

20 – 21 September
2021

Platform: Zoom online

Organized: IOHK Unit,
KOM, IIUM

IOHK CLINICAL POSTGRADUATE
MODULE WORKSHOP FOR TRAINERS



Objectives

- To reintroduce the participants (trainers) regarding the overview of the existing themes and modules
- To highlight the participants (trainers) on outline and backbone of a module
- To guide and help participants (trainers) to develop and complete the IOHK Clinical Postgraduate modules



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Day 1: 20th September 2021

| Topic | Time | |
|---|-------------------|---|
| Introduction on workshop | 8.30am – 8.45am | Dr Shaiful Ehsan |
| Module 1: Principles of Tawheed in Clinical Practice | 8.45am – 9.45am | Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann |
| Break | 9.45am – 10.00am | |
| Module 2: Fiqh Al-Ibaadah in Medicine | 10.00am – 10.45am | Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann |



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| | | |
|---|-------------------------|---|
| Group discussion / Module preparation (continue) | 11.00am – 1.00pm | Group Activity (Mentors = Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann) |
| Group discussion / Module preparation (continue) | 2.00pm – 5.00pm | Group Activity (Mentors = Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann) |



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Day 2: 21st September 2021

| Topic | Time | Facilitator / Commentors |
|-----------------------------|--------------------------|---|
| Group 1 Presentation | 8.30am – 10.00am | |
| Comments session | 10.00am – 10.30am | Prof Dr Amin / Prof Dr nazri / Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann |
| Group 2 Presentation | 10.30am – 12.00pm | |
| Comments session | 12.00pm – 12.30pm | Prof Dr Amin / Prof Dr Nazri / Dr Arif Shahar / Dr Faiz Tahir / Dr Che Ann |
| Closing remarks | 12.30pm – 1.00pm | Dr Shaiful Ehsan |



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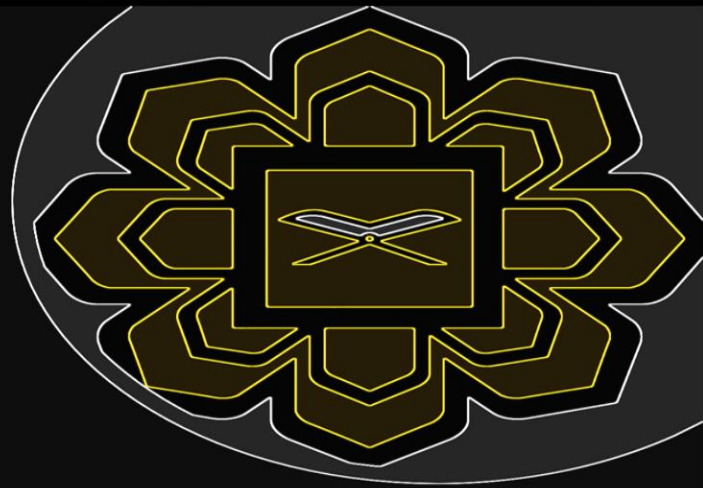
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INTRODUCTION MODULE – WHAT IT IS

DR MOHD SHAIFUL EHSAN BIN SHALIHIN

Module

Programmes are made up of modules. Each module is a self-contained, formally-structured unit of study, with a coherent and explicit set of learning outcomes and topics.¹

¹University of Nottingham, 2021



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Module

A self-study unit / material that is organized / developed to improve the process of learning, encompassed within a course or programme of study.²

²Taxonomy and Skills Element, IIUM, 2021



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Module structure

- Title
- Aims
- Learning outcomes
- Topics
- Subtopics
- Narrative explanations
- Instruction methods
- References



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This section will normally be no more than a couple of paragraphs (but there are exceptions).

You should indicate:

- the reasons for the module's existence (perhaps related to industrial, local or environmental factors)
- how it relates to the course as a whole ('forms the vital core of the course', 'encourages students to apply the theory taught in the rest of the course in a practical situation') and possibly to particular ('preparing students for' or 'building upon')
- any particular elements that differentiate this module from others ('it is work-based', 'provides an option for students not wanting to ...').

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This section should include a list of the overarching aims of the module, i.e. broad statements which describe the main intentions of the module overall. It may be helpful to think about the following questions, and use your answers to construct aims as appropriate:

- Why is it important for students to take this module?
- Does this module contribute to the overall development of the students as ‘professionals’, ‘practitioners’, ‘researchers’, ‘experts’, ... ?
- Is it hoped that students will gain confidence in particular abilities or skill sets through their study?
- Will this module expose students to particular, or a wide variety of, experience that is important for their development?

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In this section you should list what a successful student will have demonstrated on completion of the module. This will usually include learning outcomes relating to knowledge and understanding, subject specific cognitive skills, subject specific practical skills and key skills. Each learning outcome should be specific and measurable and should be written at the appropriate level for the module.

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This section should provide a brief summary of the academic content of the module. You should highlight any specific issues or areas that are well recognised in the subject discipline, industry or profession. This will allow students to find the answer to their 'do we cover ... in the course' questions.

Remember that this summary will be read by academic peers from other institutions and by students expecting to study on the module.

Too little detail will allow doubt to enter the minds of the peers as they look for evidence of competence and completeness of coverage. On the other hand, too much content may be lost on students and could have a negative effect. It may also quickly go out-of-date, especially in disciplines where there is a fast pace of change, and so future proofing is something to consider.

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This section should summarise the learning and teaching methods that will be used within the module, ensuring an inclusive approach that enables all students to demonstrate achievement of the intended learning outcomes



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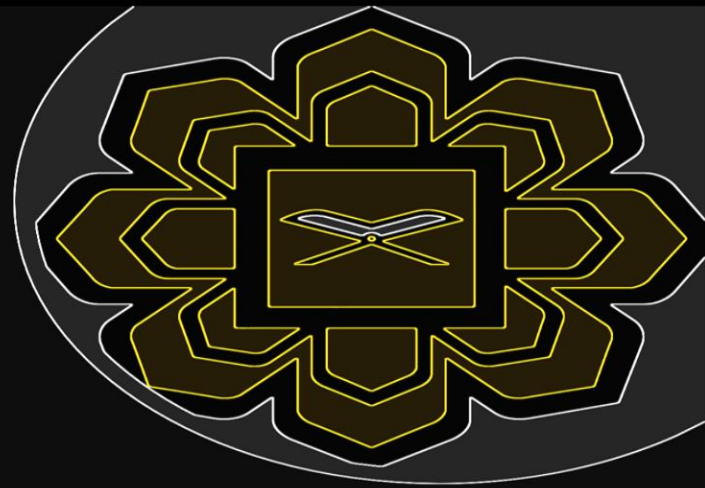
For existing modules, this section should merely include a link to the Learning Services online module reading list. For proposed new modules, you should list the texts that students are required and/or recommended to read when undertaking the module (including books, academic journals, online sources, etc).

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**THANK YOU
HAPPY WORKSHOP**

DR MOHD SHAIFUL EHSAN BIN SHALIHIN