0 Demonstrate confidence in core ideas and how to apply them in practical contexts; 5.0 Demonstrate foundational knowledge in general, inorganic and organic chemistry relevant to future careers in health sciences.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Physics and Chemistry	**COURSE CODE: FAH 115 (OCIE0004)**	**CONTACT HOURS: 4 hours/ week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/week**
SEMESTER: I	**PRE-REQUISITE:**	**PRACTICAL: 2 hours/week**
COURSE SPECIFICATION: Theoretical and Practical		
General objective 1.0: Demonstrate the foundation on concepts in physics and chemistry relating to health and life sciences.		

THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-3	1.1 Define the following concepts in Physics and Chemistry relating to health and life sciences: i Motion ii Matter iii Power iv Electricity v Thermodynamics vi Reaction rate vii Catalysts, etc. 1.2 Describe all the concepts in 1.1. 1.3 Explain the relationship between physical, chemical and biological systems. 1.4 Identify the terminology used in Physics and Chemistry for: i Measurement	• Explain core principles using examples. • Illustrate links between disciplines using examples. • Introduce units and terminology using reference guides.	• Short videos and animations; interactive diagrams and simulations; readings on medical and biological applications; auto-marked quizzes; reference section for units and equations.	1.1 Apply basic physics and chemistry concepts to simple health-related problems. 1.2 Interpret outputs from simple physics or chemistry simulations. 1.3 Explain scientific results using clear and accurate language.	• Guide problem-solving activities. • Support interpretation of simulation results. • Facilitate explanation and presentation tasks.	• Physics and chemistry simulations; applied problem sets; graphing and visualisation tools; case studies linked to medical sciences; branching scenarios exploring applied decisions.

	ii Concentration iii Power iv Energy v Entropy, etc.					
General Objective 2.0: **Explain the relevant topics in Physics such as motion energy, waves, optics, electromagnetism and radioactivity**						
4-6	2.1 Define the following terms: i Energy ii Waves iii Optics iv Electromagnetism v Radioactivity vi Ultrasound, etc. 2.2 Explain the principles of each term in 2.1 with given examples. 2.3 Describe the applications of the principles in 2.1 as related to health and life sciences.	• Explain principles using diagrams and examples. • Discuss applications using health-related examples. • Introduce concepts using simple explanation. • Discuss applications using health related examples.	• Short videos and animations; interactive diagrams and simulations; readings on medical and biological applications; auto-marked quizzes; reference section for units and equations.	2.1 Demonstrate each of the principles in 2.1 using virtual labs. 2.2 Solve basic numerical problems related to: i Energy ii Waves iii Optics iv Electro-magnetism v Radioactivity, etc. 2.3 Apply physical principles to interpret simple experimental or simulated results. 2.4 Relate physics concepts to familiar health technologies.	• Facilitate applied interpretation tasks. • Support calculation practice activities. • Facilitate case-based application tasks. • Relate physics concepts to health-related examples.	• Physics concept simulations; applied problem sets; graphing and visualisation tools; case studies linked to medical sciences; branching scenarios exploring applied decisions.
General objective 3.0: **Explain the relevant topics in chemistry such as body fluids, electrolytes, acid-base balance, salts, metals and non-metals**						
7-9	3.1 Explain the following terms: i Acid ii Base iii Salt iv Metals v Non-metals	• Explain principles using diagrams and examples. • Discuss applications	• Short videos and animations; interactive diagrams and simulations; readings on	3.1 Demonstrate each of the principles in 3.1 using virtual labs. 3.2 Balance symbol equation related to: i Acid	• Facilitate applied interpretation tasks. • Support calculation and equation	• Chemistry reactions simulations; applied problem sets; graphing and visualisation

	vi Chemical structures vii Body fluid viii Electrolytes ix Acid-base balance, etc. 3.2 Describe each of the applications of the principles in 3.1 as related to health and life sciences, such as: i Different compositions of body fluids ii Functions of body fluids iii Hormonal control of body fluid iv Homeostasis v Maintenance of homeostasis 3.3 Differentiate between organic compounds and hydrocarbons. 3.4 Explain the classes of organic compound through the functional groups.	using health-related examples. • Introduce concepts using simple explanation. • Discuss applications using health related examples	medical and biological applications; auto-marked quizzes; reference section for units and equations.	ii Base ii Salt iv Metals v Non-metals vi Chemical structures	practice activities. • Facilitate case-based application tasks. • Relate chemistry concepts to health-related examples	tools; case studies linked to medical sciences; branching scenarios exploring applied decisions.
General Objective 4.0: Demonstrate confidence in the core ideas and how to apply them in practical contexts.						

10-12	4.1 Define safety and its terminologies. 4.2 Explain sources of hazards. 4.3 Discuss safety principles, precautionary measures, professional ethics and Good Laboratory Practice (GLP) in health and life science laboratories. 4.4 Apply descriptive statistics techniques to physics and chemistry, for example central tendency and quality metrics. 4.5 Explain the role of measurement, units, and accuracy in physical sciences. 4.6 Describe basic experimental approaches used in physics and chemistry	• Explain safety and its terminologies principles using diagrams and examples. • Highlights sources of hazards to health personnel. • State safety rules and relevant precautions to minimize accidents to health personnel. • Explain items in 4.4. • Highlight experimental approaches used in physics and chemistry	• Short videos and animations; interactive diagrams and simulations; readings on medical and biological applications; auto-marked quizzes; reference section for units and equations.	4.1 Give students data sets to analyse for the terms in 4.4. 4.2 Demonstrate the experimental procedures for the determination of the following, such as: i Acidity ii Basicity 4.3 Analyse results from basic physics or chemistry simulations. 4.4 Present scientific explanations using appropriate terminology.	• Support measurement and calculation activities. • Facilitate structured analysis tasks. • Support short presentation or discussion tasks.	• Physics and chemistry simulations; applied problem sets; graphing and visualisation tools; case studies linked to medical sciences; branching scenarios exploring applied decisions.
General Objective 5.0: **Demonstrate foundational knowledge in general, inorganic and organic chemistry relevant to future careers in health sciences**						

13-15	5.1 Describe basic principles of general, inorganic, and organic chemistry. 5.2 Explain how chemical structures and reactions relate to health sciences. 5.3 Describe common chemical concepts used in medical and health applications.	• Explain chemical principles using examples. • Discuss links between chemistry and biology. • Introduce concepts using applied examples.	• Short videos and animations; interactive diagrams and simulations; readings on medical and biological applications; auto-marked quizzes; reference section for units and equations.	5.1 Apply chemistry concepts to simple health-related scenarios. 5.2 Interpret outputs from basic chemistry simulations. 5.3 Communicate chemistry-based explanations clearly and accurately.	• Facilitate applied problem-solving tasks. • Guide interpretation of chemical models. • Support explanation and feedback activities	• Physics and chemistry simulations; applied problem sets; graphing and visualisation tools; case studies linked to medical technologies; branching scenarios exploring applied decisions.

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Written exam: 50%
Simulated/alternative to practical: 50%
Total: 100%

SEMESTER II

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Applied Critical Thinking	**COURSE CODE: FAH121 (0CIE0005)**	**CONTACT HOURS: 4 hours/week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/week**
SEMESTER: II	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/week**
GOAL: The goal of the course is to enable the students to apply critical thinking frameworks to real-world health issues, synthesizing evidence, collaborating with others, and reflecting on personal positionality to develop a confident academic voice.		
GENERAL OBJECTIVES: At the end of the course, the students should be able to: 1.0 Apply critical thinking frameworks to familiar contexts, using evidence and reasoning to make sense of real-world health-related issues; 2.0 Develop collaborative inquiry and reflection, building the student's confidence in co-creating knowledge across diverse cultural and community settings; 3.0 Synthesize and critically analyse ideas in relation to the student's own positionality and context, developing personal voice.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Applied Critical Thinking	**COURSE CODE: FAH121 (0CIE0005)**	**CONTACT HOURS: 4 hours/week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/week**
SEMESTER: II	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/week**
COURSE SPECIFICATION: Theoretical and Practical		
General objective 1.0: Apply critical thinking frameworks to familiar contexts, using evidence and reasoning to make sense of real-world health-related issues.		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-5	1.1 Define "critical thinking". 1.2 Explain the purpose of critical thinking in academic and health-related contexts. 1.3 List basic critical thinking frameworks used to analyse problems and evidence. 1.4 Explain each framework listed in 1.3. 1.5 Explain types of evidence. 1.6 Discuss types of reasoning. 1.7 Describe fallacies in reasoning. 1.8 Explain the use of	• Explain critical thinking concepts using simple definitions and examples. • Introduce frameworks through short presentations and worked examples. • Discuss evidence quality and reasoning using illustrative scenarios.	• Short readings and explainer videos; critical thinking frameworks and guides; conceptual quizzes; recorded talks or podcasts; annotated examples of arguments.	1.1 Apply critical thinking frameworks to analyse familiar health-related case studies. 1.2 Use evidence from provided sources to support simple arguments or explanations. 1.3 Communicate reasoned conclusions clearly in oral or written form.	• Facilitate structured case-study analysis activities on common health challenges in Sub-Saharan Africa • Facilitate evidence-based discussions and short written tasks on conventional and alternative healthcare systems in Sub-Saharan Africa. • Support communication activities and provide formative	• Discussion forums and collaborative wiki; case studies and data sets; reflective journals; learner personas representing diverse perspectives; scenario-based debates and problem-solving tasks.

	corroboration, counter-argumentation and qualifiers in academic work. 1.9 Explain the role of evidence and reasoning in forming justified conclusions. 1.10 Explain the importance of evidence based reasoning in applied health studies.				feedback.	
General Objective 2.0: Develop collaborative inquiry and reflection, building the student's confidence in co-creating knowledge across diverse cultural and community settings.						
6-10	2.1 Describe the principles of collaborative inquiry to investigate health issues. 2.2 Discuss inquiry cycle. 2.3 Describe the principles of collaborative inquiry. 2.4 Explain levels of collaborative reflection. 2.5 Explain how diverse perspectives influence understanding and	• Explain collaborative learning concepts using examples. • Discuss diversity and perspective using case examples. • Outline expectations for constructive dialogue and teamwork.	• Short readings and explainer videos; critical thinking frameworks and guides; conceptual quizzes; recorded talks or podcasts; annotated examples of arguments.	2.1 Collaborate with peers to explore health-related issues in local African communities. 2.2 Contribute ideas to identified health related issues 2.3 Respond constructively to others' viewpoints. 2.4 Produce shared outputs that reflect collaborative reasoning.	• Facilitate group discussions and inquiry-based activities on child and maternal health in African context. • Moderate discussions and support inclusive participation in acute and chronic health challenges in	• Discussion forums and collaborative wiki; case studies and data sets; reflective journals; learner personas representing diverse perspectives; scenario-based debates and problem-solving tasks.

	decision-making. 2.6 Explain the importance of respectful communication in collaborative learning. 2.7 Discuss the characteristics of collaborative inquiry and reflection				Africa. • Facilitate group synthesis tasks and provide feedback.	
General Objective 3.0: Synthesize and critically analyse ideas in relation to the student's own positionality and context, developing personal voice.						
11-15	3.1 Explain the concepts of synthesis and critical analysis in academic learning. 3.2 Explain the importance of deconstruction and reconstruction of information to create new meaning. 3.3 Discuss identification of research gap based on comparative synthesis of existing literature. 3.4 Describe how positionality and context influence the interpretation and evaluation of ideas. 3.5 Explain how	• Explain synthesis and analysis using simple definitions and worked examples. • Discuss positionality and context using illustrative scenarios. • Explain personal voice using examples. • Discuss synthesis matrix	• Short readings and explainer videos; critical thinking frameworks and guides; conceptual quizzes; recorded talks or podcasts; annotated examples of arguments.	3.1 Synthesize ideas from multiple sources to form a coherent response to a health-related issue. 3.2 Critically analyse ideas by comparing evidence, viewpoints, and assumptions. 3.3 Articulate a reasoned personal perspective that integrates evidence, analysis and reflection.	• Facilitate synthesis activities using structured prompts and source comparison tasks. • Facilitate guided analysis tasks and supported discussion activities. • Support drafting, discussion and feedback on reasoned personal responses.	• Discussion forums and collaborative wiki; case studies and data sets; reflective journals; learner personas representing diverse perspectives; scenario-based debates and problem-solving tasks.

	personal voice can be developed through engagement with evidence and multiple perspectives. 3.6 Explain integration of multiple perspectives into a cohesive narration					

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Reflective assignment;70%
Oral examination: 30%
Total: 100%

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Applied Health Sciences	**COURSE CODE: FAH 122 (0CIE0006)**	**CONTACT HOURS: 4 hours/ week**
	CREDIT UNIT: 4	**THEORETICAL: 2 hours/ week**
SEMESTER: II	**PRE-REQUISITE: None**	**PRACTICAL: 2 hours/ week**
GOAL: The goal of the course is to introduce the students to foundational public health concepts and the social determinants of health, fostering critical awareness of community wellbeing and culturally relevant health promotion in Sub-Saharan African contexts.		
GENERAL OBJECTIVES: At the end of the course, the students should be able to: 1.0 Explain foundational concepts in public health, health promotion, and community wellbeing, with a particular focus on Sub-Saharan African contexts. 2.0 Explain how health practices and policies intersect with cultural values, citizenship, and real-world challenges. 3.0 Demonstrate critical reflection and awareness of the social determinants of health in local and regional communities.		

PROGRAMME: **FOUNDATION CERTIFICATE IN APPLIED HEALTH**						
COURSE TITLE: Applied Health Sciences		**COURSE CODE**: FAH 122 (0CIE0006)		**CONTACT HOURS**: 4 hours/week		
		CREDIT UNIT: 4		**THEORETICAL**: 2 hours/week		
SEMESTER: II		**PRE-REQUISITE**: None		**PRACTICAL**: 2 hours/week		
COURSE SPECIFICATION: Theoretical and Practical						
General Objective 1.0: **Explain foundational concepts in public health, health promotion, and community wellbeing, with a particular focus on Sub-Saharan African contexts.**						
THEORETICAL CONTENT				**PRACTICAL CONTENT**		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-5	1.1 Describe key concepts in public health, health education and promotion, and community wellbeing. 1.2 Explain the goals and principles of public health in improving population health. 1.3 Describe the key determinants of health in communities within Sub-Saharan Africa. 1.4 Discuss the role of health education and promotion in preventing	• Explain foundational concepts using short lectures and examples. • Explore various definitions of the following: - Public Health; - Primary Health Care; - Health Education; - Health Promotion • Present regional health issues using data and case examples (inadequacies of health policies, insecurity, low level of awareness on health matters	• Readings and Publications on Public Health, Primary Healthcare, health education, and health promotion; short expert videos or podcasts; concept quizzes; policy summaries and reports; infographics.	1.1 Identify key public health issues within provided community case studies. 1.2 Apply public health concepts to explain health challenges in familiar contexts. 1.3 Communicate understanding of health challenges in short written or oral formats. 1.4 Analyse a simple community profile to determine how	• Facilitate analysis of structured case studies, to include: - Identification of Social and Community characteristic; - Application of; o Community mobilization; o Community Disease surveillance o Collection and reporting of Community and Public Health Data using digital technology with inter-operability. • Guide application tasks linking	• Case studies from Sub-Saharan Africa; discussion forums; project ideation template; branching scenarios exploring health decisions; learner characters representing community perspectives.

	diseases and improving quality of life. 1.5 Explain major challenges affecting health in the community in Sub-Saharan Africa. 1.6 Explain how social, economic, and environmental factors influence health outcomes. 1.7 Describe social determinants of health. 1.8 Explain the importance of community participation in promoting health and wellbeing. 1.9 Outline the roles of health workers and public health institutions in community health development. 1.10 Describe basic strategies used to promote health and prevent diseases at the	e.g. ignorance, Malnutrition, Poor water sanitation etc.) • Highlight factors affecting Health in Sub-Sharan Africa: - Cultural - Economic - Environmental • Explain social determinants of health using contextual examples: - Age; - Gender; - Literacy; - Nutrition; - Poverty etc.		social determinants affect health status	theory to cases such as: - Immunisation; - Health Education; - Water purification or treatment; - Appropriate refuse disposal and sanitation • Support structured communication and feedback activities. • Facilitate analysis and guide profile presentation.	

	community level.					
General Objective 2.0: **Explain how health practices and policies intersect with cultural values, citizenship, and real-world challenges.**						
6-10	2.1 Explain health practices and policies in the Sub-Saharan Africa 2.2 Describe cultural values and beliefs in Sub-Saharan Africa. 2.3 Explain citizenship and its importance to health practices. 2.4 Describe how cultural values and beliefs influence health behaviours. 2.5 Explain the role of health policies in shaping community health outcomes. 2.6 Explain links between citizenship, responsibility, and community wellbeing. 2.7 Describe the	• Explain cultural influences using examples and scenarios. e.g. - Food fad and fallacies, - Female Genital Mutilation (FGM), - Health seeking behaviour • Introduce policy concepts using simplified summaries. e.g., Expanded Policy on Immunisation (EPI/NPI) Financing and Health Insurance, Health Information Management System (HMIS). • Discuss civic responsibility using applied examples.	• Readings on public health and health promotion; short expert videos or podcasts; concept quizzes; policy summaries and reports; infographics.	2.1 Analyse health practices in relation to cultural and social contexts. 2.2 Evaluate simple health policies using case study material. E.g. Expanded Policy on Immunisation (EPI/NPI), Financing and Health Insurance, Health Information Management System (HMIS) etc 2.3 Apply culturally sensitive thinking to health-related scenarios.	• Facilitate guided discussion and analysis tasks. • Illustrate the National Immunisation Schedule, • Identify types of Health Contributory Insurance, • Identify data collection tools for health planning e.g. registers, computer systems, ODK applications • Moderate evaluation exercises using structured prompts. • Support scenario-based learning activities.	• Case studies from Sub-Saharan Africa; discussion forums; project ideation template; branching scenarios exploring health decisions; learner characters representing community perspectives.

	relationship between government health policies and the wellbeing of citizens. 2.8 Explain how cultural diversity can affect the acceptance and implementation of health programmes. 2.9 Summarize strategies for promoting culturally sensitive and inclusive health policies in communities. 2.10 Explain real-world challenges affecting health practices and policies.					
General Objective 3.0: **Demonstrate critical reflection and awareness of the social determinants of health in local and regional communities.**						
11-15	3.1 Explain the concept of social determinants of health. 3.2 Describe how inequality and access affect	• Explain determinants using diagrams and examples. • Discuss	• Readings on public health and health promotion; short expert videos or podcasts;	3.1 Reflect on health challenges within the student's local or regional context.	• Facilitate guided reflective activities. • Support idea-generation and	• Case studies from Sub-Saharan Africa; discussion forums;

	health outcomes. 3.3 Explain the role of communities and individuals in promoting health. 3.4 Discuss strategies used by health professionals to reduce health inequalities in local and regional communities. 3.5 Explain the role of community health workers in promoting equity and improving access to healthcare services.	inequalities using regional data. • Describe community roles using applied examples.	concept quizzes; policy summaries and reports; infographics.	3.2 Propose a simple, culturally relevant health promotion idea. 3.3 Justify proposed health ideas using foundational public health concepts.	planning tasks. • Moderate justification and evaluation exercises.	project ideation template; branching scenarios exploring health decisions; learner characters representing community perspectives.

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Case study analysis: 50%
Project proposal: 50%
Total: 100%

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Innovation in Community Healthcare (Capstone)	**COURSE CODE: FAH 123 (0CIE0007)**	**CONTACT HOURS: 8 hours/week**
	CREDIT UNIT: 8	**THEORETICAL: 2 hours/week**
SEMESTER: II	**PRE-REQUISITE: None**	**PRACTICAL: 6 hours/week**
GOAL: The goal of the course is to empower the student to design and communicate a simple, context-sensitive community health intervention by applying innovative thinking, problem-solving skills, and prior learning to real-world local health challenges.		
GENERAL OBJECTIVES: At the end of the course, the students should be able to: 1.0 Explain the concept of creativity and innovation in community healthcare projects and programmes; 2.0 Critically and creatively engage with real-world health challenges in their communities by exploring innovative approaches to healthcare delivery; 3.0 Demonstrate a sense of agency through enhanced problem-solving skills, and communicate context-sensitive health interventions effectively, both orally and in writing.		

PROGRAMME: FOUNDATION CERTIFICATE IN APPLIED HEALTH		
COURSE TITLE: Innovation in Community Healthcare (Capstone)	COURSE CODE: FAH 123 (0CIE0007)	CONTACT HOURS: 8 hours/week
	CREDIT UNIT: 8	THEORETICAL: 2 hours/week
SEMESTER: II	PRE-REQUISITE: None	PRACTICAL: 6 hours/week
COURSE SPECIFICATION: Theoretical and Practical		
General objective 1.0: Explain the concept of creativity and innovation in community healthcare projects and programmes		

THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	**Specific learning outcome**	**Teacher's activities**	**Resources**	**Specific learning outcome**	**Teacher's activities**	**Resources**
1-5	1.1 Explain the meaning of creativity. 1.2 Discuss types of creativity 1.3 Explain the relationship between creativity and innovation 1.4 Explain how ideas are generated 1.5 Discuss how community health challenges can be addressed through creative problem-solving and practical solutions. 1.6 Describe the process of identifying community health needs. 1.7 Explain community health interventions. 1.8 Discuss the	• Define creativity. • State examples of community healthcare delivery and outcomes. • Highlight community health challenges and how to address them through creative problem-solving and practical solutions. • Explain the process of identifying community health needs. • List examples of appropriate	• Short videos and readings; case studies of community health initiatives; design-thinking frameworks ; planning guides and checklists; recorded practitioner talks or podcasts.	1.1 Generate initial ideas for a simple, innovative health intervention.	• Facilitate ideation and planning workshops. e.g. Planning stakeholder engagement for generated idea.	• Project template and workspaces; peer feedback tools; presentation and recording tool; reflective journal template; scenario-based planning exercise.

	importance of teamwork, research, and collaboration in developing innovative health solutions. 1.9 Explain how to apply knowledge and skills acquired during the programme to solve real community health problems. 1.10 Describe how to develop and present a community-based health innovation project. 1.11 Highlight the importance of sustainable and culturally appropriate healthcare innovations in community settings. 1.12 Explain the procedures to protect innovative ideas or secure intellectual property.	health interventions. • Highlight the significant of teamwork, research, and collaboration in developing innovative health solutions. • Discuss how to develop and present a community-based health innovation project. • Describe sustainable and culturally appropriate healthcare innovations in community settings.				
General objective 2.0: **Critically and creatively engage with real-world health challenges in their communities by exploring innovative approaches to healthcare delivery.**						

6-10	2.1 Explain the concepts underpinning innovation in community healthcare. 2.2 Describe common health challenges faced by local communities. 2.3 Explain principles of ethical and context-sensitive health interventions.	• Introduce innovation concepts using examples and case studies. e.g. Community participation in healthcare delivery • Explain challenges using community-based examples. • Discuss ethics and contextual sensitivity using scenarios.	• Short videos and readings; case studies of community health initiatives; design-thinking frameworks; planning guides and checklists; recorded practitioner talks or podcasts.	2.1 Identify a specific health challenge within a local community. e.g. malaria 2.2 Analyse contributing factors to the identified health challenge in 1.2 above e.g. Sanitation, ineffective vector control 2.3 Determine ethical and unethical public health practices in sensitive health issues examples.	• Support problem-identification activities • Guide structured analysis and discussion. • Guide students to Illustrate between ethical and unethical public health practices in sensitive health issues examples. e.g. Family Planning services (patient consent, ethical approval, confidentiality).	• Project template and workspaces; peer feedback tools; presentation and recording tool; reflective journal template; scenario-based planning exercise.
General Objective 3.0: **Demonstrate a sense of agency, through enhanced problem-solving skills, and communicate context-sensitive health interventions effectively, both orally and in writing.**						
11-15	3.1 Explain basic problem-solving and	• Introduce frameworks using	• Short videos and	3.1 Design simple, context-sensitive	• Supervise project development and	• Project template

	design-thinking approaches. 3.2 Describe effective communication strategies for health interventions. 3.3 Explain the importance of reflection in evaluating health initiatives.	step-by-step explanations. e.g. Community Dialogue, Root cause analysis. • Explain communication principles using examples. • Discuss reflective practice using guided prompts.	readings; case studies of community health initiatives; design-thinking frameworks; planning guides and checklists; recorded practitioner talks or podcasts.	community health intervention. e.g. Community Dialogue, Root cause analysis. 3.2 Communicate the proposed intervention clearly in written and oral formats. 3.3 Reflect on personal learning, decision-making, and problem-solving during the project.	provide feedback. • Support presentation and drafting activities. • Guide reflective writing and discussion activities.	and workspaces; peer feedback tools; presentation and recording tool; reflective journal template; scenario-based planning exercise.

COURSE ASSESSMENT:
Course work: 10%
Test: 10%
Practical: 40%
Examination: 40%
Total: 100%

or

Community health project: 70%
Reflective assignment: 30%
Total: 100%

LIST OF MINIMUM RESOURCES

A. INDIVIDUAL STUDENTS

i Mobile device with Virtual Learning Environment (VLE)
ii Laptop Computer with Virtual Learning Environment (VLE)
iii Audio equipment (Headsets)
iv Inbuilt or external Webcam
v High speed Internet connectivity
vi Video Conferencing tools
vii Data and Health Analysis Software packages
viii Office Productivity Software

B. INSTITUTIONS

i. Computer Laboratory/Studio with at least sixty (60) laptop computers
ii. Virtual Laboratories (Health and Basic Sciences)
iii. e-Library
iv. Learning Management System
v. High Speed Internet connectivity
vi. Wireless Local Area Network

LIST OF WORKSHOP PARTICIPANTS

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