

# TRIP FORM

## Prepared for Practice

### King's Somaliland Partnership

Thank you for volunteering with the King's Somaliland Partnership. Our work is only possible because of the hundreds of experts, like you, who volunteer their time to support the Somaliland health system.

This Trip Form is the key document for capacity building activities in Somaliland, used by UK volunteers, Somaliland partners and UK programme staff. It serves three purposes:

First, the Trip Form outlines key information, specifying the trip's aims, outputs, contacts and context.

Second it is a monitoring tool, helping us know the progress of our work. At its simplest this process is about numbers, from number of people trained to the male-to-female ratio. It is also about tracking: did the trip achieve what it set out to do? To what extent did Somaliland partners co-deliver activities? We report all this information to our donors as part of our commitment to accountability.

Third, the Trip Form supports wider learning. Answering questions about outcomes, unanticipated success and challenges help us understand our immediate impacts, what's working, what isn't, and why. We can then adapt our approach based on these findings, improving future trips and shaping our overall programme strategy.

The Trip Form is filled out in stages by different people, divided into the following sections:

- A. **Context**
- B. **Terms of Reference** – *to be completed before the trip by the volunteer leads*
- C. **Trip Report** – *to be completed during trip by the trip volunteers. We strongly encourage trip volunteers to seek and incorporate the views of Somaliland colleagues. This completed section should then be shared with volunteer leads and [katerina\\_anies.peithi@kcl.ac.uk](mailto:katerina_anies.peithi@kcl.ac.uk) within one week of returning*
- D. **Debrief** – *to be completed collaboratively in the UK debrief meeting after the trip*

Thank you for taking the time to fill this out – the information you provide is invaluable to the King's Somaliland Partnership.

## A) CONTEXT

### The King's Somaliland Partnership (KSP)

Since our founding in 2000, the KSP has pursued a partnership approach to healthcare system strengthening. We build local capacity by fostering collaboration between health professionals, students and institutions in the UK and Somaliland.

The KSP's work is delivered by volunteers, with over 150 practicing UK experts – educators, researchers, health professionals, regulators, managers and health sector leaders – donating their evenings, weekends, holidays and sabbaticals. To address the challenges facing the Somaliland healthcare system, we focus on health education and training, policy and regulation, hospital management and research.

When the KSP was established, there were no Somaliland medical schools, no regulatory body, only one nurse training course and few hospitals. Since then, we have worked with a growing number of institutional partners, reaching hundreds of health professionals and students a year, to achieve outsized impact. Our achievements include:

- ✓ Examining 100% of doctors and the majority of BSc nurses graduating since the 1988-91 Somaliland war.
- ✓ Introducing mental health, a severely neglected clinical specialty, into the undergraduate medical curriculum in 2008 and delivering psychiatric training to every doctor that has graduated since.
- ✓ Co-authoring 13 publications with Somaliland colleagues, representing 35% of Somaliland's entire research output.
- ✓ Becoming the first organisation to deliver a robust ongoing programme of synchronous online learning in a post-conflict setting.
- ✓ Co-designing ground-breaking sexually transmitted infections training that changes doctors' behaviour [[video](#)].

### The Prepared-for-Practice (PFP) project, 2017-2021

Your trip is a key part of a wider project called PFP. PFP seeks to address Somaliland's health workforce crisis. Somaliland teaching institutions struggle to produce medical, nursing and midwifery graduates who can apply their learning to real world situations. Once out of university, young graduates receive little support in their workplaces, but are expected to make life-or-death decisions.

PfP's goal is 'prepared-for-practice graduates improving health outcomes in Somaliland'. To achieve this, PFP aims to reform Somaliland health education, putting practice-orientated learning, teaching and assessment at its centre.

PfP will work at the individual, institutional and national levels. It will deliver an extensive programme of capacity building activities for students, faculty, examiners, clinical supervisors, university administrators and health system regulators. PFP will also work with higher education and health policy makers to formulate new national standards for graduates.

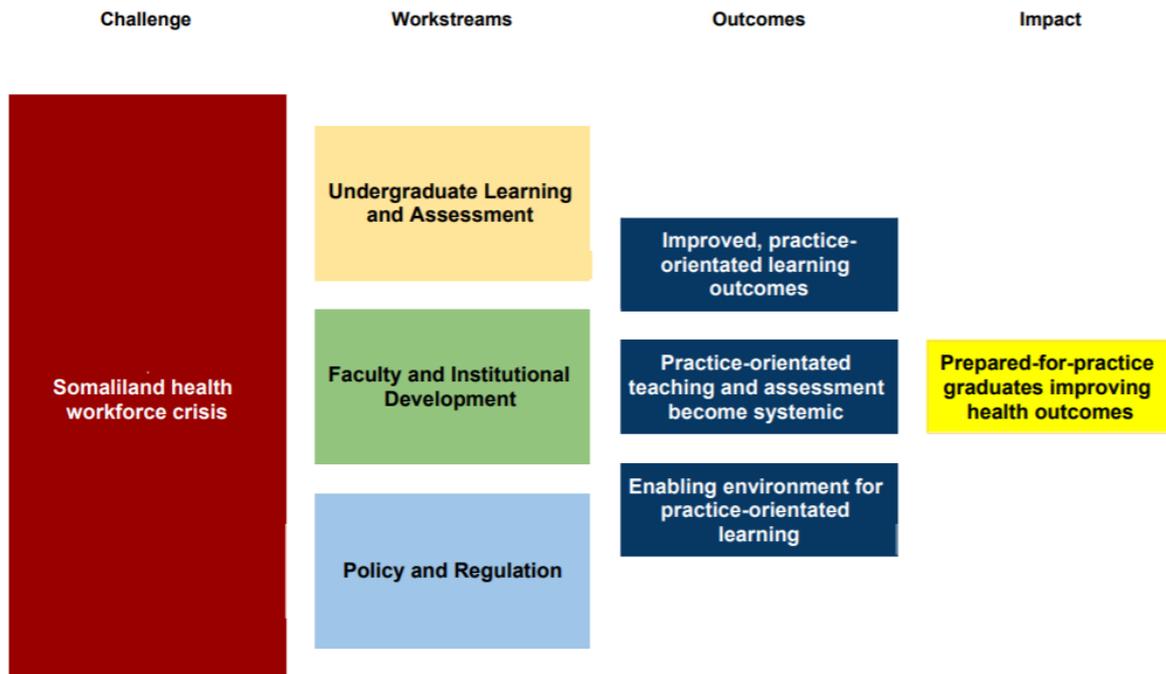
By project completion in 2022, it is estimated that PFP will have trained and examined more medical students than the current number of doctors practising in Somaliland. If successful, the project will impact every step of the health worker pathway, helping ensure that Somaliland's next generations of health graduates have the necessary knowledge, skills and behaviours to meet the challenge that awaits them.

The PFP partnership is made up of six organisations that have been working together for over a decade – KCL, MedicineAfrica, a non-profit technology company, THET, a health partnership INGO, and Amoud University,

University of Hargeisa and Edna Adan University, Somaliland’s three leading health schools, responsible for the education of over 80% of medical students and 25% of nursing students nationwide.

PfP is part of the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme. SPHEIR has been established by the UK Department for International Development (DFID) to catalyse innovative partnerships in low-income countries to improve the performance, governance and influence of higher education systems and institutions. SPHEIR partnerships seek to transform the quality, relevance, access and affordability of higher education to achieve sustainable, systemic change.

You can see a simple diagram of how it all fits together below (*See Appendix 1: Theory of Change for a more detailed version*).



The ‘Undergraduate Learning and Assessment’ workstream comprises interactive online teaching (715 students, 172 courses over 5 years), examining trips (650 students, 10 trips over 5 years), clinical supervision and community field visits, and curriculum and logbook review.

The ‘Faculty and Institutional Development’ workstream comprises Somaliland’s first Certificate/Diploma/Master’s course in Health Professions education (60 faculty, 29 trips and 9 distance modules over 5 years) as well as a pilot blended capacity building course for university administrators (2 trips and 1 online module over 1 year).

Finally, the ‘Policy and Regulation’ workstream is being led by THET and will have less volunteer input, but will involve a pilot blended capacity building course for national regulators (2 trips and 1 online module over 1 year).

Feel free to contact [Hannah.j.ware@kcl.ac.uk](mailto:Hannah.j.ware@kcl.ac.uk) if you would like further information on KSP or PfP.

## B) TERMS OF REFERENCE

### **Trip Name:**

Medical OSCE Examining Trip

**Dates:** 27<sup>th</sup> June – 10<sup>th</sup> July 2020

- Boroma OSCEs: 29<sup>th</sup> June – 2<sup>nd</sup> July 2020
- Hargeisa OSCEs: 6<sup>th</sup> – 9<sup>th</sup> July 2020

### **Location(s):**

Hargeisa, Boroma

### **Purpose**

The purpose of this activity is to support the delivery of Objective Structured Clinical Examinations (OSCEs) for year 6 medical students. It also seeks to strengthen the capacity of partner universities to run effective OSCEs by providing support and guidance on developing OSCE stations, marking and exam organisation.

### **Planned activities:**

- Review and provide feedback on draft written examination and OSCE stations prior to the trip
- Meet with clinical supervisors and internal OSCE examiners to support them with consistency in OSCE checklist marking
- Oversee delivery of OSCEs at Amoud University
- Observe delivery of OSCE examinations for the University of Hargeisa and Burao University (a joint examination will be held at one location)
- Participate in marking and processing of marks for all these examinations

### **Trip volunteer specification** (*profession, seniority etc.*):

- Medical qualification
- Experience in examining undergraduate medical students, preferably through OSCEs
- Experience of working in a low- or middle-income country

### **Planned outcomes:**

- Partners have improved knowledge and skills to deliver effective medical OSCE
- OSCE exams completed satisfactorily
- Results of OSCE examinations for partner universities reviewed and feedback provided to universities

### **Anticipated Challenges:**

*No anticipated challenges*

## Key contacts

UK Coordinator: Hannah Ware, [hannah.j.ware@kcl.ac.uk](mailto:hannah.j.ware@kcl.ac.uk) Tel: +44 (0) 2078481417

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Somaliland Logistics and Security Focal Point: Samatar Ahmed, [Samatar@thet.org](mailto:Samatar@thet.org)

**Project management support:** Kings Global Health Partnerships will provide an induction, planning meeting to discuss trip objectives and schedule, and ongoing remote support whilst volunteers are in Somaliland. The Tropical Health Education Trust (THET) will provide security briefings and logistical support in Somaliland.

# APPENDIX 1: PREPARED FOR PRACTICE THEORY OF CHANGE

