

Strengthening Health Workforce Education (SHWE) Program in Papua New Guinea (PNG) – Stage 2
Development of a Graduate Certificate / Graduate Diploma in Health Professional Education

Brief 4: Fast Track Program 2 Workshop – School of Nursing & Midwifery, University of Papua New Guinea

Holiday Inn, Port Moresby - Monday 9th June – Thursday 12th June, 2025

During the Strengthening Health Workforce Education (SHWE) program which resulted in the revised national Nursing and Community Health Worker (CHW) curriculums for PNG (implemented in 2024), it became clear that there was a crucial and urgent need to continue to build capacity in educators across the country to enable them to effectively plan and deliver the revised education programs. To sustainably build and improve capacity in these health professional educators in PNG, the University of PNG (UPNG) was identified the most appropriate local institution to provide this national improvement program in the longer term.

During Stage 1 of the SHWE program it became apparent that staff from the UPNG School of Medicine and Health Science (SMHS) in the School of Nursing and Midwifery (SoNM) had limited capacity to design and deliver the programs. While the SoNM currently offer Bachelor of Nursing awards, no postgraduate program options are available. To address the identified need for mentoring and support for SoNM staff, the second stage of the SHWE program was designed to build and strengthen post-graduate programs, research and teaching capacity in the SoNM at UPNG in order to improve educational standards across PNG.

Commencing in late 2024, Stage 2 of the SHWE program supports the strengthening of teaching, learning and educational standards in the SoNM through an international partnership (Sister School model) between the SMHS at UPNG, and the WHO Collaborating Centre for Nursing, Midwifery and Health Development at the University of Technology Sydney (WHO CCNM UTS) to improve the quality of PNG health professional education.

The program is implemented by WHO CCNM UTS, in partnership with UPNG, PNG National Department of Health (NDoH) and PNG Department of Higher Education, Research, Science and Technology (DHERST) with funding provided by the Australian Government through the Department of Foreign Affairs and Trade (DFAT).

This brief reports on the 2nd workshop in the Stage 2 Fast Track Program. This workshop held in June 2025 was conducted separately for UPNG staff due to teaching commitments which will prevent them attending the next Fast Track workshop in August.

Fast Track Program 2 Workshop:

This workshop was held at the Holiday Inn in Port Moresby between June 9th and 12th, 2025. Eleven educators (9 females, 2 males) from the UPNG SoNM participated in the workshop.

Workshop Goal:

To improve the quality of assessment in nursing programs through applying contemporary and evidence-based approaches.



Group work with UPNG educators

Workshop Objectives:

1. Review progress on modules and assessments for Fast Track program.
2. Explore the effects of marginalisation on health outcomes.
3. Discuss how healthcare outcomes can be improved through increasing the rigor and effectiveness of assessment within teaching and learning programs.
4. Review contemporary approaches to assessment and revise assessment processes and strategies.
5. Discuss the change process.
6. Develop plans for improvement.
7. Review learning needs in light of the new post graduate program.

Day 1: Module completion and annotated bibliography development

The workshop commenced with a half-day session following an opening prayer. Prof. Di Brown (Professor of Nursing, WHO CCNM UTS) worked with the UPNG staff on their modules and assignments, clarifying concerns and discussing the plan for the remainder of the week.



Prof. Di Brown (WHO CCNM UTS) with staff from UPNG SoNM.

Day 2: GEDSI: Inclusive healthcare practices - what does it mean for teaching and learning?

The workshop was opened with a morning prayer, then a reflection of the previous day's activities. In the first session for Gender Equality, Disability and Social Inclusion (GEDSI), participants undertook a group activity which enabled them to explore and then agree on the terms: gender equality, disability, disability inclusion and social inclusion. This was a useful session as it ensured everyone had the same understanding

and definitions which provided the groundwork for the rest of the day.

In session 2 the group discussed marginalisation which was reinforced through a role play where participants took turns to be members of either a privileged group in society or a marginalised one. Role-plays included checking into a hotel and trying to get into a shopping centre and everyone participated with enthusiasm. Debriefing included discussion of the reality of different individuals and groups being marginalised and the effects it has on health and well-being. This highlighted the need for teachers to be aware of the diverse needs of their learners.



Group discussion with UPNG SoNM staff.

In the afternoon participants conducted an environmental audit which assessed the accessibility of the hotel environment, the outside environment and public transport. The exercise provoked discussion about equality, accessibility, and human rights. The conversations unpacked the variety of teaching methods that participants had experienced during the day and how these might be applied in their own settings. Participants were introduced to the real-time feedback forum *Slido* which was very enthusiastically adopted. For homework participants were given 2 assignments to mark for discussion on Day 3.

Day 3: Improving Assessments

Day 3 opened with a prayer, followed by discussion of the homework that was given the previous night. Prof. Di asked the participants how they felt about being given the work with limited instructions. Robust group discussion followed based on interesting insights as some participants thought their assessment skills were being tested. The ways educators marked the work and made decisions about possible grades and the variation of decisions about the quality were debated. The group



World Health
Organization
Western Pacific Region

**WORLD HEALTH ORGANIZATION COLLABORATING
CENTRE FOR NURSING, MIDWIFERY & HEALTH DEVELOPMENT**
BUILDING HEALTH LEADERSHIP AND CAPACITY IN THE WESTERN PACIFIC REGION

then talked about the student perspective when they receive instructions for assignments that are unclear and what can be done to reduce students' anxiety.



Group work with UPNG educators.

A session on Authentic Assessment followed, highlighting the need to give students assessments that reflect the expectations of the world into which they will graduate. Integrating assessments and different assessment strategies to enhance student learning was also considered, as were standards and valid and reliable assessments which take account of student diversity and what that means. Reflecting on the homework assignment, participants then worked in pairs marking the same essay but using different marking criteria: marks against specific criteria versus a rubric. The differences, risks and benefits of each and the need for moderation and checking in each assignment were also discussed.

The topic of Backwards Design was introduced to the educators as a means for planning and thinking about assessment and deciding on subject or program outcomes that may change assessments.

Day 3 concluded with participants mapping all assessments in their existing programs and subjects. Homework required participants to think about their change projects for discussion on Day 4. Ms Belinda Nanareng, Program Manager from PATH briefly attended for part of the workshop to talk with participants and hear their feedback.

Prof. Di also met with Dr Nancy Buasi, SoNM UPNG, to discuss the Graduate Diploma course proposal accreditation document, and the upcoming meeting of the Courses Governance Committee as the first stage of the approval process at UPNG.

Day 4: Changing practice

Chloe Damon (Second Secretary Health) and Ore Topurua (Program Manager) from the Australian High Commission joined the workshop on the morning of Day 4. Sessions focused on Miller's Framework as a second framework that can be used to plan authentic and valid assessment. Participants used this new framework to review the assessments from their own teaching.

To conclude the workshop participants discussed and presented on their change projects with a focus on ways assessment and teaching and learning strategies can be made more student centred.

Workshop Outcomes:

Preliminary feedback from the UPNG educators indicated that the objectives of the workshop were achieved. They actively participated in all aspects of the program and their reviews and reflections during discussions and interviews indicated that the learning content and activities were very beneficial and relevant to their work.



Group work with UPNG educators

Next Steps:

Following on from this workshop, a further two Fast Track Program 2 workshops will be held for this cohort of UPNG SoNM educators in August and November 2025. Collaborative work continues with WHO CCNM UTS and UPNG SMHS, through the international partnership to further improve the quality of education for nurses and CHWs across PNG. Prof. Di Brown will continue to work closely with Dr Nancy Buasi and staff to progress the post graduate curriculum for health professional educators, whilst also building teaching capacity.



World Health
Organization
Western Pacific Region

**WORLD HEALTH ORGANIZATION COLLABORATING
CENTRE FOR NURSING, MIDWIFERY & HEALTH DEVELOPMENT**
BUILDING HEALTH LEADERSHIP AND CAPACITY IN THE WESTERN PACIFIC REGION



Educators from UPNG SoNM and Prof. Di Brown (WHO CCNM UTS), with Ms Chloe Damon and Ms Ore Topurua (Australian High Commission)



World Health
Organization
Western Pacific Region

**WORLD HEALTH ORGANIZATION COLLABORATING
CENTRE FOR NURSING, MIDWIFERY & HEALTH DEVELOPMENT**
BUILDING HEALTH LEADERSHIP AND CAPACITY IN THE WESTERN PACIFIC REGION