



People's-Uni –  
*Building the Public Health Workforce  
Capacity at Home and Abroad*

Dr Anna Jones

Dr Rachel Beanland

Dr Suzanna Mathew



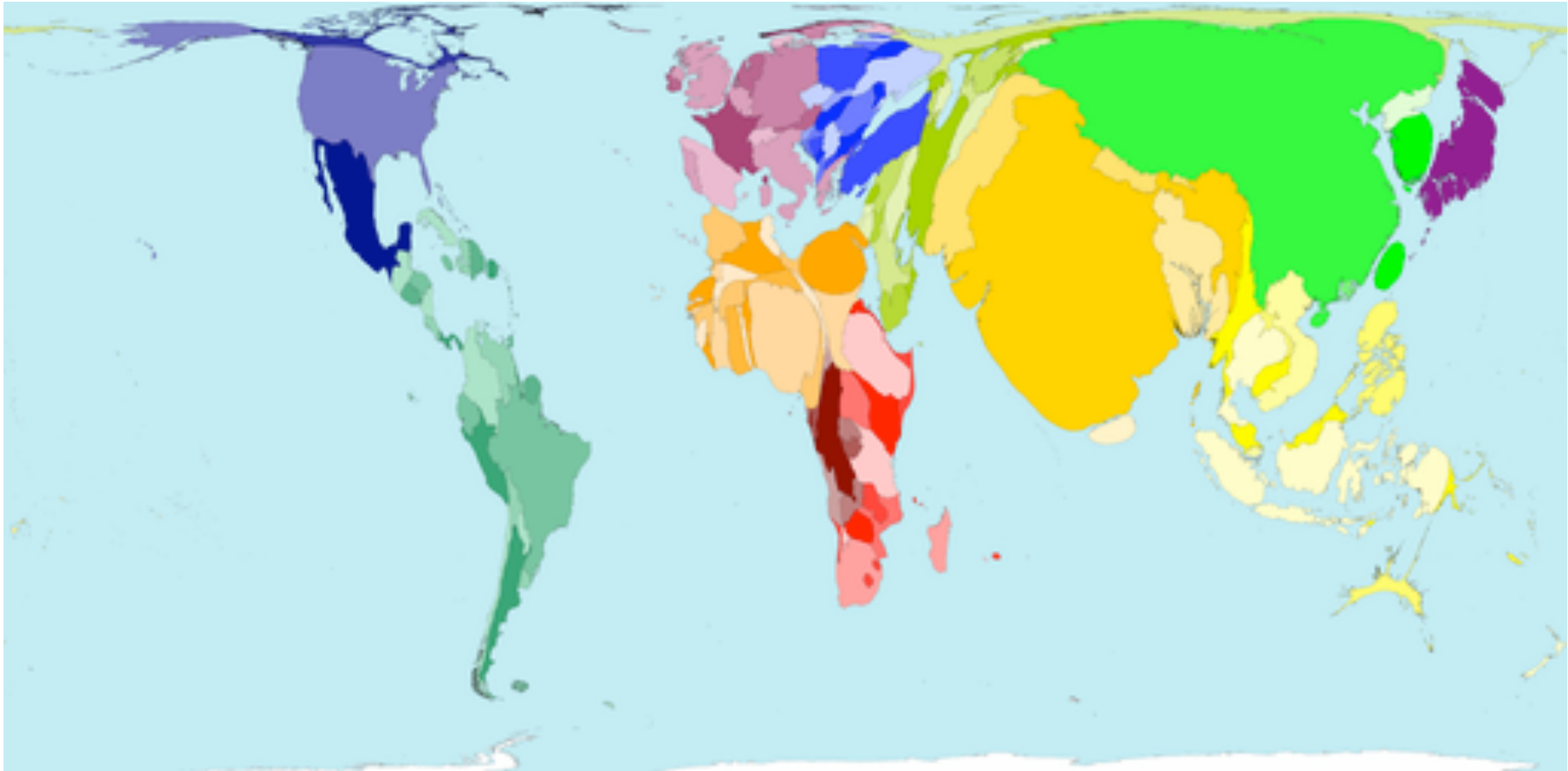
## Structure of session

Structure and aims of People's-Uni – *Anna Jones*

Trainees perspective – *Rachel Beanland*

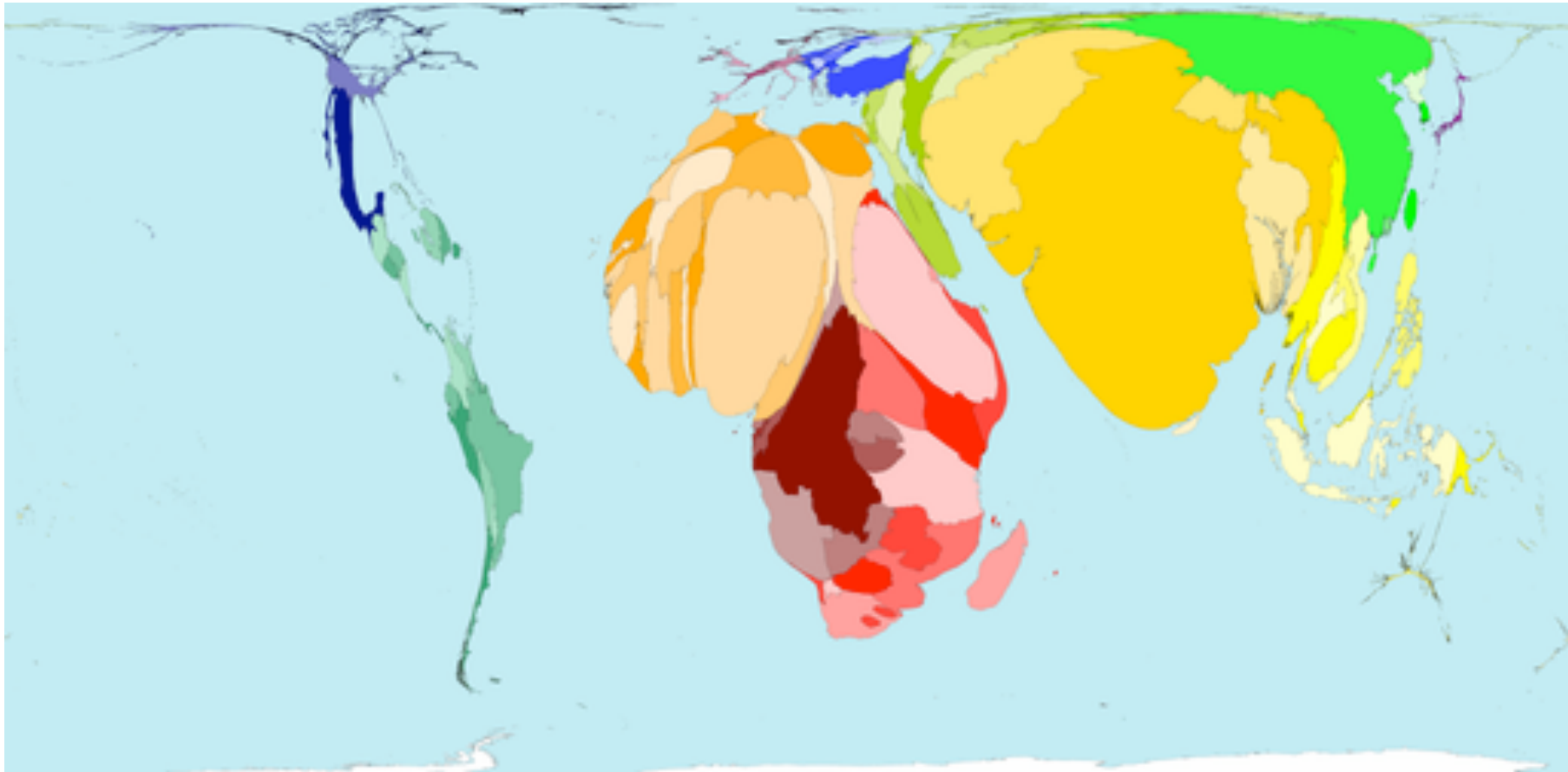
Facilitators experience – *Suzanna Mathew*

# Population reference



# Infant mortality

Worldmapper 2002





# Workforce?



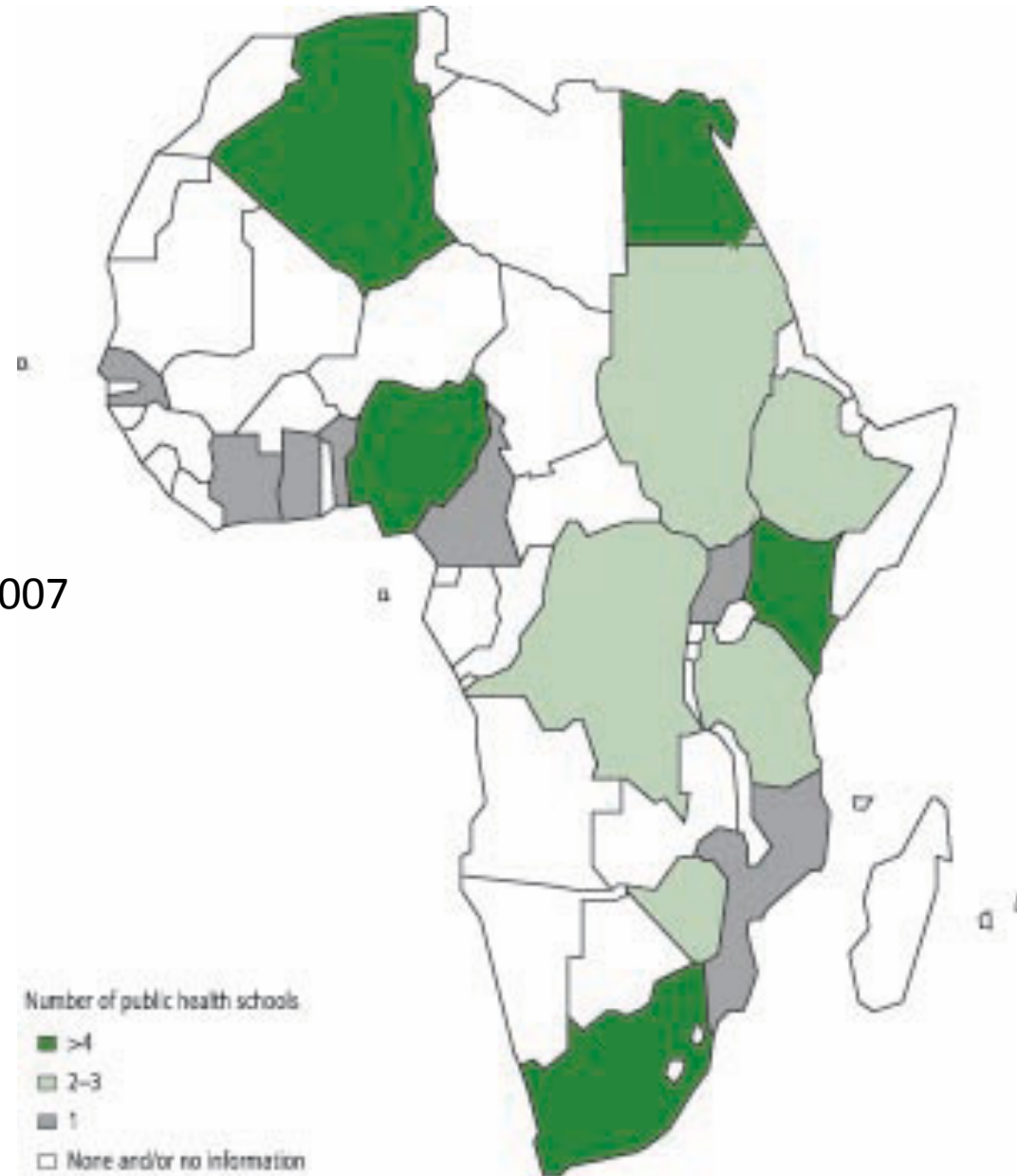


# Global Health care workforce

- WHO, UNICEF and others have made major contributions to training of health personnel in LMICs.
- BUT – efforts have focused on the training of junior health personnel on infectious disease control and maternal and child services, and not on public health professionals, i.e. public health workers with a relevant postgraduate degree
- Capacity not solely related to numbers but also to expertise and qualification



Afrihealth project – 2007





# Solution: Education

Traditional approaches to public health training have limitations including:

- **isolation from ministries of health**
- **emphasis on institution-based teaching and didactic training and the lack of direct field experience**
- **lack of experienced field-based senior public health practitioners as role models**
- **view that public health is a medical speciality**
- **high cost of the training programmes**





Education must be:

**Accessible,**  
**Affordable,**  
**Appropriate,**  
**Accredited**  
**Accepted**



# People's-Uni Vision

***...create a skilled public health workforce in low-to- middle income countries with the capacity and abilities to deal with the issues impacting on the health of their populations.***

Our principles are that:

**Education should be affordable**...Supported through the use of **Open Educational Resources** and delivered by **Volunteers**



## How?

- Online delivery of MPH level modules
  - Foundation sciences
  - Public Health problems
- Moodle platform
- Volunteer delivery – international network of 110 academics and professionals



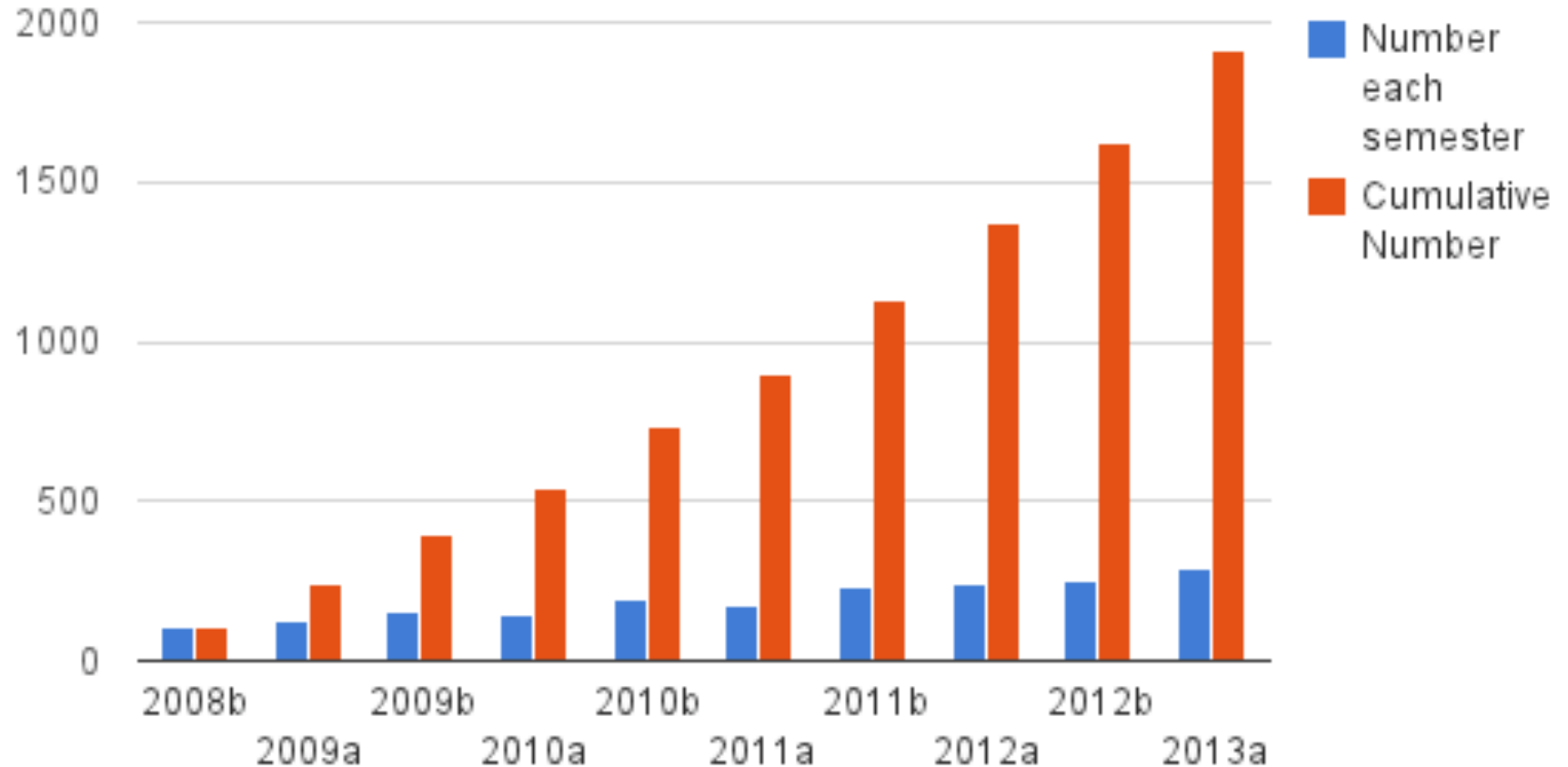
# Where are the Tutors?





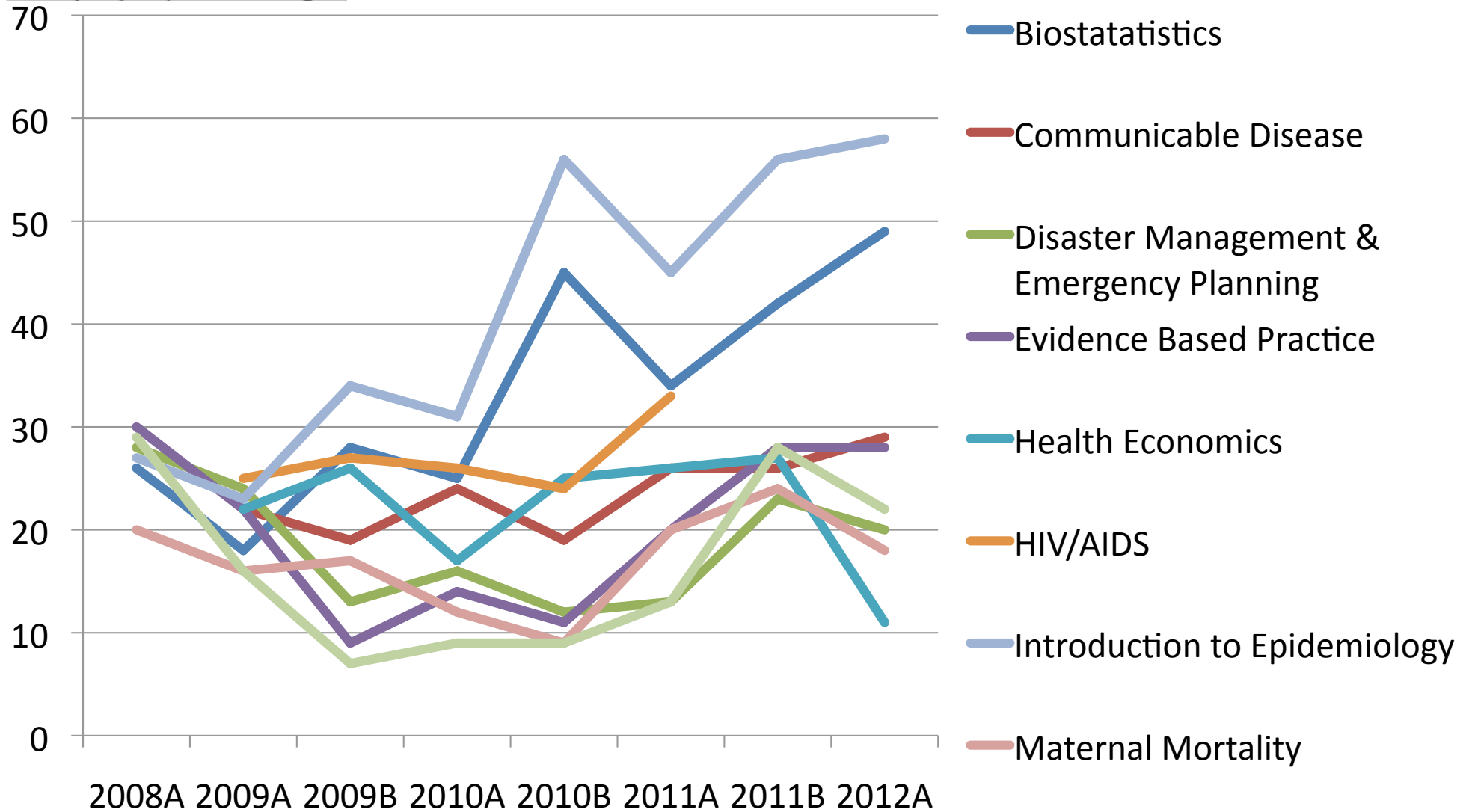
# Student Numbers

Number of student enrolments each semester





# Modules





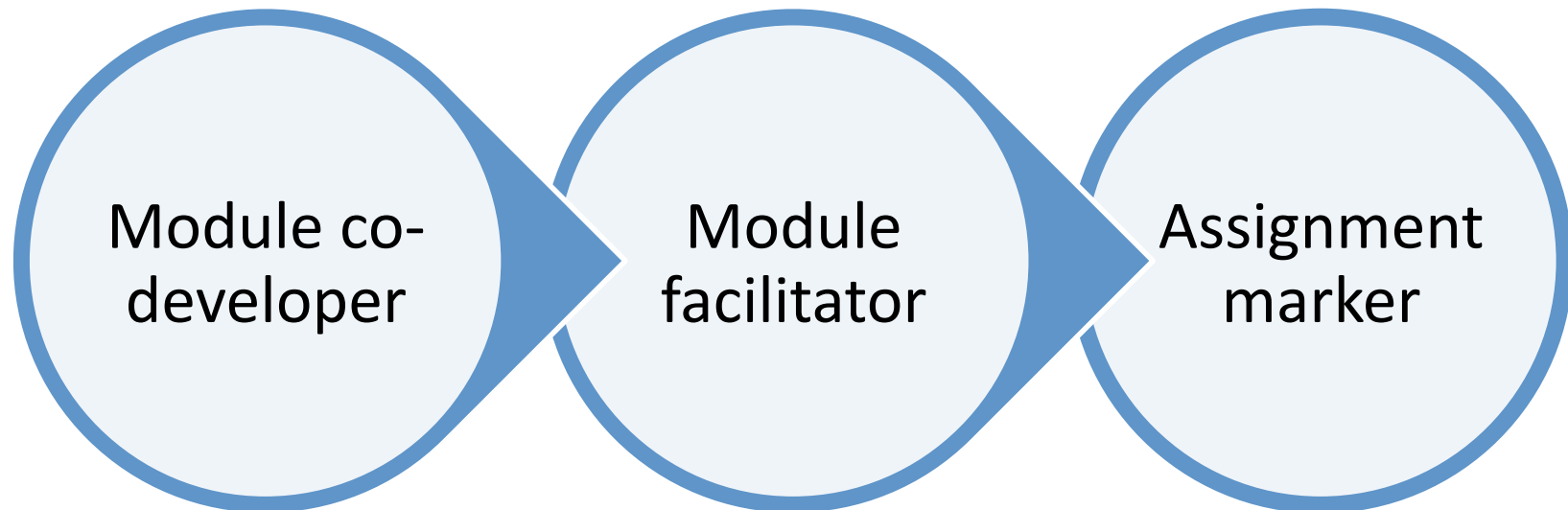
## And the students?

- Introduce evidence-based interventions into their work and communities.
- Using their learning to shape and improve public health systems in their home districts.
- Cascading this training to their colleagues
- Returning as tutors



# PU: Involvement as a PH StR

HIV/AIDS module







# Requirements

- Interest
- Time
- Online access
- Email/Skype communication
- Patience



# Benefits

Topic interest

Learning  
outcomes

Communication

Collaboration

Network



# Experiences of a Tutor/Facilitator



*Suzanna Mathew (suzanna.mathew@phe.gov.uk)  
CCDC Public Health England*



# Skills development

## Facilitation

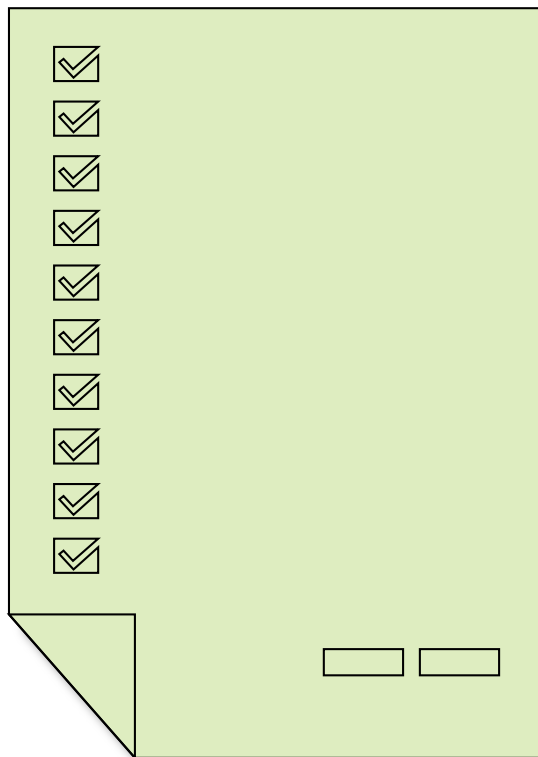
- Online teaching re new skill and concepts-Facilitators guide, discussion forum
- Setting the initial tone for class room
- Asynchronous discussion over semester, 5 topics with a two week-break
- Perseverance- key to success, participation rates decline with time





# Skills development

## Course Content and Review



- Initial content set after a lot of research by course leader
- Continuous evaluation by students after each semester
- Course review to look at curricular alignment, led by Fiona Neely, iterative
- Comparison with review of other module

# Skills development(contd)

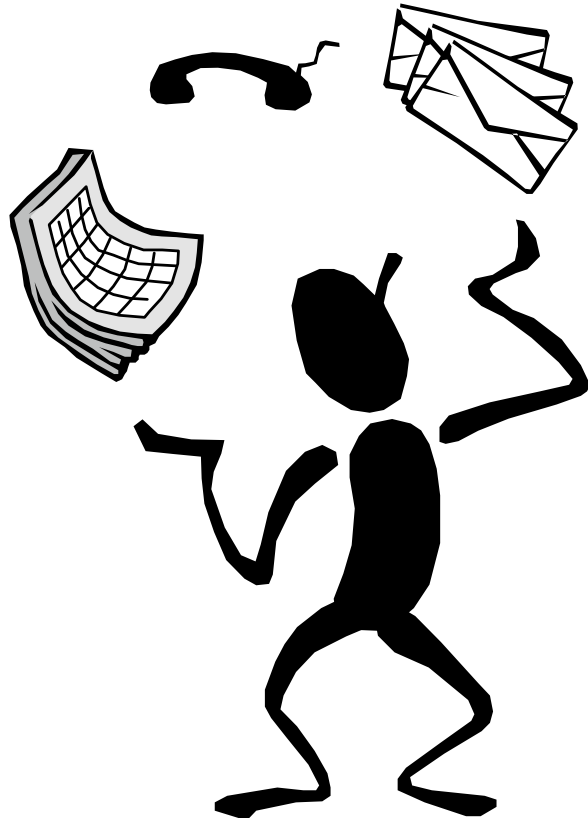
## Assessment

- *Painful deadlines for both tutors and students*
- *Marking grids*
- *Refinement of methods with time, tutor led workshops annually*
- *Improved quality of submissions*
- *Improved outcomes*
- *Dissertations*





# Skills development (contd)



## Leading a module

- Operational and strategic oversight of module-Nature of Comm Dis Control
- Co-ordinating volunteers
- Ensuring timely starts and availability of tutors
- Allocating markers and second markers, dealing with late submissions
- Capacity building of tutors



## WIFM? My journey

- Fulfilment in context of feeling de-skilled and desirous of contributing to PH education in under resourced settings
- CPD- being up to date on CD related Global health issues
- Empowering networking
- Motivating peers to contribute-medical students, StR-global health competencies, CCDC
- Sparked interest in education- led to other things- e.g., FPH Role as DOT-Curriculum and Assessment, MSc Med Ed







Any questions?

Thank you

Anna Jones

Rachel Beanland

Suzanna Mathew



# Next Steps

- Continue to ensure quality of teaching
- Expand range of modules offered
- Develop partnerships with local organisations
- Alumni network
- Opportunities for collaboration with People's-Uni tutors



# Where are they from?

Number of students from African countries

